

RUBEN CHAVIRA ELEMENTARY

Campus Improvement Plan

2020/2021

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

Laura Langton, Principal

*Ruben Chavira Elementary
We are Better Together*

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Date Reviewed: 10/05/2020

Date Approved: 10/05/2020

RUBEN CHAVIRA ELEMENTARY

Mission

Our school community will promote leadership skills to empower our students to become responsible and educated citizens.

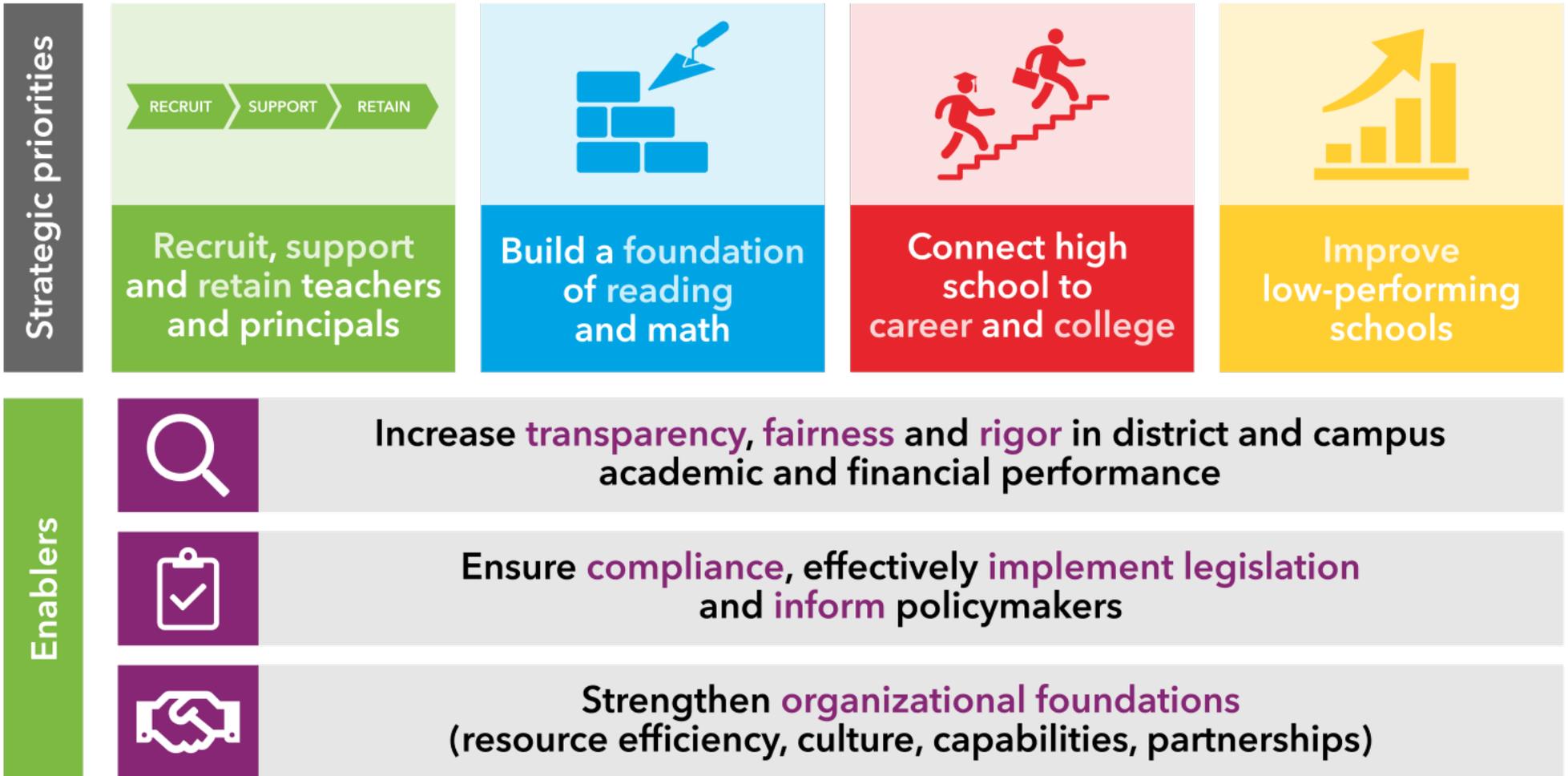
Vision

Creating leaders one child at a time.

Nondiscrimination Notice

RUBEN CHAVIRA ELEMENTARY 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>*

RUBEN CHAVIRA ELEMENTARY Site Base

Name	Position
Benavidez, Patricia	Coach
Cardenas, Racquel	5th Grade Teacher
Diaz, Emily	Kinder Teacher
Garcia, Emma	Instructional Aide
Hernandez, Brenda	4th Grade Teacher
Langton, Laura	Principal
Martinez, Hilda	2nd Grade Teacher
San Miguel, Sandra	3rd grade Teacher
Simon, Rosalinda	1st grade Teacher
Martinez, Manuel	Parent
Calderon, Alexandra	Parent
Lopez, Jaime	Business Representative
Langton, Joel	Community Representative

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
2019-2020 Benchmark Results <small>Staff Listing and Projected Teams for 2020-2021 and Budget for 2020-21</small>	Curriculum Dashboard and Assessments	2018-2019 TEA School Report Card
2018-2019 TEA School Report Card	2019-2020 Benchmark Results	RCE Staff Listing and Projected Teams for 2020-2021
Extra Curricular and Community involvement	Professional Development input and 2020-2021 Budget	Attendance Data and Special Populations counts
2019-2020 Benchmark Results	Discipline and Referral Data	Campus Cleanliness and Budget for 2020-21
GT Enrollment and Budget for 2020-21	Curriculum Dashboard and Assessments	2018-2019 TEA School Report Card and Special population counts
Home Visit records	<small>Parental involvement activities and AR input worksheets</small>	0
Instructional Materials inventory	HBI rates	Facility needs
	Technology needs	Budget for 2020-2021

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>Sandra Garza Math curriculum implemented in 2nd grade (2019-2020) and will be implemented in 1st grade classes for 2020-2021. This allows for vertical alignment beginning in 1st grade in this content area.</p> <p>Leadership meetings allow for teachers to have a voice and team leaders to troubleshoot and collaborate with the school admin team in areas important to student achievement.</p> <p>Summative testing, benchmarks, TPRI tests and AR Renaissance assessments used in disaggregating data on Data/ RTI days has shown to be valuable information. The use of the Data Wall for grades K- 5 provides an essential tracking tool of student achievement and facilitates more purposeful planning.</p>	<p>Computer based instruction availability on a daily basis is needed along with parental trainings to support programs at home. Also suggested is a technology questionnaire, to know how well our students are prepared to handle online instruction, if needed, or support at home.</p> <p>An increase in vertical planning would impact student achievement by promoting the use of common techniques, strategies and language throughout the school.</p> <p>Computer based programs to support enrichment in Gifted and Talented students and meet the needs of our EL student population.</p>	<p>Technology and support at home for students regarding remote instruction.</p> <p>Vertical alignment plan for K-2 and 3-5</p>

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	<p>The Rewards program for Special Education population promises growth for this population when used faithfully. Inclusion for SPED students in the regular education setting has allowed for more meaningful classroom experiences for the students and has stimulated important conversations between SPED and regular education teachers.</p> <p>The counselor informing staff of Child Study process and facilitating discussions that encourage the early identification of academic issues has impacted achievement through earlier intervention.</p> <p>Early implementation of tutorial program (teachers, aides, computer lab) with transportation has helped close academic gaps.</p>	<p>A more comprehensive scope of online learning tools is needed for students to use on iPad/computers in the classroom and to follow up with at home. Many apps available on the iPads are almost useless due to the limited lessons/activities available on them. Most classrooms need additional computers for student use.</p> <p>Research based curriculum for Science and Social Studies.</p>	<p>Online learning tools using current technology that the campus currently has.</p>
Staff Quality	<p>Planning protocol increases teacher capacity among all grade levels.</p> <p>Experience - Many of our staff members have much experience and use that to increase teacher capacity among their clusters and the school.</p> <p>RTI Days are effective for tracking student progress and planning targeted interventions which has improved the quality of targeted instruction from teachers.</p> <p>Teamwork within clusters is a strength at our school.</p>	<p>Digital component training for ELA adoption for classroom use and home integration.</p> <p>CDC Reopening Guidelines for Phases 1-3 with emphasis on Hygiene Practices Safety Actions Signs and Symptoms</p> <p>Staff development on characteristics of Dyslexia and classroom interventions provided on consistent basis by the Dyslexia therapist to increase teacher capacity in that area.</p> <p>A GT program which provides high level of student engagement and higher order thinking skills and fosters the teachers' abilities to provide enrichment</p>	<p>Thorough training for K-5 of the ELA adoption.</p> <p>Understanding CDC guidelines to reopen.</p> <p>Effective GT enrichment - solid program</p>

