

DR FERMIN CALDERON 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.*

We are Valuable, We are Powerful, We are Limitless....We are Calderon!

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DR FERMIN CALDERON ELEMENTARY

Mission

The culture of Dr. Fermin Calderon Elementary will produce life-long leaders and learners by challenging and encouraging students to reach their full potential.

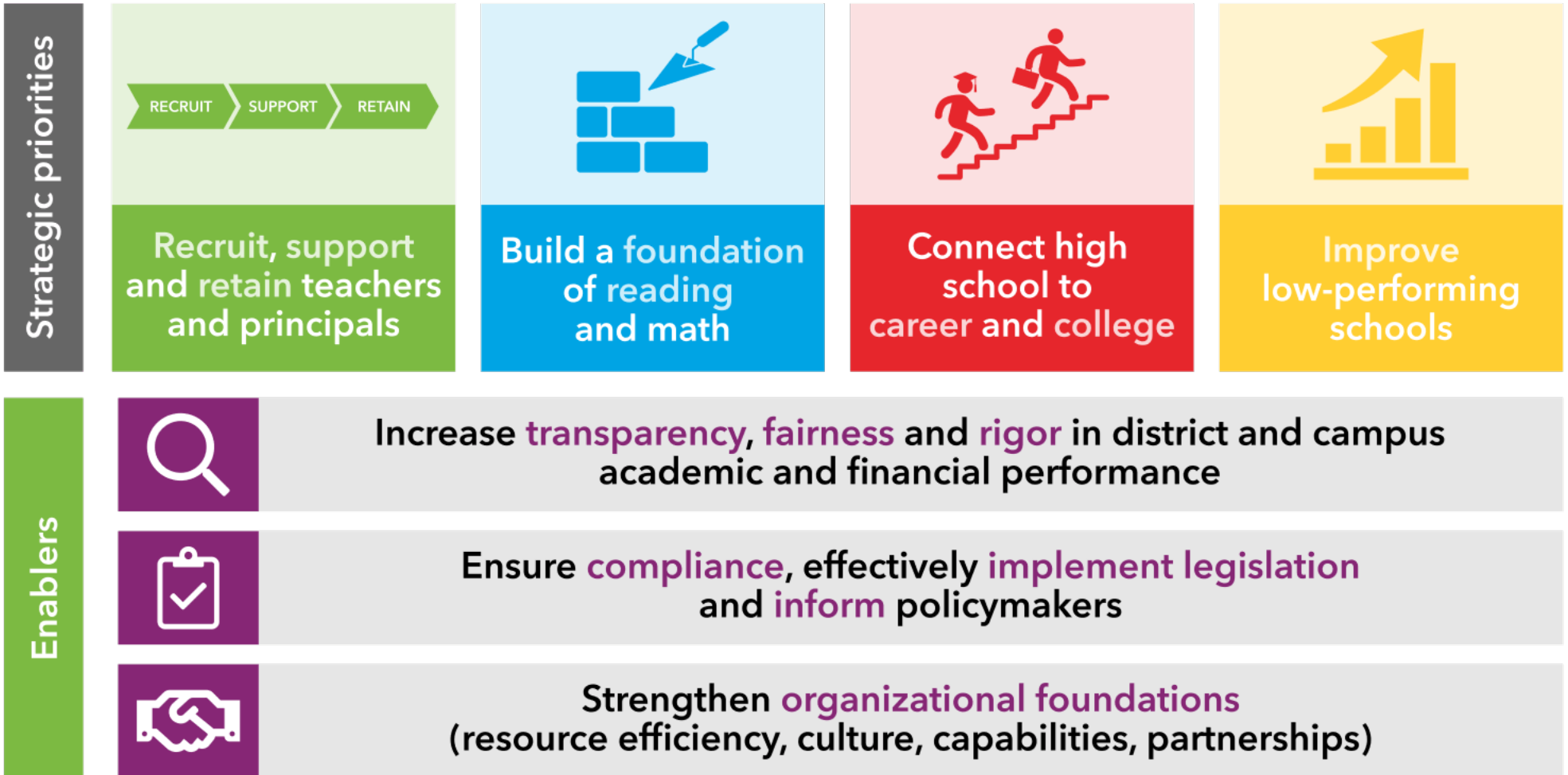
Vision

Our vision is to provide engaging opportunities that will allow students to develop a love of learning.

Nondiscrimination Notice

DR FERMIN CALDERON 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>*

Site Base List

| Name | Position |
|---------------------|--------------------------|
| Perez, Diamantina | Counselor |
| Rodriguez, Brenda | Kinder Teacher |
| Guajardo, Graciela | 3rd grade teacher |
| Cortinas, Martha | PE teacher |
| Villarreal, Jane M | Principal |
| Torres Saldua, Olga | Asst. Principal |
| Pena, Gloria | Library |
| Hernandez, Jessica | 4th grade teacher |
| Fierro, Frances | Special Ed teacher |
| Cervantez, Michelle | Parent representative |
| Torres, Diana | Community Representative |
| Sanders, Deborah | 1st grade teacher |
| Diaz, Rosalinda | 2nd grade teacher |
| Ortiz, Nelda | 5th grade teacher |
| Gallegos, Juan | Business Representative |
| Martinez, Ana | Bilingual Representative |

Dr. Fermin Calderon Elementary School – Tuesday, May 12, 2020

Campus Needs Assessment Committee Assignments

Information about the 2019-2020 school year/continuation of program/services:

1. ELA (Reading/Writing) must be taught by 1 teacher
2. CDC Reopening guidelines due to COVID19 – all classes self-contained or possible team-teach approach – limited transitions – No Rugs – De Clutter class – no group work – scheduling of PE classes – year round school with longer breaks in between or remote learning in between – am/pm classes
3. Student Progress Tracking through the school year
4. Planning Protocol
5. RTI Data Days
6. Assignment to committees
7. Continuations of ELA textbook program
8. Continuation of New Math program
9. **Small Group Guided Instruction/Intervention with work centers**
10. Student dialogue with Questioning
11. Checks for understanding with feedback
12. Lesson plans to Dashboard

Each Sub-committee will meet Thursday, May 14, 2020 (or sooner if agreed by committee) through Zoom led by assigned committee leader. Prior to the zoom meeting, the committee members will review probing questions and data sources to help create a summary of strengths and a summary of needs. The committee leader will complete Summary of strengths and Summary of Need areas in respective sections in https://sanfelipedelriocisd-my.sharepoint.com/:x/g/person/jane_villarreal_sfdrcisd_org/EXXQ1Kn1vblHIMCJ803K7oUB6xfZ3QnayMja7_xIxTulbw?e=PuMCzf This is a working document and any entries will update automatically in the shared document. Signature page

Academic Achievement Committee – Considerations on student growth and progress, special populations, social-economic status, ethnicity, gender

Committee leader: Nelda Ortiz

G. Culpepper, L. White, E. Barrera, G. Guajardo, A. Martinez, N. Ortiz, F. Fierro, E. Chavarria, K. Smith, M. Garcia, G. Pena

Staff Quality Committee – teacher retention and recruitment of education professionals and para-professionals, professional development opportunities to meet the changing academic needs of students

Committee leader: Brenda Rodriguez

D. Gallegos, Y. Obregon, V. Garza, A. Castro, E. Valero, Coach Y. Cortinas, B. Gallegos, M. Garcia, M. Guerrero

School Climate: Safe & Healthy Schools Committee – overall feeling and culture of the learning environment, students feeling safe in the classroom, campus security measures, positive and safe learning environments that allow students to grow in confidence, take risks, and learn from mistakes.

Committee leader: Jessica Hernandez

Y. Zuniga, D. Sanders, N. Saucedo, N. Delgado, T. Serrano, L. Gamez, S. Guerra, J. Agüero, L. Barrientos

College and Career/Graduation/Dropout Reduction Committee – giving students tools to be successful beyond high school, address barriers to secondary graduation, consider the rapidly changing workforce

Committee leader: Diana Jimenez

C. Jimenez, S. Zavala, K. Labbe, M. De Hoyos, I. Elizondo, D. Trevino, R. Garza, M. Garcia

Family and Community Engagement Committee – meaningful communication between home and school, consider the various home structures found within a community, organizations in local community that can help parents and families overcome barriers to academic success

Committee leader: Rosalinda Diaz

A. Castillo, L. Calderon, Narce Escareno, J. Meza, A. Perez, L. Martinez, L. Serrano

District/Campus Commitments Committee – effectiveness and efficiency of operating costs in maintaining facilities that foster academic achievement, technology, facilities, operations, transportation. Consider campus processes and procedures

Committee leader: Angelita Fraga

E. Guadalajara, Coach C. Juarez, T. Garza, D. Arreola, C. Valenzuela, V. Martinez, R. Samudio

Sign in Sheet

| Committee member printed name | Signature and Date Sub-Committee met | Position | Sub-Committee |
|-------------------------------|---|-------------------------------|-------------------------|
| Jane M. Villarreal | <i>Jane M. Villarreal</i> | Principal | |
| Olga Torres Saldua | <i>Olga L Torres Saldua</i> | Asst. Principal | |
| Amor Perez | <i>Díamantina Amor Perez</i> 5/15/20 | Counselor | Family & Community |
| Sonia Ramon | | Principal Secretary | |
| Adriana Juarez | | Attendance Secretary | |
| Lorena Martinez | <i>Lorena C Martinez</i> 5/28/20 | Parental Aide | Family & Community |
| Claudia Jimenez | <i>Claudia Jimenez</i> | Kindergarten Teacher | College & Career |
| Brenda Rodriguez | <i>Brenda Rodriguez</i> 5.15.20 | Kindergarten Teacher | Staff Quality |
| Yazmin Zuniga | <i>Yazmin Zuniga</i> 5/15/20 | Kindergarten Teacher | School Climate |
| Gloria Culpepper | <i>Gloria Culpepper</i> 5-13-20 | Kindergarten Teacher | Academic Achievement |
| Dariela Gallegos | <i>Dariela gallegos</i> 5/15/20 | 1 st grade Teacher | Staff Quality |
| Deborah Sanders | <i>Deborah Sanders</i> 5/15/2020 | 1 st grade Teacher | School Climate |
| Lynette White | <i>Lynette White</i> 5-13-20 | 1 st grade Teacher | Academic Achievement |
| Angelita Fraga | <i>Angelita Fraga</i> 5/14/2020 | 1 st grade Teacher | Dist./Campus Commitment |
| Sylvia Zavala | <i>Sylvia Zavala</i> 5/15/2020 | 1 st grade Teacher | College & Career |
| Erika Barrera | <i>Erika Barrera</i> 5-14-2020 | 2 nd grade Teacher | Academic Achievement |
| Rosalinda Diaz | <i>Rosalinda Diaz</i> 5-15-20 | 2 nd grade Teacher | Family & Community |
| Ytsary Obregon | <i>Ytsary Obregon</i> 5/15/2020 | 2 nd grade Teacher | Staff Quality |
| Jo Nicole Saucedo | <i>Jo Nicole Saucedo</i> 5/15/2020 | 2 nd grade Teacher | School Climate |
| Kristina Labbe | <i>Kristina Labbe</i> 5/15/2020 | 2 nd grade Teacher | College & Career |
| Diana Jimenez | <i>Diana Jimenez</i> 5/15/2020 | 3 rd grade Teacher | College & Career |
| Velma Garza | <i>Velma Garza</i> 5/15/2020 | 3 rd grade Teacher | Staff Quality |
| Nicolasa Delgado | <i>Nicolasa Delgado</i> 5/18/20 | 3 rd grade Teacher | School Climate |
| Graciela Guajardo | <i>Graciela C. Guajardo</i> 5/13/20 | 3 rd grade Teacher | Academic Achievement |
| Jessica Hernandez | <i>Jessica A. Hernandez</i> 5/15/20 | 4 th grade Teacher | School Climate |
| Ashlee Castro | <i>Ashlee Castro</i> 5/15/2020 | 4 th grade Teacher | Staff Quality |
| Melva De Hoyos | <i>Melva N. De Hoyos</i> 5/15/2020 | 4 th grade Teacher | College & Career |
| Ana Martinez | <i>Ana Martinez</i> 5/13/20 | 4 th grade Teacher | Academic Achievement |
| Elizabeth Guadalajara | <i>Elizabeth Guadalajara</i> 5/14/2020 | 4 th grade Teacher | Dist./Campus Commitment |
| Nelda Ortiz | <i>Nelda Ortiz</i> 5/13/20 | 5 th grade Teacher | Academic Achievement |

| | | | |
|---------------------|--|---------------------------------------|-------------------------|
| Erika Valero | <i>Erika H Valero 5/15/2020</i> | 5 th grade Teacher | Staff Quality |
| Tanya Serrano | <i>Tanya Serrano</i> | 5 th grade Teacher | School Climate |
| Angel Castillo | <i>Angel G. Castillo</i> | 5 th grade Teacher | Family & Community |
| Frances Fierro | <i>Frances Fierro 5/13/20</i> | Special Education Teacher | Academic Achievement |
| Kathy Smith | <i>Kathy Smith 5/13/20</i> | Master Reading Teacher | Academic Achievement |
| Claudia Juarez | <i>Claudia Juarez 5/14/2020</i> | PE Teacher | Dist./Campus Commitment |
| Yvette Cortinas | <i>Martha Y. Cortinas 5/15/2020</i> | PE Teacher | Staff Quality |
| Timothy Garza | <i>Timothy Garza 5/14/2020</i> | Strings Teacher | Dist./Campus Commitment |
| Lillie Gamez | | Music Teacher | School Climate |
| Dora Trevino | <i>Dora Trevino 5/15/2020</i> | Art Teacher | College & Career |
| Lucy Calderon | <i>Lucy Calderon 5/15/20</i> | Life Skills Special Education Teacher | Family & Community |
| Laura Serrano | <i>Laura Serrano</i> | School Nurse | Family & Community |
| Carmen Valenzuela | <i>Carmen Valenzuela 05/14/2020</i> | Life Skills Nurse | Dist./Campus Commitment |
| Diana Arreola | <i>Diana N. Arreola 5/14/2020</i> | Dyslexia Therapist | Dist./Campus Commitment |
| Jovita Aguero | <i>Jovita R. Aguero 5/15/2020</i> | Kinder Instructional Aide | School Climate |
| Gloria Pena | <i>Gloria E. Pena 5/14/2020</i> | Resource/Library Aide | Academic Achievement |
| | | | |
| Maria Guerrero | | Library Aide | Staff Quality |
| Luz Barrientos | <i>Luz Barrientos 5/15/2020</i> | Computer Lab Aide | School Climate |
| Monica Guzman | | Computer Lab Aide | College & Career |
| Eileen Chavarria | <i>Eileen Chavarria 5/14/2020</i> | Special Education Aide | Academic Achievement |
| Belinda Gallegos | <i>Belinda Gallegos 5/15/2020</i> | Special Education Aide | Staff Quality |
| Isela Elizondo | <i>Isela Elizondo 5/15/2020</i> | PE Aide | College & Career |
| Veronica Hernandez | <i>Veronica Martinez Hernandez 5/14/2020</i> | Special Education Aide | Dist./Campus Commitment |
| Narcedelia Escareno | <i>Narcedalia Escareno 5/15/2020</i> | Special Education Aide | Family & Community |
| Monyca Garcia | <i>Monyca Garcia 5/15/2020</i> | Special Education Aide | Academic Achievement |
| Rebecca Samudio | <i>Rebecca c Samudio 5/14/2020</i> | Critical Needs Aide | Dist./Campus Commitment |
| Romelia Garza | | Critical Needs Aide | College & Career |
| Sandra Guerra | <i>Sandra Guerra 5/15/2020</i> | Critical Needs Aide | School Climate |
| Monica Garcia | <i>Monica Garcia 5/13/2020</i> | Critical Needs Aide | Staff Quality |
| Jasmin Meza | <i>Jasmin Meza - 5/14/2020</i> | Critical Needs Aide | Family & Community |



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: SFDRCSID-Dr. Fermin Calderon Elementary School

Date: 5/28/2020

| Role | Name | Signature |
|--------------------------|-------------------------|--------------------------------|
| Parent | Michelle Cervantez | <i>Michelle Cervantez</i> |
| Parent | | |
| Business Representative | Juan Gallegos | <i>Juan Gallegos</i> |
| Business Representative | | |
| Community Representative | Diana Torres | <i>Diana Torres</i> |
| Community Representative | | |
| Teacher | Brenda Rodriguez | <i>Brenda Rodriguez</i> |
| Teacher | Deborah Sanders | <i>Deborah Sanders</i> |
| Teacher | Rosalinda Diaz | <i>Rosalinda Diaz</i> |
| Teacher | Graciela Guajardo | <i>Graciela Guajardo</i> |
| Teacher | Jessica Hernandez | <i>Jessica Hernandez</i> |
| Teacher | Nelda Ortiz | <i>Nelda Ortiz</i> |
| Teacher | Frances Fierro | <i>Frances Fierro</i> |
| Teacher | Ana G. Martinez | <i>Ana G. Martinez</i> |
| Teacher | Martha Cortinas | <i>Martha Cortinas</i> |
| Teacher | Alexandria Calderon | <i>Alexandria Calderon</i> |
| District Personnel | Olga Torres Saldua | <i>Olga Torres Saldua</i> |
| District Personnel | Diamantina Perez | <i>Diamantina Perez</i> |
| District Personnel | Jane M. Villarreal | <i>Jane M. Villarreal</i> |
| Staff | Gloria E. Pena | <i>Gloria E. Pena</i> |
| | | |
| | | |

