

BLENDED ACADEMY

Campus Improvement Plan

2024/2025

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

“We are in it to win it, every day!”

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Date Reviewed:

Date Approved:

BLEND^{ED} ACADEMY

Mission

Building Relationships for a Better Future.

Vision

Empowering Students Every Day.

Nondiscrimination Notice

BLEND^{ED} ACADEMY 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.

DISTRICT GOALS:

District Goal 1-School Safety: The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 -Results-Driven Accountability: The District will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

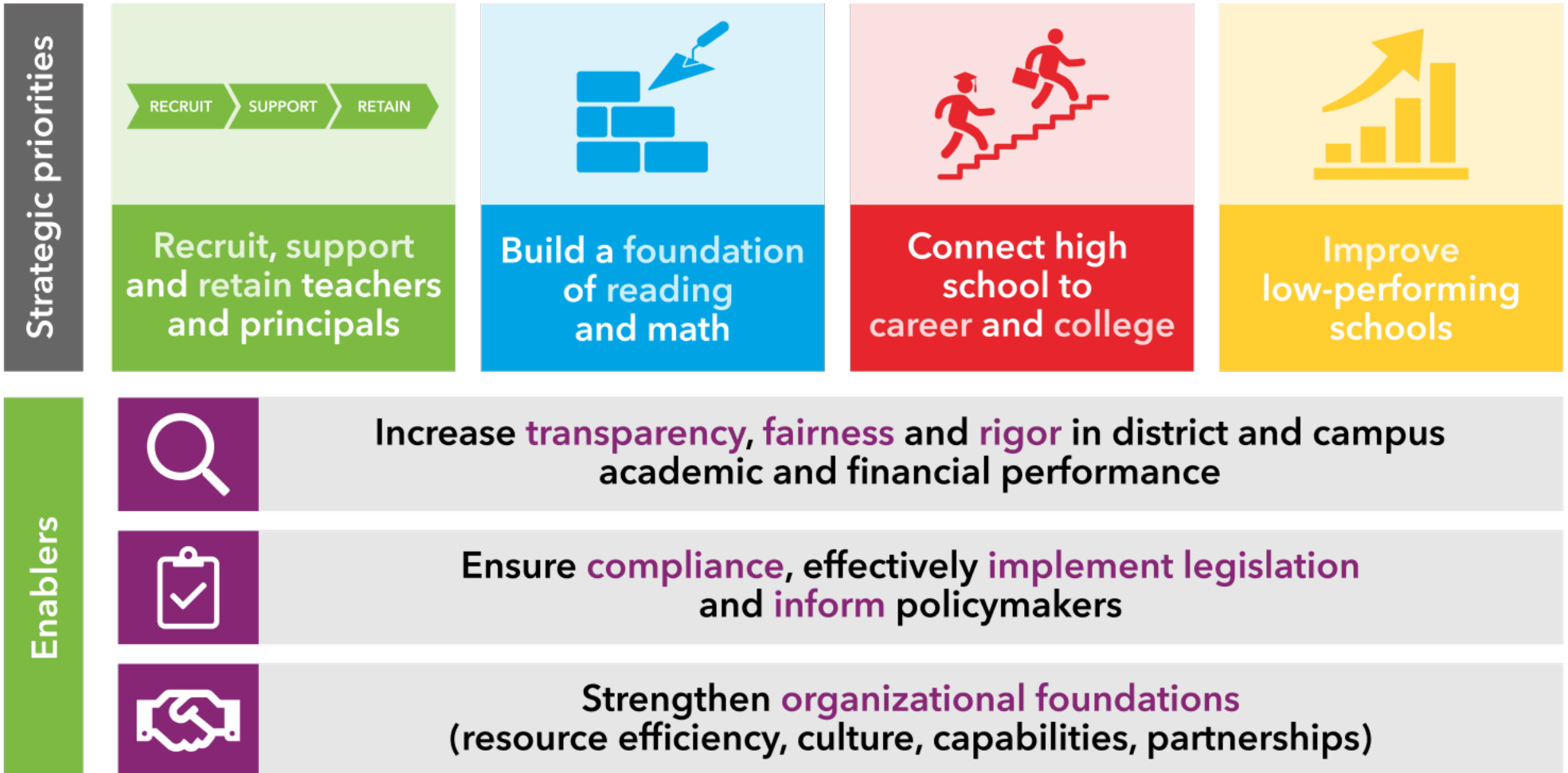
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.