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School Climate/ Safe & Healthy Schools	<p>The school offers a plethora of after school activities for students from all grade levels (Dexters Science Club, Art Club, STUCO, Drum Club, etc.)</p> <p>Remodel of campus to include limited access except through badge use has made for a safer school.</p> <p>A lobby/foyer clear of visitors has created a safer feel for students and staff.</p>	<p>Staff training on campus on how to deal with specific stressful scenarios (ex: intruder on campus).</p> <p>An increase of parental involvement that is purposeful in a need on our campus.</p> <p>How to manage parents not being on campus for 2020-2021 but still be a part of our community.</p>	<p>Dealing with difficult parents, situations and possible dangerous intruders.</p> <p>Effective parental involvement.</p> <p>How to manage keeping parents involved despite social distancing.</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>Parent involvement in school (volunteers)</p> <p>Raffles and incentives for good grades and attendance</p> <p>Track student improvement or lack of and create a plan to help them get back on track.</p> <p>career fair, PTO committee, LAFB Mentoring Program</p> <p>TTESS feedback for teacher improvement</p>	<p>GT enrichment, grammar materials for K-2,</p> <p>parent trainings on structure at home, motivating students, discipline</p> <p>Workforce presentation to parents, CTE programs presentation to parents/families, options for career developments presentation</p> <p>grade appropriate College day presentations for students, virtual college tours, college shirt day</p>	<p>GT enrichment</p> <p>Have CTE more involved at the elementary level.</p> <p>College presentations, focus on college</p>
	<p>Parental involvement activities & AR nights</p>	<p>Maintaining Cougar Closet</p>	

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Family and Community Involvement	<p>RCE Home base instruction participation was at an overall high percentage district wide; ranging between the 90 and 89 percentile.</p> <p>At RCE, a mentor program with military personnel was provided to students to implement a positive role model in their academic achievements. Cougar Closet provided assistance to critical families in need with a food bag, hygiene products, clothes, backpacks, school supplies and various</p>	<p>Student access to technology.</p> <p>Student family interaction through school events.</p> <p>Access to after school programs with transportation</p> <p>How to involve parents for 2020-2021 virtually since we cannot have large gatherings on campus</p>	<p>Student access to technology and availability at home</p> <p>Keeping parents involved despite social distancing.</p>
District/Campus Commitments	<p>Suitable transportation for students to and from school, including after school tutorial transportation.</p> <p>All students provided free meals during school. Tardy procedures in place for students to obtain breakfast bag. Instructional resources are available with processes in place for check-out and check-in process to run smoothly. Inventory is maintained by school librarian and Instruction Student Support (ISS).</p> <p>Ensuring strategies for homeless students initiated by the McKinney-Vento Federal Law are being followed to meet students' needs. Students who are homeless along with low income students, have educational resources, transportation, clothing (Cougar Closet), & food (Cougar Closet).</p> <p>Removed old bleachers from the back field March 2020.</p>	<p>Blended learning opportunities incorporated at the BOY. Ensure there is a consistency across the district with a computer-based program for all or most grade levels.</p> <p>Survey of students' available technology at home and survey of parents' technology proficiency conducted at BOY.</p> <p>Preventative maintenance needed for current technology and increase availability of devices for student use. Include age appropriate apps on all devices for student use.</p>	<p>Consistency for computer based programs for all students to access.</p> <p>BOY survey to assess needs for technology.</p> <p>Assess current technology and infrastructure to make sure it will handle the needs of the campus.</p>

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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: SFDRICISD-Ruben Chavira Elementary

Date: 5/26/2020

Role	Name	Signature
Parent	Manuel Martinez	
Parent	Alexandra Calderon	
Business Representative	Jaime Lopez	
Community Representative	Joel Langton	
Teacher	Rosalinda Simon	
Teacher	Hilda Martinez	
Teacher	Sandra San Miguel	
Teacher	Meaghan Epstein	
Teacher	Bernice Medina	
Instructional Support Spec.	Mia Smith	
Counselor	Debbie Escamilla	
School Nurse	Jessica Wright	

** 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.*

RUBEN CHAVIRA ELEMENTARY

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 June 2021, STAAR Math scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR) and TELPAS and district assessments. (Title I SW: 1,2,3,6,8) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers</p>	<p>August 2020- June 2021</p>	<p>(S)Local Funds - \$393</p>	<p>Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement</p> <p>Summative - Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement</p> <p>06/24/21 - Completed (S) 02/03/21 - Significant Progress 10/01/20 - Some Progress</p>
<p>2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, and targeted tutoring during school. (Title I SW: 2,3) (Target Group: All,AtRisk) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Counselors, Strategists, Teachers</p>	<p>August 2020 - June 2021</p>	<p>(S)Local Funds - \$1,219</p>	<p>Criteria: Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports</p> <p>06/24/21 - Completed (S) 02/03/21 - On Track 10/05/20 - Some Progress</p>
<p>3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math and Reading, Sandra Garza Curriculum, Countdown to STAAR, Fast Focus). (Title I SW: 3,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2020 - June 2021</p>	<p>(F)Title I - \$0, (S)Local Funds - \$1,220</p>	<p>Criteria: Lesson Plans, Tutoring Plans, Formatives and Summatives, Increase in STAAR performance.</p> <p>06/24/21 - Completed (S) 10/01/20 - Some Progress 01/08/20 - On Track</p>
<p>4. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers</p>	<p>August 2020 - June 2021</p>	<p>(F)Title I - \$0, (S)Local Funds - \$0</p>	<p>Criteria: Lesson Plans District Curriculum Committee Cluster Meeting Notes Walk-Throughs Student Performance Results STAAR</p> <p>Lesson Plans. District Curriculum Committee</p>

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Objective 1. By June 2021, STAAR Math scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Cluster Meeting Notes Walk Throughs Student Performance Results STAAR 06/24/21 - On Track (S) 10/05/20 - Some Progress
5. Monitor students in special populations through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, and TERRA NOVA. (Title I SW: 3,4,5,8,9) (Target Group: Migrant,LEP,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,000	Criteria: Analyze DMAC and other relevant reports. 06/24/21 - On Track (S) 02/11/21 - Significant Progress
6. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers	August 2020 - June 2021	(F)Title I	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments, T-TESS 06/24/21 - Completed (S) 01/06/21 - On Track

RUBEN CHAVIRA ELEMENTARY

- 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 June 2021, STAAR Reading scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency, and performance on assessments (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 2)	Librarian, Teachers	August 2020 - June 2021	(S)Local Funds - \$2,000	Criteria: AR Reports, Increase in student STAAR Reading performance 06/24/21 - Some Progress (S) 10/01/20 - Pending
2. Campus-wide reading initiatives have been put into place to ensure a literacy rich environment such as the use of word walls, guided reading instruction, displayed student writing, and various other intervention programs and materials (Rewards, Comprehension Toolkits). (Title I SW: 1,4,9,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Librarian, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,200	Criteria: Assessment data, lesson plans, walk-throughs 06/24/21 - Completed (S) 10/05/20 - Some Progress
3. Provide focused intervention and remediation in reading for all students, including at-risk, specifically our ELL students, by continuing daily Guided Reading for all students. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,500	Criteria: Improved cycle grades and reduced failure rate. (Data dis-aggregated by ED, at risk, LEP, special education, 504) 06/24/21 - Completed (S) 10/01/20 - Pending
4. Provide job-embedded professional development in reading for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists	August 2020 - June 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments 06/24/21 - Completed (S) 10/01/20 - On Track

RUBEN CHAVIRA ELEMENTARY

- 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 June 2021, STAAR Writing scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include writing components in other academic areas besides ELA in grades K-5 to support achievement in the 4th grade STAAR writing assessments. (Title I SW: 1,3) (Target Group: All,ECD) (Strategic Priorities: 2)	Campus Administrators, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds - \$0	Criteria: Lesson Plans, Increase in student performance Reports through DMAC Walk Throughs 06/24/21 - Completed (S) 10/01/20 - Some Progress
2. Target instruction for all students including at-risk, LEP, economically disadvantaged, 504 and Special Education students through Writer's Workshop, STAAR materials, journals, tutorials during school, and staff development. (Title I SW: 2,3,4,9,10) (Target Group: All,ECD) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(S)Local Funds - \$3,000	Criteria: Walk-throughs lesson plans observations data evaluation 06/24/21 - Completed 10/01/20 - Some Progress
3. Provide focused intervention and remediation in writing to at-risk students by providing Saturday Camps either in person or online as appropriate. (Target Group: All,ECD,3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,500	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504) 06/24/21 - Discontinued (S) 10/01/20 - Pending
4. Through the campus writing committee initiate the district writing plan by providing training and materials. (Title I SW: 1,2,5,10) (Target Group: ECD) (Strategic Priorities: 2)	Campus Administrators, Counselors, Curriculum Coordinators, Librarian, Teachers	August 2020 - June 2021	(O)Local Districts - \$0	Criteria: STAAR Walk-throughs Lesson plans observation 06/24/21 - Some Progress (S) 01/06/21 - Some Progress
5. Continue District Planning Protocol to plan and provide rigorous and engaging writing instruction. (Target Group: ECD) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2020- June 2021	(O)Local Districts, (S)Local Funds - \$500	Criteria: Summatives and STAAR 06/24/21 - Completed (S) 01/09/20 - Significant Progress
6. Provide job-embedded professional development in Writing for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district	Campus Administrators, Cluster/Department Leaders, Strategists	August 2020 - June 2021	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Planning protocol (schedule and signature log)