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

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

Comprehensive Needs Assessment Summary – 2020-2021

| Utilized Data Sources: These will automatically populate from your CNA worksheets | | |
|---|---|--|
| 2019-2020 Benchmark Results | Curriculum Dashboard and Assessments | 2018-2019 TEA School Report Card |
| Staff Listing and Projected Teams for 2020-2021 and Budget for 2020-21 | 2019-2020 Benchmark Results | DFC Staff Listing and Projected Teams for 2020-2021 |
| 2018-2019 TEA School Report Card | Professional Development input and 2020-2021 Budget | Attendance Data and Special Populations counts |
| Extra Curricular and Community involvement | Discipline and Referral Data | Campus Cleanliness and Budget for 2020-21 |
| 2019-2020 Benchmark Results | Curriculum Dashboard and Assessments | 2018-2019 TEA School Report Card and Special population counts |
| GT Enrollment and Budget for 2020-21 | Meeting overview for year | Yearly calendar |
| Home Visit records | HBI rates | Facility needs |
| Instructional Materials inventory | Technology needs | Budget for 2020-2021 |

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|----------------------|---|---|---|
| | What were the identified strengths? | What were the identified needs? | What are the priorities for the campus, including how federal and state program funds will be used? |
| | <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>Computer based instruction availability on a daily basis along with parental trainings to support programs at home. Also suggested is a BOY technology questionnaire, to know how well our students are prepared to handle online instruction, if needed, or support at home.</p> <p>Greater variety of literature and novels in our library to develop a love of reading and lifelong learners. Students need a more modern selection of material for making connections and comprehension.</p> | <p>Computer based instruction availability on a daily basis along with parental trainings to support programs at home. Also suggested is a BOY technology questionnaire, to know how well our students are prepared to handle online instruction, if needed, or support at home.</p> <p>Greater variety of literature and novels in our library to develop a love of reading and lifelong learners. Students need a more modern selection of material for making connections and comprehension.</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|---|--|---|---|
| <p align="center">Academic Achievement</p> | <p>Summative testing, benchmarks, Aim High, TPRI tests used in disaggregating data on Data/ RTI days has shown to be valuable information. Bi-weekly reading progress monitoring for students provides prompt data for teachers. Also relevant, is kindergarten implementation of progress monitoring as a tool for measuring progress on Fridays at our school.</p> <p>Lexia program for Special Education population promises growth for this population when used faithfully.</p> <p>Low teacher and administrator turn around on our campus.</p> <p>Early implementation of tutorial program (teachers, computer lab) with transportation.</p> | <p>Computer based programs to support enrichment in Gifted and Talented students and meet the needs of our EL student population.</p> <p>A knowledgeable point of contact in curriculum department to help monitor and suggest computer based programs with consistency, to ensure programs are utilized district wide with fidelity and are curriculum based. This includes programs from the textbook adoptions, Edmentum, and free resources available (such as Prodigy and Freckle Math) to engage students in multimodal learning. Specifically for lower grades, the ability to delete tests in AR Star Renaissance in which students were read a book aloud. The inability to do this limits the titles available to students at a 1st grade or below reading level in the library, limiting motivation and growth</p> | <p>Computer based programs to support enrichment in Gifted and Talented students and meet the needs of our EL student population.</p> <p>A knowledgeable point of contact in curriculum department to help monitor and suggest computer based programs with consistency, to ensure programs are utilized district wide with fidelity and are curriculum based. This includes programs from the textbook adoptions, Edmentum, and free resources available (such as Prodigy and Freckle Math) to engage students in multimodal learning.</p> <p>Specifically for lower grades, the ability to delete tests in AR Star Renaissance in which students were read a book aloud. The inability to do this limits the titles available to students at a 1st grade or below reading level in the library, limiting motivation and growth.</p> |
| | <p>Communal place for planning for K-2nd</p> <p>Content based and communal planning for 3rd-5th</p> | <p>Digital component training for My View/Wonders and Envision (K) for classroom use and home integration</p> <p>CDC Reopening Guidelines for Phases 1-3 with emphasis on Hygiene Practices</p> <p>Safety Actions</p> <p>Signs and Symptoms</p> <p>Maintaining a Healthy Operations</p> | <p>Digital component training for My View/Wonders and Envision (K) 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, Maintaining a Healthy Operations, hand washing stations in hall</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|--|--|
| Staff Quality | RTI Days effective for targeted student intervention and student tracking | Staff Development on Characteristics of Dyslexia and Characteristics of ADHD A GT program which provides high level exploratory learning for students Bilingual strategies for all teachers/ More time and research based curriculum for Science and Social Studies Training student level of Questioning and Check for Understanding/ Inclusion services for life skills students being serviced in upper grades to include more learned appropriate dialogue and activities (when possible) | Staff Development on Characteristics of Dyslexia, Characteristics of ADHD, math program, ELA adoptions A GT program which provides high level exploratory learning for students Bilingual strategies for all teachers/ More time and research based curriculum for Science and Social Studies Training student level of Questioning and Check for Understanding/ Inclusion services for life skills students being serviced in upper grades to include more learned appropriate dialogue and activities (when possible) |
| School Climate/ Safe & Healthy Schools | Teachers planning and communicating during planning protocol for improved classroom instruction. Great teacher involvement in afterschool activities such as Loteria Nights and A.R. Nights. Creating more parent involvement with PTO such as Fall Festival, A.R. nights, and A.R. raffles. Creating a safe and bully free learning environment for students. | Keyless entry through teacher parking lot. Implementing a uniform behavior system for all grade levels while enforcing the same consequences and reward system. Also using the same behavior chart and discipline plan in all classrooms. For educators and students to have a common language for expectations. Fun Fridays to reward students with good behavior and attendance. Staff celebrations per six weeks instead of monthly. | Keyless entry through teacher parking lot. Implementing a uniform behavior system for all grade levels while enforcing the same consequences and reward system. Also using the same behavior chart and discipline plan in all classrooms. For educators and students to have a common language for expectations. Fun Fridays to reward students with good behavior and attendance per grade level. Provide family A.R. nights once every six weeks instead of twice a year. Each grade level to host one. |

| 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? |
|--|--|--|---|
| | <p>Open collaboration among administration and school faculty.</p> <p>Support diversity and equalities among our socioeconomic disadvantaged families.</p> | <p>Creating a behavior management slip to improve communication from administration and office personal to teachers by communicating what situations and actions were taken for behavior referrals.</p> <p>Provide family A.R. nights once every six weeks instead of twice a year,</p> | <p>Staff celebrations per six weeks instead of monthly. Sunshine committee/Lighthouse committee to help with rewards programs and celebrations on the Friday at the end of every grading cycle (ring the bell, reading rock stars, Friday song).</p> <p>Creating a behavior management slip to improve communication/increase communication from administration and office personal to teachers by communicating what situations and actions were taken for behavior referrals.</p> |
| College & Career Readiness/ Graduation/ Dropout Reduction | <p>Parent involvement in school (volunteers) Raffles and incentives for good grades and attendance</p> <p>teacher plan and open communication and involvement. Teachers build relationships with students</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</p> <p>TTESS feedback for teacher improvement</p> <p>CTE program</p> | <p>GT enrichment, grammar materials for K-2</p> <p>Incentives for good behavior , community service as a form of discipline, Glass door Kinder hallway-security guard</p> <p>community mentoring program, 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>Incentives for good behavior , community service as a form of discipline, Glass door Kinder hallway-security guard</p> <p>community mentoring program, parent trainings on structure at home, motivating students, discipline, partnership with LAFB - promote positive behaviors</p> <p>Workforce presentation to parents, CTE programs presentation to parents/families, options for career developments presentation during school events such as literacy nights, AR nights, attendance loteria nights</p> <p>grade appropriate College day presentations for students, virtual college tours, college shirt day</p> <p>College banners - feature ex-Calderon alumni</p> <p>GT enrichment, grammar materials for K-2</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|--|--|
| Family and Community Involvement | <p>At DFC we as a campus maintain positive communication with parents. The communication begins in the classroom with teachers, staff, and administration. The transparency and communication among all staff has a positive influence in the outcome of our campus environment.</p> <p>Parental involvement activities/ PTO, attendance loteria, AR night, and Fall Festival.</p> <p>DFC Home base instruction participation was at an overall high percentage district wide; ranging between the 90 and 89 percentile.</p> <p>DFC collaborated with BCFS in a family support group for 8 weeks. The classes provided families in English and Spanish, techniques, information and ideas on how to communicate among the family.</p> <p>At DFC, a mentor program with military personnel was provided to students to implement a positive role model in their academic achievements.</p> <p>Brianan's Blessings provided assistance to critical families in need with a food bag, hygiene products, clothes, backpacks, school supplies and various winter essential clothing items.</p> | <p>Maintaining Briana's Blessings.</p> <p>Increasing parent participation in school activities.</p> <p>Student access to technology.</p> <p>Student family interaction through school events.</p> <p>Access to after school programs .</p> | <p>Student family interaction through school events.</p> <p>Maintaining Briana's Blessings.</p> <p>Increasing parent participation in school activities.</p> <p>Access to after school programs . Transportation for afterschool activities. Transportation for extracurricular district events such as ULL, Robotics, track and field, and cross country events.</p> <p>Student access to technology.</p> <p>Evening trainings with meals to entice parents and volunteers to attend trainings and family event nights. Incorporate training with events.</p> |
| | <p>Suitable transportation for students to and from school, including after school tutorial transportation.</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>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> |

| 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? |
|---|---|---|---|
| <p>District/Campus Commitments</p> | <p>All students provided free meals during school. Tardy procedures in place for students to obtain breakfast bag.</p> <p>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 follow to meet students' needs. Students who are homeless along with low income students, have educational resources, transportation, clothing (Brianna's Blessing), jacket drive, available washer/dryer, and shower on campus.</p> <p>Implementation of tutorial in 2 computer labs before school.</p> <p>Implementation of Lexia program for Special Education population.</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>Stricter policies for transfers and students attending schools out of their school zone to help increase attendance.</p> <p>School security to establish a presence on campus to help create a safer environment.</p> <p>Procedures for students who miss the bus or have a broken down vehicle to get pick up from home.</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>Stricter policies for transfers and students attending schools out of their school zone to help increase attendance.</p> <p>School security to establish a presence on campus to help create a safer environment.</p> <p>Procedures for students who miss the bus or have a broken down vehicle to get pick up from home.</p> |

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



Introduction

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

Organizational Structure

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

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

Using this template

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

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

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



Site Based Committee Sign In

District: SFDRICISD-Dr. Fermin Calderon Elementary School

Date: 5/28/2020

| Role | Name | Signature |
|--------------------------|-------------------------|--------------------------------|
| Parent | Michelle Cervantez | <i>Michelle Cervantez</i> |
| Parent | | |
| Business Representative | Juan Gallegos | <i>Juan Gallegos</i> |
| Business Representative | | |
| Community Representative | Diana Torres | <i>Diana Torres</i> |
| Community Representative | | |
| Teacher | Brenda Rodriguez | <i>Brenda Rodriguez</i> |
| Teacher | Deborah Sanders | <i>Deborah Sanders</i> |
| Teacher | Rosalinda Diaz | <i>Rosalinda Diaz</i> |
| Teacher | Graciela Guajardo | <i>Graciela Guajardo</i> |
| Teacher | Jessica Hernandez | <i>Jessica Hernandez</i> |
| Teacher | Nelda Ortiz | <i>Nelda Ortiz</i> |
| Teacher | Frances Fierro | <i>Frances Fierro</i> |
| Teacher | Ana G. Martinez | <i>Ana G. Martinez</i> |
| Teacher | Martha Cortinas | <i>Martha Cortinas</i> |
| Teacher | Alexandria Calderon | <i>Alexandria Calderon</i> |
| District Personnel | Olga Torres Saldua | <i>Olga Torres Saldua</i> |
| District Personnel | Diamantina Perez | <i>Diamantina Perez</i> |
| District Personnel | Jane M. Villarreal | <i>Jane M. Villarreal</i> |
| Staff | Gloria E. Pena | <i>Gloria E. Pena</i> |
| | | |
| | | |
| | | |

Dr. Fermin Calderon Elementary School – Tuesday, May 12, 2020

Campus Needs Assessment Committee Assignments

Information about the 2019-2020 school year/continuation of program/services:

1. ELA (Reading/Writing) must be taught by 1 teacher
2. CDC Reopening guidelines due to COVID19 – all classes self-contained or possible team-teach approach – limited transitions – No Rugs – De Clutter class – no group work – scheduling of PE classes – year round school with longer breaks in between or remote learning in between – am/pm classes
3. Student Progress Tracking through the school year
4. Planning Protocol
5. RTI Data Days
6. Assignment to committees
7. Continuations of ELA textbook program
8. Continuation of New Math program
9. **Small Group Guided Instruction/Intervention with work centers**
10. Student dialogue with Questioning
11. Checks for understanding with feedback
12. Lesson plans to Dashboard

Each Sub-committee will meet Thursday, May 14, 2020 (or sooner if agreed by committee) through Zoom led by assigned committee leader. Prior to the zoom meeting, the committee members will review probing questions and data sources to help create a summary of strengths and a summary of needs. The committee leader will complete Summary of strengths and Summary of Need areas in respective sections in https://sanfelipedelriocisd-my.sharepoint.com/:x:/g/personal/jane_villarreal_sfdrcisd_org/EXXQ1Kn1vblHIMCJ803K7oUB6xfZ3QnayMja7_xIxTulbw?e=PuMCzf This is a working document and any entries will update automatically in the shared document. Signature page

Academic Achievement Committee – Considerations on student growth and progress, special populations, social-economic status, ethnicity, gender

Committee leader: Nelda Ortiz

G. Culpepper, L. White, E. Barrera, G. Guajardo, A. Martinez, N. Ortiz, F. Fierro, E. Chavarria, K. Smith, M. Garcia, G. Pena

Staff Quality Committee – teacher retention and recruitment of education professionals and para-professionals, professional development opportunities to meet the changing academic needs of students

Committee leader: Brenda Rodriguez

D. Gallegos, Y. Obregon, V. Garza, A. Castro, E. Valero, Coach Y. Cortinas, B. Gallegos, M. Garcia, M. Guerrero

School Climate: Safe & Healthy Schools Committee – overall feeling and culture of the learning environment, students feeling safe in the classroom, campus security measures, positive and safe learning environments that allow students to grow in confidence, take risks, and learn from mistakes.

Committee leader: Jessica Hernandez

Y. Zuniga, D. Sanders, N. Saucedo, N. Delgado, T. Serrano, L. Gamez, S. Guerra, J. Agüero, L. Barrientos

College and Career/Graduation/Dropout Reduction Committee – giving students tools to be successful beyond high school, address barriers to secondary graduation, consider the rapidly changing workforce

Committee leader: Diana Jimenez

C. Jimenez, S. Zavala, K. Labbe, M. De Hoyos, I. Elizondo, D. Trevino, R. Garza, M. Garcia

Family and Community Engagement Committee – meaningful communication between home and school, consider the various home structures found within a community, organizations in local community that can help parents and families overcome barriers to academic success

Committee leader: Rosalinda Diaz

A. Castillo, L. Calderon, Narce Escareno, J. Meza, A. Perez, L. Martinez, L. Serrano

District/Campus Commitments Committee – effectiveness and efficiency of operating costs in maintaining facilities that foster academic achievement, technology, facilities, operations, transportation. Consider campus processes and procedures