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



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

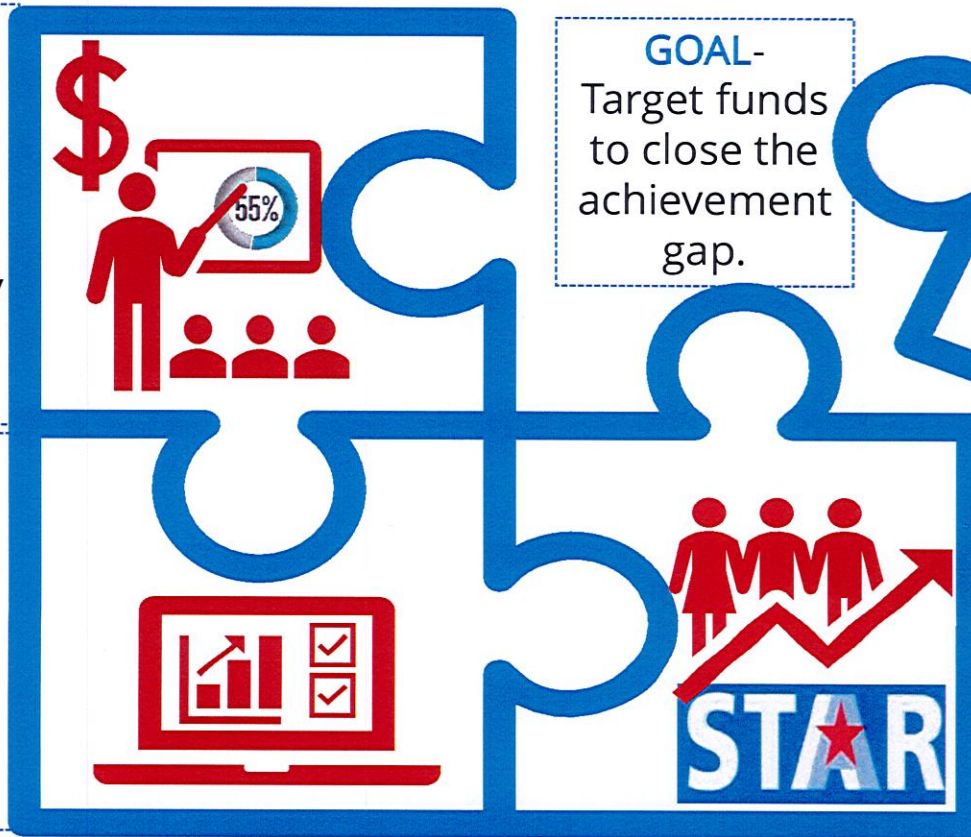
State Compensatory Education Program

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

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

GOAL-
Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104

TEA



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**adapted from TEA State Compensatory Education*

BLENDDED ACADEMY Site Base

Name	Position
Zuniga, Alda	Principal
Hernandez, Lanette	Counselor
Rivera, Maricela	Secretary
Moore, Norma	Nurse
Falcon, Ariel	Teacher
Rivas, Melissa	Counselor
Carcasi, Terry	Teacher
Capitan, Courtney	Teacher
Bukowski, Maria	Teacher
Sandate, Martin	Teacher
Galindo, Manuel	Teacher
Ramos, Leonardo	Teacher
Ortega, Maria	Teacher
Tanguma, Krystal	Teacher

Goal 1. (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

Objective 1. Blended Academy will meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will ensure that there is an armed peace officer on campus to ensure the safety of all stakeholders on campus. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-August	(O)Local Districts	06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-August	(O)Local Districts	Criteria: Weekly documentation 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
3. Campus administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold) utilizing Raptor Alert. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators	August-May	(O)Local Districts	Criteria: Drill documentation logs 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

BLENDED ACADEMY

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** Blended Academy will implement and maintain a character building program to include counselor classroom presentations, community guest speakers, and individual student conferences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Motivational and community resource guest speaker presentations for students throughout the school year on college and career opportunities including FASFA and financial aid assistance for completing applications. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August - May	(F)Title IV SSAEP, (S)Local Funds	06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
2. Blended Academy has partnered with various community resources and counselors will meet with students for presentations on drug awareness, teen pregnancy, social emotional awareness, suicide prevention programs, conflict resolution programs and positive behavior interventions and support. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: All,8th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Sept - May	(F)Title I, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Sign In sheet, Attendance Report 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