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Objective 3. By June 2021, STAAR Writing scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (Strategic Priorities: 1)				Summative: Local assessments 06/24/21 - Completed (S) 10/01/20 - Some Progress

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2021, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on lab experiments during science instruction. (Target Group: All,SPED) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(S)Local Funds - \$4,000	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504) 06/24/21 - Completed (S) 10/01/20 - No Progress
2. Differentiate lab activities to address the needs of special education students in science. (Title I SW: 1,2,3,8,10) (Target Group: SPED) (Strategic Priorities: 3)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2020 - June 2021	(S)Local Funds - \$500	Criteria: STAAR Test Summatives Comparative grades per 6 weeks 06/24/21 - Completed (S) 10/01/20 - No Progress
3. Build academic science vocabulary throughout all grade levels by writing regular science journals. (Target Group: SPED) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(O)Local Districts - \$0, (S)Local Funds - \$800	Criteria: Science journals, Formatives, Summatives, Benchmarks and STAAR 06/24/21 - Completed (S) 10/01/20 - Some Progress
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support by special ed teacher. (Title I TA: 1,2,3,4,5,6,8) (Target Group: SPED) (Strategic Priorities: 2,3)	ARD Committee, Campus Administrators, Teachers	August 2020 - June 2021	(S)Local Funds - \$0	Criteria: Formatives, Summatives, Benchmarks and STAAR 06/24/21 - Completed (S) 10/01/20 - Some Progress
5. Provide job-embedded professional development in science for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2020 - June 2021	(F)Title I	Criteria: Summative- Planning protocol (schedule and signature log) Summative: Local assessments 06/24/21 - Completed (S) 10/01/20 - Significant Progress

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Objective 5. By June 2021, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of GT students on all STAAR assessments to include 100% distinguished performance in grades 3-5 through staff development. (Title I SW: 3,8,9) (Target Group: GT) (Strategic Priorities: 1,2,3)	Campus Administrators, Teachers	August 2020 - June 2021	(F)Title I - \$0, (S)Local Funds - \$2,000	Criteria: STAAR Scores 06/25/21 - Some Progress (S) 10/01/20 - Some Progress

RUBEN CHAVIRA ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By the end of the 2021 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RCE staff will implement classroom management plans and a campus wide management plan to monitor classroom and campus management. The Demerit System will be used by all in person and online teachers to track minor and major behaviors. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,000	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals 06/24/21 - Completed (S) 10/01/20 - Some Progress 01/09/20 - On Track
2. Provide Del Rio Cares guidance lessons consistently weekly and based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5 through the homeroom teacher. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,000	Criteria: Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs 06/24/21 - Completed (S) 10/05/20 - Some Progress 01/09/20 - On Track
3. Provide training to parents on identifying and dealing with bullying through online platform meeting. (Title I SW: 1,3) (Target Group: All)	Parental Aides	One per Semester	(S)Local Funds - \$500	Criteria: Meeting agenda and sign in sheets. 06/24/21 - Completed (S) 02/03/21 - Some Progress 10/05/20 - No Progress
4. Continue to utilize a character education program for all students. (Leader In Me) (Title I SW: 2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2018- June 2019	(S)Local Funds - \$0	10/01/20 - Discontinued
5. RCE Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. As per CDC guidelines visitors will be limited on campus. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 1,3)	Attendance Staff, Campus Administrators, Parental Aides	August 2020 - June 2021	(S)Local Funds - \$200	Criteria: KeepNTrack Reports Visibility of badges on campus 06/24/21 - Discontinued (S) 10/01/20 - Discontinued

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- Objective 6.** By the end of the 2021 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials, in-school tutorials, and Saturday Camps through remote learning via online platform (according to CDC guidelines) (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2019 - June 2020	(F)Title I, (S)Local Funds	06/24/21 - Completed (S) 02/03/21 - Significant Progress 10/05/20 - Some Progress 10/01/20 - Discontinued

RUBEN CHAVIRA ELEMENTARY

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 7. By the end of 2021, the school's organization shall involve the recruitment and retention of 100% highly qualified staff (professional and paraprofessionals.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and support for new teachers via mentor and/or cluster leader and planning protocol. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2020 - June 2021		Criteria: Planning protocol (Schedule and signature log); DMAC (Forworks for CWT) T-TESS and local assessment 06/24/21 - Completed (S) 10/05/20 - On Track

RUBEN CHAVIRA ELEMENTARY

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 8. 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, on campus and online 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 06/24/21 - Completed (S) 02/03/21 - Significant Progress 10/05/20 - Some Progress 09/01/20 - 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 06/24/21 - Discontinued (S) 10/01/20 - Discontinued 09/01/20 - 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 06/24/21 - Completed (S) 02/03/21 - Significant Progress 10/05/20 - Significant Progress 09/01/20 - 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 and distribution logs 06/24/21 - Completed (S) 02/03/21 - Significant Progress 10/05/20 - On Track 09/01/20 - On Track

RUBEN CHAVIRA ELEMENTARY

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. Continue to impart high-quality professional development for all teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with implementation of planning protocol (job embedded professional development) and participation in subject-specific collaborative planning for horizontal and vertical alignment at the campus and district level. (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August 2020 - June 2021	(F)Title I	Criteria: Summative- Documentation of teacher walk throughs, sign in logs, planning guides or planning protocol documents and Dashboard usage reports. 07/20/21 - Completed (S) 10/05/20 - On Track
2. Provide new or ongoing training for teachers in regards to hardware (I-Pads, ActivBoard, and Mob iView) and technology training (Google Classroom, Screen Castify, etc.). (Title I SW: 2,4) (Target Group: All) (Strategic Priorities: 3)	Curriculum Coordinators	August 2019 - June 2020	(S)Local Funds	Criteria: Summative - Star Chart Sign in sheets, agendas 06/24/21 - Completed (S) 10/05/20 - Significant Progress
3. New training for teachers on the Texas Teacher Evaluation and Support System-TTESS. (Title I SW: 4,5) (Target Group: All)	Campus Administrators	August 2020 - June 2021	(S)Local Funds	Criteria: Meeting agendas, sign in sheets. 06/24/21 - Completed (S) 02/03/21 - Some Progress 10/01/20 - Significant Progress
4. Provide early literacy training for upper grade bilingual teachers. (Title I SW: 2,3,5) (Target Group: ESL,LEP)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Directors, Strategists, Title I Coordinator	August 2020 - June 2020	(S)Local Funds	Criteria: Training agenda, sign in sheets. 06/24/21 - Completed (S) 04/22/21 - Some Progress 10/01/20 - No Progress
5. Provide opportunities for teachers to receive training on classroom management and discipline techniques for children who require tier 3 behavior interventions. (Title I SW: 3,4,9) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Counselors	August 2020 - June 2021	(S)Local Funds	Criteria: Formative-Discipline referrals, Child Study documentation and grades. 06/24/21 - Completed (S) 10/01/20 - No Progress

RUBEN CHAVIRA ELEMENTARY

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. By the end of 2021, 90%, of all federal, state, and local funds will be reviewed for optimal results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that funds are expended on the activities identified in the campus improvement plan, such as resource room/library supplies, books and subscriptions, custodial supplies, technology supplies, and postage. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Counselors, Teachers	August 2020 - June 2021	(S)Local Funds - \$5,720	Criteria: Summative-Review campus improvement plan (CIP) with CPDM quarterly. Maintain documentation of CPDM meetings (agenda, sign in log, and minutes) Archived purchase orders. Purchase Order log 06/24/21 - Completed (S) 10/05/20 - Some Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 1. At the end of the 2021 school year, the attendance rate at Ruben Chavira Elementary will be at 97% or better via daily monitoring of attendance records, positive behavior support, enforcement of the compulsory attendance law, and accurate record keeping.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary Attendance Committee will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All,AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2020 - June 2021	(F)Title I	Meeting agendas and sign in sheets. 06/24/21 - Completed (S) 02/03/21 - Significant Progress 10/05/20 - Some Progress
2. The parents of Ruben Chavira Elementary will be active participants in the attendance process. Ruben Chavira Elementary will increase awareness of the importance of attendance law through orientations, newsletters, presentations and parent-teacher conferences. (Title I SW: 1,6,9) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2020 - June 2021	(F)Title I - \$1,000	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services. 06/24/21 - Completed (S) 10/01/20 - Pending
3. Recognize and celebrate students, classes, and grade levels at Award Assemblies at the end of each Six-Weeks unit. Perfect Attendance Certificates and Incentives. Trophy to the best attendance per grade level. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers	August 2020 - June 2021	(S)Local Funds - \$1,600	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services. Due to Covid-19 perfect attendance awards have been discontinued for the school year. 06/24/21 - Discontinued (S) 10/01/20 - Discontinued 01/14/20 - On Track
4. Recognize and celebrate classroom teachers for the efforts in promoting excellent student attendance on a daily basis. All the teachers of the grade level with the best attendance at the end of each cycle will be rewarded with incentives. (Title I SW: 1,2,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators	August 2020 - June 2021	(F)Title I - \$1,593	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services. 07/20/21 - Completed (S) 10/05/20 - Some Progress