Committee leader: Angelita Fraga

E. Guadalajara, Coach C. Juarez, T. Garza, D. Arreola, C. Valenzuela, V. Martinez, R. Samudio

Sign in Sheet

| Committee member printed name | Signature and Date Sub-Committee met | Position | Sub-Committee |
|-------------------------------|---|-------------------------------|-------------------------|
| Jane M. Villarreal | <i>Jane M. Villarreal</i> | Principal | |
| Olga Torres Saldua | <i>Olga L Torres Saldua</i> | Asst. Principal | |
| Amor Perez | <i>Díamantina Amor Perez</i> 5/15/20 | Counselor | Family & Community |
| Sonia Ramon | | Principal Secretary | |
| Adriana Juarez | | Attendance Secretary | |
| Lorena Martinez | <i>Lorena C Martinez</i> 5/28/20 | Parental Aide | Family & Community |
| Claudia Jimenez | <i>Claudia Jimenez</i> | Kindergarten Teacher | College & Career |
| Brenda Rodriguez | <i>Brenda Rodriguez</i> 5.15.20 | Kindergarten Teacher | Staff Quality |
| Yazmin Zuniga | <i>Yazmin Zuniga</i> 5/15/20 | Kindergarten Teacher | School Climate |
| Gloria Culpepper | <i>Gloria Culpepper</i> 5-13-20 | Kindergarten Teacher | Academic Achievement |
| Dariela Gallegos | <i>Dariela gallegos</i> 5/15/20 | 1 st grade Teacher | Staff Quality |
| Deborah Sanders | <i>Deborah Sanders</i> 5/15/2020 | 1 st grade Teacher | School Climate |
| Lynette White | <i>Lynette White</i> 5-13-20 | 1 st grade Teacher | Academic Achievement |
| Angelita Fraga | <i>Angelita Fraga</i> 5/14/2020 | 1 st grade Teacher | Dist./Campus Commitment |
| Sylvia Zavala | <i>Sylvia Zavala</i> 5/15/2020 | 1 st grade Teacher | College & Career |
| Erika Barrera | <i>Erika Barrera</i> 5-14-2020 | 2 nd grade Teacher | Academic Achievement |
| Rosalinda Diaz | <i>Rosalinda Diaz</i> 5-15-20 | 2 nd grade Teacher | Family & Community |
| Ytsary Obregon | <i>Ytsary Obregon</i> 5/15/2020 | 2 nd grade Teacher | Staff Quality |
| Jo Nicole Saucedo | <i>Jo Nicole Saucedo</i> 5/15/2020 | 2 nd grade Teacher | School Climate |
| Kristina Labbe | <i>Kristina Labbe</i> 5/15/2020 | 2 nd grade Teacher | College & Career |
| Diana Jimenez | <i>Diana Jimenez</i> 5/15/2020 | 3 rd grade Teacher | College & Career |
| Velma Garza | <i>Velma Garza</i> 5/15/2020 | 3 rd grade Teacher | Staff Quality |
| Nicolasa Delgado | <i>Nicolasa Delgado</i> 5/18/20 | 3 rd grade Teacher | School Climate |
| Graciela Guajardo | <i>Graciela C. Guajardo</i> 5/13/20 | 3 rd grade Teacher | Academic Achievement |
| Jessica Hernandez | <i>Jessica A. Hernandez</i> 5/15/20 | 4 th grade Teacher | School Climate |
| Ashlee Castro | <i>Ashlee Castro</i> 5/15/2020 | 4 th grade Teacher | Staff Quality |
| Melva De Hoyos | <i>Melva N. De Hoyos</i> 5/15/2020 | 4 th grade Teacher | College & Career |
| Ana Martinez | <i>Ana Martinez</i> 5/13/20 | 4 th grade Teacher | Academic Achievement |
| Elizabeth Guadalajara | <i>Elizabeth Guadalajara</i> 5/14/2020 | 4 th grade Teacher | Dist./Campus Commitment |
| Nelda Ortiz | <i>Nelda Ortiz</i> 5/13/20 | 5 th grade Teacher | Academic Achievement |

| | | | |
|---------------------|--|---------------------------------------|-------------------------|
| Erika Valero | <i>Erika H Valero 5/15/2020</i> | 5 th grade Teacher | Staff Quality |
| Tanya Serrano | <i>Tanya Serrano</i> | 5 th grade Teacher | School Climate |
| Angel Castillo | <i>Angel G. Castillo</i> | 5 th grade Teacher | Family & Community |
| Frances Fierro | <i>Frances Fierro 5/13/20</i> | Special Education Teacher | Academic Achievement |
| Kathy Smith | <i>Kathy Smith 5/13/20</i> | Master Reading Teacher | Academic Achievement |
| Claudia Juarez | <i>Claudia Juarez 5/14/2020</i> | PE Teacher | Dist./Campus Commitment |
| Yvette Cortinas | <i>Martha Y. Cortinas 5/15/2020</i> | PE Teacher | Staff Quality |
| Timothy Garza | <i>Timothy Garza 5/14/2020</i> | Strings Teacher | Dist./Campus Commitment |
| Lillie Gamez | | Music Teacher | School Climate |
| Dora Trevino | <i>Dora Trevino 5/15/2020</i> | Art Teacher | College & Career |
| Lucy Calderon | <i>Lucy Calderon 5/15/20</i> | Life Skills Special Education Teacher | Family & Community |
| Laura Serrano | <i>Laura Serrano</i> | School Nurse | Family & Community |
| Carmen Valenzuela | <i>Carmen Valenzuela 05/14/2020</i> | Life Skills Nurse | Dist./Campus Commitment |
| Diana Arreola | <i>Diana N. Arreola 5/14/2020</i> | Dyslexia Therapist | Dist./Campus Commitment |
| Jovita Aguero | <i>Jovita R. Aguero 5/15/2020</i> | Kinder Instructional Aide | School Climate |
| Gloria Pena | <i>Gloria E. Pena 5/14/2020</i> | Resource/Library Aide | Academic Achievement |
| | | | |
| Maria Guerrero | | Library Aide | Staff Quality |
| Luz Barrientos | <i>Luz Barrientos 5/15/2020</i> | Computer Lab Aide | School Climate |
| Monica Guzman | | Computer Lab Aide | College & Career |
| Eileen Chavarria | <i>Eileen Chavarria 5/14/2020</i> | Special Education Aide | Academic Achievement |
| Belinda Gallegos | <i>Belinda Gallegos 5/15/2020</i> | Special Education Aide | Staff Quality |
| Isela Elizondo | <i>Isela Elizondo 5/15/2020</i> | PE Aide | College & Career |
| Veronica Hernandez | <i>Veronica Martinez Hernandez 5/14/2020</i> | Special Education Aide | Dist./Campus Commitment |
| Narcedelia Escareno | <i>Narcedalia Escareno 5/15/2020</i> | Special Education Aide | Family & Community |
| Monyca Garcia | <i>Monyca Garcia 5/15/2020</i> | Special Education Aide | Academic Achievement |
| Rebecca Samudio | <i>Rebecca c Samudio 5/14/2020</i> | Critical Needs Aide | Dist./Campus Commitment |
| Romelia Garza | | Critical Needs Aide | College & Career |
| Sandra Guerra | <i>Sandra Guerra 5/15/2020</i> | Critical Needs Aide | School Climate |
| Monica Garcia | <i>Monica Garcia 5/13/2020</i> | Critical Needs Aide | Staff Quality |
| Jasmin Meza | <i>Jasmin Meza - 5/14/2020</i> | Critical Needs Aide | Family & Community |

DR FERMIN CALDERON 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 May 2021, all students will increase 15% on all portions of STAAR core area assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------------------------|---|---|
| <p>1. Provide job embedded professional development through implementation of planning protocol including technology, engaging hands on lesson, to meet instructional understanding of the TEKS. (intervention and small group reading, Education Service Center 15, common planning periods for alignment, Technology training, teacher coaching, training on new math program, Implementation of Literacy block, Google Classroom components training, Text Help Read/Write, ScreenCastify, Pear Deck, new online resources: TexQuest, Epic books, MyOn, Lone Star, Brain Pop, Renaissance, Flocabulary, District wide Math planning sessions in Zoom, READ grant, TTESS) (TSI) (TI) (Title I SW: 1,3,4,5) (Target Group: All,H,W,AA,ECD,Migrant,LEP,SPED,GT,AtRisk,Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)</p> | <p>Campus Administrators, Curriculum Coordinators, Teachers</p> | <p>August 2020- June 2021</p> | <p>(F)Title IIA Principal and Teacher Improvement</p> | <p>06/18/21 - Completed (S) 09/30/20 - On Track</p> |
| <p>2. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus performance goals and objectives. (1 Kindergarten paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies,Human Resources department, AppliTrack, SBEC, TTESS, lesson design and implementation, Mentor program for new teachers, common planning periods for alignment,planning protocol sessions, learning walks, DMAC, participation in TEA Resilient School support program, Partnership with NIET to improve Remote learning, Google</p> | <p>Campus Administrators</p> | <p>September 2020- June 2021</p> | <p>(F)Title IIA Principal and Teacher Improvement</p> | <p>Campus demographic reports and rosters 06/18/21 - Completed (S) 09/30/20 - On Track</p> |

DR FERMIN CALDERON 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 May 2021, all students will increase 15% on all portions of STAAR core area assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------------------|--|--|
| certification, READ grant) (TSI) (TI) (Title I SW: 1,3,5,10) (Target Group: All) (Strategic Priorities: 1,4) | | | | |
| 3. Provide intensive interventions in Reading, Writing, Math and Science, focused on reframing instruction and learning in all subjects (Reading, Math, Writing, and Science). (Tutorials before, during and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(Guided Instruction and intervention sessions to assist struggling students, master schedule, Google classroom, Zoom, progress monitoring in reading and math, progress monitoring results in Aim Hi). (TSI) (TI) (Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Curriculum Coordinators, Teachers | August 2020-June 2021 | (F)Title I, (S)State Compensatory | Criteria: Improved cycle grades, reduced failure rate, Improved STAAR results 06/18/21 - Completed (S) 09/30/20 - On Track |
| 4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous and aligned with state academic content in Reading, Math, Writing and Science. (new math curriculum, Literacy block schedule, curriculum dashboard, planning protocol sessions-collaborative lesson development/technological equipment for students, progress monitoring formatives, Progress monitoring in Aim Hi, revised road maps, revised ELA planning guides). (TSI) (Title I SW: 1,3,4,8) (Target Group: All) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title I, (S)State Compensatory | 06/18/21 - On Track (S) 09/30/20 - On Track |
| 5. Provide time for collaboration on development of lesson plans and data disaggregation. (planning protocol sessions, master schedule, RTI data day, Zoom) (TSI) (Title I SW: 1,3,4,9,10) (Target Group: All) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title IIA Principal and Teacher Improvement | 06/18/21 - Completed (S) 09/30/20 - On Track |

DR FERMIN CALDERON 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 May 2021, all students will increase 15% on all portions of STAAR core area assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---|--|
| (Strategic Priorities: 1,2,4) | | | | |
| 6. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the campus Instructional Playbook throughout content areas in Kinder - 5th grade. (Instruction campus playbook, Planning protocol) (TSI) (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title I | 06/18/21 - On Track (S) 09/30/20 - Some Progress |
| 7. Increase of assessments at Approaches, Meets and Masters grade level in Reading and Math 3-5th grade, Writing 4th grade and Science 5th grade by 15%. (State accountability monitoring - Increase of student learning time, fidelity to literacy block implementation, planning protocol, professional development sessions, READ cohort participation, campus instructional playbook, RTI data days, understanding of accountability domains and ratings, writing and science collaboratives, knowing and planning for all students including Hispanic, EL, special education and special education subgroups.) (TI) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Dyslexia Teacher, Instructional Aides, Instructional Coaches, Master Reading Teachers, Special Ed Teacher, Teachers | August 2020-May 2021 | (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL | Criteria: Improved STAAR accountability ratings 06/18/21 - On Track (S) 09/30/20 - On Track |
| 8. By May 2021 to meet expectations for Domain 3, closing the gap, all students including Hispanic, Economically disadvantaged, Special education and EL subgroups will be monitored and tracked using DMAC/RTI for achievement and growth in Reading and math. (Identification of Schools for Improvement - Academic Achievement - % at Meets grade level or above and Student Success - Student Achievement Domain score).(TI) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: | ARD Committee, Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Aides, Instructional Coaches, Master Reading Teachers, Teachers | August 2020-May 2021 | (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL | Criteria: Improved STAAR accountability ratings for 2021 06/18/21 - On Track (S) 09/30/20 - On Track |

DR FERMIN CALDERON 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 May 2021, all students will increase 15% on all portions of STAAR core area assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------------|---|---|
| 1,2,4) | | | | |
| 9. Increase of student academic achievement by 15% for all students and Hispanic, Economically disadvantaged, Special education and EL subgroups in Reading and math. (Increase of student learning time, fidelity to literacy block implementation, planning protocol, professional development sessions, READ cohort participation, campus instructional playbook, RTI data days, understanding of accountability domains and ratings, writing and science collaboratives, knowing and planning for all students including Hispanic, EL, special education and special education subgroups.)(TI) (Target Group: H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | ARD Committee, Campus Administrators, Counselors, Teachers | August 2020-May 2021 | (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL | Criteria: Improved STAAR accountability ratings 06/18/21 - On Track (S) 09/30/20 - On Track |

DR FERMIN CALDERON 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 May 2021, a variety of extra curricular opportunities will be offered to all students to support, motivate and increase student participation by 10%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|------------------------|--|
| <p>1. Provide co/extra curricular opportunities virtually as allowed for the school year due to CDC guidelines.</p> <p>(UIL, Choir, Strings, Science Fair, YE club, Coyote Leadership team, guest speakers, Art Club, school clubs, Robotics club,mentoring program, field trips, STUCO, Cardio Drumming, DFC Diamond Dancers, L.A.F.B. Mentor.) (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p> | Campus Administrators, Counselors, Parental Aides, Teachers | August 2020-June 2021 | (S)Local Funds | <p>Criteria: Improved cycle grades, reduced failure rates</p> <p>06/18/21 - Completed (S) 09/30/20 - No Progress</p> |
| <p>2. Conduct Fitnessgram assessments for all students to monitor physical activity. (Title I SW: 8,10) (Target Group: All)</p> | Campus Administrators, Teachers | August 2020-June 2021 | (S)Local Funds - \$0 | <p>06/18/21 - Completed (S) 09/30/20 - On Track</p> |
| <p>3. Participate in the community as allowable per CDC/District guidelines.(city partnership, Boys and Girls Club, Andale Del Rio) (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)</p> | Campus Administrators, Counselors, Teachers | August 2020-June 2021 | (S)Local Funds - \$100 | <p>Criteria: Improved cycle grades, reduction in failure rates</p> <p>06/18/21 - Completed (S) 09/30/20 - Pending</p> |
| <p>4. Participate in the annual elementary cross country, track meet, and school sports night as allowable per CDC/District guidelines. (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)</p> | Campus Administrators, Teachers | August 2020-June 2021 | (S)Local Funds | <p>Criteria: Increased student performance, improved cycle grades, reduction in failure rates</p> <p>06/18/21 - Completed (S) 09/30/20 - Pending</p> |
| <p>5. Provide recess before lunch to ensure adequate physical activity and time to eat lunch. Ten minutes of Health P. E. was added as allowable per CDC/District guidelines. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | Campus Administrators, Teachers | August 2020-June 2021 | | <p>Criteria: Improved health assessment data</p> <p>06/18/21 - Completed (S) 09/30/20 - Pending</p> |

DR FERMIN CALDERON 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 May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on MATH STAAR.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------|---|--|
| 1. Target and actively engage instruction for all students, including at risk/economically disadvantaged students, Special education, EL and Hispanic students in Reading, Math, Writing, and Science. (STAAR math materials, curriculum dashboard, common planning periods for alignment, planning protocol sessions, instructional playbook, journaling, resources, assessment/benchmark data, teacher/student coaching, Literacy block schedule, new math program, DMAC) (TSI)(TI) (Title I SW: 1,2,3,4,8,9) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4) | Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers | August 2020- June 2021 | (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds | Criteria: Improved cycle grades, reduced failure rates, STAAR results 06/25/21 - Completed (S) 10/01/20 - On Track |
| 2. Utilize new math program and math block components during the school day to increase student levels in math. (TSI)(TI) (Target Group: All,H,ECD,LEP,SPED,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020- June 2021 | (F)Title I, (S)Local Funds | Criteria: Improved cycle grades, reduced failure rates 06/25/21 - Completed (S) 10/01/20 - On Track |
| 3. Utilize Lone Star Math in kindergarten to increase math levels and the new Math program. (TSI)(TI) (Title I SW: 1,3,4,9) (Target Group: All,H,ECD,LEP,SPED,K,1st) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020- June 2021 | (F)FOCUS Group Grant, (S)Local Funds | Criteria: Improved cycle grade, reduced failure rates 06/25/21 - On Track (S) 10/01/20 - On Track |
| 4. Implement the use of math journals in all grade levels to increase math vocabulary and academic language.(Instructional playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020- June 2021 | (S)Local Funds | Criteria: Improved cycle grades, reduced failure rates 06/25/21 - Completed (S) 10/01/20 - On Track |
| 5. Utilize guided instruction to provide intense interventions in targeted subject areas based on data (DMAC, STAAR formatted resources, New math program, Lead4ward). (intervention before, during and after school for in-person, | Campus Administrators, Instructional Aides, Teachers | August 2020- June 2021 | (F)Title I, (S)Local Funds | Criteria: Improved cycle grades, reduced failure rates 06/25/21 - Completed (S) 10/01/20 - On Track |

DR FERMIN CALDERON 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 May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on MATH STAAR.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| interventions during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(TSI)(TI) (Title I SW: 1,2,3,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | | | | |

DR FERMIN CALDERON 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 4.** By May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on READING STAAR.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------------------|---|--|
| <p>1. Target and actively engaged instruction for all students, including at-risk/economically disadvantaged students to increase reading levels. (STAAR reading materials, curriculum dashboard, ELA adoptions (Wonders/My View), journals, textbooks, benchmark/assessment data, common planning periods for alignment, planning protocol sessions, progress monitoring formative testing, summative data, Saturday camp (as allowable per CDC/District guidelines), teacher coaching, literacy block, DMAC) (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4)</p> | <p>Campus Administrators, Cluster/Department Leaders, Teachers</p> | <p>August 2020- June 2021</p> | <p>(F)Title I, (O)Local Districts, (S)Local Funds</p> | <p>06/25/21 - Completed (S) 10/01/20 - On Track</p> |
| <p>2. Incorporate specific guided and reading strategies to be used to improve student reading levels (TPRI, ELA adoptions (Wonders/My View), STAAR formatted resources, Lone Star Reading). (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)</p> | <p>Campus Administrators, Teachers</p> | <p>August 2020- June 2021</p> | <p>(F)Title I, (S)State Compensatory</p> | <p>06/25/21 - Completed (S) 10/01/20 - On Track</p> |
| <p>3. Utilize the Renaissance Accelerated Reader and MyOn program to track reading levels. Awards will be given on a six weeks basis for accrued points. (student AR goals, class AR goals, highest GE) (TSI) (Title I SW: 1,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)</p> | <p>Campus Administrators, Counselors, Librarian, Teachers</p> | <p>August 2020- June 2021</p> | <p>(S)State Compensatory</p> | <p>06/25/21 - Completed (S) 10/01/20 - No Progress</p> |
| <p>4. Utilize guided instruction to improve reading levels with a targeted skill and practice with leveled readers based on TPRI data along with progress monitoring results from textbook adoption.(Interventions before, during and after school for in-person, Interventions during the</p> | <p>Campus Administrators, Computer Aides, Librarian, Master Reading Teachers, Parents, Teachers</p> | <p>August 2020- June 2021</p> | <p>(F)Title I</p> | <p>06/25/21 - On Track (S) 10/01/20 - On Track</p> |