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Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 1. By May, 8th grade students will demonstrate a minimum increase of two grade equivalents in their respective reading levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of students will participate in interventions designed to promote increases in comprehension and literacy skills. Blended Academy included Myon student subscription new subscriptions classics for MS classics for HS classics-Spanish accelerated reader STAR Reading. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August - May	(F)Title IV SSAEP	Criteria: Lesson plans, Assessment scores, IXL reports 06/05/25 - Completed (S) 03/11/25 - Significant Progress 12/19/24 - Some Progress

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 2. By May, 35% of Blended Academy students will demonstrate growth on each subject assessed by STAAR EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student to teacher classroom ratio will be maintained at 15:1 by highly qualified staff (teachers, counselors, and para-professional) who will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors	August - May	(F)Title I, (S)State Compensatory	Criteria: Master Schedule 06/05/25 - Completed (S) 03/11/25 - On Track 12/19/24 - Significant Progress
2. Instructional methods will include guided practice activities and small group rotations to deliver and reinforce content facilitated by classroom teacher with assistance from a classroom tutor. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Teachers	August - May	(F)Title I, (O)Local Districts	Criteria: Lesson Plans, Walkthrough data 06/05/25 - Some Progress (S) 03/11/25 - Some Progress 12/19/24 - Some Progress

BLENDED ACADEMY

- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 3.** By May, all students will accrue a minimum of two high school credits and at least 75% of students will earn sufficient credits for progression to next grade level leading toward meeting graduation requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have option to participate in Credit by Exam opportunities for credit retrieval or credit accrual for Spanish I, Spanish II, and other selective courses, to meet high school graduation requirements. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors	August - May	(F)Title I, (O)Local Districts	Criteria: Credit by exam sign up 06/05/25 - Completed (S) 03/11/25 - On Track 12/19/24 - On Track
2. 8th grade students will have option to participate in accelerated instruction to attempt high school credit and will be scheduled for a minimum of four courses for high school credit to include MAPS, Physical Education, Algebra 1 and Biology. 3016 licenses for juniors and seniors to participate in Texas College Bridge. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 8th) (Strategic Priorities: 4)	Campus Administrators, Counselors	August - May	(S)State Compensatory - \$11,345	Criteria: Credits awarded on AAR's 06/05/25 - Completed (S) 03/11/25 - On Track 12/19/24 - On Track
3. All students will utilize Odysseyware and Edgenuity to complete course work to meet graduation requirements for both recovery and accrual. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August - May	(F)Title I, (F)Title IV SSAEP	Criteria: Odysseyware & Edgenuity progress reports 06/05/25 - Completed (S) 03/11/25 - On Track 12/19/24 - On Track

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 4. By May, Blended Academy student daily attendance will increase 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have the opportunity to participate in Optional Flexible School Day Program where the student schedule would address course requirements and offer a reduced day. When applicable, eligible students will be provided home bound services as needed according to committee meeting recommendations. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors	Aug - May	(F)Title I, (F)Title V RLIS	Criteria: Attendance data 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
2. Office staff will contact parents or guardians for students who have not reported to school by 9 AM, or other times specified by the OFSDP schedule, of each school day and conduct home visits as needed by campus parental aide. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors	Aug - May	(F)Title I, (S)Local Funds	Criteria: Attendance data 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
3. Incentives will be used to reward attendance. (Title I SW Elements: 1.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors	August - May	(L)Principal Account, (S)Local Funds	Criteria: Attendance data 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

BLENDING ACADEMY

- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 5.** 100% of Blended Academy core area subjects will be taught by highly effective teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will actively recruit and recommend candidates who meet the highly effective criteria in core area subjects. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Directors, Financial Analyst	August - May	(O)Local Districts	Criteria: HR reports 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

- Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.
- Objective 6.** Professional development for instructional staff is ongoing as needed to support instructional goals of campus and classroom objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development for instructional staff is ongoing as needed to support instructional goals of campus and classroom objectives for both teachers and administrators through Education Service Center, Texas Leadership Center, and Steenport. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Curriculum Coordinators, Directors	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title V RLIS	Criteria: Professional development data 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 7. By June, Blended academy will increase the passing rate for the economically disadvantaged students by 15% in all state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will reduce class size and offer 15:1 student to teacher ratio in the core area classes. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August - May	(O)Local Districts	Criteria: Master schedule 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
2. Disaggregation of data from blue and white assessments will be used by teachers to create lesson plans and activities which address student learning needs. Data walls will be updated after each assessment. Interventions will be based on data. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Title I, (O)Local Districts	Criteria: Assessment results 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