RUBEN CHAVIRA ELEMENTARY

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

Objective 2. By June 2021, parent participation at Ruben Chavira Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, Library-AR Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, Art Night, PE Night, Musical events. These will take place online due to CDC guidelines. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2020 - June 2021	(S)Local Funds - \$600	Criteria: Sign in sheets 02/03/21 - No Progress 10/01/20 - Some Progress 10/01/20 - No Progress
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. in English and Spanish. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides	August 2020 - June 2021	(S)Local Funds - \$600	Criteria: Copies of documents sent out. Calendar dates of when items went to parents. 02/03/21 - Significant Progress 10/01/20 - Some Progress
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(S)Local Funds - \$200	Criteria: Sign in sheets 02/03/21 - Some Progress 10/01/20 - Some Progress
4. Provide parents and community the opportunity to volunteer at Ruben Chavira Elementary via VIP Club (Very Important Parents). Visitors are not allowed per CDC guidelines but we will look for ways for parents to help remotely. (Title I SW: 1,6,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Parental Aides, Strategists, Teachers	August 2020 - June 2021	(S)Local Funds	Criteria: Visitor sign in sheet (paper or virtual). 02/03/21 - Pending 10/05/20 - Pending 10/01/20 - Discontinued

RUBEN CHAVIRA ELEMENTARY

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

Objective 3. Throughout the 2020-2021 school year, Ruben Chavira Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with The City of Del Rio's Boys and Girls Club: Intramural Sports Program. (uniforms, facilities, parent volunteers) (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, City, Counselors, Parental Aides, Parents	August 2020 - June 2021	(S)Local Funds - \$100	Criteria: Sports schedule (if games get scheduled at some point). 10/01/20 - Discontinued 10/01/20 - Pending
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences. This could take place on an online platform. (science labs and equipment) (Title I SW: 3,10) (Target Group: All,2nd,3rd,4th,5th)	Campus Administrators, Teachers	August 2020 - June 2021	(S)Local Funds - \$0	Criteria: Lab schedule (if scheduled in the future), or online schedule 05/19/21 - Discontinued 10/05/20 - Pending 10/01/20 - Discontinued

2019-20 Texas Academic Performance Report

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

Campus Name: **RUBEN CHAVIRA EL**

Campus Number: **233901111**

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

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District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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%	50%	-	50%	-	-	-	-	29%	-	52%	*	48%	41%
	2018	77%	65%	79%	*	77%	*	-	-	-	50%	*	78%	82%	78%	71%
At Meets Grade Level or Above	2019	45%	32%	21%	-	21%	-	-	-	-	14%	-	22%	*	18%	11%
	2018	43%	31%	42%	*	40%	*	-	-	-	38%	*	43%	36%	35%	29%
At Masters Grade Level	2019	27%	18%	13%	-	13%	-	-	-	-	0%	-	14%	*	11%	5%
	2018	25%	16%	20%	*	18%	*	-	-	-	13%	*	18%	27%	14%	12%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	66%	58%	-	58%	-	-	-	-	29%	-	60%	*	55%	43%
	2018	78%	65%	71%	*	69%	*	-	-	-	56%	*	70%	75%	64%	50%
At Meets Grade Level or Above	2019	49%	32%	28%	-	28%	-	-	-	-	21%	-	29%	*	28%	16%
	2018	47%	31%	38%	*	37%	*	-	-	-	44%	*	39%	33%	30%	27%
At Masters Grade Level	2019	25%	12%	7%	-	7%	-	-	-	-	0%	-	7%	*	8%	5%
	2018	23%	11%	16%	*	14%	*	-	-	-	22%	*	16%	17%	9%	9%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	70%	71%	-	71%	*	-	-	-	56%	*	74%	50%	68%	56%
	2018	73%	64%	71%	*	70%	*	-	-	-	60%	*	70%	80%	66%	62%
At Meets Grade Level or Above	2019	44%	37%	38%	-	39%	*	-	-	-	33%	*	40%	25%	35%	30%
	2018	46%	35%	38%	*	40%	*	-	-	-	50%	*	37%	47%	33%	29%
At Masters Grade Level	2019	22%	19%	15%	-	15%	*	-	-	-	11%	*	17%	0%	12%	7%
	2018	24%	15%	14%	*	15%	*	-	-	-	10%	*	16%	7%	11%	3%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	65%	82%	-	82%	*	-	-	-	56%	*	83%	75%	80%	82%
	2018	78%	65%	74%	*	74%	*	-	-	-	55%	*	72%	81%	71%	66%
At Meets Grade Level or Above	2019	48%	35%	49%	-	49%	*	-	-	-	33%	*	47%	63%	41%	50%
	2018	49%	32%	33%	*	34%	*	-	-	-	45%	*	31%	44%	31%	23%
At Masters Grade Level	2019	28%	18%	22%	-	22%	*	-	-	-	11%	*	21%	25%	16%	21%
	2018	27%	13%	12%	*	13%	*	-	-	-	18%	*	13%	6%	9%	9%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	56%	61%	-	60%	*	-	-	-	33%	*	62%	50%	56%	50%
	2018	63%	51%	62%	*	60%	*	-	-	-	55%	*	60%	69%	56%	49%
At Meets Grade Level or Above	2019	35%	24%	20%	-	21%	*	-	-	-	22%	*	23%	0%	18%	11%
	2018	39%	27%	28%	*	27%	*	-	-	-	18%	*	27%	38%	28%	14%
At Masters Grade Level	2019	11%	4%	1%	-	1%	*	-	-	-	0%	*	2%	0%	2%	0%
	2018	11%	4%	2%	*	2%	*	-	-	-	0%	*	2%	0%	1%	0%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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)
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	80%	82%	-	81%	*	-	-	-	53%	*	83%	73%	78%	68%
	2018	84%	78%	89%	*	86%	100%	-	-	-	50%	-	89%	88%	87%	71%
At Meets Grade Level or Above	2019	54%	40%	38%	-	37%	*	-	-	-	24%	*	38%	36%	34%	20%
	2018	54%	41%	58%	*	49%	100%	-	-	-	17%	-	51%	81%	46%	36%
At Masters Grade Level	2019	29%	19%	17%	-	18%	*	-	-	-	6%	*	20%	0%	13%	8%
	2018	26%	17%	24%	*	20%	50%	-	-	-	8%	-	24%	25%	17%	21%
Grade 5 Mathematics^																
At Approaches Grade Level or Above	2019	90%	88%	97%	-	97%	*	-	-	-	82%	*	96%	100%	96%	95%
	2018	91%	88%	96%	*	95%	100%	-	-	-	79%	-	95%	100%	96%	89%
At Meets Grade Level or Above	2019	58%	49%	51%	-	50%	*	-	-	-	41%	*	51%	50%	47%	41%
	2018	58%	39%	52%	*	46%	100%	-	-	-	29%	*	49%	61%	44%	39%
At Masters Grade Level	2019	36%	27%	17%	-	16%	*	-	-	-	6%	*	18%	8%	15%	5%
	2018	30%	15%	27%	*	24%	38%	-	-	-	7%	-	28%	22%	20%	22%
Grade 5 Science																
At Approaches Grade Level or Above	2019	75%	70%	67%	-	67%	*	-	-	-	31%	*	65%	82%	63%	59%
	2018	76%	73%	73%	*	68%	100%	-	-	-	36%	-	71%	76%	65%	61%
At Meets Grade Level or Above	2019	49%	43%	37%	-	37%	*	-	-	-	31%	*	38%	36%	29%	23%
	2018	41%	34%	47%	*	39%	100%	-	-	-	14%	-	43%	59%	33%	22%
At Masters Grade Level	2019	24%	20%	15%	-	15%	*	-	-	-	13%	*	15%	18%	13%	8%
	2018	17%	14%	23%	*	15%	71%	-	-	-	7%	-	21%	29%	10%	6%
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	72%	72%	-	72%	89%	-	-	-	47%	100%	72%	67%	69%	62%
	2018	77%	68%	76%	100%	74%	95%	-	-	-	100%	55%	74%	82%	71%	63%
At Meets Grade Level or Above	2019	50%	40%	36%	-	36%	44%	-	-	-	28%	100%	36%	33%	32%	25%
	2018	48%	36%	41%	63%	38%	74%	-	-	-	67%	30%	43%	39%	34%	26%
At Masters Grade Level	2019	24%	17%	14%	-	14%	22%	-	-	-	6%	33%	14%	8%	11%	7%
	2018	22%	13%	16%	38%	14%	33%	-	-	-	33%	10%	16%	17%	11%	8%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	69%	69%	-	68%	*	-	-	-	45%	*	70%	55%	65%	55%
	2018	74%	66%	79%	100%	77%	100%	-	-	-	53%	*	78%	83%	75%	66%
At Meets Grade Level or Above	2019	48%	38%	33%	-	33%	*	-	-	-	23%	*	33%	27%	29%	19%
	2018	46%	35%	45%	67%	42%	73%	-	-	-	33%	*	43%	57%	37%	31%
At Masters Grade Level	2019	21%	13%	15%	-	15%	*	-	-	-	5%	*	17%	0%	12%	7%
	2018	19%	11%	19%	33%	18%	33%	-	-	-	10%	*	19%	19%	14%	9%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	77%	80%	-	80%	*	-	-	-	58%	*	81%	78%	78%	74%
	2018	81%	73%	80%	100%	78%	94%	-	-	-	65%	*	78%	87%	76%	67%
At Meets Grade Level or Above	2019	52%	43%	43%	-	43%	*	-	-	-	33%	*	43%	48%	39%	35%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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	Economically Disadv	EL (Current & Monitored)
	2018	50%	37%	40%	33%	38%	75%	-	-	-	*	38%	*	39%	48%	34%	28%
At Masters Grade Level	2019	26%	20%	15%	-	15%	*	-	-	-	-	5%	*	15%	13%	13%	9%
	2018	24%	15%	18%	33%	16%	25%	-	-	-	*	15%	*	18%	15%	12%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	58%	61%	-	60%	*	-	-	-	-	33%	*	62%	50%	56%	50%
	2018	66%	55%	62%	*	60%	*	-	-	-	-	55%	*	60%	69%	56%	49%
At Meets Grade Level or Above	2019	38%	28%	20%	-	21%	*	-	-	-	-	22%	*	23%	0%	18%	11%
	2018	41%	29%	28%	*	27%	*	-	-	-	-	18%	*	27%	38%	28%	14%
At Masters Grade Level	2019	14%	8%	1%	-	1%	*	-	-	-	-	0%	*	2%	0%	2%	0%
	2018	13%	6%	2%	*	2%	*	-	-	-	-	0%	*	2%	0%	1%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	67%	-	67%	*	-	-	-	-	31%	*	65%	82%	63%	59%
	2018	80%	70%	73%	*	68%	100%	-	-	-	*	36%	-	71%	76%	65%	61%
At Meets Grade Level or Above	2019	54%	43%	37%	-	37%	*	-	-	-	-	31%	*	38%	36%	29%	23%
	2018	51%	38%	47%	*	39%	100%	-	-	-	*	14%	-	43%	59%	33%	22%
At Masters Grade Level	2019	25%	16%	15%	-	15%	*	-	-	-	-	13%	*	15%	18%	13%	8%
	2018	23%	14%	23%	*	15%	71%	-	-	-	*	7%	-	21%	29%	10%	6%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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	58	-	58	*	-	-	-	-	50	*	59	56	57	52
	2018	63	62	61	*	63	*	-	-	-	-	45	*	62	58	60	70
Grade 4 Mathematics	2019	65	65	84	-	84	*	-	-	-	-	89	*	83	88	80	89
	2018	65	59	74	*	76	*	-	-	-	-	91	*	74	75	74	87
Grade 5 ELA/Reading	2019	81	79	80	-	79	*	-	-	-	-	76	*	81	65	79	71
	2018	80	77	81	*	81	67	-	-	-	*	88	-	80	85	84	61
Grade 5 Mathematics	2019	83	88	90	-	90	*	-	-	-	-	88	*	90	91	91	86
	2018	81	76	87	*	87	83	-	-	-	*	96	-	85	93	89	89
All Grades Both Subjects	2019	69	70	79	-	79	*	-	-	-	-	78	*	79	76	78	75
	2018	69	67	75	44	75	76	-	-	-	*	82	*	74	78	75	78
All Grades ELA/Reading	2019	68	68	70	-	70	*	-	-	-	-	67	*	71	61	69	63
	2018	69	66	69	*	70	69	-	-	-	*	68	*	69	71	69	67
All Grades Mathematics	2019	70	72	87	-	87	*	-	-	-	-	88	*	87	89	86	87
	2018	70	68	80	*	80	83	-	-	-	*	94	*	79	84	80	88