DR FERMIN CALDERON 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 4.** By May 2021, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on READING STAAR.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|--|---|
| school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (TSI)(TI) (Title I SW: 1,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | | | | |
| 5. Distribute certificates/awards to the top ten readers in each grade level and classroom each six weeks (as allowable by CDC/District guidelines). (Title I SW: 1,6,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | Campus Administrators, Librarian, Teachers | August 2020-June 2021 | (S)Local Funds | 06/25/21 - Completed (S) 10/01/20 - Pending |
| 6. Implement the use of journals in all grade levels. (Instructional playbook)(TI) (Title I SW: 1,3,4,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Teachers | August 2020-June 2021 | (S)Local Funds | 06/25/21 - Completed (S) 10/01/20 - On Track |
| 7. Follow the Literacy Block schedule into curriculum and lessons. (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020-June 2021 | (S)Local Funds | 06/25/21 - On Track (S) 10/01/20 - On Track |
| 8. Implement district curriculum in all subjects and grade levels. (RTI, district curriculum dashboard, Accelerated Reader program, benchmarks, bus transportation if needed, short term interventions with data analysis, DMAC, common planning periods for alignment, planning protocol sessions, teacher and student coaching) (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title IIA Principal and Teacher Improvement, (S)Local Funds | 06/25/21 - Completed (S) 10/01/20 - On Track |

DR FERMIN CALDERON 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 5.** By May 2021, reclassification rates will increase for EL students to 30% and have a 85% annual mobility rate within proficiency levels.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------------|---|---|
| 1. Group students by proficiency levels for bilingual instruction. (Curriculum dashboard, DMAC, TELPAS data, ELA textbook adoption (ELL intervention), master schedule, teacher recommendation). (Title I SW: 1,3,4,9,10) (Target Group: LEP) (Strategic Priorities: 2,4) | Campus Administrators, ELPAC Committee, Teachers | August 2020- June 2021 | (F)Title III Bilingual / ESL, (S)Local Funds - \$0 | 06/25/21 - Completed (S) 10/01/20 - On Track |
| 2. Provide intensive interventions in any needed content area.(Tutorials before, during and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (RTI, assessment data, short term intervention with data analysis, planning protocol sessions, teacher coaching, Accelerated Reader, TPRI, STAAR formatted resources, released STAAR questions, Lead4ward). (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: LEP) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020- June 2021 | (F)Title I, (S)State Compensatory | 06/25/21 - Completed (S) 10/01/20 - On Track |
| 3. Ensure that highly qualified teachers will serve LEP/ELL students in all grades. (master schedule, Human Resources, Bilingual certification) (Title I SW: 1,3,4,10) (Target Group: LEP,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) | Campus Administrators, Teachers | August 2020- June 2021 | (F)Title I, (F)Title III Bilingual / ESL | 06/25/21 - Completed (S) 10/01/20 - On Track |

DR FERMIN CALDERON 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 May 2021, all students in 4th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on WRITING STAAR.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|-----------------------------------|---|
| 1. Target and highly engaged instruction for all students including at-risk/economically disadvantaged students based on specific staff development, Writing Initiative, Writing curriculum initiative, 4 square writing. (STAAR formatted resources, curriculum dashboard, journals, ELA textbook adoption, Daily writing resource, benchmark/summative data, teacher coaching, tutorials before and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,4th) (Strategic Priorities: 1,2,4) | Campus Administrators, Curriculum Coordinators, Teachers | August 2020-June 2021 | (F)Title I, (S)State Compensatory | 06/25/21 - Completed (S) 10/01/20 - On Track |
| 2. Implement the use of journals in all grade levels throughout all subject areas. (Instructional campus playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All,H,ECD,4th) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title I, (S)Local Funds | 06/25/21 - Completed (S) 10/01/20 - On Track |
| 3. Continue to implement the District project in collaboration with new ELA literacy block and adopted textbook. (Pearson My View, McGraw Hill Wonders) (TSI)(TI) (Title I SW: 1,3,4,8,9,10) (Target Group: All) (Strategic Priorities: 1,2,4) | Campus Administrators, Teachers | August 2020June 2021 | (S)Local Funds | 06/25/21 - On Track (S) 10/01/20 - On Track |

DR FERMIN CALDERON 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 May 2021, RTI strategies will be implemented for 100% of identified Tier 2 and Tier 3 students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------|---|--|
| <p>1. Provide intervention time for struggling students during the daily schedule and extended school day (Tutorials before, during and after school for in-person, Tutorials during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines). (Reading program, STAAR formatted resources, RTI staff development, District RTI Plan, Dyslexia teacher, guided and shared reading, DMAC, ELA textbook adoption, new math program, TPRI resource) (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All,H,ECD,LEP,AtRisk) (Strategic Priorities: 1,2,4)</p> | <p>Campus Administrators, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title I, (S)State Compensatory</p> | <p>06/25/21 - Completed (S) 10/01/20 - Some Progress</p> |
| <p>2. Ensure that highly qualified teachers use early intervention strategies for identified students and differentiated instruction. (Scheduling, guided and shared reading, planning protocol sessions, District RTI plan, progress monitoring, literacy block, new math program, data walls, DMAC)(Intervention before, during and after school for in-person, Interventions during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(TI) (Title I SW: 1,2,3,4,5,9,10) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4)</p> | <p>Campus Administrators, Counselors, Curriculum Coordinators, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p> | <p>06/25/21 - Completed (S) 10/01/20 - Some Progress</p> |
| <p>3. Interventions provided during small group instruction and intervention times. (Interventions before, during and after school for in-person, Interventions during the school day virtually outside of content area instruction/ as allowable by CDC/district guidelines).(TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,3rd,4th, 5th) (Strategic Priorities: 1,2,4)</p> | <p>Campus Administrators</p> | <p>August 2020-June 2021</p> | <p>(F)Title I, (S)State Compensatory</p> | <p>06/25/21 - Completed (S) 10/01/20 - Some Progress</p> |

DR FERMIN CALDERON 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.** By May 2021, all students in 5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on SCIENCE STAAR.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|---------------------------------------|--|
| 1. Design science hands on manipulative lessons and carry out inquiry based learning experiences that will invite all students into science. (Science equipment, Archaeology Fair, Lessons on the Lake, Amistad Park Service, nature trail, planning protocol sessions, AR, common planning periods for alignment, short term interventions, use of science lab materials and equipment, community involvement to reopen nature trail)(as allowable per CDC/District guidelines) (TSI)(TI) (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (Strategic Priorities: 1,4) | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers | August 2020-June 2021 | (S)Local Funds | 06/25/21 - On Track (S) 10/01/20 - Some Progress |
| 2. Implement the use of science journals in all grade levels. (Campus instructional playbook) (TSI)(TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title I, (S)Local Funds | 06/25/21 - Completed (S) 10/01/20 - On Track |
| 3. Implement Lone Star Science in all grade levels. (TI) (Title I SW: 1,2,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Title I, (S)State Compensatory | 06/25/21 - Completed (S) 10/01/20 - Some Progress |
| 4. Implement the use of technological equipment(Google classroom, Pear Deck, MyOn, TextQuest, Stemsopes, Brain Pop). (TI) (Title I SW: 1,2,3,4,9,10) (Target Group: H,W,AA,ECD,ESL,Migrant,SPED,GT,5th) (Strategic Priorities: 1,4) | Campus Administrators, Teachers | August 2020-June 2021 | (F)Federal Grant, (S)Technology Grant | 06/25/21 - On Track (S) 10/01/20 - On Track |

DR FERMIN CALDERON 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 9.** By May 2021, the campus will increase student attendance rate to 97% for each six weeks.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------------|---|--|
| <p>1. Establish an attendance committee to identify students with excessive absences. (Attendance records, parent documents, guest speaker, meeting documentation, mentor involvement from community, daily phone calls with logs) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(S)Local Funds</p> | <p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/25/21 - On Track (S) 09/30/20 - Some Progress</p> |
| <p>2. Increase awareness of the compulsory attendance law among the school community and families via parent orientations, PTO meetings, presentations and newsletters. Zero absence days (Notes sent home with report cards, newspaper articles, family orientation, parental workshops to include motivation and attendance notices) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title I, (S)Local Funds</p> | <p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/25/21 - On Track (S) 09/30/20 - Some Progress</p> |
| <p>3. Celebrate student/classes with perfect attendance every 3 weeks. (Movie matinee, Attendance incentives, certificates, trophies, other incentives, celebration of consecutive class days awarded) (as allowable by CDC/District guidelines) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(L)Principal Account, (S)Local Funds</p> | <p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/25/21 - Completed (S) 09/30/20 - Pending</p> |
| <p>4. Implement an attendance daily log to ensure parent communication for non-attendance. (attendance cards, calling system) (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(S)Local Funds</p> | <p>Criteria: reduction in absences and referral to pupil services, increased student performance, increased campus attendance rate, yearly and cycle attendance averages</p> <p>06/25/21 - Completed (S) 09/30/20 - On Track</p> |

DR FERMIN CALDERON 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 10. By May 2021, the campus will provide activities that promote social, cultural, and interpersonal skills and experiences to 100% of the students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------------|---|--|
| <p>1. Create a high level of respect for the grounds and school building by maintaining a safe, clean and orderly environment.</p> <p>(Traffic safety cones, Signage for social distancing, proper handwashing and proper wearing of masks, adequate supervision, tape for hallway markers, trash cans in various areas on school grounds, district maintenance schedule, custodial, rolling recycling bins, vinyl lettering for restrooms and hallways, max occupancy signage, hooks for lanyard/name tags.) (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(S)Local Funds</p> | <p>Criteria: Reduction in office referrals, increased student performance</p> <p>06/25/21 - On Track (S) 09/30/20 - On Track</p> |
| <p>2. Continue Del Rio Cares Curriculum/character education program for all students.</p> <p>(Campus wide discipline plan, crisis core team, leadership team, STUCO, UIL, reading materials, character building literature for social skills, book a day) (Title I SW: 1,2,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Cluster/Department Leaders, Teachers</p> | <p>August 2020-June 2021</p> | <p>(S)Local Funds</p> | <p>Criteria: Reduction in office referrals, increased student performance</p> <p>06/25/21 - On Track (S) 09/30/20 - Pending</p> |
| <p>3. Initiate activities and lessons that will be customized to meet the needs of a positive classroom environment.</p> <p>(Anti-bullying lessons, cyberbullying lessons,counselor professional development, Atomic learning, CPI and TBSI training, anti-drug lessons) (Title I SW: 1,2,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Counselors, Teachers</p> | <p>August 2020-June 2021</p> | <p>(S)Local Funds</p> | <p>Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals</p> <p>06/25/21 - On Track (S) 09/30/20 - Some Progress</p> |
| <p>4. Participate in Red Ribbon Week. (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Counselors, Teachers</p> | <p>Fall 2020</p> | <p>(L)Principal Account, (S)Local Funds</p> | <p>Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals</p> <p>06/25/21 - Completed (S)</p> |

DR FERMIN CALDERON 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 10. By May 2021, the campus will provide activities that promote social, cultural, and interpersonal skills and experiences to 100% of the students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|----------------------|--|
| | | | | 09/30/20 - On Track |
| 5. Instill College Awareness in student body by having students and staff wear college attire once a week. Teacher display flag outside door of college they attended. (Wednesdays, school calendar) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Counselors, Teachers | August 2020-June 2021 | (S)Local Funds - \$0 | Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals 06/25/21 - Completed (S) 09/30/20 - On Track |
| 6. Ensure the safety and security of all students and personnel through monthly emergency drills. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Parental Aides, Teachers | August 2020-June 2021 | (S)Local Funds - \$0 | Criteria: Monthly drill times, increase in safety awareness 06/25/21 - On Track (S) 09/30/20 - On Track |
| 7. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs. (Title I SW: 1,2,4,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Counselors, Teachers | August 2020-June 2021 | (S)Local Funds | Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals 06/25/21 - On Track (S) 09/30/20 - On Track |
| 8. Ensure that student participate in the annual Career Day Fair and career awareness modules. Career interest inventory (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Counselors, Teachers | August 2020-June 2021 | | Criteria: Reduction in office referrals, increased student performance, reduction in counseling referrals, increased awareness of occupational opportunities, graduation attainment 06/25/21 - On Track (S) 09/30/20 - No Progress |

DR FERMIN CALDERON 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 11. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|---------------------------------------|---|
| 1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Chief Instructional Officers, Teachers | August 2020-June 2021 | (F)Federal Grant, (F)Title I | Criteria: Attendance logs, lesson plans, student packets 06/25/21 - Completed (S) 09/01/20 - On Track |
| 2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Transportation Coordinator | August 2020-June 2021 | (F)Federal Grant | Criteria: Distribution logs 06/25/21 - Completed (S) 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) (Strategic Priorities: 2,4) | Campus Administrators, Chief Instructional Officers | August 2020-June 2021 | (F)Federal Grant, (S)Technology Grant | Criteria: Distribution logs 06/25/21 - On Track (S) 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) (Strategic Priorities: 1) | Campus Administrators, Health, Safety & Nutrition Coordinator | August 2020-June 2021 | (F)Federal Grant | Criteria: Inventory and distribution logs 06/25/21 - On Track (S) 09/01/20 - On Track |

DR FERMIN CALDERON ELEMENTARY

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

Objective 1. By the end of 2021, Dr. Fermin Calderon Elementary will utilize 90% of local funds to directly impact student success.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|--------------------------|--|
| 1. Develop local campus budget that will be aligned to campus improvement plan. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Cluster/Department Leaders, Teachers | August 2020-June 2021 | (O)Local Districts - \$0 | Criteria: Evaluation from district office, campus budget worksheet 06/25/21 - On Track (S) 09/30/20 - On Track |

DR FERMIN CALDERON ELEMENTARY

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

Objective 2. By June 2021, Dr. Fermin Calderon Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing one visit in the school year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------|----------------------|---|
| 1. Provide visits from Irene Cardwell Elementary to campus to provide an easier transition for next school year as allowable by CDC/District guidelines. (Title I SW: 1,7) (Target Group: PRE K) (Strategic Priorities: 4) | Campus Administrators, Counselors, Parental Aides, Teachers | March 2021 - June 2021 | (S)Local Funds - \$0 | Criteria: security and confidence attending school, awareness of campus facility 06/25/21 - Some Progress (S) 09/30/20 - No Progress |
| 2. Will participate at Cardwell Elementary by attending parent orientation virtually or in-person as allowable by CDC/District guidelines. (Title I SW: 1,6,7,10) (Target Group: PRE K) (Strategic Priorities: 4) | Counselors | March 2021-June 2021 | (S)Local Funds - \$0 | Criteria: sign in sheets, security and confidence attending school, awareness of campus facility 06/25/21 - On Track (S) 09/30/20 - No Progress |

DR FERMIN CALDERON 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. By June 2021, parent participation will increase by 25%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------------|-------------------|--|
| <p>1. Conduct virtual, or as allowable by CDC/district guidelines, monthly parent meetings/trainings on Title 1 requirements, social and academic themes, including parent orientations for new CDC guidelines for educational institutions.</p> <p>(Finger foods, snacks, facilities, guest speakers at various grade levels, salary for parental aide- will encourage teacher-parent relations, Family Literacy Night, Make-n-Take, parent trainings, information in English and Spanish, ISS, school parent compact, ECI awareness poster, Zoom, Google classroom meets, Classroom dojo) (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 2,4)</p> | <p>Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title I</p> | <p>Criteria: parent participation logs, surveys, increased student performance</p> <p>07/28/21 - Completed (S) 09/30/20 - On Track</p> |
| <p>2. Increase and encourage parental communication/involvement from all parents virtually or as allowable by CDC/District guidelines.</p> <p>(school facilities, family loteria nights, Parental annual professional development, Open Houses, student work showcases/exhibits, art exhibits, choir/string performances, parent surveys returned, science fair, parent Make and Takes, calendar, master schedule, common planning times, New Math Training, Literacy block, PTO, Festival, Zoom, Google classroom meets) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4)</p> | <p>Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title I</p> | <p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/25/21 - On Track (S) 09/30/20 - On Track</p> |
| <p>3. Utilize common forms of media to communicate events and disseminate information effectively in both English and Spanish.</p> <p>(automated calling system as permitted, skyward message center, written notes,</p> | <p>Campus Administrators, Counselors, Parental Aides, Teachers</p> | <p>August 2020-June 2021</p> | <p>(F)Title I</p> | <p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/25/21 - On Track (S) 09/30/20 - On Track</p> |