Goal 2. (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

Objective 8. Ensure that instructional decisions are made using various types of data both qualitative and quantitative.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize PPD during planning meetings to assess the effectiveness of lessons and make determinations based on attainment of objectives. Lesson plan should denote student success criteria. Research relevant professional development to increase teacher capacity and increase student achievement for all at risk students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title V RLIS	Criteria: Walkthrough data 06/05/25 - Significant Progress (S) 03/11/25 - Significant Progress 12/20/24 - Some Progress

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BLENDED ACADEMY

Goal 4. (Finance) The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. (Local, State and Federal Funding) By May, Blended Academy will utilize 90% of local, state and federal funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrator will confirm purchases are aligned with student achievement before approving purchase orders. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators	August - May	(O)Local Districts	Criteria: Budget workbook 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

Goal 5. (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

Objective 1. By May, Blended Academy will increase parental participation by 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will encourage parents to participate in their students education by hosting campus orientation, parental trainings and informational meetings. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August - May	(F)Title I, (O)Local Districts	Criteria: Sign-in sheets 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
2. Blended Academy will communicate with parents by utilizing flyers, district media forums, and Skyward Message Center. Communication will be in both English and Spanish. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August - May	(F)Title I, (O)Local Districts	Criteria: Flyers, School webpage, Message Center email records 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
3. Blended Academy will provide training and support for parents on Skyward Parental Portal to encourage monitoring of student attendance and grades. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents	August - May	(F)Title I, (O)Local Districts	Criteria: Sign in sheets 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track
4. Parental aide will make home visits to assist campus in scheduling parent conferences to involve parents in their students academic progress and attendance offering support and guidance. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August - May	(F)Title I, (O)Local Districts	Criteria: Home visit notes 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

BLENDED ACADEMY

Goal 5. (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

Objective 2. Teachers will make positive phone calls and/or send home notes that exemplify positive student behavior and performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add reminders to staff meeting agendas. Check call logs in data binders. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August - May	(O)Local Districts	Criteria: Call logs 06/05/25 - Completed (S) 03/11/25 - Significant Progress 12/20/24 - Some Progress

BLENDED ACADEMY

Goal 6. (Del Rio Middle School) The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

Objective 1. (DRMS 8th Grade Students) Blended Academy will provide DRMS 8th grade retained students with intensive instruction to catch up with their graduation cohort.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy Leadership Team will collaborate with DRMS Leadership Team to identify retained students who will transfer to Blended Academy. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: AtRisk,8th) (Strategic Priorities: 3,4)	Campus Administrators, Counselors	April - August	(F)Title I, (O)Local Districts	Criteria: Meeting notes, emails, reports 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - Some Progress
2. Teachers will provide intensive instruction and interventions to give retained 8th graders an opportunity to pass to 10th grade and rejoin their graduation cohort. (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk,8th) (Strategic Priorities: 2,4)	Teachers	August - August	(F)Title I, (S)Local Funds	Criteria: Grades 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

BLENDed ACADEMY

Goal 7. (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

Objective 1. (Reading and Writing) Include reading and writing opportunities in all content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All content areas will include reading and writing through lessons and activities to promote the importance of reading through real life examples and scenarios. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Teachers	August - August	(O)Local Districts	Criteria: Grades Walk throughs 06/05/25 - Completed (S) 03/11/25 - On Track 12/20/24 - On Track

SFDRCID Comprehensive Needs Assessment Summary 2024-2025

Utilized Data Sources: These will automatically populate from your CNA worksheets		
STAAR/EOC results	Graduation rates	TELPAS results
Odyssey reports	Teacher leader input	Teacher self-evaluation
Teacher evaluation results	Teacher retention	Attendance data
Walk-through observations	Teacher attendance	Discipline referral data
STAAR/EOC results	TAPR	Graduation rates
Student trackers	Parent/teacher communication logs	Number of parent workshops
Records of home visits	Number of parent conferences	(Insert data source)
(Insert data source)	(Insert data source)	(Insert data source)

