

# DR FERMIN CALDERON ELEMENTARY

## Campus Improvement Plan

### 2021/2022

*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!*

Allison Mercier  
1900 East HWY 90  
(830) 778-4620  
[allison.mercier@sfdrcisd.org](mailto:allison.mercier@sfdrcisd.org)

# 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.*

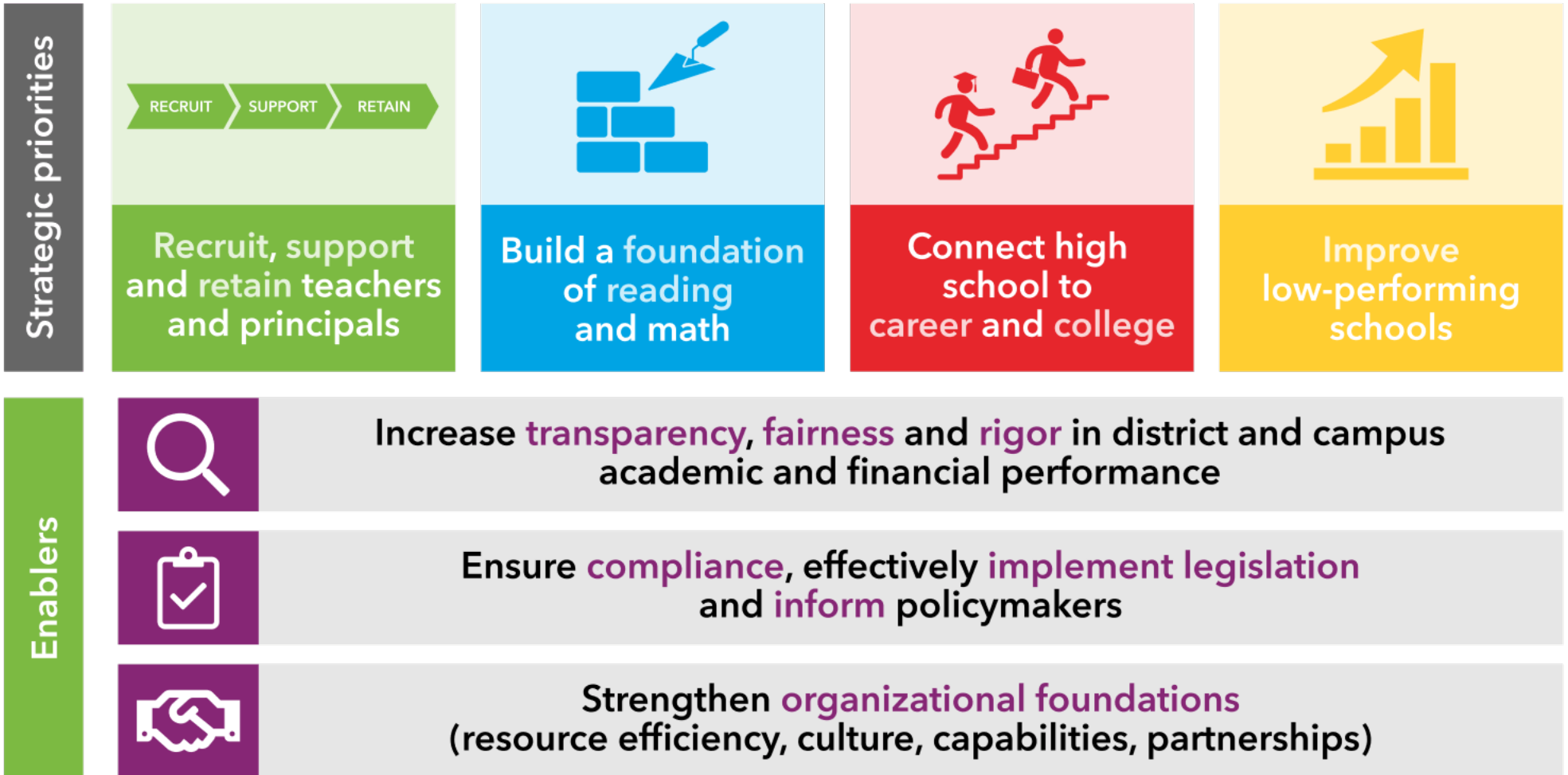
## **Vision**

*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>*

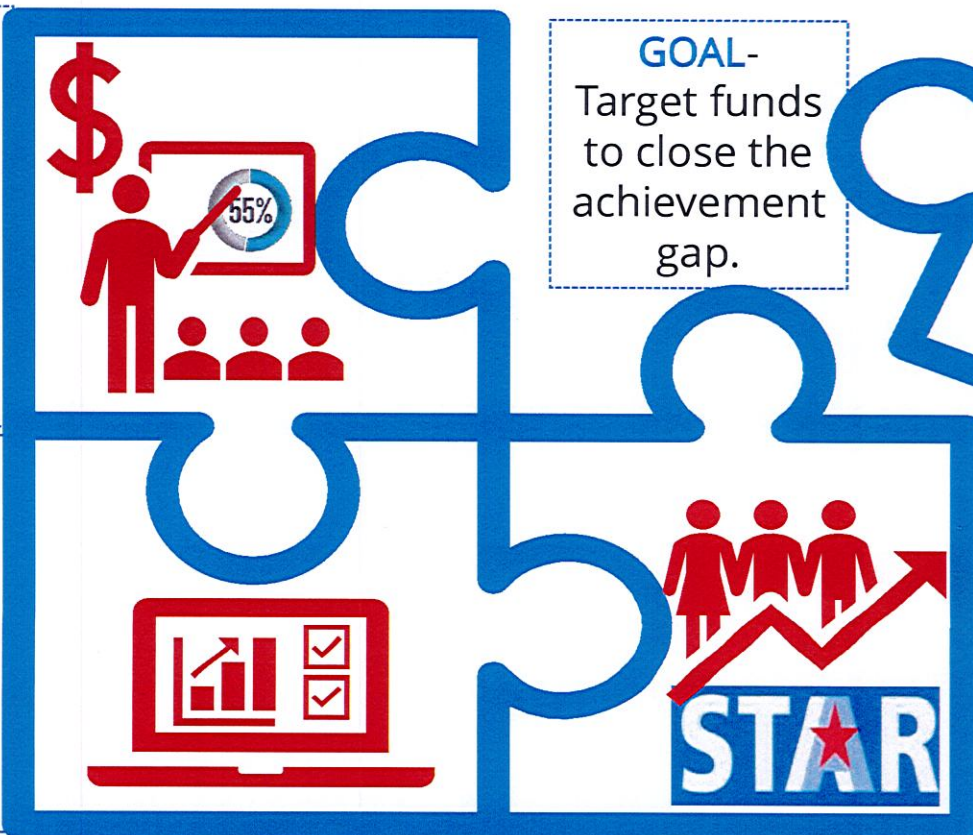
# State Compensatory Education Program

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

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

**GOAL-** Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104



*\*adapted from TEA State Compensatory Education*

# Site Base List

Name	Position
Perez, Diamantina	Counselor
Rodriguez, Brenda	Kinder Teacher
Guajardo, Graciela	3rd grade teacher
Juarez, Claudia	PE teacher
Mercier, Allison	Principal
Torres Saldua, Olga	Asst. Principal
Sanchez, Wendy	Library
Hernandez, Jessica	4th grade teacher
Fierro, Frances	Special Ed teacher
Cervantez, Michelle	Parent representative
Torres, Diana	Community Representative
Fraga, Angelita	1st grade teacher
Diaz, Rosalinda	2nd grade teacher
Ortiz, Nelda	5th grade teacher
Gallegos, Juan	Business Representative
Martinez, Ana	Bilingual Representative



## **Introduction**

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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**

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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**

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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))**

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- 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: Monday, June 7, 2021