DR FERMIN CALDERON 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. By June 2021, parent participation will increase by 25%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|----------------|--|
| marquee, district facebook/webpage home visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, Coyote Community Connection, classroom dojo, zoom, google classroom) (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) | | | | |
| 4. Make parent portals available to all parents (Skyward gradebook). (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Counselors, Parental Aides, Parents | August 2020-June 2021 | (F)Title I | Criteria: parent participation logs, surveys, increased student performance 06/25/21 - On Track (S) 09/30/20 - On Track |
| 5. Providing on going mechanisms for family and community engagement virtually or as allowable by CDC/District guidelines). (Zoom, Google meets, Dojo, parent training/supplies, monthly meetings/presentations, student art exhibits, student showcases/exhibits, choir/string performances, Open Houses, Science Fair Make-n-takes, Fine Arts Extravaganza, Family Literacy Nights, parent training on academic issues). (Title I SW: 1,2,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Parental Aides, Parents, Teachers | August 2020-June 2021 | (F)Title I | Criteria: Improved cycle grades, reduction of failure rates, improved parent awareness 06/25/21 - On Track (S) 09/30/20 - On Track |
| 6. Continue with the PAWsome Parents Club. (volunteer for campus/teacher needs)(as allowable per CDC/Guidelines). (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Parental Aides | August 2020-June 2021 | (S)Local Funds | Criteria: Increased parent volunteer hours 09/30/20 - No Progress |
| 7. Implement the use of Classroom Dojo to facilitate teacher to parent communication. (Title I SW: 1,6,9,10) (Target Group: All) (Strategic Priorities: 4) | Campus Administrators, Teachers | August 2020-June 2021 | | Criteria: increased parent communication and student participation and performance 06/25/21 - On Track (S) 09/30/20 - On Track |

2019-20 Texas Academic Performance Report

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

Campus Name: **DR FERMIN CALDERON EL**

Campus Number: **233901112**

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

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

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% | 64% | * | 63% | * | - | - | - | - | 33% | * | 65% | 50% | 64% | 81% |
| | 2018 | 77% | 65% | 50% | * | 50% | * | - | * | * | * | 0% | * | 49% | 56% | 47% | 59% |
| At Meets Grade Level or Above | 2019 | 45% | 32% | 23% | * | 20% | * | - | - | - | - | 8% | * | 24% | 13% | 22% | 31% |
| | 2018 | 43% | 31% | 22% | * | 21% | * | - | * | * | * | 0% | * | 21% | 25% | 20% | 22% |
| At Masters Grade Level | 2019 | 27% | 18% | 10% | * | 9% | * | - | - | - | - | 0% | * | 11% | 0% | 10% | 6% |
| | 2018 | 25% | 16% | 11% | * | 11% | * | - | * | * | * | 0% | * | 10% | 19% | 12% | 4% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 79% | 66% | 57% | * | 55% | * | - | - | - | - | 33% | * | 56% | 63% | 54% | 69% |
| | 2018 | 78% | 65% | 53% | * | 52% | * | - | * | * | * | 0% | * | 55% | 44% | 52% | 70% |
| At Meets Grade Level or Above | 2019 | 49% | 32% | 15% | * | 15% | * | - | - | - | - | 0% | * | 17% | 0% | 15% | 19% |
| | 2018 | 47% | 31% | 18% | * | 18% | * | - | * | * | * | 0% | * | 17% | 25% | 14% | 22% |
| At Masters Grade Level | 2019 | 25% | 12% | 3% | * | 3% | * | - | - | - | - | 0% | * | 3% | 0% | 4% | 6% |
| | 2018 | 23% | 11% | 6% | * | 5% | * | - | * | * | * | 0% | * | 6% | 6% | 6% | 0% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 70% | 61% | * | 60% | * | - | - | * | - | 20% | * | 61% | 60% | 58% | 75% |
| | 2018 | 73% | 64% | 64% | * | 64% | * | - | - | - | - | 22% | * | 64% | 60% | 62% | 73% |
| At Meets Grade Level or Above | 2019 | 44% | 37% | 25% | * | 25% | * | - | - | * | - | 7% | * | 26% | 20% | 22% | 29% |
| | 2018 | 46% | 35% | 27% | * | 27% | * | - | - | - | - | 11% | * | 28% | 20% | 26% | 30% |
| At Masters Grade Level | 2019 | 22% | 19% | 17% | * | 16% | * | - | - | * | - | 0% | * | 17% | 13% | 15% | 21% |
| | 2018 | 24% | 15% | 7% | * | 8% | * | - | - | - | - | 0% | * | 8% | 0% | 7% | 3% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 65% | 55% | * | 54% | * | - | - | * | - | 7% | * | 54% | 60% | 54% | 79% |
| | 2018 | 78% | 65% | 71% | * | 70% | * | - | - | - | - | 44% | * | 71% | 70% | 71% | 70% |
| At Meets Grade Level or Above | 2019 | 48% | 35% | 22% | * | 22% | * | - | - | * | - | 7% | * | 20% | 33% | 20% | 29% |
| | 2018 | 49% | 32% | 34% | * | 33% | * | - | - | - | - | 11% | * | 34% | 30% | 32% | 41% |
| At Masters Grade Level | 2019 | 28% | 18% | 10% | * | 10% | * | - | - | * | - | 0% | * | 11% | 7% | 7% | 13% |
| | 2018 | 27% | 13% | 10% | * | 10% | * | - | - | - | - | 0% | * | 10% | 10% | 8% | 11% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 67% | 56% | 43% | * | 42% | * | - | - | * | - | 13% | * | 44% | 40% | 42% | 54% |
| | 2018 | 63% | 51% | 41% | * | 41% | * | - | - | - | - | 0% | * | 41% | 40% | 38% | 46% |
| At Meets Grade Level or Above | 2019 | 35% | 24% | 15% | * | 13% | * | - | - | * | - | 7% | * | 14% | 20% | 14% | 8% |
| | 2018 | 39% | 27% | 16% | * | 16% | * | - | - | - | - | 0% | * | 16% | 10% | 16% | 19% |
| At Masters Grade Level | 2019 | 11% | 4% | 1% | * | 1% | * | - | - | * | - | 0% | * | 1% | 0% | 1% | 0% |
| | 2018 | 11% | 4% | 2% | * | 2% | * | - | - | - | - | 0% | * | 2% | 0% | 2% | 0% |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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% | 87% | * | 86% | * | - | - | - | - | 43% | * | 85% | 100% | 85% | 86% |
| | 2018 | 84% | 78% | 78% | - | 78% | 83% | - | * | - | - | 18% | * | 78% | 81% | 73% | 88% |
| At Meets Grade Level or Above | 2019 | 54% | 40% | 31% | * | 31% | * | - | - | - | - | 7% | * | 30% | 36% | 30% | 28% |
| | 2018 | 54% | 41% | 31% | - | 30% | 50% | - | * | - | - | 0% | * | 30% | 38% | 23% | 36% |
| At Masters Grade Level | 2019 | 29% | 19% | 13% | * | 13% | * | - | - | - | - | 0% | * | 10% | 36% | 13% | 8% |
| | 2018 | 26% | 17% | 12% | - | 12% | 0% | - | * | - | - | 0% | * | 10% | 19% | 6% | 16% |
| Grade 5 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 88% | 92% | * | 91% | * | - | - | - | - | 64% | * | 91% | 100% | 91% | 89% |
| | 2018 | 91% | 88% | 82% | - | 83% | 83% | - | * | - | - | 36% | * | 83% | 81% | 79% | 88% |
| At Meets Grade Level or Above | 2019 | 58% | 49% | 47% | * | 46% | * | - | - | - | - | 14% | * | 45% | 67% | 44% | 47% |
| | 2018 | 58% | 39% | 25% | - | 23% | 33% | - | * | - | - | 9% | * | 27% | 13% | 19% | 28% |
| At Masters Grade Level | 2019 | 36% | 27% | 31% | * | 32% | * | - | - | - | - | 7% | * | 31% | 33% | 29% | 39% |
| | 2018 | 30% | 15% | 6% | - | 6% | 0% | - | * | - | - | 9% | * | 7% | 0% | 5% | 4% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 70% | 69% | * | 68% | * | - | - | - | - | 36% | * | 67% | 83% | 65% | 72% |
| | 2018 | 76% | 73% | 69% | - | 68% | 100% | - | * | - | - | 27% | * | 73% | 47% | 65% | 80% |
| At Meets Grade Level or Above | 2019 | 49% | 43% | 35% | * | 36% | * | - | - | - | - | 14% | * | 31% | 67% | 36% | 50% |
| | 2018 | 41% | 34% | 20% | - | 19% | 40% | - | * | - | - | 9% | * | 24% | 0% | 18% | 24% |
| At Masters Grade Level | 2019 | 24% | 20% | 16% | * | 16% | * | - | - | - | - | 0% | * | 15% | 25% | 14% | 22% |
| | 2018 | 17% | 14% | 3% | - | 3% | 0% | - | * | - | - | 0% | * | 4% | 0% | 3% | 4% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 72% | 66% | 50% | 65% | 95% | - | - | * | - | 31% | 65% | 66% | 69% | 64% | 77% |
| | 2018 | 77% | 68% | 63% | 80% | 63% | 68% | - | 75% | * | * | 18% | 70% | 64% | 61% | 60% | 70% |
| At Meets Grade Level or Above | 2019 | 50% | 40% | 27% | 25% | 26% | 38% | - | - | * | - | 8% | 12% | 26% | 33% | 26% | 33% |
| | 2018 | 48% | 36% | 24% | 40% | 23% | 32% | - | 25% | * | * | 5% | 30% | 25% | 20% | 21% | 28% |
| At Masters Grade Level | 2019 | 24% | 17% | 13% | 25% | 13% | 10% | - | - | * | - | 1% | 6% | 13% | 15% | 12% | 17% |
| | 2018 | 22% | 13% | 7% | 20% | 7% | 4% | - | 13% | * | * | 1% | 15% | 7% | 7% | 6% | 5% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 69% | 71% | * | 70% | 100% | - | - | * | - | 32% | 86% | 71% | 71% | 70% | 82% |
| | 2018 | 74% | 66% | 64% | * | 63% | 64% | - | * | * | * | 13% | 71% | 63% | 67% | 60% | 73% |
| At Meets Grade Level or Above | 2019 | 48% | 38% | 26% | * | 26% | 38% | - | - | * | - | 7% | 14% | 27% | 24% | 25% | 29% |
| | 2018 | 46% | 35% | 27% | * | 26% | 36% | - | * | * | * | 3% | 29% | 26% | 29% | 23% | 29% |
| At Masters Grade Level | 2019 | 21% | 13% | 13% | * | 13% | 25% | - | - | * | - | 0% | 14% | 13% | 18% | 12% | 12% |
| | 2018 | 19% | 11% | 10% | * | 10% | 0% | - | * | * | * | 0% | 14% | 10% | 14% | 8% | 7% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 77% | 68% | * | 67% | 100% | - | - | * | - | 34% | 71% | 67% | 74% | 67% | 82% |
| | 2018 | 81% | 73% | 68% | * | 68% | 64% | - | * | * | * | 26% | 71% | 69% | 64% | 66% | 75% |
| At Meets Grade Level or Above | 2019 | 52% | 43% | 29% | * | 28% | 38% | - | - | * | - | 7% | 14% | 28% | 37% | 27% | 36% |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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) |
|------------------------------------|------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| At Masters Grade Level | 2018 | 50% | 37% | 25% | * | 25% | 27% | - | * | * | * | 6% | 29% | 26% | 21% | 21% | 31% |
| | 2019 | 26% | 20% | 15% | * | 15% | 0% | - | - | * | - | 2% | 0% | 15% | 14% | 14% | 24% |
| | 2018 | 24% | 15% | 7% | * | 7% | 9% | - | * | * | * | 3% | 14% | 8% | 5% | 6% | 6% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 58% | 43% | * | 42% | * | - | - | * | - | 13% | * | 44% | 40% | 42% | 54% |
| | 2018 | 66% | 55% | 41% | * | 41% | * | - | - | - | - | 0% | * | 41% | 40% | 38% | 46% |
| At Meets Grade Level or Above | 2019 | 38% | 28% | 15% | * | 13% | * | - | - | * | - | 7% | * | 14% | 20% | 14% | 8% |
| | 2018 | 41% | 29% | 16% | * | 16% | * | - | - | - | - | 0% | * | 16% | 10% | 16% | 19% |
| At Masters Grade Level | 2019 | 14% | 8% | 1% | * | 1% | * | - | - | * | - | 0% | * | 1% | 0% | 1% | 0% |
| | 2018 | 13% | 6% | 2% | * | 2% | * | - | - | - | - | 0% | * | 2% | 0% | 2% | 0% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 75% | 69% | * | 68% | * | - | - | - | - | 36% | * | 67% | 83% | 65% | 72% |
| | 2018 | 80% | 70% | 69% | - | 68% | 100% | - | * | - | - | 27% | * | 73% | 47% | 65% | 80% |
| At Meets Grade Level or Above | 2019 | 54% | 43% | 35% | * | 36% | * | - | - | - | - | 14% | * | 31% | 67% | 36% | 50% |
| | 2018 | 51% | 38% | 20% | - | 19% | 40% | - | * | - | - | 9% | * | 24% | 0% | 18% | 24% |
| At Masters Grade Level | 2019 | 25% | 16% | 16% | * | 16% | * | - | - | - | - | 0% | * | 15% | 25% | 14% | 22% |
| | 2018 | 23% | 14% | 3% | - | 3% | 0% | - | * | - | - | 0% | * | 4% | 0% | 3% | 4% |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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 | 65 | * | 64 | * | - | - | * | - | 71 | * | 65 | 64 | 63 | 75 |
| | 2018 | 63 | 62 | 67 | * | 67 | * | - | - | - | - | 67 | * | 67 | 64 | 69 | 61 |
| Grade 4 Mathematics | 2019 | 65 | 65 | 66 | * | 67 | * | - | - | * | - | 71 | * | 63 | 89 | 67 | 77 |
| | 2018 | 65 | 59 | 83 | * | 83 | * | - | - | - | - | 83 | * | 84 | 75 | 85 | 69 |
| Grade 5 ELA/Reading | 2019 | 81 | 79 | 78 | * | 78 | * | - | - | - | - | 62 | * | 77 | 91 | 77 | 74 |
| | 2018 | 80 | 77 | 69 | - | 67 | 80 | - | * | - | - | 23 | * | 68 | 71 | 66 | 72 |
| Grade 5 Mathematics | 2019 | 83 | 88 | 84 | * | 83 | * | - | - | - | - | 62 | * | 83 | 92 | 84 | 81 |
| | 2018 | 81 | 76 | 46 | - | 46 | 30 | - | * | - | - | 73 | * | 45 | 50 | 47 | 36 |
| All Grades Both Subjects | 2019 | 69 | 70 | 73 | * | 73 | 80 | - | - | * | - | 67 | 67 | 72 | 83 | 73 | 77 |
| | 2018 | 69 | 67 | 66 | * | 66 | 54 | - | * | - | - | 60 | 85 | 66 | 64 | 67 | 60 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 72 | * | 71 | 80 | - | - | * | - | 67 | * | 71 | 76 | 70 | 74 |
| | 2018 | 69 | 66 | 68 | * | 67 | 67 | - | * | - | - | 43 | 90 | 68 | 69 | 68 | 66 |
| All Grades Mathematics | 2019 | 70 | 72 | 75 | * | 75 | 80 | - | - | * | - | 67 | * | 73 | 90 | 76 | 79 |
| | 2018 | 70 | 68 | 65 | * | 65 | 42 | - | * | - | - | 78 | 80 | 65 | 59 | 67 | 55 |