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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														
Sum of Grades 4-8														
Reading	2019	41%	39%	46%	-	46%	-	-	-	-	-	41%	45%	33%
	2018	38%	32%	38%	*	38%	-	-	-	-	-	*	36%	*
Mathematics	2019	45%	45%	75%	-	75%	-	-	-	-	-	53%	74%	72%
	2018	47%	44%	54%	-	56%	*	-	-	-	-	46%	56%	35%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	68%	68%	-	67%	*	-	-	-	-	27%	62%	32%
Students Requiring Accelerated Instruction														
	2019	22%	32%	32%	-	33%	*	-	-	-	-	73%	38%	68%
STAAR Cumulative Met Standard														
	2019	86%	79%	81%	-	80%	*	-	-	-	-	47%	78%	52%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	72%	100%	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	63%	76%	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	81%	93%	-	92%	*	-	-	-	-	67%	91%	79%
Students Requiring Accelerated Instruction														
	2019	17%	19%	7%	-	8%	*	-	-	-	-	33%	9%	21%
STAAR Cumulative Met Standard														
	2019	90%	88%	97%	-	97%	*	-	-	-	-	80%	96%	93%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	89%	100%	-	100%	-	-	-	-	-	*	*	*

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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%	72%	43%	43%	-	-	-	67%	-	67%	-	49%	49%
	2018	77%	68%	76%	41%	41%	-	-	-	35%	35%	-	-	40%	40%
At Meets Grade Level or Above	2019	50%	40%	36%	11%	11%	-	-	-	22%	-	22%	-	14%	14%
	2018	48%	36%	41%	12%	12%	-	-	-	0%	0%	-	-	10%	10%
At Masters Grade Level	2019	24%	17%	14%	2%	2%	-	-	-	2%	-	2%	-	2%	2%
	2018	22%	13%	16%	0%	0%	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	69%	35%	35%	-	-	-	53%	-	53%	-	39%	39%
	2018	74%	66%	79%	40%	40%	-	-	-	*	*	-	-	36%	36%
At Meets Grade Level or Above	2019	48%	38%	33%	7%	7%	-	-	-	20%	-	20%	-	10%	10%
	2018	46%	35%	45%	12%	12%	-	-	-	*	*	-	-	11%	11%
At Masters Grade Level	2019	21%	13%	15%	2%	2%	-	-	-	0%	-	0%	-	1%	1%
	2018	19%	11%	19%	0%	0%	-	-	-	*	*	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	80%	54%	54%	-	-	-	88%	-	88%	-	62%	62%
	2018	81%	73%	80%	45%	45%	-	-	-	71%	71%	-	-	50%	50%
At Meets Grade Level or Above	2019	52%	43%	43%	18%	18%	-	-	-	31%	-	31%	-	21%	21%
	2018	50%	37%	40%	13%	13%	-	-	-	0%	0%	-	-	11%	11%
At Masters Grade Level	2019	26%	20%	15%	4%	4%	-	-	-	0%	-	0%	-	3%	3%
	2018	24%	15%	18%	0%	0%	-	-	-	0%	0%	-	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	58%	61%	31%	31%	-	-	-	-	-	-	-	31%	31%
	2018	66%	55%	62%	35%	35%	-	-	-	-	-	-	-	35%	35%
At Meets Grade Level or Above	2019	38%	28%	20%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	41%	29%	28%	10%	10%	-	-	-	-	-	-	-	10%	10%
At Masters Grade Level	2019	14%	8%	1%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	6%	2%	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	67%	40%	40%	-	-	-	57%	-	57%	-	50%	50%
	2018	80%	70%	73%	-	-	-	-	-	14%	14%	-	-	14%	14%
At Meets Grade Level or Above	2019	54%	43%	37%	20%	20%	-	-	-	14%	-	14%	-	17%	17%
	2018	51%	38%	47%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	16%	15%	0%	0%	-	-	-	7%	-	7%	-	4%	4%
	2018	23%	14%	23%	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	70%	79%	77%	77%	-	-	-	73%	-	73%	-	75%	75%
	2018	69%	67%	75%	76%	76%	-	-	-	90%	90%	-	-	79%	79%
All Grades ELA/Reading															
	2019	68%	68%	70%	67%	67%	-	-	-	57%	-	57%	-	63%	63%
	2018	69%	66%	69%	67%	67%	-	-	-	*	*	-	-	67%	67%
All Grades Mathematics															
	2019	70%	72%	87%	88%	88%	-	-	-	88%	-	88%	-	88%	88%
	2018	70%	68%	80%	84%	84%	-	-	-	100%	100%	-	-	88%	88%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading															
	2019	41%	39%	46%	33%	33%	-	-	-	33%	-	33%	-	33%	33%
	2018	38%	32%	38%	*	*	-	-	-	*	*	-	-	*	*
Mathematics															
	2019	45%	45%	75%	73%	73%	-	-	-	71%	-	71%	-	72%	72%
	2018	47%	44%	54%	*	*	-	-	-	*	*	-	-	35%	35%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 496
 Grade Span: KG - 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%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	93%	-	93%	82%	-	-	-	-	100%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	5%	-	5%	18%	-	-	-	-	0%	5%	9%
Other Exclusions	1%	1%	2%	-	2%	0%	-	-	-	-	0%	2%	6%
Not Tested													
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	100%	95%	95%	-	-	-	100%	97%	96%	80%
Not Included in Accountability													
Mobile	4%	3%	2%	0%	2%	5%	-	-	-	0%	3%	1%	6%
Other Exclusions	1%	1%	2%	0%	3%	0%	-	-	-	0%	0%	2%	14%
Not Tested													
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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%	-	96.3%	97.3%	-	-	-	-	95.0%	96.1%	95.6%
2017-18	95.4%	94.7%	96.3%	96.0%	96.2%	96.8%	-	-	-	-	94.6%	96.1%	95.5%
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%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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)													