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	Attendance motivators (each six weeks, before and after holidays) Increased number of graduates without IGC's Improved EOC/STAAR scores Data Walls in each classroom Student trackers Incentives for increases in reading levels	Ongoing state accountability training Increase rigor in all classes Increase student engagement in classes and student organizations Increase parent involvement Implement more technology Incentives for attendance	Increase student engagement Increase rigor in all classes Increase parent involvement
Staff Quality	Student/teacher ratio Positive relationships with students/ parents/ staff Appreciation events Free health insurance Aides are flexible and accessible	Hiring incentives- more inclusive Retention incentives, bonuses, longevity increases Priority on teacher supplies for student hands-on activities; field trips Appreciation events/ rewards/ incentives for students and staff Free insurance, benefits	Hiring incentives Retention incentives Appreciation incentives
School Climate/ Safe & Healthy Schools	Small class size Learning opportunities tailored to student needs Community presenters and partnerships (BCFS, SCAN, Counseling Program (Xello, Ever-Fi & Counseling Del Rio Cares Discussions Disaggregation of data from 6 weeks tests	More substance abuse intervention/prevention (outside presenters) Job/work readiness (interview skills, mock interviews, resume writing, etc.) Lunch tutorials or Odyssey availability Professional development to promote student engagement and positive relationships Student buy-in/motivation for academic success Show appreciation for people (positive notes, certificates, bulletin boards & phone calls home)	More substance abuse intervention PD on engagement & relationships Show appreciation for others
College & Career Readiness/ Graduation/ Dropout Reduction	College tours/Gear-Up Job fairs Small classes/small group instruction Strong community support/ outreach/ relationships Support staff (aides and tutors) College Bridge/TSI Prep/FAFSA	Technology (Smartboards/training/professional development) Childcare for student parents Employment opportunities Mental Health (anxiety, depression, etc.) Flexible hours for high school students Support staff (keep current and add two more for special population supports	Job/work readiness skills Mental health support Support staff for special population
Family and Community Involvement	Monthly parent meetings Bilingual staff available for Spanish-speaking parents Future Leaders of Blended Academy, BA Buzz, Big Financial Aid night	Virtual option for meetings Open House/ Meet the Teacher night Positive phone calls Community partnerships	Virtual option for meetings Positive phone calls Community partnerships

Involvement	Immediate calls to absent students in the morning Multiple forms of communication	Recorded meetings/ workshops in a parent portal	
District/Campus Commitments	Free breakfast/lunch for every student Breakfast bags for students that may run late Chromebooks for each student in every class Projectors in each classroom to utilize technology for Offer a variety of educational organizations to students Individual/small group tutor sessions and Upgrade available	Transportation for students who are unable to catch the bus Continued technological training Continued support for instructional aides ISS teacher for disruptive students	Additional forms of transportation Technology training ISS teacher for disruptive students

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.



2024-2025

Annual Title I Parent Training

Blended Academy

Agenda

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



Title I Annual Parent Training 2024-2025



San Felipe Del Rio CISD
Federal and State
Programs

Agenda

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



EDUCATION IS KEY.

We ALL want our children to be:

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



What is Title I?

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



How do ESSA-Title Programs work?



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

2024-2025 ESSA GRANT Allocations (Every Student Succeeds Act)

TITLE I, PART A IMPROVING BASIC PROGRAMS	\$3,564,344
TITLE I, PART C MIGRANT	\$159,887
TITLE I, PART D	\$19,204
TITLE II, PART A PROFESSIONAL DEVELOPMENT (SUPPORTING EFFECTIVE INSTRUCTION)	\$506,910
TITLE III, PART A IMMIGRANT	\$ 17,024
TITLE III, PART A BILINGUAL ELA	\$201,582
TITLE IV, PART A (STUDENT SUPPORT ACADEMIC PROGRAM-SSAP)	\$252,930

Campus Allocations

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

Campus Title I Program:

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



Parent & Family Engagement District Reservation

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

District and Campus Requirements

Title I law requires that all Title I schools and families work together.

How we work together is outlined in our:

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



Our campuses will:

- ❑ Provide 2 Title I annual meetings in the fall.
- ❑ Provide flexible monthly meetings and trainings in dual languages.
- ❑ Involve parents meaningfully in annual planning, review and evaluation of parent policy, school-parent compact and program.
- ❑ Provide timely information about parent activities.
- ❑ Provide information and meetings about curriculum and assessment and how to best assist your child.
- ❑ Offer opportunities upon request to discuss child's progress.
- ❑ Make available school compacts and policies-posting on Social Media and campus office.