District Name: SAIV FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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% | 49% | * | 49% | * | - | - | - | - | 18% | 49% | 52% |
| | 2018 | 38% | 32% | 45% | - | 44% | * | - | - | - | - | * | 44% | 47% |
| Mathematics | 2019 | 45% | 45% | 41% | - | 40% | * | - | - | - | - | 25% | 43% | 56% |
| | 2018 | 47% | 44% | 53% | - | 53% | * | - | * | - | - | * | 52% | * |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 68% | 66% | * | 65% | * | - | - | - | - | 21% | 63% | 28% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 32% | 34% | * | 35% | * | - | - | - | - | 79% | 38% | 72% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 86% | 79% | 87% | * | 86% | * | - | - | - | - | 43% | 85% | 72% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 72% | 81% | - | 81% | - | - | - | - | - | 100% | 81% | * |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Retained in Grade 5 | | | | | | | | | | | | | | |
| | 2019 | 63% | 76% | * | - | * | - | - | - | - | - | * | * | - |
| Grade 5 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 83% | 81% | 84% | * | 83% | * | - | - | - | - | 43% | 82% | 67% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 17% | 19% | 16% | * | 17% | * | - | - | - | - | 57% | 18% | 33% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 90% | 88% | 92% | * | 91% | * | - | - | - | - | 64% | 91% | 78% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 89% | 92% | - | 92% | - | - | * | - | - | 100% | 92% | * |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Retained in Grade 5 | | | | | | | | | | | | | | |
| | 2019 | 65% | 78% | * | - | * | - | - | - | - | - | * | * | - |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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% | 66% | 53% | 53% | - | - | - | 64% | 33% | 70% | 68% | 60% | 61% |
| | 2018 | 77% | 68% | 63% | 44% | 44% | - | - | - | 47% | 44% | 48% | 67% | 45% | 47% |
| At Meets Grade Level or Above | 2019 | 50% | 40% | 27% | 8% | 8% | - | - | - | 18% | 11% | 19% | 16% | 14% | 14% |
| | 2018 | 48% | 36% | 24% | 11% | 11% | - | - | - | 6% | 0% | 7% | 11% | 9% | 10% |
| At Masters Grade Level | 2019 | 24% | 17% | 13% | 3% | 3% | - | - | - | 7% | 0% | 9% | 11% | 5% | 6% |
| | 2018 | 22% | 13% | 7% | 1% | 1% | - | - | - | 0% | 0% | 0% | 0% | 1% | 1% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 69% | 71% | 57% | 57% | - | - | - | 68% | * | 75% | 71% | 64% | 65% |
| | 2018 | 74% | 66% | 64% | 46% | 46% | - | - | - | 50% | * | 56% | * | 48% | 48% |
| At Meets Grade Level or Above | 2019 | 48% | 38% | 26% | 0% | 0% | - | - | - | 11% | * | 13% | 29% | 6% | 10% |
| | 2018 | 46% | 35% | 27% | 14% | 14% | - | - | - | 8% | * | 11% | * | 13% | 11% |
| At Masters Grade Level | 2019 | 21% | 13% | 13% | 0% | 0% | - | - | - | 5% | * | 6% | 14% | 3% | 5% |
| | 2018 | 19% | 11% | 10% | 4% | 4% | - | - | - | 0% | * | 0% | * | 3% | 2% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 77% | 68% | 64% | 64% | - | - | - | 79% | * | 81% | 71% | 73% | 73% |
| | 2018 | 81% | 73% | 68% | 46% | 46% | - | - | - | 67% | * | 67% | * | 53% | 55% |
| At Meets Grade Level or Above | 2019 | 52% | 43% | 29% | 21% | 21% | - | - | - | 21% | * | 19% | 14% | 21% | 20% |
| | 2018 | 50% | 37% | 25% | 11% | 11% | - | - | - | 8% | * | 11% | * | 10% | 11% |
| At Masters Grade Level | 2019 | 26% | 20% | 15% | 7% | 7% | - | - | - | 11% | * | 13% | 14% | 9% | 10% |
| | 2018 | 24% | 15% | 7% | 0% | 0% | - | - | - | 0% | * | 0% | * | 0% | 0% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 58% | 43% | 25% | 25% | - | - | - | * | * | - | * | 18% | 23% |
| | 2018 | 66% | 55% | 41% | 14% | 14% | - | - | - | 18% | * | 13% | * | 17% | 21% |
| At Meets Grade Level or Above | 2019 | 38% | 28% | 15% | 0% | 0% | - | - | - | * | * | - | * | 0% | 0% |
| | 2018 | 41% | 29% | 16% | 14% | 14% | - | - | - | 0% | * | 0% | * | 6% | 5% |
| At Masters Grade Level | 2019 | 14% | 8% | 1% | 0% | 0% | - | - | - | * | * | - | * | 0% | 0% |
| | 2018 | 13% | 6% | 2% | 0% | 0% | - | - | - | 0% | * | 0% | * | 0% | 0% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 75% | 69% | - | - | - | - | - | 53% | - | 53% | * | 53% | 56% |
| | 2018 | 80% | 70% | 69% | 57% | 57% | - | - | - | * | - | * | - | 63% | 63% |
| At Meets Grade Level or Above | 2019 | 54% | 43% | 35% | - | - | - | - | - | 27% | - | 27% | * | 27% | 22% |
| | 2018 | 51% | 38% | 20% | 0% | 0% | - | - | - | * | - | * | - | 0% | 0% |
| At Masters Grade Level | 2019 | 25% | 16% | 16% | - | - | - | - | - | 7% | - | 7% | * | 7% | 6% |
| | 2018 | 23% | 14% | 3% | 0% | 0% | - | - | - | * | - | * | - | 0% | 0% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 70% | 73% | 81% | 81% | - | - | - | 71% | 58% | 73% | 85% | 74% | 76% |
| | 2018 | 69% | 67% | 66% | 52% | 52% | - | - | - | 61% | * | 72% | * | 57% | 57% |
| All Grades ELA/Reading | 2019 | 68% | 68% | 72% | 88% | 88% | - | - | - | 69% | * | 77% | 70% | 75% | 74% |
| | 2018 | 69% | 66% | 68% | 64% | 64% | - | - | - | 59% | * | 72% | * | 61% | 63% |
| All Grades Mathematics | 2019 | 70% | 72% | 75% | 75% | 75% | - | - | - | 72% | * | 70% | 100% | 73% | 77% |
| | 2018 | 70% | 68% | 65% | 42% | 42% | - | - | - | 64% | * | 72% | * | 52% | 52% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 39% | 49% | 40% | 40% | - | - | - | 58% | * | 67% | * | 53% | 52% |
| | 2018 | 38% | 32% | 45% | * | * | - | - | - | * | * | * | - | 47% | 47% |
| Mathematics | 2019 | 45% | 45% | 41% | * | * | - | - | - | 50% | * | 57% | * | 58% | 56% |
| | 2018 | 47% | 44% | 53% | * | * | - | - | - | * | - | * | - | * | * |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 628
 Grade Span: EE - 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% | 100% |
| Included in Accountability | 94% | 95% | 97% | 100% | 96% | 100% | - | - | * | - | 91% | 97% | 97% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | 3% | 0% | 4% | 0% | - | - | * | - | 9% | 3% | 3% |
| Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| 2018 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 100% | 97% | - | 100% | * | * | 99% | 99% | 100% |
| Included in Accountability | 94% | 95% | 95% | 100% | 95% | 88% | - | 100% | * | * | 91% | 96% | 100% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | 4% | 0% | 4% | 9% | - | 0% | * | * | 8% | 4% | 0% |
| Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | * | * | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 1% | 0% | 0% | 3% | - | 0% | * | * | 1% | 1% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 3% | - | 0% | * | * | 0% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | * | * | 1% | 0% | 0% |

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

Total Students: 565
 Grade Span: EE - 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% | 95.7% | * | 95.7% | 94.4% | - | * | * | - | 94.5% | 95.5% | 96.5% |
| 2017-18 | 95.4% | 94.7% | 96.0% | * | 96.0% | 94.5% | - | * | * | * | 94.4% | 95.8% | 96.5% |
| 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: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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% | - | - | - | - | - | - | - | - | - | - | - |

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

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

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

Total Students: 565
 Grade Span: EE - 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: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

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

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

| Student Information | Membership | | | | Enrollment | | | |
|---|--------------|----------------|----------|-----------|--------------|----------------|----------|-----------|
| | Campus Count | Campus Percent | District | State | Campus Count | Campus Percent | District | State |
| Total Students | 565 | 100.0% | 10,311 | 5,479,173 | 565 | 100.0% | 10,331 | 5,493,940 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 3 | 0.5% | 0.4% | 0.3% | 3 | 0.5% | 0.5% | 0.5% |
| Pre-Kindergarten | 0 | 0.0% | 4.9% | 4.5% | 0 | 0.0% | 4.9% | 4.5% |
| Kindergarten | 78 | 13.8% | 6.5% | 7.0% | 78 | 13.8% | 6.5% | 7.0% |
| Grade 1 | 106 | 18.8% | 7.5% | 7.1% | 106 | 18.8% | 7.5% | 7.1% |
| Grade 2 | 93 | 16.5% | 6.9% | 7.1% | 93 | 16.5% | 6.9% | 7.1% |
| Grade 3 | 81 | 14.3% | 7.0% | 7.1% | 81 | 14.3% | 7.0% | 7.1% |
| Grade 4 | 98 | 17.3% | 7.3% | 7.3% | 98 | 17.3% | 7.3% | 7.3% |
| Grade 5 | 106 | 18.8% | 7.6% | 7.6% | 106 | 18.8% | 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 | 4 | 0.7% | 0.7% | 12.6% | 4 | 0.7% | 0.7% | 12.6% |
| Hispanic | 537 | 95.0% | 93.0% | 52.8% | 537 | 95.0% | 93.0% | 52.8% |
| White | 21 | 3.7% | 5.5% | 27.0% | 21 | 3.7% | 5.5% | 27.0% |
| American Indian | 0 | 0.0% | 0.1% | 0.4% | 0 | 0.0% | 0.1% | 0.4% |
| Asian | 2 | 0.4% | 0.4% | 4.6% | 2 | 0.4% | 0.4% | 4.6% |
| Pacific Islander | 1 | 0.2% | 0.0% | 0.2% | 1 | 0.2% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.3% | 2.5% | 0 | 0.0% | 0.3% | 2.5% |
| Sex: | | | | | | | | |
| Female | 282 | 49.9% | 49.5% | 48.8% | 282 | 49.9% | 49.5% | 48.8% |
| Male | 283 | 50.1% | 50.5% | 51.2% | 283 | 50.1% | 50.5% | 51.2% |
| Economically Disadvantaged | 461 | 81.6% | 72.7% | 60.3% | 461 | 81.6% | 72.6% | 60.2% |
| Non-Educationally Disadvantaged | 104 | 18.4% | 27.3% | 39.7% | 104 | 18.4% | 27.4% | 39.8% |
| Section 504 Students | 50 | 8.8% | 9.3% | 6.9% | 50 | 8.8% | 9.3% | 6.9% |
| English Learners (EL) | 52 | 9.2% | 17.1% | 20.3% | 52 | 9.2% | 17.1% | 20.3% |
| Students w/ Disciplinary Placements (2018-19) | 0 | 0.0% | 1.8% | 1.5% | | | | |
| Students w/ Dyslexia | 24 | 4.2% | 3.7% | 4.1% | 24 | 4.2% | 3.7% | 4.1% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Homeless | 3 | 0.5% | 1.1% | 1.4% | 3 | 0.5% | 1.1% | 1.4% |
| Immigrant | 5 | 0.9% | 1.6% | 2.3% | 5 | 0.9% | 1.6% | 2.3% |
| Migrant | 7 | 1.2% | 1.9% | 0.3% | 7 | 1.2% | 1.9% | 0.3% |
| Title I | 565 | 100.0% | 99.8% | 65.1% | 565 | 100.0% | 99.8% | 65.1% |
| Military Connected | 4 | 0.7% | 2.8% | 1.9% | 4 | 0.7% | 2.8% | 1.9% |
| At-Risk | 372 | 65.8% | 68.4% | 50.6% | 372 | 65.8% | 68.3% | 50.5% |

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 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 | 47 | 8.3% | 16.8% | 20.6% | 47 | 8.3% | 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 | 37 | 6.5% | 8.7% | 8.1% | 37 | 6.5% | 8.7% | 8.1% |
| Special Education | 67 | 11.9% | 12.1% | 10.5% | 67 | 11.9% | 12.2% | 10.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 67 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 32 | 47.8% | 45.3% | 42.4% | | | | |
| Students with Physical Disabilities | 14 | 20.9% | 25.1% | 21.4% | | | | |
| Students with Autism | ** | ** | 6.6% | 13.8% | | | | |
| Students with Behavioral Disabilities | 15 | 22.4% | 22.6% | 20.8% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 0.5% | 1.5% | | | | |
| Mobility (2018-19): | | | | | | | | |
| Total Mobile Students | 85 | 15.1% | 11.3% | 15.3% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | | | | | | |
| Hispanic | 79 | 14.0% | | | | | | |
| White | 4 | 0.7% | | | | | | |
| American Indian | 0 | 0.0% | | | | | | |
| Asian | 2 | 0.4% | | | | | | |
| Pacific Islander | 0 | 0.0% | | | | | | |
| Two or More Races | 0 | 0.0% | | | | | | |
| Student Attrition (2018-19): | | | | | | | | |
| Total Student Attrition | 100 | 19.5% | | | | | | |

| Student Information | Non-Special Education Rates | | | Special Education Rates | | |
|---------------------------|-----------------------------|----------|-------|-------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.6% | 0.0% | 2.6% | 5.5% |
| Grade 1 | 3.7% | 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 | 0.0% | 2.7% | 0.9% | 0.0% | 0.9% | 0.8% |
| Grade 4 | 1.1% | 2.0% | 0.5% | 0.0% | 1.8% | 0.4% |
| Grade 5 | 1.1% | 4.2% | 0.4% | 0.0% | 0.0% | 0.5% |
| Grade 6 | - | 0.2% | 0.4% | - | 1.1% | 0.5% |
| Grade 7 | - | 1.3% | 0.5% | - | 1.0% | 0.6% |
| Grade 8 | - | 9.7% | 0.4% | - | 0.0% | 0.6% |
| Grade 9 | - | 4.0% | 7.8% | - | 10.4% | 13.1% |

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

Class Size Information

Campus

District

State

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

Elementary:

| | | | |
|--------------|------|------|------|
| Kindergarten | 17.7 | 19.9 | 19.0 |
| Grade 1 | 20.8 | 20.6 | 18.9 |
| Grade 2 | 18.0 | 19.2 | 18.8 |
| Grade 3 | 18.5 | 19.0 | 19.0 |
| Grade 4 | 20.5 | 20.1 | 19.2 |
| Grade 5 | 25.8 | 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: SANTA FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

| Staff Information | Campus | | District | State |
|---|---------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 54.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 43.2 | 79.7% | 53.3% | 63.7% |
| Teachers | 37.4 | 69.0% | 42.4% | 49.4% |
| Professional Support | 3.8 | 7.0% | 7.6% | 10.2% |
| Campus Administration (School Leadership) | 2.0 | 3.7% | 2.3% | 3.0% |
| Educational Aides: | 11.0 | 20.3% | 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: | 46.1 | 85.1% | 88.5% | 51.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 1.4% | 10.8% |
| Hispanic | 29.4 | 78.7% | 80.4% | 28.1% |
| White | 6.6 | 17.7% | 16.5% | 57.7% |
| American Indian | 1.0 | 2.7% | 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 | 0.4 | 1.0% | 0.5% | 1.1% |
| Males | 2.6 | 7.0% | 22.0% | 23.8% |
| Females | 34.8 | 93.0% | 78.0% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.6% | 1.3% |
| Bachelors | 29.8 | 79.6% | 76.4% | 73.4% |
| Masters | 6.6 | 17.7% | 21.8% | 24.5% |
| Doctorate | 1.0 | 2.7% | 0.2% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.2 | 0.6% | 6.0% | 7.4% |
| 1-5 Years Experience | 12.3 | 32.8% | 28.7% | 27.9% |
| 6-10 Years Experience | 6.4 | 17.2% | 17.7% | 19.4% |
| 11-20 Years Experience | 11.1 | 29.7% | 25.5% | 29.4% |
| Over 20 Years Experience | 7.3 | 19.6% | 22.1% | 15.9% |
| Number of Students per Teacher | 15.1 | n/a | 16.6 | 15.1 |

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

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: DR FERMIN CALDERON EL
 Campus Number: 233901112

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

| <u>Staff Information</u> | <u>Campus</u> | <u>District</u> | <u>State</u> |
|--|---------------|-----------------|--------------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 11.0 | 5.3 | 6.2 |
| Average Years Experience of Principals with District | 11.0 | 5.3 | 5.3 |
| Average Years Experience of Assistant Principals | 4.0 | 3.7 | 5.3 |
| Average Years Experience of Assistant Principals with District | 4.0 | 3.5 | 4.7 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers with District: | 12.5 | 12.9 | 11.1 |
| | 11.2 | 11.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$49,750 | \$44,299 | \$49,868 |
| 1-5 Years Experience | \$49,188 | \$53,338 | \$52,823 |
| 6-10 Years Experience | \$51,678 | \$51,757 | \$55,756 |
| 11-20 Years Experience | \$58,060 | \$57,950 | \$59,308 |
| Over 20 Years Experience | \$64,163 | \$63,632 | \$65,449 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$55,189 | \$55,969 | \$57,091 |
| Professional Support | \$64,697 | \$72,455 | \$67,352 |
| Campus Administration (School Leadership) | \$84,189 | \$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: DR FERMIN CALDERON EL
 Campus Number: 233901112

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

Total Students: 565
 Grade Span: EE - 05
 School Type: Elementary

| Program Information | ----- Campus ----- | | District | State |
|--|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 4.0 | 10.7% | 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 | 29.2 | 78.1% | 69.2% | 70.9% |
| Special Education | 4.2 | 11.2% | 5.5% | 9.3% |
| Other | 0.0 | 0.0% | 3.3% | 3.6% |

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

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



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512.463.9734 • 512.463-9734 • 512.463-9838 FAX • tea.texas.gov

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

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

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

Background

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

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

School Improvement Implications and Funding

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

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

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

For Further Information

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

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

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

Sincerely,

Mike Morath
Commissioner

Texas Education Agency 2020 Accountability Ratings Overall Summary DR FERMIN CALDERON EL (233901112) - 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 identified for targeted support and improvement.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency 2020 Accountability Ratings Overall Summary DR FERMIN CALDERON EL (233901112) - 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 identified for targeted support and improvement.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency
2019-20 School Report Card
DR FERMIN CALDERON EL (233901112)

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: 565
 Grade Span: EE - 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://pptsrv1.tea.texas.gov/perfreport/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 DR FERMIN CALDERON 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) | 95.7% | 94.6% | 95.4% |
| Enrollment by Race/Ethnicity | | | |
| African American | 0.7% | 0.7% | 12.6% |
| Hispanic | 95.0% | 93.0% | 52.8% |
| White | 3.7% | 5.5% | 27.0% |
| American Indian | 0.0% | 0.1% | 0.4% |
| Asian | 0.4% | 0.4% | 4.6% |
| Pacific Islander | 0.2% | 0.0% | 0.2% |
| Two or More Races | 0.0% | 0.3% | 2.5% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 81.6% | 72.6% | 60.2% |
| Special Education | 11.9% | 12.2% | 10.7% |
| English Learners | 9.2% | 17.1% | 20.3% |
| Mobility Rate (2018-19) | 15.1% | 11.3% | 15.3% |

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 | \$7,150 | \$9,763 | \$9,913 |
| Instruction | \$4,832 | \$5,147 | \$5,558 |
| Instructional Leadership | \$62 | \$188 | \$162 |
| School Leadership | \$424 | \$465 | \$589 |