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	471	100.0%	10,311	5,479,173	471	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	0	0.0%	4.9%	4.5%	0	0.0%	4.9%	4.5%
Kindergarten	75	15.9%	6.5%	7.0%	75	15.9%	6.5%	7.0%
Grade 1	88	18.7%	7.5%	7.1%	88	18.7%	7.5%	7.1%
Grade 2	67	14.2%	6.9%	7.1%	67	14.2%	6.9%	7.1%
Grade 3	83	17.6%	7.0%	7.1%	83	17.6%	7.0%	7.1%
Grade 4	83	17.6%	7.3%	7.3%	83	17.6%	7.3%	7.3%
Grade 5	75	15.9%	7.6%	7.6%	75	15.9%	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	1	0.2%	0.7%	12.6%	1	0.2%	0.7%	12.6%
Hispanic	469	99.6%	93.0%	52.8%	469	99.6%	93.0%	52.8%
White	1	0.2%	5.5%	27.0%	1	0.2%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	0.4%	4.6%	0	0.0%	0.4%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.5%	0	0.0%	0.3%	2.5%
Sex:								
Female	228	48.4%	49.5%	48.8%	228	48.4%	49.5%	48.8%
Male	243	51.6%	50.5%	51.2%	243	51.6%	50.5%	51.2%
Economically Disadvantaged	412	87.5%	72.7%	60.3%	412	87.5%	72.6%	60.2%
Non-Educationally Disadvantaged	59	12.5%	27.3%	39.7%	59	12.5%	27.4%	39.8%
Section 504 Students	42	8.9%	9.3%	6.9%	42	8.9%	9.3%	6.9%
English Learners (EL)	200	42.5%	17.1%	20.3%	200	42.5%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.8%	1.5%				
Students w/ Dyslexia	15	3.2%	3.7%	4.1%	15	3.2%	3.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	12	2.5%	1.1%	1.4%	12	2.5%	1.1%	1.4%
Immigrant	28	5.9%	1.6%	2.3%	28	5.9%	1.6%	2.3%
Migrant	5	1.1%	1.9%	0.3%	5	1.1%	1.9%	0.3%
Title I	471	100.0%	99.8%	65.1%	471	100.0%	99.8%	65.1%
Military Connected	6	1.3%	2.8%	1.9%	6	1.3%	2.8%	1.9%
At-Risk	349	74.1%	68.4%	50.6%	349	74.1%	68.3%	50.5%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 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	200	42.5%	16.8%	20.6%	200	42.5%	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	14	3.0%	8.7%	8.1%	14	3.0%	8.7%	8.1%
Special Education	70	14.9%	12.1%	10.5%	70	14.9%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	40.0%	45.3%	42.4%				
Students with Physical Disabilities	28	40.0%	25.1%	21.4%				
Students with Autism	*	*	6.6%	13.8%				
Students with Behavioral Disabilities	**	**	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	56	12.3%	11.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	55	12.1%						
White	1	0.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	76	19.1%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.4%	0.2%	1.6%	11.1%	2.6%	5.5%
Grade 1	4.5%	5.4%	2.9%	0.0%	13.3%	4.9%
Grade 2	1.4%	2.9%	1.6%	0.0%	6.6%	2.0%
Grade 3	1.5%	2.7%	0.9%	0.0%	0.9%	0.8%
Grade 4	0.0%	2.0%	0.5%	0.0%	1.8%	0.4%
Grade 5	2.7%	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%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

Class Size Information

Campus

District

State

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Elementary:

Kindergarten	21.0	19.9	19.0
Grade 1	20.0	20.6	18.9
Grade 2	20.0	19.2	18.8
Grade 3	17.6	19.0	19.0
Grade 4	18.4	20.1	19.2
Grade 5	18.4	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: SAIS FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.7	100.0%	100.0%	100.0%
Professional Staff:	39.7	73.9%	53.3%	63.7%
Teachers	32.3	60.2%	42.4%	49.4%
Professional Support	5.3	10.0%	7.6%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	14.0	26.1%	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:	47.3	88.2%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	28.0	86.6%	80.4%	28.1%
White	4.2	12.8%	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	0.2	0.6%	0.5%	1.1%
Males	2.3	7.0%	22.0%	23.8%
Females	30.1	93.0%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	24.9	77.0%	76.4%	73.4%
Masters	7.4	23.0%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	6.0%	7.4%
1-5 Years Experience	5.0	15.4%	28.7%	27.9%
6-10 Years Experience	8.1	25.2%	17.7%	19.4%
11-20 Years Experience	7.2	22.4%	25.5%	29.4%
Over 20 Years Experience	11.0	33.9%	22.1%	15.9%
Number of Students per Teacher	14.6	n/a	16.6	15.1

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.3	6.2
Average Years Experience of Principals with District	3.0	5.3	5.3
Average Years Experience of Assistant Principals	5.0	3.7	5.3
Average Years Experience of Assistant Principals with District	5.0	3.5	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers	14.2	12.9	11.1
Average Years Experience of Teachers with District	11.6	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,250	\$44,299	\$49,868
1-5 Years Experience	\$188,018	\$53,338	\$52,823
6-10 Years Experience	\$52,141	\$51,757	\$55,756
11-20 Years Experience	\$58,512	\$57,950	\$59,308
Over 20 Years Experience	\$58,468	\$63,632	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$76,576	\$55,969	\$57,091
Professional Support	\$69,130	\$72,455	\$67,352
Campus Administration (School Leadership)	\$77,495	\$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: RUBEN CHAVIRA EL
 Campus Number: 233901111

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

Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	10.7	33.2%	9.0%	6.5%
Career & Technical Education	0.0	0.0%	6.5%	5.0%
Compensatory Education	0.0	0.0%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	18.7	57.9%	69.2%	70.9%
Special Education	2.9	9.0%	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 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 RUBEN CHAVIRA EL (233901111) - 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 RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

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Distinction designations were not awarded in 2020.

Texas Education Agency
2019-20 School Report Card
RUBEN CHAVIRA EL (233901111)

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: 471
Grade Span: KG - 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://iprsvr1.tea.texas.gov/perfreport/capr/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 RUBEN CHAVIRA EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	96.4%	94.6%	95.4%
Enrollment by Race/Ethnicity			
African American	0.2%	0.7%	12.6%
Hispanic	99.6%	93.0%	52.8%
White	0.2%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	0.0%	0.4%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	87.5%	72.6%	60.2%
Special Education	14.9%	12.2%	10.7%
English Learners	42.5%	17.1%	20.3%
Mobility Rate (2018-19)	12.3%	11.3%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.0	19.9	19.0
Grade 1	20.0	20.6	18.9
Grade 2	20.0	19.2	18.8
Grade 3	17.6	19.0	19.0
Grade 4	18.4	20.1	19.2
Grade 5	18.4	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	\$9,041	\$9,763	\$9,913
Instruction	\$6,126	\$5,147	\$5,558
Instructional Leadership	\$104	\$188	\$162
School Leadership	\$560	\$465	\$589

Texas Education Agency
2019-20 School Report Card
RUBEN CHAVIRA EL (233901111)