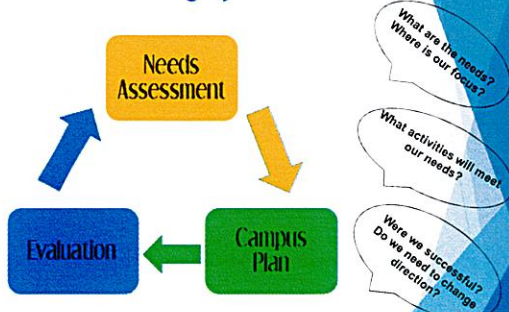
School-Parent Compact

Written agreement outlining the partnership between school and home:

- ❑ how responsibility for student academic achievement is shared between families, school and students
- ❑ addresses high-quality curriculum and instruction
- ❑ ways parents will support child's learning
- ❑ importance of two-way communication
- ❑ shared decision-making related to child's education
- ❑ reviewed and distributed during beginning of the year
- ❑ Parent-Teacher conferences at Open House
- ❑ distributed by posting on campus websites and available at all campus offices
- ❑ available in English and Spanish



Planning Cycle



Parents' Rights: Teacher & Para Qualifications

Teacher & Paraprofessional Qualifications:

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

Teachers Not Appropriately Certified:

- ❑ If taught 4+ weeks by teacher without appropriate credentials
- ❑ To request information this information, please contact San Felipe Del Rio CISD Human Resources at 830-778-4001

Curriculum and Instruction

Elementary District Initiatives

- ▶ Planning Protocol Dashboard
- ▶ Power Hour
- ▶ STEM 2025

Secondary District Initiatives

- ▶ Planning Protocol
- ▶ ABYDOS
- ▶ ILIt
- ▶ Power Block
- ▶ 90 - Minute Block

Planning Protocol Dashboard



SFDRCSID Parent Portal: <https://sfdr.ekohi.com/>

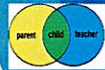
State Assessment



<https://www.texasassessment.gov/staar-score.html>

How can YOU get involved?

- ❑ Join our parent organizations {PTA/PTO Committees}
- ❑ "Follow" and "Like" us on Social Media
- ❑ Become part of the Title I Planning Team
- ❑ Help develop the Parent and Family Engagement Policy and School-Parent Compact
- ❑ Attend school Math/Reading/Special Events Nights
- ❑ Share your thoughts via ampus/district surveys
- ❑ Become a school volunteer
- ❑ Attend concerts and performances, UIL events, athletic events
- ❑ Communicate with your child's teacher often
- ❑ Schedule and attend parent conferences
- ❑ Join Booster Clubs
- ❑ Check your child's grades daily/weekly



Any Questions?



For further information,
please call your school office or
Federal and State Programs
Office at

830-778-4153.

rufina.adams@sfdr-cisd.org

AGENDA

Title I

Date- Sept 17, 2024

Place- Blended Academy Room # 10

Time – 2:30 PM

Guest Speaker: Ms. Zuñiga Principal

MINUTES

No parents show up.

AGENDA

Title I

Date- Oct 15, 2024

Place- Blended Academy Cafeteria

Time – 5:00 PM

Guest Speaker: Ms. Zuñiga Principal

MINUTES

Mrs. Zuñiga informed the parent (only 1) Title I is the largest Federal assistance program and provides federal funding to improve basic programs.

The program serves millions of children in elementary and secondary school, ALL SFDRCIS campuses are Title I.

October 15, 2024

BLENDED ACADEMY HIGH SCHOOL

Title I

[illegible]

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

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

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

Jointly Developed

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

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

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year: **BLENDED ACADEMY HIGH SCHOOL.**

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

Communication is Key

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

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

BLENDED ACADEMY HIGH SCHOOL: For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4680

BLENDED ACADEMY HIGH SCHOOL

**School-Teacher
Parent-Student
Compact
2024-2025**



**EMPOWERING
STUDENTS EVERY
DAY**

**LAURA SANDATE,
PRINCIPAL**

**305 LAS VACAS ST.
Del Rio, Texas 78840**

830-778-4650

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

SFDRICISD District Vision

San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.

SFDRICISD District Mission

San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

SFDRICISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at my 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 and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children by posting on school website, distributing during Open House, have hard copies available in our front office.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

BLENDED ACADEMY HIGH SCHOOL

Title I

Parental Liaison

Nubia Sanchez

830-778-4680

nubia.sanchez@sfdrcisd.org

¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discutirá con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar cada pacto Escuela-Padre-Estudiante.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de las reuniones del Título I.
- El Pacto entre la escuela y los padres del campus garantiza que todos los estudiantes reciban la mejor oportunidad de logro académico gracias al trabajo conjunto de la escuela y la familia.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar: BLENDED ACADEMY HIGH SCHOOL.