Role	Name	Signature
Parent	Dayna Taylor	via email
Parent	Maria Mayorga	via phone, paper copy
Business Representative	Mike Coplan	via email
Business Representative	Susan Newsome	via email
Community Representative	Sabrina Pena	via email
Community Representative	Diana Torres	via email
Teacher	Brenda Rodriguez	on attached sheet
Teacher	Rosalinda Diaz	on attached sheet
Teacher	Graciela Guajardo	on attached sheet
Teacher	Jessica Hernandez	on attached sheet
Teacher	Nelda Ortiz	on attached sheet
Teacher	Melva DeHoyos	on attached sheet
Teacher	Diana Arreola	on attached sheet
Teacher	Dariela Gallegos	on attached sheet
Teacher	Erika Barrera	on attached sheet
Teacher	Ana Martinez	on attached sheet
Para-Professional	Lorena Martinez	on attached sheet
Para-Professional	Eileen Chavarria	on attached sheet
District Personnel	Angie Sanchez	via email
District Personnel	Thomas Cabello	via email



# Comprehensive Needs Assessment Summary – 2021-2022, Dr. Fermin Calderon Elementary

## Utilized Data Sources: These will automatically populate from your CNA worksheets

<p>STAAR results compared to district</p> <p>Teacher retention - Staff Roster</p> <p>School Safety procedures and Cleanliness</p> <p>STAAR results</p> <p>Discipline reports</p> <p>Parent trainings</p> <p>Technology inventory</p>	<p>147 years of teaching experience</p> <p>Professional Attendance</p> <p>NIET Walk Through</p> <p>Writing Samples</p> <p>Parent Communication logs</p> <p>Technology infrastructure</p>	<p>Benchmark test results</p> <p>Teacher Attendance</p> <p>Teacher retention - Staff Roster</p> <p>Teacher and Student Attendance</p> <p>Curriculum - Planning Protocol Dashboard</p> <p>Home visits performed</p> <p>Facility needs</p> <p>Instructional Materials</p>
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<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	<p>STAAR renaissance testing to monitor levels and growth.</p> <p>Data and RTI meetings for data desegregation and planning.</p> <p>Resources, such as STAR Ready, summatives, STAAR assessments to provide data.</p> <p>Low teacher and admin turnaround.</p> <p>A friendly, healthy, and safe environment is provided.</p>	<p>Improve attendance</p> <p>Improve tardies</p> <p>Provide more parental involvement opportunities</p> <p>Lack of interest in AR</p> <p>Provide assistance for parents</p>	<p>Improve attendance</p> <p>Improve tradies</p> <p>For parent involvement, create a parent helper committee.</p> <p>Provide parent trainings</p> <p>Motivate students to improve reading using MyOn</p>
	<p>All staff were provided with a 4% raise to increase retention and ability to find quality teachers.</p> <p>The Education Foundation supports teacher projects and encourages teachers who think outside the box.</p>	<p>Training for specific to each grade levels and targeted to differentiation.</p> <p>Incentives should be extended to current teachers.</p>	<p>Trainings should be targeted and less broad per grade level for differentiation</p> <p>Low teacher to student ratio</p>



<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality</b>	The district's Grow Your Own Program helps current employees to become certified as teachers.	Local job fairs should be created to encourage applicants.  Staff should be able to give feedback to improve climate on campus.  Teachers would benefit from a lower student to teacher ratio.  Step increase should be provided even to veteran teachers.	Incentives for current teachers including attendance incentives  Step increase  Feedback from surveys with action  Local job fairs for recruitment
<b>School Climate/ Safe &amp; Healthy Schools</b>	Teacher planning and collaboration during planning protocol Involvement in Loteria Nights, A.R. Nights, and other campus events Create a safe and bully free learning environment for students	Incentive program for outstanding attendance and discipline (ticket system)  Uniform school behavior system-clip system  Sweet Celebrations (mornings) to celebrate birthdays or/and accomplishments Awards ceremonies in the classroom/ everyone is celebrated/awarded Continue with Coyote Club through the counselor's office.  Keep up with campus maintance (trees need watering, grass has stickers & water fountains do not work.	Uniform school behavior system  Incentive programs  Sweet staff celebrations  Continue with Coyote Club  Award ceremonies in the classroom
	DFC alum exposure through Senior Walk	Fostering a College-going culture	Utilize current resources to foster a collge-going culture (teachers' alma maters, announcements, financial literacy TEKS, DFC alum)

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>College &amp; Career Readiness/ Graduation/ Dropout Reducation</b>	5th Grade Graduation/Walk  Weekly College Days  Continue to improve benchmarks and test scores  Continue using Del Rio Cares to model and support good behavior  Career Day (pre-COVID years)	Academic Preparation (read with fluency and comprehension)- Go back to reading level monitoring, AR points and rewards system.  Incorporate all Post-Secondary Education (trade schools, Jr. Colleges, and Universities) to meet all our students' diverse needs.  Parent involvement and support  College Partnerships  Students' attendance for all populations	Creat more college exposure to first gen students through family night and resources to families.  Improve reading skills and close gaps by exposure and reward programs.  Create collge partnerships and see if college reps can send flags, brochures, coloring sheets, etc.  Develop a tangible plan to increase student attendance for all populations.
<b>Family and Community Involvement</b>	DOJO System in place  Attendance Folder  DFC Facebook page  Monthly Newsletter and Menu Flyer  Parental Aid Support	User friendly report card access  Translation of all documents sent home for parents  Going back to Festivals (Fall & Spring)  Going back to Loteria Nights for attendance and Academic Achievement  Implementation of planners across all grade levels (for teacher & parent communication)  Attendance & Academic Achievement Rewards System (as previous years)	Family events will be planned, such as festivals, parent trainings and loteria nights.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	<p>Our school provides transportation to all students, special needs, and special cases (McKinney-Vento).</p> <p>The advantage of the use of technology in the classroom through chromebook. Students were able to implement technology using various educational apps. while actively learning in the classroom.</p> <p>Using consumables, K-2 had the opportunity to develop fine motor skills to include penmanship, eye and hand coordination etc...</p> <p>Inclusion is provided for all learning styles K- 5 according to students needs and abilities.</p> <p>Special Education to service special needs students to fluctuate according to teachers and student schedule.</p>	<p>More bus pickups especially during inclement weather.</p> <p>More high speed reliable internet service.</p> <p>Provide a better firewall protection to monitor technology safety.</p> <p>Provide enough consumable material for all students, to include new late enrollment, all year long.</p> <p>Technology needed for special needs population to help grow student learning abilities to include IPADS, Touch screens, head phones, permythian board to grow student learning.</p> <p>Readily available transportation for rural areas (Val Verde area, Escondido Estates) for all students - primary safety of the students to and from home.</p>	<p>Preventative maintance for current technology an increase availability of devices for student use. Include age appropriate apps on all devices for student use.</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.

# 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.** (STAAR HB3 Reading) By May 2022, 37% of 3rd grade students will be at meets or higher in Reading.