**Texas Education Agency
2019-20 School Report Card
DR FERMIN CALDERON EL (233901112)**

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 | Race | | | | | | | | | | Econ Disadv |
|---|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---|---|---|----------------|
| | | | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | | | | |
| STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested) | | | | | | | | | | | | | | |
| All Subjects | 2019 | 78% | 72% | 66% | 50% | 65% | 95% | - | - | * | - | * | - | 64% |
| | 2018 | 77% | 68% | 63% | 80% | 63% | 68% | - | 75% | * | * | * | * | 60% |
| ELA/Reading | 2019 | 75% | 69% | 71% | * | 70% | 100% | - | - | * | - | - | - | 70% |
| | 2018 | 74% | 66% | 64% | * | 63% | 64% | - | * | * | * | * | * | 60% |
| Mathematics | 2019 | 82% | 77% | 68% | * | 67% | 100% | - | - | * | * | * | * | 67% |
| | 2018 | 81% | 73% | 68% | * | 68% | 64% | - | * | * | * | * | * | 66% |
| Writing | 2019 | 68% | 58% | 43% | * | 42% | * | - | - | * | * | * | * | 42% |
| | 2018 | 66% | 55% | 41% | * | 41% | * | - | - | * | * | * | * | 38% |
| Science | 2019 | 81% | 75% | 69% | * | 68% | * | - | - | - | - | - | - | 65% |
| | 2018 | 80% | 70% | 69% | - | 68% | 100% | - | * | - | - | - | - | 65% |
| STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested) | | | | | | | | | | | | | | |
| All Subjects | 2019 | 50% | 40% | 27% | 25% | 26% | 38% | - | - | * | - | * | - | 26% |
| | 2018 | 48% | 36% | 24% | 40% | 23% | 32% | - | 25% | * | * | * | * | 21% |
| ELA/Reading | 2019 | 48% | 38% | 26% | * | 26% | 38% | - | - | * | * | * | * | 25% |
| | 2018 | 46% | 35% | 27% | * | 26% | 36% | - | * | * | * | * | * | 23% |
| Mathematics | 2019 | 52% | 43% | 29% | * | 28% | 38% | - | - | * | * | * | * | 27% |
| | 2018 | 50% | 37% | 25% | * | 25% | 27% | - | * | * | * | * | * | 21% |
| Writing | 2019 | 38% | 28% | 15% | * | 13% | * | - | - | * | * | * | * | 14% |
| | 2018 | 41% | 29% | 16% | * | 16% | * | - | - | * | * | * | * | 16% |
| Science | 2019 | 54% | 43% | 35% | * | 36% | * | - | - | - | - | - | - | 36% |
| | 2018 | 51% | 38% | 20% | - | 19% | 40% | - | * | - | - | - | - | 18% |
| STAAR Performance Rates at Masters Grade Level (All Grades Tested) | | | | | | | | | | | | | | |
| All Subjects | 2019 | 24% | 17% | 13% | 25% | 13% | 10% | - | - | * | - | * | - | 12% |
| | 2018 | 22% | 13% | 7% | 20% | 7% | 4% | - | 13% | * | * | * | * | 6% |
| ELA/Reading | 2019 | 21% | 13% | 13% | * | 13% | 25% | - | - | * | * | * | * | 12% |
| | 2018 | 19% | 11% | 10% | * | 10% | 0% | - | * | * | * | * | * | 8% |
| Mathematics | 2019 | 26% | 20% | 15% | * | 15% | 0% | - | - | * | * | * | * | 14% |
| | 2018 | 24% | 15% | 7% | * | 7% | 9% | - | * | * | * | * | * | 6% |
| Writing | 2019 | 14% | 8% | 1% | * | 1% | * | - | - | * | * | * | * | 1% |
| | 2018 | 13% | 6% | 2% | * | 2% | * | - | - | * | * | * | * | 2% |
| Science | 2019 | 25% | 16% | 16% | * | 16% | * | - | - | - | - | - | - | 14% |
| | 2018 | 23% | 14% | 3% | - | 3% | 0% | - | * | - | - | - | - | 3% |
| Academic Growth Score (All Grades Tested) | | | | | | | | | | | | | | |
| Both Subjects | 2019 | 69 | 70 | 73 | * | 73 | 80 | - | - | * | - | * | - | 73 |
| | 2018 | 69 | 67 | 66 | * | 66 | 54 | - | * | - | - | - | - | 67 |
| ELA/Reading | 2019 | 68 | 68 | 72 | * | 71 | 80 | - | - | * | - | * | - | 70 |
| | 2018 | 69 | 66 | 68 | * | 67 | 67 | - | * | - | - | - | - | 68 |
| Mathematics | 2019 | 70 | 72 | 75 | * | 75 | 80 | - | - | * | - | * | - | 76 |
| | 2018 | 70 | 68 | 65 | * | 65 | 42 | - | * | - | - | - | - | 67 |

? 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
DR FERMIN CALDERON EL (233901112)

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

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

| | State | District | Campus | African American | | | | | Two or More Races | Econ Disadv |
|---|-------|----------|--------|------------------|-------|--------|-------|------------------|-------------------|-------------|
| | | | | Hispanic | White | Indian | Asian | Pacific Islander | | |
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | |
| Reading | | | | | | | | | | |
| 2019 | 41% | 39% | 49% | * | 49% | * | - | - | 49% | |
| 2018 | 38% | 32% | 45% | - | 44% | * | - | - | 44% | |
| Mathematics | | | | | | | | | | |
| 2019 | 45% | 45% | 41% | - | 40% | * | - | - | 43% | |
| 2018 | 47% | 44% | 53% | - | 53% | * | * | - | 52% | |
| Students Success Initiative | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | |
| 2019 | 78% | 68% | 66% | * | 65% | * | - | - | 63% | |
| Students Requiring Accelerated Instruction | | | | | | | | | | |
| 2019 | 22% | 32% | 34% | * | 35% | * | - | - | 38% | |
| STAAR Cumulative Met Standard | | | | | | | | | | |
| 2019 | 86% | 79% | 87% | * | 86% | * | - | - | 85% | |
| Grade 5 Mathematics | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | |
| 2019 | 83% | 81% | 84% | * | 83% | * | - | - | 82% | |
| Students Requiring Accelerated Instruction | | | | | | | | | | |
| 2019 | 17% | 19% | 16% | * | 17% | * | - | - | 18% | |
| STAAR Cumulative Met Standard | | | | | | | | | | |
| 2019 | 90% | 88% | 92% | * | 91% | * | - | - | 91% | |

? 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
DR FERMIN CALDERON EL (233901112)**

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Campus Improvement Plan Presentations

Aida V. Gomez, Chief Instructional Officer
Maytte Soliz, NHE Principal
Jane Villarreal, DFC Principal
Denise Rubio, Garfield Principal

October 21, 2019

State Intervention Requirements

TEC §39.101

- Campuses with an overall rating of C or better, and a final performance rating of D in at least one of the three domains:
 - Required to develop an improvement plan to target the identified areas of concern
 - Imbed the strategies in the Campus Improvement Plan
 - Present the plan of action to the board
 - Attain board approval
- Plans are not to be submitted to TEA

Campuses Receiving a D in any Domain

| Campus | D in Domain | D in Domain |
|---------------------|--------------------|----------------------|
| North Heights Elem | Domain 1 (60) | Domain 2 Part B (63) |
| Dr. Fermin Calderon | Domain 1 (60) | Domain 2 Part B (65) |
| Garfield Elem | Domain 1 (69) | |

Accountability Ratings

Texas Education Agency
2019 Accountability Ratings Overall Summary
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| Overall | | 75 | C |
| Student Achievement | | 60 | D |
| STAAR Performance | 35 | 60 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 75 | C |
| Academic Growth | 72 | 75 | C |
| Relative Performance (Eco Dis: 80.1%) | 35 | 63 | D |
| Closing the Gaps | 66 | 75 | C |

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
2019 Accountability Ratings Overall Summary
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| Overall | | 78 | C |
| Student Achievement | | 69 | D |
| STAAR Performance | 40 | 69 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 80 | B |
| Academic Growth | 75 | 80 | B |
| Relative Performance (Eco Dis: 86.7%) | 40 | 75 | C |
| Closing the Gaps | 64 | 74 | C |

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
2019 Accountability Ratings Overall Summary
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| Overall | | 76 | C |
| Student Achievement | | 60 | D |
| STAAR Performance | 35 | 60 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 77 | C |
| Academic Growth | 73 | 77 | C |
| Relative Performance (Eco Dis: 85.2%) | 35 | 65 | D |
| Closing the Gaps | 64 | 74 | C |

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

DOMAIN 1: Student Achievement

- *NHE and DFC: Received a **60**
- *Garfield: Received a **69**

Domain 2 Part A: Academic Performance

- *NHE and DFC: Received a **75** and **77**
- *Garfield: Received an **80**

Domain 2 Part B: Relative Performance:

- *NHE and DFC received a **63** and **66**
- *Garfield received a **75**

Domain 3: Closing the Gap

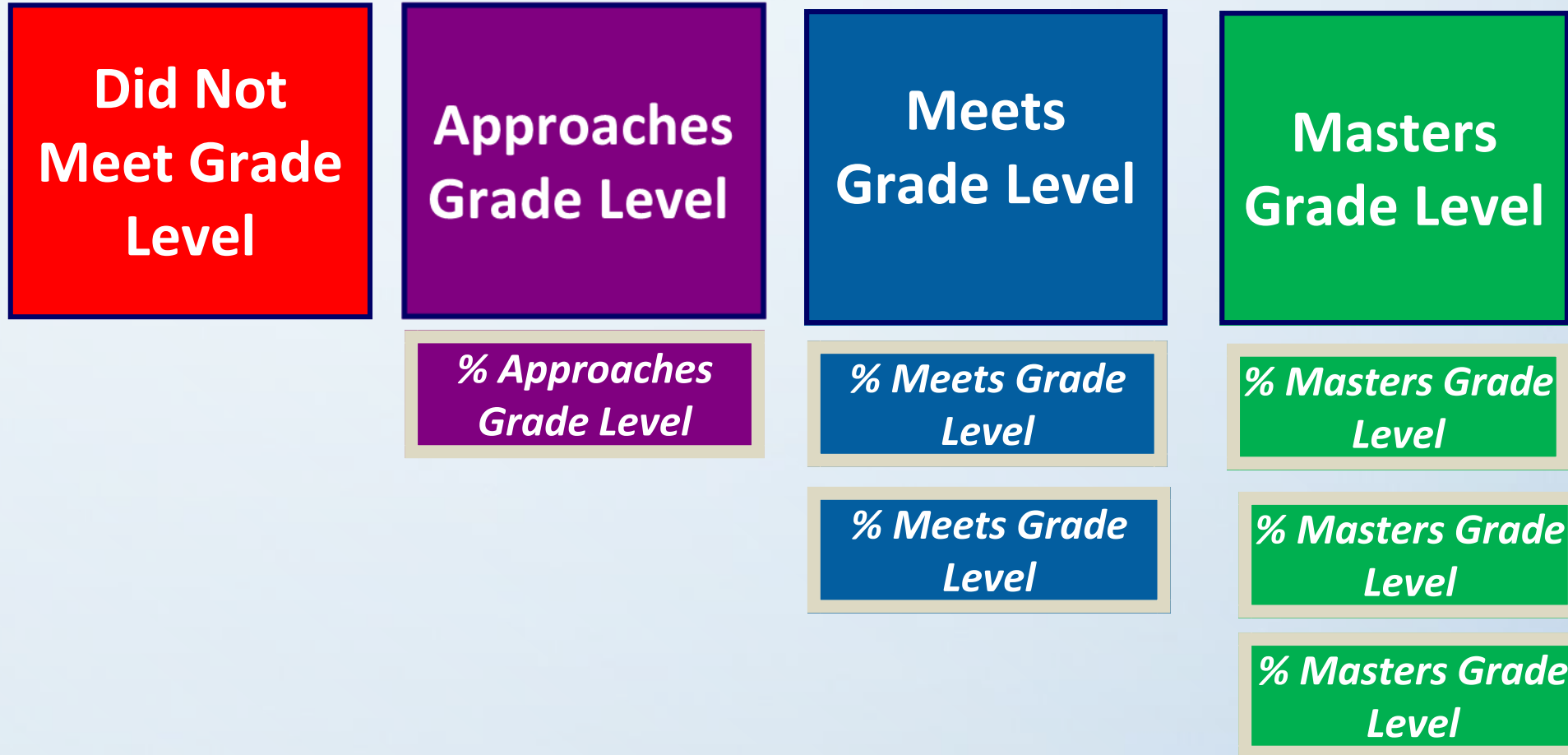
- *All 3 campuses received a C

Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
 - **3rd-5th Grade Reading, 4th Grade Writing and 5th Grade Science**
- STAAR assessments are scored at the Approaches, Meets and Masters performance standards
- The Student Achievement Domain for elementary campuses is calculated by adding the three campus performance percent scores for all tests at a given campus and divided by three. The domain score is then scaled to an alpha grade.

$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

How Are the Assessments Calculated?



$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

Example of Domain 1 Calculation

| STAAR Performance | Reading | Math | Writing | Science | Totals | Percentage s |
|--|---------|------|---------|---------|-------------|--------------|
| # of Assessments | 480 | 430 | 100 | 105 | 1115 | |
| Approaches | 300 | 300 | 50 | 60 | 710 | 67% |
| Meets | 200 | 170 | 25 | 30 | 425 | 38% |
| Masters | 100 | 70 | 10 | 10 | 190 | 17% |
| Total Percentage Points | | | | | | 122 |
| Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3) | | | | | | 41 |

Table 1: STAAR Component

| STAAR Component Score | Elementary |
|-----------------------|------------|
| 45 | 73 |
| 44 | 72 |
| 43 | 72 |
| 42 | 71 |
| 41 | 70 |
| 40 | 69 |
| 39 | 67 |
| 38 | 65 |
| 37 | 64 |
| 36 | 62 |
| 35 | 60 |
| 34 | 59 |
| 33 | 58 |
| 32 | 57 |
| 31 | 56 |

What is the Focus for 3rd-5th Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
 - Utilize 2018-2019 STAAR Data for 4th and 5th graders
 - Utilize Baseline assessment in Reading and Math for 3rd graders
- Monitor subgroups: Hispanic and Eco Disadvantaged in both Math and Reading
- Monitor subgroups: ELs and Special Education in both Math and Reading
- Maintain the success acquired in Student Growth
 - Continue to utilize Aim Hi
- Implement the Literacy Block with fidelity
 - All components and Guided Reading Instruction
- Continue the success in Math
- Identify targeted groups of students needing intervention

3rd-5th Grade Teacher Support

Continuing Support

- Vertical Planning with 3rd-5th grade teachers
- Continued Accountability Training
- RtI Data Days
 - Utilize Specific DMAC Reports
 - Child Study Referrals
- Aim Hi Dashboard for Student Growth
- Second Year of Sandra Garza Math Implementation
- Lone Star Online Daily Review
- Strategists assist Bilingual Teachers during planning and class instructional delivery

New Support

- New ELAR Adoption
- Revised ELAR Curriculum Documents
- 150 minute ELAR Literacy Block
- Daily Planning Protocol Allotted time for 3rd-5th grade teachers
- Instructional Playbooks
- TEA READ Cohort Participation
 - READ Coach provides trainings for Cohort and Administrators
 - READ Coach meetings with principals to discuss observed practices and strategy implementation
- New Intervention Online Programs
 - Exact Path (All learners)
 - Lexia (Special Ed and Dyslexia)
 - Flocabulary
- Writing and Science Collaboratives during RTI days
- Baseline Assessment administered to all 3rd Graders in Math and Reading (Data to be shared in a board communique upon completion)
- Aim Hi Meets and Masters Dashboard in progress

Student and Parent Support

Student

- Target students identified who have failed a STAAR assessment in 3rd or 4th Grade with focused interventions.
- Create intervention groups based on the student needs.
 - During the day interventions
 - After School
- Students attend 30 minutes of daily intervention in 3rd-5th grade.
- Guided Instruction Targeting TEKS gaps for all groups (low-middle-high – new adoption provides differentiated resources)
- Ensure accommodations are practiced throughout the year for all qualifying students
 - Allowable resources
 - New McGraw Hill Online Assessments

Parent

- Meet with parents whose child failed Reading in 3rd or 4th grade (current 4th and 5th graders)
- Hold informational sessions on how to assist children:
 - TEA Website Resources
 - Gradebook
 - Importance of daily reading

Campus Focus: Reading

| Campus | Grade | # Tested | # Failed | # Failed by 5 or less Questions | # Failed by 6+ Questions | # Missed "Meets" by 4 Questions |
|----------|-------|----------|----------|---------------------------------|--------------------------|---------------------------------|
| NHE | 4th | 111 | 38 | 18 | 20 | 19 |
| | 5th | 106 | 46 | 22 | 24 | 17 |
| DFC | 4th | 100 | 35 | 19 | 16 | 20 |
| | 5th | 103 | 36 | 15 | 21 | 18 |
| Garfield | 4th | 94 | 44 | 23 | 21 | 14 |
| | 5th | 104 | 29 | 19 | 10 | 15 |

Campus Focus: Math

| Campus | Grade | # Tested | # Failed | # Failed by 5 or less Questions | # Failed by 6+ Questions | # Missed "Meets" by 4 Questions |
|----------|-------|----------|----------|---------------------------------|--------------------------|---------------------------------|
| NHE | 4th | 111 | 43 | 26 | 17 | 27 |
| | 5th | 106 | 53 | 25 | 28 | 15 |
| DFC | 4th | 100 | 44 | 28 | 16 | 22 |
| | 5th | 103 | 44 | 29 | 15 | 21 |
| Garfield | 4th | 94 | 41 | 23 | 18 | 14 |
| | 5th | 104 | 33 | 21 | 12 | 21 |