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.

- Participar
- Eventos Especiales en la Escuela
- Platicas/Reuniones con los Principales

La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDRCSID

BLENDED ACADEMY HIGH SCHOOL.
Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-

BLENDED ACADEMY HIGH SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2024-2025**



**MOTIVANDO A
NUUESTROS
ESTUDIANTES
CADA DIA**

**LAURA SANDATE,
PRINCIPAL**

305 LAS VACAS.

Del Rio, Texas 78840

830-778-4650

OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

Visión del Distrito SFDRCSID

San Felipe Del Rio CISD, en asociación con nuestras familias y la comunidad, capacita a cada estudiante para sobresalir a través de una cultura de colaboración, innovación y logros.

Misión del Distrito SFDRCSID

San Felipe Del Rio ofrece un plan de estudios innovador y de alta calidad con instrucción atractiva y relevante. Satisfacemos las necesidades individuales de los estudiantes y el personal en un entorno seguro, enriquecedor y colaborativo que fomenta el desarrollo y el crecimiento.

Creencias Compartidas

Nosotros creemos:

- La comunicación y la colaboración entre las familias, la comunidad y los educadores son vitales.
- En equidad al proporcionar los recursos, el apoyo y la motivación necesarios para diferenciar la instrucción.
- Todos los estudiantes deben estar equipados con una base sólida de conocimientos, incluidas las habilidades del siglo XXI, para que sean aprendices de por vida preparados para tener éxito después de la escuela secundaria.

Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de los Padres

Como padre, acepto:

- Asegurar 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.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

Desarrollo y Distribución

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.
- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A mediante la publicación en el sitio web de la escuela, la distribución durante la jornada de puertas abiertas, tenga copias impresas disponibles en nuestra oficina principal.

**BLENDED ACADEMY HIGH
SCHOOL
Title I**

**Parental Liaison
Nubia Sanchez
830-778-4680**

BLENDED ACADEMY HIGH SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY
2024-2025

STATEMENT OF PURPOSE

- I. **Blended Academy High School** administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and a School – Parent Compact. The policy shall set expectations and establish a framework for quality parental engagement. This shall be achieved as part of the Campus Improvement Plan process. The school values the role parent's 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). The Title 1, Parent and Family Engagement Policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

PARENT AND FAMILY ENGAGEMENT POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District, composed of the Board of Trustees, administrators, teachers, support staff, parents and community, and in partnership with public and private agencies, is committed to provide the support, resources and academic rigor necessary 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 of the compact, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process of each campus. A copy of the campus Parent and Family Engagement Policy and School-Parent Compact will be distributed to all parents during the first six weeks of school and available at each school's front office.

PARENT INVOLVEMENT OPPORTUNITIES

- IV. The campuses' capacity to build a 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 presented at Campus Improvement Plan (CIP) meetings, Campus Comprehensive Needs Assessment (CNA) meetings, and special called meetings. Two Title I parent meetings will be held on two different dates and times to provide parents with information pertaining to Title 1 programs. In addition, parent skills workshops, campus volunteer trainings, school readiness trainings pertaining to pre-school programs, and literacy and technology trainings shall be provided to parents in order to foster parental involvement. Opportunities include materials for parents to work with children at home for increased student achievement, awards ceremonies, student performances, special events, and parent-teacher conferences held either in person or via Zoom. Additionally, teachers, specialized instructional support staff, principals, and other school leaders, with the assistance of parents, shall be trained in the Value and Utility of Contributions of parents/families.

AG-87 - 01

STAFF AND PARENT COMMUNICATION

- V. **BLENDED ACADEMY HIGH SCHOOL** will make every effort to communicate with parents the information concerning Title I, Part A programs, descriptions and explanation of the curriculum, state and local academic assessments, and language proficiency levels students are expected to meet, how to work with teachers to improve the achievement of their children, and how to monitor student progress. These efforts will take place during various forms of communication including but not limited to phone calls, home visits, parent conferences, and when necessary, via Zoom meetings.

Parents and families shall be provided information about school programs in a timely manner through avenues such as monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, Zoom meetings, district email, district website, district Facebook page, and written notices. These means 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 English and Spanish.