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, Lone Star, Renaissance Learning, READ grant, TTESS) (TSI) (Title I SW: 1,3,4,5) (Target Group: All,H,W,AA,ECD,Migrant,EB,SPED,GT,AtRisk, Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory - \$26,283.41</p>	<p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Significant Progress</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, Google certification, READ grant) (TSI) (TI) (Title I SW: 1,3,5,10) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Campus Administrators</p>	<p>September 2021- June 2022</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track</p>

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**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** (STAAR HB3 Reading) By May 2022, 37% of 3rd grade students will be at meets or higher in Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Provide intensive instruction focused on reframing instruction and learning. (Tutorials before, during and after school for in-person, Tutorials during the school day.(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)</p>	<p>Campus Administrators, Curriculum Coordinators, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Improved cycle grades, reduced failure rate, Improved STAAR results</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress</p>
<p>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 to meet system safeguards. 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)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021- June 2022</p>		<p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Significant Progress</p>
<p>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) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021- June 2022</p>		<p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Significant Progress</p>
<p>6. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the planning process 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)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021- June 2022</p>		<p>06/22/22 - Significant Progress (S) 03/07/22 - On Track 11/18/21 - Significant Progress</p>

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** (STAAR HB3 Math) By May 2022, 29% of 3rd grades will be at meets of higher in Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan collaboratively for three hours weekly to: plan, reflect, analysis data, obtain new learning and evaluate student progress (Title I SW Elements: 2.1) (Target Group: All, SPED, GT, M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders			06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track 11/18/21 - Significant Progress
2. Teachers will provide small group intervention time during Coyote Time at least two times a week for tier 3 students (Title I SW Elements: 1.1) (Target Group: All, SPED, M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders			06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track
3. Teachers will hold Guided Math sessions daily for tier 2 students. (Title I SW Elements: 2.2) (Target Group: M, F, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders			06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** (STAAR HB4545) By May 2022, 70% of our 4th and 5th grade students will show significant growth on STAAR when compared to 2021 STAAR performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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,EB,SPED) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers</p>	<p>August 2021- June 2022</p>		<p>Criteria: Improved cycle grades, reduced failure rates, STAAR results</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Significant Progress</p>
<p>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,EB,SPED,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021- June 2022</p>		<p>Criteria: Improved cycle grades, reduced failure rates</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Significant Progress</p>
<p>3. Implement the use of 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,EB,SPED) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021- June 2022</p>		<p>Criteria: Improved cycle grades, reduced failure rates</p> <p>06/22/22 - Some Progress (S) 03/07/22 - Significant Progress 11/18/21 - Some Progress</p>
<p>4. 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, 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,EB,SPED) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Instructional Aides, Teachers</p>	<p>August 2021- June 2022</p>		<p>Criteria: Improved cycle grades, reduced failure rates</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress</p>



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**Objective 4.** (Leadership) By May 2022, 80% our leadership team will continue to plan and develop as leaders as demonstrated by meeting minutes, walk-through feedback and establishment of norms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Proactively teaches, practices, and reinforces behavioral expectations with all staff that are aligned to the mission, vision, values and goals. (Title I SW Elements: 1.1) (Target Group: All,ECD,EB,SPED,M,F,AtRisk,504,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Counselors	August 2021-June 2022		06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress
2. Implements and executes the code of conduct as routine practice. (Title I SW Elements: 2.4) (Target Group: All,SPED,M,F,504,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Counselors	August 2021-June 2022		06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress
3. Supports teachers in implementing rewards and consequences at the classroom and school levels. (Title I SW Elements: 1.1) (Target Group: All,ECD,SPED,GT,M,F,504,K,1st,2nd,3rd,4th,5th,6th)	Campus Administrators, Counselors	August 2021-June 2022		06/22/22 - Completed (S) 03/07/22 - Significant Progress 11/18/21 - Some Progress
4. Regularly tracks and analyzes data. (Title I SW Elements: 2.2) (Target Group: All,EB,SPED,M,F,AtRisk,504,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Counselors	August 2021-June 2022		06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress

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**Objective 5.** (TELPAS) By May 2022, 70% of our ELL's will improve by one level on their composite score.

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: EB) (Strategic Priorities: 2,4)	Campus Administrators, ELPAC Committee, Teachers	August 2021- June 2022	(S)Local Funds - \$0	06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - 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: EB) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August 2021- June 2022		06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress
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: EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August 2021- June 2022	(S)Local Funds - \$0	06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track

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**Objective 6.** (Attendance) By May 2022, the campus will increase student attendance rate to 90% 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 2021-June 2022</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>06/22/22 - Significant Progress (S) 03/07/22 - Significant Progress 11/18/21 - 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. (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 2021-June 2022</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>06/22/22 - Significant Progress (S) 03/07/22 - On Track 11/18/21 - Some Progress</p>
<p>3. 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 2021-June 2022</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>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track</p>

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**Objective 7.** (Instructional Strategies) By May 2022, 80% of teachers will use effective instructional strategies as seen in walkthroughs and planning conversations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitates and supports the implementation of high leverage instructional strategies and routines that are modeled and practiced with fidelity in all classrooms. (Title I SW Elements: 1.1) (Target Group: All,ECD,EB,SPED,M,F,AtRisk,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Cluster/Department Leaders	August 2021-June 2022		06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Significant Progress
2. Use observation and other data to deliver targeted professional development that is research based and addresses staff and students learning and achievement needs. (Target Group: All,ECD,EB,SPED,M,F,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Cluster/Department Leaders	August 2021-June 2022		06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - Some Progress
3. Develops calendars for professional development that are mortified based on data and teacher / students needs. (Title I SW Elements: 1.1) (Target Group: EB,SPED,M,F,AtRisk,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Cluster/Department Leaders	August 2021-June 2022	(F)Title IIA Principal and Teacher Improvement	06/22/22 - Significant Progress (S) 03/07/22 - On Track 11/18/21 - Some Progress
4. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation  06/22/22 - On Track (S) 03/07/22 - On Track 11/18/21 - 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.** (Funding Use) By the June 2022, 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 2021-June 2022	(O)Local Districts - \$0	Criteria: Evaluation from district office, campus budget worksheet 06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - 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.** (Head Start Participation) By June 2022, 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 2022 - June 2022	(S)Local Funds - \$0	Criteria: security and confidence attending school, awareness of campus facility  06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - No Progress
2. Will participate at Cardwell Elementary by having one person from the leadership team attend parent orientation. (Title I SW: 1,6,7,10) (Target Group: PRE K) (Strategic Priorities: 4)	Counselors	March 2022-June 2022	(S)Local Funds - \$0	Criteria: sign in sheets, security and confidence attending school, awareness of campus facility  06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - 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.** (Parent Participation) By June 2022, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Conduct virtual 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 2021- June 2022</p>		<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - 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 2021- June 2022</p>		<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - 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, marquee, district facebook/webpage home</p>	<p>Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2021- June 2022</p>		<p>Criteria: parent participation logs, surveys, increased student performance</p> <p>06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - 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.** (Parent Participation) By June 2022, parent participation will increase by 25% and will be measured by parents signing in at parent trainings and campus parent events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, 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 2021-June 2022	(S)Local Funds - \$0	Criteria: parent participation logs, surveys, increased student performance  06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track
5. Providing on going mechanisms for family and community engagement. (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 2021-June 2022		Criteria: Improved cycle grades, reduction of failure rates, improved parent awareness  06/22/22 - Completed (S) 03/07/22 - On Track 11/18/21 - On Track 09/30/20 - On Track
6. 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 2021-June 2022		Criteria: increased parent communication and student participation and performance  06/22/22 - Completed 03/07/22 - On Track 11/18/21 - On Track

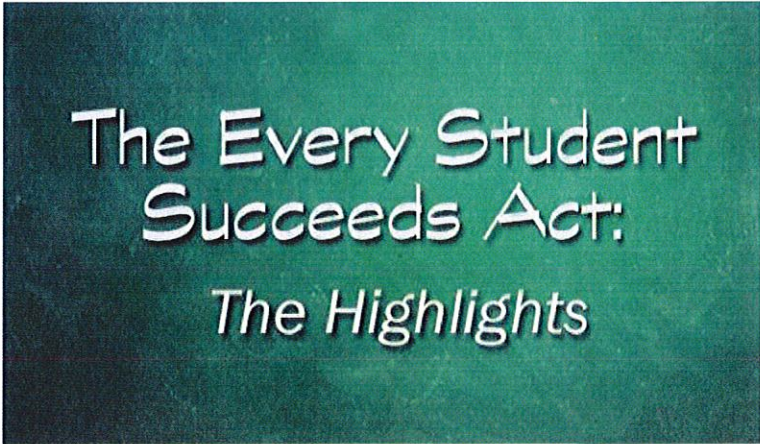
**San Felipe Del Rio CISD**  
**Annual Title I Parent Training**

**Fermin Calderon**

**August 25, 2021, 9:30 am**

**Agenda**

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



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

August 25, 2021 Title 1 - Student compact – Student and family engagement policy

09:29:19 From Lorena Martinez to Everyone:

Lorena Martinez- Parental

09:30:06 From Kassie's iPhone to Everyone:

Student- Cody Rodriguez

Parent- Cassandra Van Hoozier

09:30:37 From Alejandra Ramos to Everyone:

Parent-Alejandra Leal Nathaniel Ramos, Andres Ramos

09:31:14 From Merlin Jean to Everyone:

Student - Naima Jean Gilles

Parent- Merlin Jean Gilles

09:31:17 From Amanda to Lorena Martinez (Direct Message):

I can't hear what you are saying.