Foundational Support K-2nd

- Implementation of 150 minute Literacy Block
- New ELAR Pearson Adoption
- New ELAR Curriculum Documents
- Staff Development sessions on all of the literacy block components
- (36) K-2 teachers participating the READ cohort
- New Online Resource:
 - Reading Eggs
 - Flocabulary
- Instructional Support Specialist assist with planning and modeling
- Sandra Garza Math implementation in all 2nd Grade classrooms

Student Reading Level Monitoring

| CAMPUS | 1st 6-Weeks GE | | CAMPUS | 1st 6-Weeks GE |
|---------------------|----------------|--|----------------------|----------------|
| | 8.23 - 10.4 | | | 8.23 - 10.4 |
| Buena Vista | | | Lamar | |
| 1st Grade | 1.5 | | 1st Grade | 0.3 |
| 2nd Grade | 2.2 | | 2nd Grade | 2.1 |
| 3rd Grade | 3.2 | | 3rd Grade | 3.0 |
| 4th Grade | 3.8 | | 4th Grade | 3.6 |
| 5th Grade | 4.3 | | 5th Grade | 4.7 |
| | | | | |
| Calderon | | | Ruben Chavira | |
| 1st Grade | 0.7 | | 1st Grade | 0.3 |
| 2nd Grade | 2.4 | | 2nd Grade | 2.0 |
| 3rd Grade | 3.0 | | 3rd Grade | 2.8 |
| 4th Grade | 3.6 | | 4th Grade | 3.0 |
| 5th Grade | 4.3 | | 5th Grade | 4.3 |
| | | | | |
| Lonnie Green | | | North Heights | |
| 1st Grade | 1.4 | | 1st Grade | 1.0 |
| 2nd Grade | 2.1 | | 2nd Grade | 2.1 |
| 3rd Grade | 3.2 | | 3rd Grade | 2.9 |
| 4th Grade | 3.6 | | 4th Grade | 3.7 |
| 5th Grade | 4.3 | | 5th Grade | 3.8 |
| | | | | |
| Garfield | | | Laughlin | |
| 1st Grade | 0.4 | | 1st Grade | Did not test |
| 2nd Grade | 2.0 | | 2nd Grade | Did not test |
| 3rd Grade | 2.8 | | 3rd Grade | Did not test |
| 4th Grade | 3.5 | | 4th Grade | Did not test |
| 5th Grade | 3.9 | | 5th Grade | Did not test |

Questions?



**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. ~~Dr. Fermin~~ Calderon 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 ~~Dr. Fermin~~ Calderon Elementary on October 7, 2020 and will be in effect for the period of 2020-2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 7, 2020**. ~~Dr. Fermin~~ Calderon 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.

(Signature of Authorized) Principal

(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. Brenda Lira As per Zoom
2. Chantel Rodriguez As per Zoom
3. Sylvia Flores Castro As per Zoom
4. Jana Garcia As per Zoom



San Felipe Del Rio Consolidated Independent School District

Dr. Fermin Calderon Elementary

Parent Training/Entrenamiento de Padres
Parent Compact/Family Engagement

Tuesday October 6th, 2020

6 de Octubre del 2020

Zoom

4:00pm.

Agenda

I. Welcome/Bienvenida

Mrs. L. Martinez
Parental Involvement Aide
Asistente de padres de Familia

II. Presenter-Presentador(a)

Ruby, Adams
Federal Programs



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 other.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at 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.



Compacto estudiante-padre-escuela

Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Síga 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 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, asistir 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.



San Felipe Del Rio Consolidated Independent School District

Dr. Fermin Calderon Elementary

Parent Training/Entrenamiento de Padres

Title 1

Tuesday October 6th, 2020

6 de Octubre del 2020

Zoom

3:30pm.

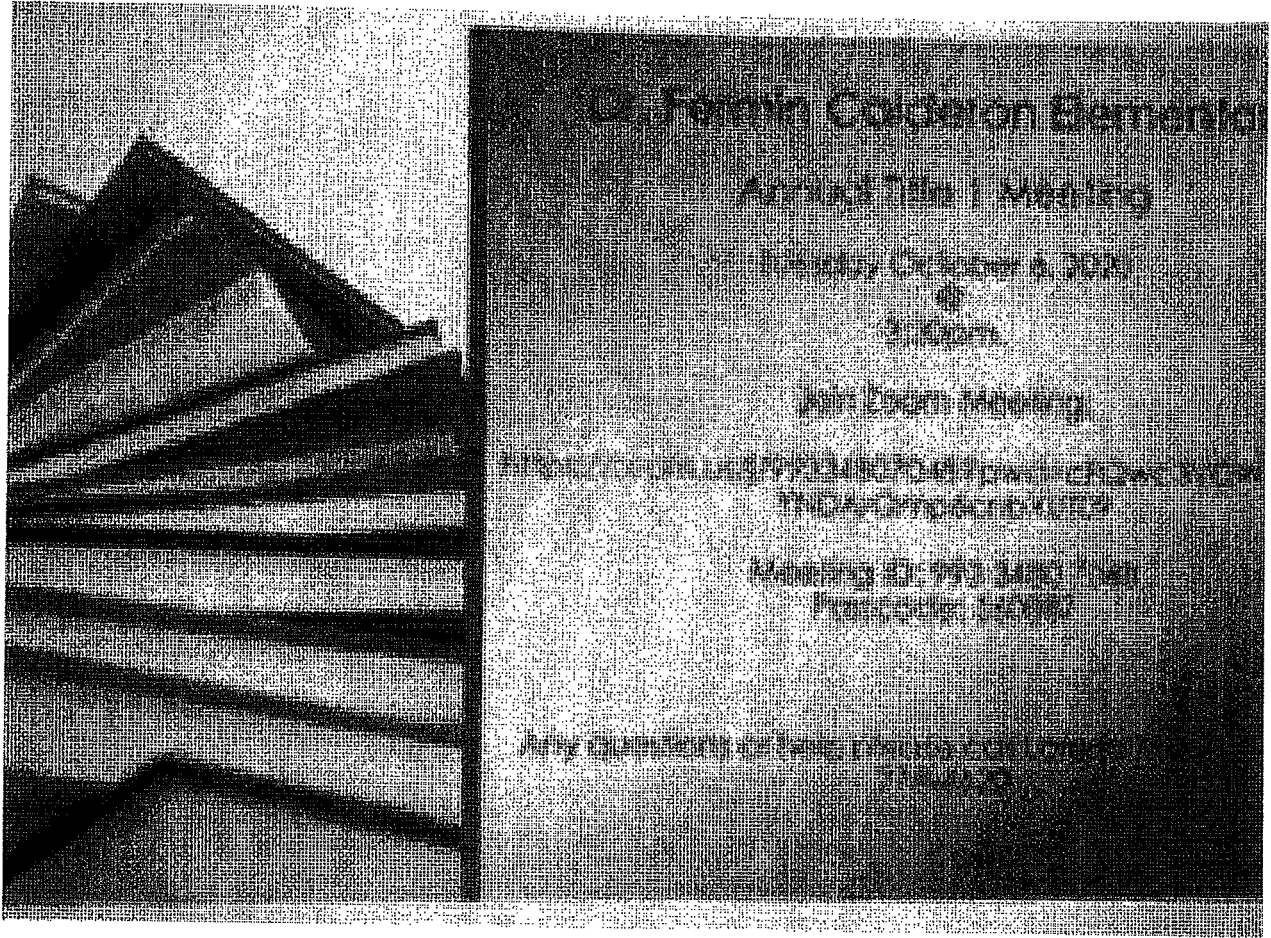
Agenda

I. Welcome/Bienvenida

Mrs. L. Martinez
Parental Involvement Aide
Asistente de padres de Familia

II. Presenter-Presentador(a)

Ruby, Adams
Federal Programs



meeting_saved_chat

15:27:54 From rufina.adams@sfdr-cisd.org : Title I First Parent Training,
October 6, 2020 at 3:30 pm
15:28:08 From rufina.adams@sfdr-cisd.org : Ruby Adams, Director
15:33:38 From Jana Garcia : Jana Garcia parent
15:33:48 From Brenda Lira : brenda lira
15:33:50 From Jana Garcia : thank u
15:36:30 From Lorena Martinez : Can everyone please sign in. Thank you
15:37:12 From luis martinez : luis martinez
15:37:34 From iPhone : Chantel Rodriguez parent
15:43:13 From Jennifer Hernandez : Jennifer Hernandez
15:43:14 From Monica Guzman : good afternoon everyone
15:56:50 From rufina.adams@sfdr-cisd.org : Parent Compact and Family
Engagement Meeting, October 6,2020 at 4 pm
15:57:10 From Lorena Martinez : Lorena Martinez Parental Aide
15:57:15 From Jana Garcia : Jana Garcia parent
15:57:30 From Brenda Lira : brenda lira parent
15:57:57 From luis martinez : luis martinez
15:59:07 From iPhone : Chantel Rodriguez



San Felipe Del Rio Consolidated Independent School District

Dr. Fermin Calderon Elementary

Parent Training/Entrenamiento de Padres

Title 1Pt. 2

Wednesday October 7th, 2020

7 de Octubre del 2020

Zoom

12:00pm.

Agenda

I. Welcome/Bienvenida

Mrs. L. Martinez
Parental Involvement Aide
Asistente de padres de Familia

II. Presenter-Presentador(a)

Ruby, Adams
Federal Programs

meeting_saved_chat[1]

11:50:35 From rufina.adams@sfdr-cisd.org : ~~Second Title I parent training,~~
October 7, 2020 at 12:00 p.m.

11:50:43 From rufina.adams@sfdr-cisd.org : Ruby Adams, Director

11:57:15 From Lorena Martinez : Lorena Martinez. Parental Aide

11:58:24 From Lorena Martinez : if you could please sign in below. Thank
you

11:59:36 From Mia Marie' s iPad : Anna Garasi (Mia Marie Garasi-
Kindergarten: Mrs. Rodriguez class

12:01:59 From Dariela Delacerda : Dariela Delacerda

12:02:19 From rufina.adams@sfdr-cisd.org : Frank Rodriguez Jr.

12:03:15 From Nancy Chavez : en español porfavor

12:29:16 From iPhone : deysi torres

12:29:37 From Nancy Chavez : Nancy Belem Chavez Ruiz

12:29:50 From S.Castro : Sylvia Flores - Castro

12:30:01 From Guadalupe Aguilar : Guadalupe Aguilar

12:30:33 From Frank Rodriguez Jr : Frank Rodriguez JR

12:30:33 From Guadalupe Aguilar : Guadalupe Aguilar

12:30:34 From rufina.adams@sfdr-cisd.org : Parent Compact/Family Engagement
Policy Meeting, October 7, 2020 at 12:30
Ruby Adams, Director

12:30:35 From iPhone : Deysi torres

12:30:49 From Dariela Delacerda : Dariela Delacerda

12:30:55 From Lorena Martinez : Lorena Martinez Parental Aide

12:31:16 From S.Castro : Sylvia Flores - Castro

12:31:23 From Nancy Chavez : Nancy Belem Chavez Ruiz

12:31:26 From Lorena Martinez : Frank Rodriguez Jr.

12:36:12 From rufina.adams@sfdr-cisd.org : 778-4153, Ruby Adams

12:36:26 From Dariela Delacerda : Thank you ☺

12:36:47 From Nancy Chavez : gracias

12:37:03 From S.Castro : thank you!

12:37:04 From iPhone : gracias

12:37:37 From Frank Rodriguez Jr : Thank you



San Felipe Del Rio Consolidated Independent School District

Dr. Fermin Calderon Elementary

Parent Training/Entrenamiento de Padres

Parent Compact/Family Engagement

Wednesday October 7th, 2020

7 de Octubre del 2020

Zoom

12:30pm.

Agenda

I. Welcome/Bienvenida

Mrs. L. Martinez
Parental Involvement Aide
Asistente de padres de Familia

II. Presenter-Presentador(a)

Ruby, Adams
Federal Programs

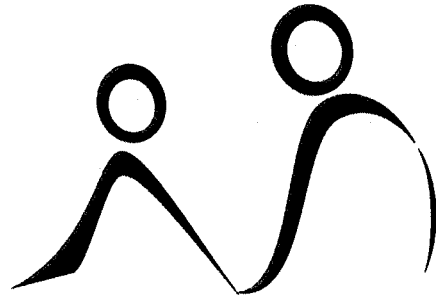
San Felipe Del Rio CISD

McKinney Vento/Families in Transition

Staff Training, November 19, 2020

AGENDA

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



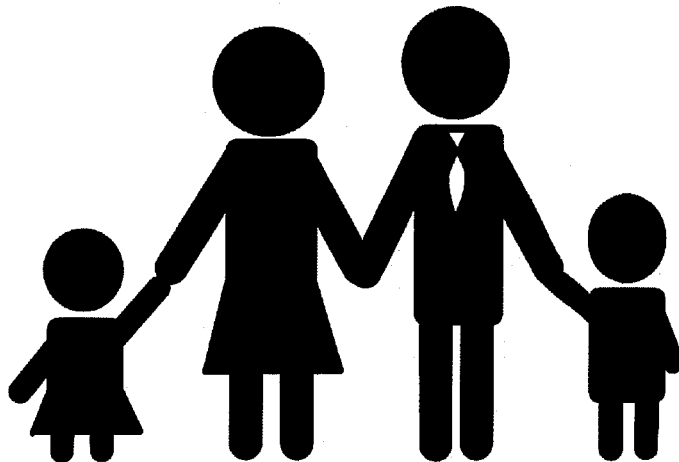
McKinney-Vento

Serving Students In Transition

San Felipe Del Rio CISD
The Value and Utility of Parental Engagement
Staff Training, November 19, 2020

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



Staff Training,
November 19, 2020

Calderon

McKinney-Vento / Parent Engagement

meeting_saved_chat.txt

15:19:31 From Rufina Adams : Required staff meeting, McKinney-Vento and Value and Utility meeting, Thursday, November 19, 2020 at 3:20 pm
15:19:40 From Rufina Adams : Ruby Adams, Director
15:19:48 From Ana G. Martinez 4th : Ana Martinez
15:19:58 From life skills : Lucy Calderon
15:19:59 From Melva De Hoyos : Melva N. De Hoyos
15:20:05 From life skills : Monyca Garcia
15:20:06 From 1st. Deborah Sanders : Deborah Sanders 1s5t. grade
15:20:10 From life skills : Monica Garcia
15:20:13 From Octavio Ortiz 5th : Octavio Ortiz
15:20:14 From carmen.valenzuela : Carmen Valenzuela
15:20:14 From life skills : Sandra Guerra
15:20:18 From life skills : Romelia Garza
15:20:20 From angel.castillo : Angel G. Castillo
15:20:25 From Jo BuenRostro : Jo Ann BuenRostro
15:20:25 From Velma Garza : Velma Garza
15:20:28 From Laura Serrano : Laura Serrano
15:20:28 From Lynette White : Lynette White
15:20:29 From Rosalinda Diaz : Rosalinda Diaz
15:20:43 From R samudio : Rebecca Samudio
15:20:45 From Jessica Hernandez : Jessica A. Hernandez
15:21:11 From Tanya Serrano : Tanya Serrano
15:21:27 From Diana Jimenez 3rd Calderon Elem. : Diana Jimenez
15:21:32 From Miss Fraga : A. Fraga
15:21:33 From Ytsary Obregon : Ytsary Obregon
15:21:33 From Mrs. Gallegos : Dariela Gallegos
15:21:35 From Brenda Rodriguez : Brenda Rodriguez
15:21:36 From lucy.calderon : lucy calderon
15:21:37 From Nicole Saucedo : Nicole Saucedo
15:21:38 From Adriana.Juarez : Adriana Juarez
15:21:43 From Graciela Guajardo : Graciela Guajardo 3rd grade
15:22:02 From claudia.jimenez : Claudia Jimenez
15:22:41 From belinda.gallegos : Belinda Gallegos
15:22:55 From nicole.delgado : Nicolasa Delgado
15:23:07 From melissa.cardona@sfdr-cisd.org to Mrs. Saldua(Privately) :
Melissa cardona
15:25:06 From Kristina Labbe : Kristina Labbe
15:31:36 From Mrs. Saldua : Please be sure to sign in to the meeting by type your name in the chat
15:31:51 From DORA TREVINO : Dora Trevino
15:32:02 From Diamantina Amor Perez : Diamantina Amor Perez
15:32:03 From Isela Elizondo : Isela Elizondo
15:32:33 From martha.cortinas specials elem. PE : martha cortinas
15:32:40 From frances.fierro Sp Ed K-5 : Frances Fierro
15:33:00 From luz.barrientos : from Luz Barrientos
15:33:46 From Sierra Luna : Sierra Luna
15:35:26 From Erika Barrera :) : Erika Barrera
16:00:15 From eileen.chavarria : Eileen Chavarria

meeting_saved_chat.txt

16:00:47
16:02:02
16:02:19
16:02:19
16:02:24
16:03:44

From gloriae.pena : Gloria E. Pena
From maria.guerrero : Maria Guerrero
From Briana Castaneda : Briana Castaneda
From Yazmin Zuniga : Yazmin Zuniga
From Diana Arreola : Diana N Arreola
From melissa.cardona@sfdrcisd.org : melissa cardona