EVALUATION

- VI. Parents will be notified and invited to participate in the annual evaluation of the content and effectiveness of the Campus Parent and Family Engagement Policy. They will also consider:

- The academic quality of Title I, Part A Schools
- Ways to identify and overcome barriers which may limit parent participation
- Reviewing and revising the School-Parent Compact
- Methods to increase parent involvement
- Parent comments on the Title 1 Parent and Family Engagement Policy

The findings in the ESSA Title I Annual Evaluation will be utilized to revise and design parent policy practices and strategies that will improve parental involvement at the district and campus level. Feedback on the above mentioned can also be provided by calling SFDRCSISD Federal and State Programs Department at 830-778-4153.

RESERVATION OF FUNDS

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

ADOPTION

- VIII. This school Parent and Family Engagement Policy has been developed jointly, and agreed upon with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **BLENDED ACADEMY HIGH SCHOOL** on 9/25/2024 and will be in effect for the 2024-2025 school year. Electronic and/or written notification of this policy will be distributed in English and Spanish for the benefit of parents and community members.

Alda Ruiz
(Signature of Authorized) Principal

10-18-24
(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Maria E. Smith
2. Maria E. Smith
3. [Signature]



Mckinney-Vento Meeting

Presenter by: Ms. Zuñiga

Thursday, November 13, 2024 at 3:45 p.m.


Place: Room #15


November 13, 2024

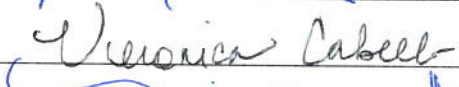
BLENDED ACADEMY HIGH SCHOOL

McKinney-Vento Meeting

Signing Sheet


Matti Sandt


Cynthia Henry

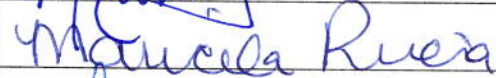

Veronica Cabell

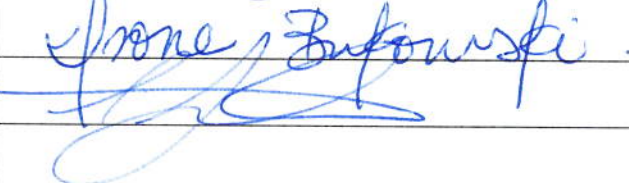

Melissa O. Rivas


Aida Maitz


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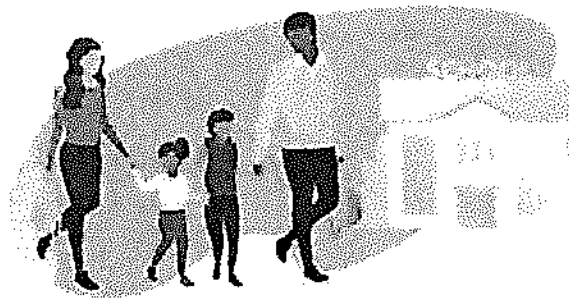

Nancy


Marcela Riera


Irene Bufowski



The Value and Utility of Parent and Family Engagement



Presenter by: Ms. Zuñiga -Principal

Wednesday 15, 2025 at 3:45 pm.

Place: Room #15 Building J



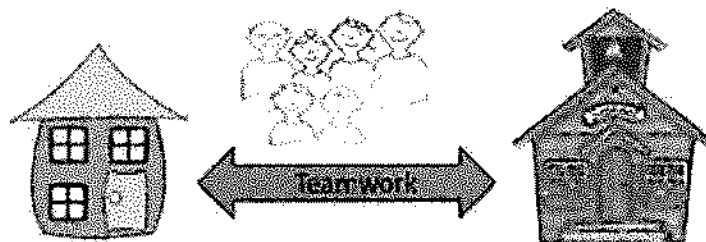
Blended Academy

The Value and Utility of Parental Engagement

Staff Training January 15, 2025 at 3:45 p.m.

AGENDA

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



Family Engagement

2024-2025

1-15-25
Date

Martin Sandate	Teacher	Mart. Ant
Lonette Hernandez	Counselor	Lonette Hernandez
Melissa O. Rivas	Counselor	Melissa O. Rivas
Lorrie Torres	S.E Aide	Lorrie Torres
Leonardo Ramos	TEACHER	Leonardo Ramos
Courtney Capitan	teacher	Courtney Capitan
Veronica Cabello	teacher	Veronica Cabello
Maria Ortega	teacher	Maria Ortega
Nubia Sainz	Parental A	Nubia Sainz
Norma Moore	Nurse	Norma Moore
Claudia Ramm	Secretary	Claudia Ramm
Ariel Falcon	Teacher	Ariel Falcon
Leany Carraz	Teacher	Leany Carraz