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	African American					Two or More Races	Econ Disadv		
				Hispanic	White	American Indian	Asian	Pacific Islander				
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	72%	72%	72%	74%	89%	-	-	-	-	69%
	2018	77%	68%	76%	100%	74%	95%	-	-	-	100%	71%
ELA/Reading	2019	75%	69%	69%	-	68%	*	-	-	-	-	65%
	2018	74%	66%	79%	100%	77%	100%	-	-	-	*	75%
Mathematics	2019	82%	77%	80%	-	80%	*	-	-	-	-	78%
	2018	81%	73%	80%	100%	78%	94%	-	-	-	*	76%
Writing	2019	68%	58%	61%	-	60%	*	-	-	-	-	56%
	2018	66%	55%	62%	*	60%	*	-	-	-	-	56%
Science	2019	81%	75%	67%	-	67%	*	-	-	-	-	63%
	2018	80%	70%	73%	*	68%	100%	-	-	-	*	65%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	40%	36%	-	36%	44%	-	-	-	-	32%
	2018	48%	36%	41%	63%	38%	74%	-	-	-	67%	34%
ELA/Reading	2019	48%	38%	33%	-	33%	*	-	-	-	-	29%
	2018	46%	35%	45%	67%	42%	73%	-	-	-	*	37%
Mathematics	2019	52%	43%	43%	-	43%	*	-	-	-	-	39%
	2018	50%	37%	40%	33%	38%	75%	-	-	-	*	34%
Writing	2019	38%	28%	20%	-	21%	*	-	-	-	-	18%
	2018	41%	29%	28%	*	27%	*	-	-	-	-	28%
Science	2019	54%	43%	37%	-	37%	*	-	-	-	-	29%
	2018	51%	38%	47%	*	39%	100%	-	-	-	*	33%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	17%	14%	-	14%	22%	-	-	-	-	11%
	2018	22%	13%	16%	38%	14%	33%	-	-	-	33%	11%
ELA/Reading	2019	21%	13%	15%	-	15%	*	-	-	-	-	12%
	2018	19%	11%	19%	33%	18%	33%	-	-	-	*	14%
Mathematics	2019	26%	20%	15%	-	15%	*	-	-	-	-	13%
	2018	24%	15%	18%	33%	16%	25%	-	-	-	*	12%
Writing	2019	14%	8%	1%	-	1%	*	-	-	-	-	2%
	2018	13%	6%	2%	*	2%	*	-	-	-	-	1%
Science	2019	25%	16%	15%	-	15%	*	-	-	-	-	13%
	2018	23%	14%	23%	*	15%	71%	-	-	-	*	10%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	79	-	79	*	-	-	-	-	78
	2018	69	67	75	44	75	76	-	-	-	*	75
ELA/Reading	2019	68	68	70	-	70	*	-	-	-	-	69
	2018	69	66	69	*	70	69	-	-	-	*	69
Mathematics	2019	70	72	87	-	87	*	-	-	-	-	86
	2018	70	68	80	*	80	83	-	-	-	*	80

? 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
RUBEN CHAVIRA EL (233901111)

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	American					Two or More Races	Econ Disadv
			African American	Hispanic	White	Indian	Asian		
Progress of Prior-Year Non-Proficient Students									
Sum of Grades 4-8									
Reading									
2019	41%	39%	46%	-	46%	-	-	-	45%
2018	38%	32%	38%	*	38%	-	-	-	36%
Mathematics									
2019	45%	45%	75%	-	75%	-	-	-	74%
2018	47%	44%	54%	-	56%	-	-	-	56%
Students Success Initiative									
Grade 5 Reading									
Students Meeting Approaches Grade Level on First STAAR Administration									
2019	78%	68%	68%	-	67%	*	-	-	62%
Students Requiring Accelerated Instruction									
2019	22%	32%	32%	-	33%	*	-	-	38%
STAAR Cumulative Met Standard									
2019	86%	79%	81%	-	80%	*	-	-	78%
Grade 5 Mathematics									
Students Meeting Approaches Grade Level on First STAAR Administration									
2019	83%	81%	93%	-	92%	*	-	-	91%
Students Requiring Accelerated Instruction									
2019	17%	19%	7%	-	8%	*	-	-	9%
STAAR Cumulative Met Standard									
2019	90%	88%	97%	-	97%	*	-	-	96%

7 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.
 na Indicates data reporting is not applicable for this group.

**Texas Education Agency
2019-20 School Report Card
RUBEN CHAVIRA EL (233901111)**

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**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
PARENT AND FAMILY ENGAGEMENT POLICY
2020-2021**

STATEMENT OF PURPOSE

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

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

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

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

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

SCHOOL- PARENT COMPACT

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

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

PARENTAL INVOLVEMENT OPPORTUNITIES

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

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

STAFF AND PARENT COMMUNICATION

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

EVALUATION

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

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

RESERVATION OF FUNDS

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

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by Ruben Chavira Elementary ~~DATE~~ on 10/16/2020 and will be in effect for the period of 2020-2021.

This school, Ruben Chavira Elementary will distribute this policy to all parents of participating Title I, Part A children on or before 10/16/2020. Ruben Chavira Elementary notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS
2020-2021

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencia del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. Ruben Chavira hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar, notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:

- La calidad académica del Título I, Escuelas Parte A
- Identificar las maneras para vencer las barreras que les pueden limitar la participación de los padres
- El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
- Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Ruben Chavira Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por Ruben Chavira el 10/16/2020 y será proporcionada efectivo para el período del 2020-2021. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del 10/16/2020.

El plantel notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.



Ruben Chavira Elementary Student-Parent-School Compact

Student Agreement

As a student, I agree to:

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

Parent Agreement

As a parent, I agree to:

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

School Agreement

As a school, we agree to:

Make school a positive, supportive, safe place with a healthy learning environment.

- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

Ruben Chavira Compacto estudiante-padre-escuela

Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Siga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en línea o en la escuela.

Acuerdo de padres

Como padre, acepto:

- Asegurarme de que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Voluntario, asistirá a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

Acuerdo escolar

Como escuela, aceptamos:

- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.

Ruben Chavira

TITLE 1 PARENT MEETING

AGENDA

WEDNESDAY, OCTOBER 7, 2020

10:30AM

- Welcome and Introductions
- Education is key
- How does Title 1 work?
- ESSA Grant Funds
- Campus Allocations/ Reservations
- Working as a team
- Planning cycle
- District and campus plans
 - Curriculum
 - Assessment
- Parents right to know
- How can I get involved?
- Questions??

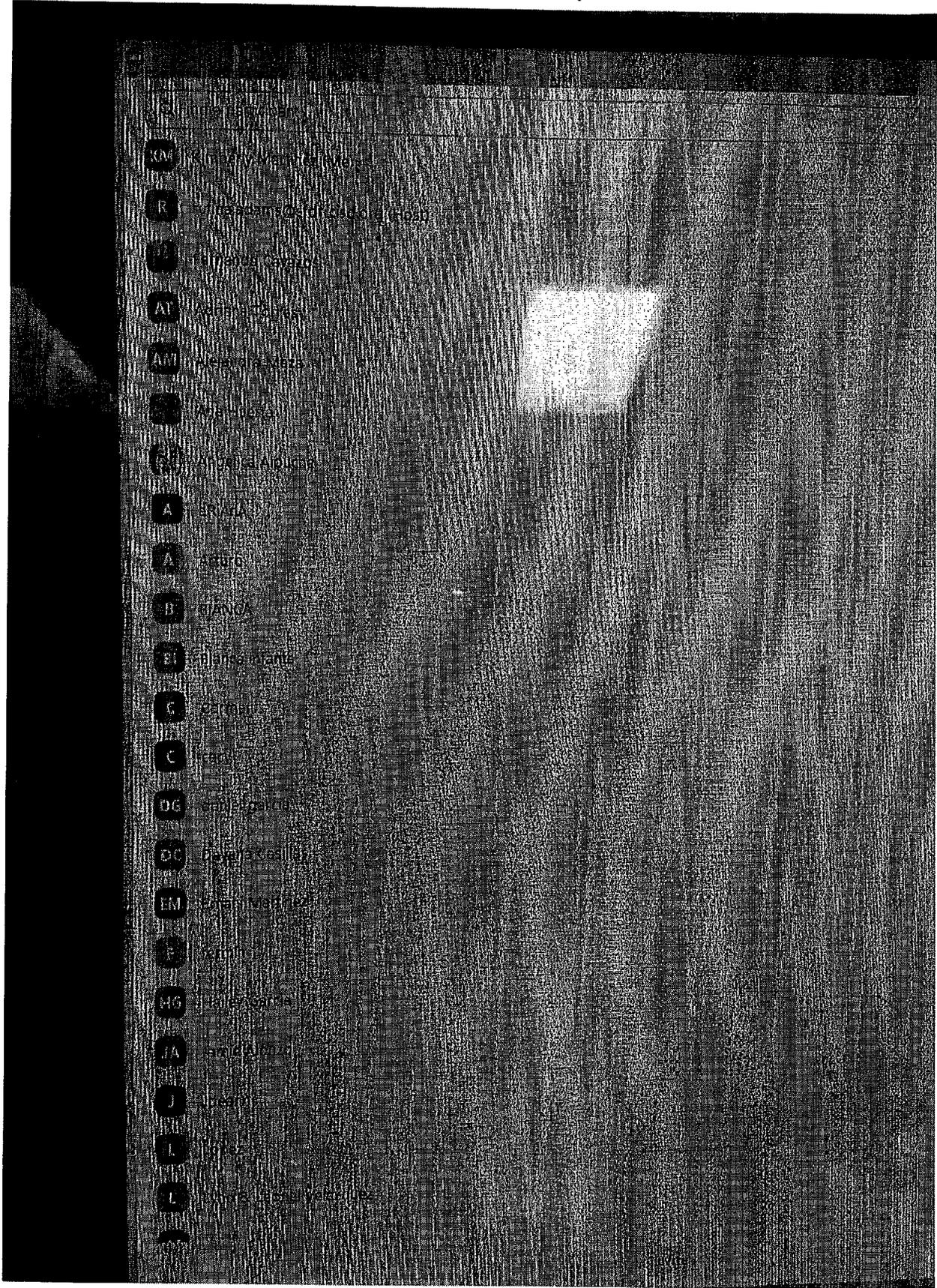
Chavira First Title I, Parent Compact and Family Engagement Meeting (1)