09:32:17 From Lorena Martinez to Amanda (Direct Message):

if you want to enter your child's name and your name in the for the sign in.

09:33:05 From Amanda to Lorena Martinez (Direct Message):

student Jacob Gaytan

09:33:10 From Arturo Martinez to Everyone:

student- Arturo Martinez

Parent- Arturo Martinez

09:33:18 From Amanda to Lorena Martinez (Direct Message):

parent Amanda Arteaga

09:33:29 From iPhone to Everyone:

student Krystal patino

09:33:45 From iPhone to Lorena Martinez (Direct Message):

parent Gilda patino

09:34:00 From FG3 Galaxy S20 Ultra to Everyone:

Students- Nevaehlynn and Madelyn Guerra

09:34:00 From Sheyla Herrera to Everyone:

Edgar Herrera Jr - Student

Sheyla Cabello - Parent

09:34:04 From Cherek Diaz to Everyone:

P-Cherek Diaz

09:34:12 From Dariela Delacerda to Everyone:

Parent- Dariela Delacerda Students Jayden and Jason Sanchez

09:34:46 From Aryel Garcia to Everyone:

Student-Aryel Garcia Parent-Melissa Garcia

09:35:07 From Cherek Diaz to Everyone:

Parent Cherek Diaz/Student Jenni Lopez

09:35:25 From Lorena Martinez to Juanita Balderas (Direct Message):

did you have a question for me?

09:39:03 From Lorena Martinez to Everyone:

Lupita- Miguel Angel Sanjuanero

09:40:24 From Lorena Martinez to Everyone:

Parents if you can can you please type I your name and your child name in the chat box. Thank you.

09:41:09 From mia Balderas to Everyone:

Juanita Balderas parent of Aria Balderas

09:41:24 From Janet Miranda to Everyone:

Parent-Janet Puente

09:41:48 From FG3 Galaxy S20 Ultra to Everyone:

Parent- Felix Guerra for Nevaehlynn and Madelyn

09:42:09 From Linda Barron to Everyone:

Linda Barron parent of Elisaah Barron

09:42:13 From Janet Miranda to Everyone:

Parent-Janet Puente Student- Alfredo Miranda

09:43:28 From Sylvia Flores-Castro to Everyone:

Parent: Sylvia Flores / Studens: Emiliano Castro & Diego Castro

09:43:54 From Kim R to Everyone:

Kimberly Robinson parent of Vanellope Robinson

09:44:44 From Brenda Rdz to Everyone:

Brenda Rodriguez parent of Joselio Perez

09:45:08 From Jezyka Hernandez to Everyone:

J. Hernandez parent of Violet Hernandez

09:45:24 From iphone to Lorena Martinez(Direct Message):

student krystal patino

09:45:32 From iphone to Lorena Martinez(Direct Message):

parent gilda patino

10:00:19 From Lorena Martinez to Everyone:

If you just joined please sign in.

10:01:15 From iPhone to Everyone:

Eunice Palacios parent of Katy Palacios

10:04:35 From Lorena Martinez to Everyone:

[www.texasassessment.com/families](http://www.texasassessment.com/families)

10:05:23 From Lorena Martinez to Everyone:

Staar link students in grades 3rd-5th

10:06:31 From Maritza Rodriguez to Everyone:

Maritza Rodriguez parent of Kevin Lopez and Erick Lopez

10:07:06 From Kim R to Lorena Martinez(Direct Message):

Hi Lorena, I want to be involved as much as I can here ... let me know what I need to do please!

10:08:25 From Lorena Martinez to Kim R(Direct Message):

Thank you Kim. I will write your name down and contact you.

10:09:20 From Kim R to Lorena Martinez(Direct Message):

Awesome thanks!

10:19:24 From Maggie Medina to Everyone:

Maggie Medina parent of Danika Castillo, Draven Castillo, and Dominique Castillo



10:32:58 From Jezyka Hernandez to Everyone:

I can as a parent if need be.

10:33:06 From Kim R to Everyone:

I can

10:33:21 From mia balderas to Everyone:

I can also sign

10:33:32 From Maggie Medina to Everyone:



10:35:59 From Lorena Martinez to Everyone:

830-778-4633

10:36:00 From Maggie Medina to Everyone:

I can help with anything!

10:36:26 From Adolfo Saucedo to Everyone:

**Norma Saucedo** /Adolfo Saucedo

10:37:24 From Aryel Garcia to Everyone:

I'm also available to help out with anything yall need. Melissa Garcia

**Title 1, Parent compact and, Student family engagement. Mrs. Torres-Saluda was the presenter and went over al three with the parents. We have policies signed the same day with parents from the parent pick up line. Meeting Started at 9:30 and was done by 10:30. 30 mins. For Title 1, 15mins. For parent compact & 15 mins. For family engagement policy.**

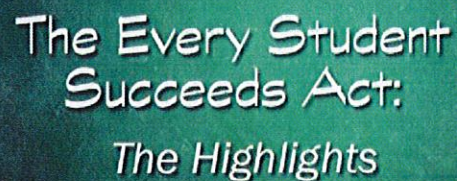
**Dr. Fermin Calderon Elementary**

**Annual Title I Parent Training**

**Wednesday, September 8, 2021, 9:30 am**

**Agenda**

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



*The Every Student  
Succeeds Act:  
The Highlights*





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

**Dr. Fermin Calderon**

**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 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 on August 25, 2021 and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 25, 2021. Dr. Fermin Calderon 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.

*A. Mercer*

(Signature of Authorized) Principal

*Olga Romero Saldaña*

(Signature of Authorized) Principal / Asst. Designee

8/26/21

(Date)

Parent Committee:

1. *Agustín Robles*
2. *Melina S.*
3. *Jessica Hernandez*
4. *[Signature]*

**SAN FELIPE DEL RIO CISD**  
**POLÍTICA DE COMPROMISO DE PADRES Y**  
**FAMILIAS 2021-2022**

**Dr. Fermin Calderon**

**LA DECLARACION DE PROPOSITO**

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

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

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

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

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

**EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE**

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

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

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

**LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA**

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

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

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

## COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

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

### LA EVALUACIÓN

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

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

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

### RESERVACIÓN DE FONDOS

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

### ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por Dr. Fermín Calderón el 25 de Agosto del 2021 y será proporcionada efectivo para el periodo del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del 25 de Agosto del 2021. El plantel Dr. Fermín Calderón notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.

A. Mercier  
(Firma de Autorización), Principal

8/26/21  
(Fecha)

Olga L. Jones Saldúa  
(Firma de Autorización), Principal/Asst. Designada

Comité de Padres:

1. Kristy Robinson
2. Melvin S.
3. Juan Hernandez
4. [Signature]

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

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

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

### **Jointly Developed**

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

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

## **Building Partnerships**

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

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

## **Communication is Key**

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

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

**DR. FERMIN CALDERON  
ELEMENTARY SCHOOL**

**School-Teacher  
Parent-Student  
Compact**



**EMPOWERING  
CHILDREN TO  
REACH THEIR  
FULL  
POTENTIAL**

**ALLISON MERCIER, PRINCIPAL**

**1900 HIGHWAY 90 E  
Del Rio, Texas 78840**

**830-778-4620**

# GOALS FOR STUDENT ACHIEVEMENT- School, Teachers, Parents, Students

## SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

## SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

## SFDR CISD District Goals

**District Goal 1 - Student Performance**  
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

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

**District Goal 3 - Communication**  
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

**District Goal 4 - Del Rio Middle School**  
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

**District Goal 5 - Literacy**-The District shall prioritize reading as a skill for lifelong learning.

## School Agreement

As a school, we agree to:

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

## Teacher Agreement

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

## Parent Agreement

As a parent, I agree to:

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

## Student Agreement

As a student, I agree to:

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

1. Kendy Robinson

2. Melvin S.

3. Janice Hernandez

4. [Signature]

De. Fermin Calderon Title I

Parental Liaison

Lorena C. Martinez

830-778-4633

Lorena.Martinez@sfdrcisd.org

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

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

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

## Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar nuestro pacto entre la escuela, los padres y los estudiantes.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

## Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Speciales en la Escuela
- Platicas/Reuniones con los Principales

## La Comunicacion es clave

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

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

DR. FERMIN CALDERON  
ELEMENTARY

Acuerdo entre Escuela-  
Maestro-Padre-Alumno



**EMPODERAR A  
LOS NIÑOS  
PARA  
ALCANZAR SU  
MAXIMO  
POTENCIAL**

ALLISON MERCIER,  
PRINCIPAL

1900 HIGHWAY 90 E.  
Del Rio, Texas 78840

830-778-4620



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

## Vision del Distrito SFDRCSID

San Felipe Del Rio CISD abraza la creencia en el desarrollo de una cultura sólida de valentía, colaboración, innovación y autodirección. Estamos comprometidos a garantizar altas expectativas y altos estándares que equiparán y producirán estudiantes que sobresaldrán académicamente, en la vida y en su carrera.

## Creencias Compartidas SFDRCSID

Nosotros creemos:

- Se necesita una comunidad unida para producir ciudadanos con habilidades del siglo XXI.
- Nuestra comunidad debe proporcionar un entorno seguro, enriquecedor y de confianza.
- Cada individuo debe inspirarse e inspirar a otros a superar sus propias expectativas.
- Cada individuo debe estar motivado para apropiarse de su propio aprendizaje.

Debemos proporcionar a TODOS los recursos para satisfacer las necesidades individuales de todos los estudiantes.

## Metas del Distrito SFDRCSID

Meta del Distrito 1 – Rendimiento del estudiante

El distrito mantendrá un ambiente seguro, utilizará un plan de estudios transformador y diversas oportunidades de instrucción para garantizar la socialización y el rendimiento de los estudiantes con los más altos estándares de excelencia.

Meta del Distrito 2 – Finanzas

El Distrito será un buen administrador de los recursos de la comunidad - financieros, humanos, instalaciones - y explorará nuevas oportunidades para la eficiencia y efectividad organizacional.

Metas del Distrito 3 - Comunicación.

El Distrito proporcionará una comunicación significativa de manera oportuna a todos los padres, estudiantes, personal y socios del Distrito.

Metas del Distrito 4 – Del Río Middle School

El Distrito estudiará el nivel actual de satisfacción que conducirá a un plan de mejoramiento en la Escuela Intermedia Del Río.

Meta del Distrito 5 – Literatura

El Distrito dará prioridad a la lectura como una habilidad para el aprendizaje permanente.

## Acuerdo Escolar

Como escuela, aceptamos:

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

## Acuerdo del maestro

Como maestro, acepto:

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

## Acuerdo de los Padres

Como padre, acepto:

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

## Acuerdo del Estudiante

Como estudiante, acepto:

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

1. Kindy Robison  
2. Melvin S.  
3. James Hernandez  
4. W. C. Coz

Dr. Fermin Calderon Title I  
Parental Liaison  
Lorena Martinez  
830-778-4633  
Lorena.martinez@sfdrcisd.org

Dr. Fermin Calderon

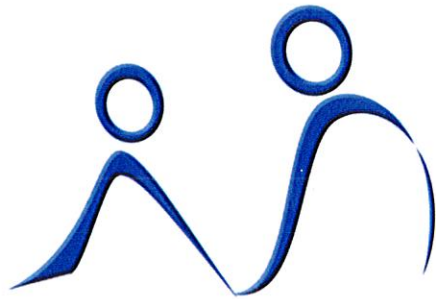
McKinney Vento/Families in Transition

Staff Training

Monday, September 13, 2021, 3:30 pm

AGENDA

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



McKinney-Vento

Serving Students In Transition

# McKinney-Vento/Families in Transition Staff Training Sign In Sheet

**Dr. Fermin Calderon**

**09-13-2021**

Campus \_\_\_\_\_

Date of Meeting \_\_\_\_\_

Staff Name	Position	Signature
Martha Salazar	Sub - 4 <sup>th</sup>	Martha Salazar
Ruby F Lewis	Instructional Aide	Ruby Lewis
Melva W De Hojos	5 <sup>th</sup> grade	Melva W. Hojos
Jo Bueni Restro	5 <sup>th</sup> grade	Jo Bueni Restro
Claudia Juarez	Coach	Claudia Juarez
Eliz. Guadalupe	4 <sup>th</sup>	Eliz. Guadalupe
Claudia Jimenez	K	Claudia Jimenez
Diamantina Perce	School counselor	Diamantina Perce
Angel G. Castiblanco	5 <sup>th</sup>	Angel G. Castiblanco
Elizabeth Overfelt	School counselor Intern	Elizabeth Overfelt
Ytsany Obregon	2nd	Ytsany Obregon
Asakinda Diaz	2nd	Asakinda Diaz
A. Fraga	1 <sup>st</sup>	A. Fraga
Cindy Cardo	2nd	Cindy Cardo
Diana M. Arreola	Dys	Diana M. Arreola
Laura Serrano	Nurse	Laura Serrano
Adriana Soto	3 <sup>rd</sup> Grade	Adriana Soto
Paola Guajardo	3 <sup>rd</sup>	Paola Guajardo
River	K	River
Danica Gallegos	1 <sup>st</sup>	Danica Gallegos



# McKinney-Vento/Families in Transition Staff Training Sign In Sheet

**Dr. Fermin Calderon**

**09-13-2021**

Campus \_\_\_\_\_

Date of Meeting \_\_\_\_\_

Staff Name	Position	Signature
Juana Agüero	K Aide	Juana Agüero
Erika Barrera	3rd	<del>Erika Barrera</del>
Monica Garcia	Lifeskills aide	Olama Oen
Narcadula Escobar	Lifeskills aide	Mina
Paulina De los Reyes	Lifeskills	Paul De los Reyes
Carmen Valenzuela	Lifeskills	CVS
Monica Garcia	Lifeskills	nyan
LORENA C MARTINEZ	PARENTAL	LCM
Jenna Chester	Music Teacher	Jenna Chester
Sharon Veliz	PE Aide	Sharon Veliz
Marimar Meza	Instructional Aide	Marimar Meza.
Jocelynn Arredondo	1st grade	Jocelynn Arredondo
VICTORIA LUMBRENAS	TUTOR	VICTORIA LUMBRENAS
Lynette White	Teacher	Lynette White
Yazmin Zuniga	K-teacher	Y. Zuniga