10:27:14 From rufina.adams@sfdr-cisd.org : First Title I Parent meeting, October 7, 2020 at 10:30 am
10:27:23 From rufina.adams@sfdr-cisd.org : Ruby Adams, Director
10:28:32 From Maribel Perez : Maribel Perez guardian
10:28:35 From Jamie Alonzo to rufina.adams@sfdr-cisd.org(Privately) :
Jamie Alonzo- parent
10:28:39 From fermin : Karina Zapata (fermin barba parent)
10:28:58 From aRiAnA : Ariana Cabello parent
10:29:17 From Hailey Garcia : JOSUE GARCIA
10:29:22 From cecy : Michael Levrie
10:29:29 From Hailey Garcia : parent
10:31:09 From mia zuniga : Miguel zuniga
10:31:17 From Alejandra Meza : alejandra Meza
10:31:21 From Sabrina R : Ryan Root
10:31:25 From Dayana Casillas : Dayana Casillas
10:31:33 From Rogelio : Monica Sanchez
10:31:58 From Blanca Infante : blanca infante
10:32:25 From Carmen : maricarmen gomez
10:32:26 From Joeann : Joeann Rubio
10:32:31 From Erik Lozano : Yahaira Lozano
10:32:35 From daniel garcia : bertha arechiga
10:32:37 From Lyno & Leonel Velazquez : Guadalupe Velazquez
10:38:46 From Estela : hello maam. unable to hear
10:53:07 From Ana Huerta : Ana Huerta
10:53:14 From Adriana Torres : Adriana Torres
10:53:23 From maribel : Maribel Favela
10:53:24 From Lopez : Evelyn Lopez

Parents who did not sign in:

Kimberly Martinez
Mr.Ortiz
Oralia
Angelica Alpuche
Arturo
BIANCA
Emani Martinez
Eric lozano
Fernanda Cavazos
Martin De Luna
Segura
Alcatel onetouch 3

10:53:40 From rufina.adams@sfdr-cisd.org : Parent Compact/Family Engagement Policy Parent Meeting, October 7, 2020 at 11:00 am
10:53:56 From BIANCA : BIANCA DELGADILLO (parent of CHELSEA AND DALIYAH MARTINEZ)
10:54:01 From Alejandra Meza : alejandra meza





Sent from my iPhone

Ruben Chavira

TITLE 1 PARENT MEETING

AGENDA

THURSDAY, OCTOBER 8, 2020

2:00 PM

- Welcome and Introductions
- Education is key
- How does Title 1 work?
- ESSA Grant Funds
- Campus Allocations/ Reservations
- Working as a team
- Planning cycle
- District and campus plans
 - Curriculum
 - Assessment
- Parents right to know
- How can I get involved?
- Questions??

meeting_saved_chat (1)

13:52:16 From rufina.adams@sfdrcisd.org : Ruben Chavira 2nd Title I Parent
Meeting, October 8, 2020 at 2 pm.
13:53:29 From rufina.adams@sfdrcisd.org : Ruby Adams, Director
13:56:58 From Kimberly Martinez : Kimberly Martinez
13:57:27 From Orquidea Ake : orquidea gamino
14:00:40 From Orquidea Gamino : yes
14:01:46 From Orquidea Gamino : i dont have microphone sorry, i listen
14:14:25 From natibolis's iPhone : sining in Julie Perez

14:25:02 From rufina.adams@sfdrcisd.org : Parent Compact/Family Engagement
Plan, October 8, 2020 at 2:30 pm
14:25:15 From Kimberly Martinez : Kimberly Martinez
14:25:22 From Orquidea Gamino : orquidea gamino
14:25:33 From natibolis's iPhone to rufina.adams@sfdrcisd.org(Privately)
: Julie Perez
14:25:55 From natibolis's iPhone : Julie Perez
14:34:14 From Orquidea Gamino : thank you!

Ruben Chavira Elementary
Staff Meeting Agenda
October 12, 2020
3:15pm

Zoom Link:<https://zoom.us/j/97938089805?pwd=RIY3NHZWQy96azdQNGRLWjlwQWhOZz09>

1. McKinney-Vinto Presentation - Ms. Ruby Adams

2. Covid Update - Ms. Carol Sunderland
 1. POC Information
 2. Notification

3. Walkthroughs

4. School Dismissal Manager

5. Reminders
 1. S'more Newsletter
 2. Wear your ID badge
 3. Picture Day – Oct 21, 2020 through Specials and Appointments

Mc Kinney Vento Zoom Meeting 10122020

15:17:22 From Jose Limon : Jose Limon
15:17:22 From Brenda Jalomos : Brenda Jalomos 1st grade
15:17:25 From Brenda I Hernandez : Brenda I Hernandez
15:17:26 From Crystal Cardenas : Crystal Cardenas
15:17:27 From Emily Diaz : Emily Diaz- Kinder
15:17:27 From Tomasa Saucedo : Tomasa Saucedo
15:17:28 From patricia benavidez...pe : Patricia Benavidez
15:17:31 From Patricia Hernandez : Christie Hernandez
15:17:39 From sandra.sanmiguel 3rd : Sandra San Miguel
15:17:45 From Rosalinda Simon : Rosalinda Simon
15:17:56 From Brenda Jalomos : Air hugs!!!!
15:17:58 From guadalupe meza : Guadalupe Meza 1st grade
15:17:59 From Rosa Arrambide : Rosa Arrambide
15:18:00 From Karina Vela : Karina Vela
15:18:07 From Carol Sunderland : Carol Sunderland
15:18:13 From Mrs. Reyna : Maria Laura Reyna
15:18:21 From Bertha Aguirre : Bertha Aguirre
15:18:22 From Patricia Heath : Patricia Heath
15:19:43 From sarah.carrillo : Sarah Carrillo
15:22:20 From Carol Sunderland to Tomasa Saucedo(Privately) : Mrs. Saucedo-I have not made it down there to see you but please know I am here if you need me.
15:23:28 From Tomasa Saucedo to Carol Sunderland(Privately) : Thank you! I know you have been very busy.
15:33:05 From sandra.sanmiguel 3rd to Carol Sunderland(Privately) : Can I leave right after this meeting? I have to go to Uvalde to pick up my new eye glasses.
15:33:51 From Carol Sunderland to sandra.sanmiguel 3rd(Privately) : You may leave as soon as the faculty meeting is over.
15:34:06 From Carol Sunderland to sandra.sanmiguel 3rd(Privately) : We have important information after this presentation.
15:34:19 From Carol Sunderland to sandra.sanmiguel 3rd(Privately) : Won't take too long. I promise
15:34:30 From sandra.sanmiguel 3rd to Carol Sunderland(Privately) : ok perfect
15:34:35 From Emily Diaz : Yolanda Sandoval
15:46:26 From Rosa Arrambide : Thank You! You are looking great.
15:46:47 From Mrs. Reyna : Thank you !!
15:47:12 From Bernice Medina : Bernice Medina
15:47:35 From Nancy De La Rosa : Nancy De La Rosa
15:48:17 From Mrs. Lujan : Kelly Lujan
15:48:23 From Gladys Kalinchuk : Gladys Kalinchuk
15:49:29 From TNino : Tracye Nino
15:50:55 From Mrs. Lujan : Get that bag ready! My quarantine bag is supplied with pencils, scissors, and glue, a read aloud, and several activities. Caught me off guard last week, hopefully not again.
15:53:37 From Emma Garcia : Emma Garcia
15:55:35 From Brenda Jalomos : Bag is awesome yes, be ready

Mc Kinney Vento Zoom Meeting 10122020

15:56:26 From Carol Sunderland : Even walk throughs have changed :-)

15:56:38 From Brenda Jalomos : Mukeli and Jimenez in my room

Staff who didnt sign in but were present:

Kimberly Martinez

Mercedez Owens

Karrie Parsons

Hilda Martinez

Juliana Perez

Brenda Hernandez

Rachel Cardenas

Lauren DeVries

Michele Tschetter

Alma Solis

Maria Solis

Mia Smith

Veronica Oyama