Dr. Fermin Calderon

The Value and Utility of Parental Engagement

Staff Training

Monday, September 13, 2021

AGENDA

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





# The Value and Utility of Parent and Family Engagement Staff Training Sign In Sheet

**Dr. Fermin Calderon**

**09-13-2021**

Campus \_\_\_\_\_

Date of Meeting \_\_\_\_\_

Staff Name	Position	Signature
Martha Salazar	Sub- 4 <sup>th</sup>	Martha Salazar
Ruby F. Lewis	Instructional Aide	Ruby Lewis
Nelda Ortiz	5 <sup>th</sup>	Nelda Ortiz
Jo BuenCastro	5 <sup>th</sup>	Jo BuenCastro
Clara Gomez	lc	Clara Gomez
E. Guadalupe	4 <sup>th</sup>	E. Guadalupe
E. Ouerfett	School Counselor Intern	Riz Ouerfett
D. Perez	school counselor	D. Perez
Y. Obregon	2 <sup>nd</sup>	Y. Obregon
B. Gallegos	2 <sup>nd</sup>	B. Gallegos
Angel G. Castillo	5 <sup>th</sup>	Angel G. Castillo
R. Diaz	2 <sup>nd</sup>	R. Diaz
A. Fraga	1 <sup>st</sup>	A. Fraga
Cindy Cardenas	2 <sup>nd</sup>	Cindy Cardenas
Laura Serrano	Nurse	Laura Serrano
Nicole Saucedo	3 <sup>rd</sup>	Nicole Saucedo
Micobesa Lobos	3 <sup>rd</sup>	Micobesa Lobos
Traciela Guzman	3 <sup>rd</sup>	Traciela Guzman
Brenda Kodnar	K	Brenda Kodnar
Janita Aguero	R Aide	Janita Aguero

Maria Serrano Library aide maria Guerrero





Texas Education Agency  
**2021 Federal Report Card**  
**DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY**

**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State;

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --

**(aa)** the specific weight of the indicators in such differentiation;

**(bb)** the methodology by which the State differentiates all such schools;

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement;

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

**Part (i)(VI)** the exit criteria established by the State, including the length of years established.

*On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)*

*Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).*

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	67%	58%	<b>51%</b>	*	49%	*	-	-	-	-	51%	46%	40%	52%	11%	57%	44%	*	-	-	-
	CWD	42%	43%	<b>40%</b>	-	33%	*	-	-	-	-	38%	*	40%	-	*	40%	40%	*	-	-	-
	CWOD	70%	60%	<b>52%</b>	*	51%	*	-	-	-	-	53%	45%	-	52%	14%	59%	44%	*	-	-	-
	EL	54%	28%	<b>11%</b>	-	11%	-	-	-	-	-	14%	*	*	14%	11%	*	0%	-	-	-	-
	Male	64%	55%	<b>57%</b>	-	56%	*	-	-	-	-	57%	60%	40%	59%	*	57%	-	*	-	-	-
	Female	70%	61%	<b>44%</b>	*	42%	*	-	-	-	-	45%	38%	40%	44%	0%	-	44%	*	-	-	-
Mathematics	All Students	61%	46%	<b>25%</b>	*	24%	*	-	-	-	-	24%	31%	10%	27%	22%	33%	17%	*	-	-	-
	CWD	40%	32%	<b>10%</b>	-	11%	*	-	-	-	-	13%	*	10%	-	*	0%	20%	*	-	-	-
	CWOD	64%	48%	<b>27%</b>	*	26%	*	-	-	-	-	26%	36%	-	27%	29%	38%	17%	*	-	-	-
	EL	51%	27%	<b>22%</b>	-	22%	-	-	-	-	-	29%	*	*	29%	22%	*	20%	-	-	-	-
	Male	63%	49%	<b>33%</b>	-	32%	*	-	-	-	-	30%	60%	0%	38%	*	33%	-	*	-	-	-



Texas Education Agency  
**2021 Federal Report Card**  
**DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	59%	43%	<b>17%</b>	*	16%	*	-	-	-	-	18%	13%	20%	17%	20%	-	17%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	62%	55%	<b>43%</b>	*	44%	*	-	-	-	-	39%	57%	27%	45%	38%	39%	48%	*	*	-	-
	CWD	34%	27%	<b>27%</b>	-	30%	*	-	-	-	-	25%	*	27%	-	-	11%	*	*	-	-	-
	CWOD	66%	59%	<b>45%</b>	*	46%	*	-	-	-	-	41%	64%	-	45%	38%	45%	44%	*	*	-	-
	EL	48%	25%	<b>38%</b>	-	38%	-	-	-	-	-	29%	*	-	38%	38%	33%	*	-	-	-	-
	Male	59%	48%	<b>39%</b>	*	42%	*	-	-	-	-	40%	33%	11%	45%	33%	39%	-	*	*	-	-
	Female	66%	61%	<b>48%</b>	-	48%	-	-	-	-	-	38%	100%	*	44%	*	-	48%	*	-	-	-
Mathematics	All Students	58%	44%	<b>31%</b>	*	32%	*	-	-	-	-	26%	57%	18%	33%	25%	31%	31%	*	*	-	-
	CWD	35%	25%	<b>18%</b>	-	20%	*	-	-	-	-	13%	*	18%	-	-	11%	*	*	-	-	-
	CWOD	62%	47%	<b>33%</b>	*	34%	*	-	-	-	-	28%	64%	-	33%	25%	36%	30%	*	*	-	-
	EL	46%	24%	<b>25%</b>	-	25%	-	-	-	-	-	14%	*	-	25%	25%	0%	*	-	-	-	-
	Male	61%	43%	<b>31%</b>	*	33%	*	-	-	-	-	29%	44%	11%	36%	0%	31%	-	*	*	-	-
	Female	56%	44%	<b>31%</b>	-	31%	-	-	-	-	-	21%	80%	*	30%	*	-	31%	*	-	-	-
<b>Grade 5</b>																						
Reading	All Students	72%	63%	<b>59%</b>	*	59%	*	-	-	-	-	54%	86%	15%	65%	7%	62%	55%	*	-	-	*
	CWD	41%	30%	<b>15%</b>	-	15%	-	-	-	-	-	9%	*	15%	-	*	33%	0%	*	-	-	-
	CWOD	77%	70%	<b>65%</b>	*	65%	*	-	-	-	-	61%	92%	-	65%	10%	66%	65%	-	-	-	*
	EL	61%	22%	<b>7%</b>	-	7%	-	-	-	-	-	7%	-	*	10%	7%	14%	0%	*	-	-	-
	Male	69%	60%	<b>62%</b>	*	63%	*	-	-	-	-	58%	80%	33%	66%	14%	62%	-	-	-	-	-
	Female	76%	67%	<b>55%</b>	-	54%	*	-	-	-	-	51%	*	0%	65%	0%	-	55%	*	-	-	*
Mathematics	All Students	69%	59%	<b>43%</b>	-	41%	*	-	-	-	-	39%	69%	15%	47%	14%	47%	38%	*	-	-	*
	CWD	47%	35%	<b>15%</b>	-	15%	-	-	-	-	-	9%	*	15%	-	*	33%	0%	*	-	-	-
	CWOD	73%	63%	<b>47%</b>	-	46%	*	-	-	-	-	43%	73%	-	47%	20%	49%	45%	-	-	-	*
	EL	59%	34%	<b>14%</b>	-	14%	-	-	-	-	-	14%	-	*	20%	14%	29%	0%	*	-	-	-
	Male	70%	57%	<b>47%</b>	-	46%	*	-	-	-	-	43%	67%	33%	49%	29%	47%	-	-	-	-	-
	Female	69%	60%	<b>38%</b>	-	37%	*	-	-	-	-	35%	*	0%	45%	0%	-	38%	*	-	-	*
Science	All Students	61%	47%	<b>30%</b>	*	29%	*	-	-	-	-	24%	64%	8%	33%	0%	36%	23%	*	-	-	*
	CWD	36%	23%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	65%	52%	<b>33%</b>	*	32%	*	-	-	-	-	26%	75%	-	33%	0%	39%	28%	-	-	-	*
	EL	43%	15%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	63%	50%	<b>36%</b>	*	33%	*	-	-	-	-	30%	60%	17%	39%	0%	36%	-	-	-	-	-
	Female	59%	44%	<b>23%</b>	-	24%	*	-	-	-	-	19%	*	0%	28%	0%	-	23%	*	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	38%	28%	<b>22%</b>	*	22%	*	-	-	-	-	21%	23%	10%	23%	0%	24%	20%	*	-	-	-
	CWD	23%	19%	<b>10%</b>	-	11%	*	-	-	-	-	13%	*	10%	-	*	0%	20%	*	-	-	-
	CWOD	40%	29%	<b>23%</b>	*	23%	*	-	-	-	-	23%	27%	-	23%	0%	27%	19%	*	-	-	-
	EL	24%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	36%	25%	<b>24%</b>	-	24%	*	-	-	-	-	22%	40%	0%	27%	*	24%	-	*	-	-	-

Texas Education Agency  
**2021 Federal Report Card**  
**DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	40%	32%	<b>20%</b>	*	18%	*	-	-	-	-	21%	13%	20%	19%	0%	-	20%	*	-	-	-
Mathematics	All Students	30%	20%	<b>12%</b>	*	11%	*	-	-	-	-	11%	15%	10%	12%	0%	12%	12%	*	-	-	-
	CWD	21%	19%	<b>10%</b>	-	11%	*	-	-	-	-	13%	*	10%	-	*	0%	20%	*	-	-	-
	CWOD	31%	21%	<b>12%</b>	*	11%	*	-	-	-	-	11%	18%	-	12%	0%	14%	11%	*	-	-	-
	EL	20%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	33%	21%	<b>12%</b>	-	12%	*	-	-	-	-	11%	20%	0%	14%	*	12%	-	*	-	-	-
	Female	27%	19%	<b>12%</b>	*	11%	*	-	-	-	-	12%	13%	20%	11%	0%	-	12%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	36%	27%	<b>23%</b>	*	23%	*	-	-	-	-	20%	36%	18%	23%	13%	22%	24%	*	*	-	-
	CWD	20%	15%	<b>18%</b>	-	20%	*	-	-	-	-	13%	*	18%	-	-	11%	*	*	-	-	-
	CWOD	38%	30%	<b>23%</b>	*	24%	*	-	-	-	-	21%	36%	-	23%	13%	24%	22%	*	*	-	-
	EL	22%	9%	<b>13%</b>	-	13%	-	-	-	-	-	0%	*	-	13%	13%	0%	*	-	-	-	-
	Male	34%	23%	<b>22%</b>	*	23%	*	-	-	-	-	19%	33%	11%	24%	0%	22%	-	*	*	-	-
	Female	38%	33%	<b>24%</b>	-	24%	-	-	-	-	-	21%	40%	*	22%	*	-	24%	*	-	-	-
Mathematics	All Students	35%	21%	<b>13%</b>	*	13%	*	-	-	-	-	9%	29%	18%	12%	0%	14%	10%	*	*	-	-
	CWD	22%	14%	<b>18%</b>	-	20%	*	-	-	-	-	13%	*	18%	-	-	11%	*	*	-	-	-
	CWOD	37%	22%	<b>12%</b>	*	12%	*	-	-	-	-	9%	27%	-	12%	0%	14%	7%	*	*	-	-
	EL	23%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	38%	21%	<b>14%</b>	*	15%	*	-	-	-	-	10%	33%	11%	14%	0%	14%	-	*	*	-	-
	Female	32%	20%	<b>10%</b>	-	10%	-	-	-	-	-	8%	20%	*	7%	*	-	10%	*	-	-	-
<b>Grade 5</b>																						
Reading	All Students	45%	32%	<b>28%</b>	*	29%	*	-	-	-	-	25%	43%	8%	31%	0%	26%	30%	*	-	-	*
	CWD	22%	15%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	49%	36%	<b>31%</b>	*	32%	*	-	-	-	-	28%	50%	-	31%	0%	27%	35%	-	-	-	*
	EL	30%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	42%	30%	<b>26%</b>	*	27%	*	-	-	-	-	28%	20%	17%	27%	0%	26%	-	-	-	-	-
	Female	49%	35%	<b>30%</b>	-	30%	*	-	-	-	-	23%	*	0%	35%	0%	-	30%	*	-	-	-
Mathematics	All Students	43%	32%	<b>20%</b>	-	19%	*	-	-	-	-	18%	31%	8%	22%	0%	18%	21%	*	-	-	*
	CWD	24%	15%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	46%	35%	<b>22%</b>	-	21%	*	-	-	-	-	19%	36%	-	22%	0%	19%	25%	-	-	-	*
	EL	30%	13%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	45%	32%	<b>18%</b>	-	19%	*	-	-	-	-	18%	22%	17%	19%	0%	18%	-	-	-	-	-
	Female	42%	32%	<b>21%</b>	-	20%	*	-	-	-	-	19%	*	0%	25%	0%	-	21%	*	-	-	-
Science	All Students	30%	17%	<b>4%</b>	*	4%	*	-	-	-	-	4%	7%	8%	4%	0%	8%	0%	*	-	-	*
	CWD	20%	14%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	32%	17%	<b>4%</b>	*	4%	*	-	-	-	-	3%	8%	-	4%	0%	7%	0%	-	-	-	*
	EL	14%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	34%	22%	<b>8%</b>	*	8%	*	-	-	-	-	8%	10%	17%	7%	0%	8%	-	-	-	-	-
	Female	27%	11%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	*	-	-	-

**STAAR Percent at Masters Grade Level**

Texas Education Agency  
**2021 Federal Report Card**  
**DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>Grade 3</b>																						
Reading	All Students	19%	11%	<b>11%</b>	*	10%	*	-	-	-	-	10%	15%	0%	12%	0%	12%	10%	*	-	-	-
	CWD	7%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	21%	12%	<b>12%</b>	*	11%	*	-	-	-	-	11%	18%	-	12%	0%	14%	11%	*	-	-	-
	EL	11%	2%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	17%	10%	<b>12%</b>	-	12%	*	-	-	-	-	11%	20%	0%	14%	*	12%	-	*	-	-	-
	Female	20%	13%	<b>10%</b>	*	8%	*	-	-	-	-	9%	13%	0%	11%	0%	-	10%	*	-	-	-
Mathematics	All Students	14%	7%	<b>5%</b>	*	4%	*	-	-	-	-	3%	15%	0%	5%	0%	7%	2%	*	-	-	-
	CWD	7%	5%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	15%	7%	<b>5%</b>	*	4%	*	-	-	-	-	3%	18%	-	5%	0%	8%	3%	*	-	-	-
	EL	8%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	16%	7%	<b>7%</b>	-	7%	*	-	-	-	-	5%	20%	0%	8%	*	7%	-	*	-	-	-
	Female	12%	7%	<b>2%</b>	*	0%	*	-	-	-	-	0%	13%	0%	3%	0%	-	2%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	17%	11%	<b>6%</b>	*	6%	*	-	-	-	-	5%	14%	0%	7%	0%	4%	10%	*	*	-	-
	CWD	6%	1%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	*	-	-	-
	CWOD	19%	13%	<b>7%</b>	*	7%	*	-	-	-	-	5%	18%	-	7%	0%	5%	11%	*	*	-	-
	EL	8%	2%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	16%	9%	<b>4%</b>	*	4%	*	-	-	-	-	2%	11%	0%	5%	0%	4%	-	*	*	-	-
	Female	19%	12%	<b>10%</b>	-	10%	-	-	-	-	-	8%	20%	*	11%	*	-	10%	*	-	-	-
Mathematics	All Students	21%	9%	<b>5%</b>	*	5%	*	-	-	-	-	5%	7%	0%	6%	0%	6%	3%	*	*	-	-
	CWD	9%	1%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	*	-	-	-
	CWOD	23%	10%	<b>6%</b>	*	6%	*	-	-	-	-	5%	9%	-	6%	0%	7%	4%	*	*	-	-
	EL	11%	2%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	23%	8%	<b>6%</b>	*	6%	*	-	-	-	-	7%	0%	0%	7%	0%	6%	-	*	*	-	-
	Female	18%	9%	<b>3%</b>	-	3%	-	-	-	-	-	0%	20%	*	4%	*	-	3%	*	-	-	-
<b>Grade 5</b>																						
Reading	All Students	29%	18%	<b>14%</b>	*	15%	*	-	-	-	-	13%	21%	0%	17%	0%	14%	15%	*	-	-	*
	CWD	8%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	33%	21%	<b>17%</b>	*	17%	*	-	-	-	-	15%	25%	-	17%	0%	16%	18%	-	-	-	*
	EL	15%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	27%	16%	<b>14%</b>	*	15%	*	-	-	-	-	13%	20%	0%	16%	0%	14%	-	-	-	-	-
	Female	32%	20%	<b>15%</b>	-	15%	*	-	-	-	-	14%	*	0%	18%	0%	-	15%	*	-	-	*
Mathematics	All Students	24%	15%	<b>7%</b>	-	7%	*	-	-	-	-	7%	8%	8%	7%	0%	10%	4%	*	-	-	*
	CWD	9%	5%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	26%	17%	<b>7%</b>	-	7%	*	-	-	-	-	7%	9%	-	7%	0%	9%	5%	-	-	-	*
	EL	14%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	25%	16%	<b>10%</b>	-	10%	*	-	-	-	-	10%	11%	17%	9%	0%	10%	-	-	-	-	-
	Female	23%	14%	<b>4%</b>	-	4%	*	-	-	-	-	5%	*	0%	5%	0%	-	4%	*	-	-	*

Texas Education Agency  
2021 Federal Report Card  
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	12%	7%	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	0%	2%	0%	*	-	-	*
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	13%	7%	1%	*	1%	*	-	-	-	-	1%	0%	-	1%	0%	2%	0%	-	-	-	*
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	14%	9%	2%	*	2%	*	-	-	-	-	3%	0%	0%	2%	0%	2%	-	-	-	-	-
	Female	10%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	*	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	67%	58%	40%	50%	40%	50%	-	-	-	-	37%	59%	19%	44%	14%	44%	37%	27%	*	-	*
	CWD	38%	28%	19%	-	18%	*	-	-	-	-	15%	31%	19%	-	0%	20%	17%	0%	-	-	-
	CWOD	71%	63%	44%	50%	43%	58%	-	-	-	-	40%	65%	-	44%	18%	47%	39%	50%	*	-	*
	EL	47%	26%	14%	-	14%	-	-	-	-	-	13%	33%	0%	18%	14%	17%	11%	*	-	-	-
	Male	65%	55%	44%	*	43%	56%	-	-	-	-	41%	58%	20%	47%	17%	44%	-	38%	*	-	-
	Female	69%	61%	37%	*	36%	43%	-	-	-	-	33%	61%	17%	39%	11%	-	37%	14%	-	-	-
Reading	All Students	68%	61%	51%	*	51%	57%	-	-	-	-	49%	63%	26%	55%	16%	52%	50%	43%	*	-	*
	CWD	35%	28%	26%	-	25%	*	-	-	-	-	22%	43%	26%	-	0%	25%	29%	*	-	-	-
	CWOD	72%	67%	55%	*	55%	60%	-	-	-	-	53%	68%	-	55%	20%	57%	52%	*	*	-	*
	EL	46%	24%	16%	-	16%	-	-	-	-	-	14%	*	0%	20%	16%	24%	7%	*	-	-	-
	Male	63%	55%	52%	*	53%	*	-	-	-	-	51%	58%	25%	57%	24%	52%	-	*	*	-	-
	Female	72%	67%	50%	*	49%	*	-	-	-	-	46%	71%	29%	52%	7%	-	50%	*	-	-	-
Mathematics	All Students	65%	53%	34%	*	33%	43%	-	-	-	-	30%	53%	15%	36%	19%	37%	29%	14%	*	-	*
	CWD	39%	28%	15%	-	16%	*	-	-	-	-	11%	29%	15%	-	0%	15%	14%	*	-	-	-
	CWOD	68%	57%	36%	*	36%	60%	-	-	-	-	33%	58%	-	36%	24%	41%	31%	*	*	-	*
	EL	49%	28%	19%	-	19%	-	-	-	-	-	18%	*	0%	24%	19%	18%	21%	*	-	-	-
	Male	65%	52%	37%	*	37%	*	-	-	-	-	34%	57%	15%	41%	18%	37%	-	*	*	-	-
	Female	65%	54%	29%	*	28%	*	-	-	-	-	26%	47%	14%	31%	21%	-	29%	*	-	-	-
Science	All Students	70%	60%	30%	*	29%	*	-	-	-	-	24%	64%	8%	33%	0%	36%	23%	*	-	-	*
	CWD	42%	27%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	74%	65%	33%	*	32%	*	-	-	-	-	26%	75%	-	33%	0%	39%	28%	-	-	-	*
	EL	47%	25%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	70%	59%	36%	*	33%	*	-	-	-	-	30%	60%	17%	39%	0%	36%	-	-	-	-	-
	Female	71%	60%	23%	-	24%	*	-	-	-	-	19%	*	0%	28%	0%	-	23%	*	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	41%	30%	17%	33%	17%	6%	-	-	-	-	16%	26%	11%	18%	1%	18%	17%	7%	*	-	*
	CWD	21%	13%	11%	-	12%	*	-	-	-	-	11%	13%	11%	-	0%	11%	11%	0%	-	-	-
	CWOD	44%	33%	18%	33%	18%	8%	-	-	-	-	16%	29%	-	18%	2%	19%	17%	13%	*	-	*
	EL	20%	8%	1%	-	1%	-	-	-	-	-	0%	17%	0%	2%	1%	0%	3%	*	-	-	-
	Male	40%	28%	18%	*	18%	0%	-	-	-	-	16%	25%	11%	19%	0%	18%	-	13%	*	-	-
	Female	42%	33%	17%	*	16%	14%	-	-	-	-	15%	29%	11%	17%	3%	-	17%	0%	-	-	-

Texas Education Agency  
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DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	44%	35%	24%	*	25%	0%	-	-	-	-	22%	34%	12%	26%	3%	24%	25%	14%	*	-	*
	CWD	20%	13%	12%	-	13%	*	-	-	-	-	11%	14%	12%	-	0%	10%	14%	*	-	-	-
	CWOD	47%	39%	26%	*	27%	0%	-	-	-	-	24%	38%	-	26%	4%	26%	26%	*	*	-	*
	EL	20%	7%	3%	-	3%	-	-	-	-	-	0%	*	0%	4%	3%	0%	7%	*	-	-	-
	Male	40%	30%	24%	*	25%	*	-	-	-	-	23%	29%	10%	26%	0%	24%	-	*	*	-	-
	Female	48%	41%	25%	*	25%	*	-	-	-	-	22%	41%	14%	26%	7%	-	25%	*	-	-	*
Mathematics	All Students	37%	25%	15%	*	15%	14%	-	-	-	-	13%	25%	12%	16%	0%	15%	15%	0%	*	-	*
	CWD	21%	12%	12%	-	13%	*	-	-	-	-	11%	14%	12%	-	0%	10%	14%	*	-	-	-
	CWOD	39%	27%	16%	*	15%	20%	-	-	-	-	14%	27%	-	16%	0%	16%	16%	*	*	-	*
	EL	20%	8%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	37%	24%	15%	*	15%	*	-	-	-	-	13%	26%	10%	16%	0%	15%	-	*	*	-	-
	Female	36%	25%	15%	*	14%	*	-	-	-	-	14%	24%	14%	16%	0%	-	15%	*	-	-	*
Science	All Students	43%	30%	4%	*	4%	*	-	-	-	-	4%	7%	8%	4%	0%	8%	0%	*	-	-	*
	CWD	22%	14%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	*	17%	0%	*	-	-	-
	CWOD	46%	32%	4%	*	4%	*	-	-	-	-	3%	8%	-	4%	0%	7%	0%	-	-	-	*
	EL	17%	7%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	44%	31%	8%	*	8%	*	-	-	-	-	8%	10%	17%	7%	0%	8%	-	-	-	-	-
	Female	42%	28%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	*	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	10%	7%	33%	7%	0%	-	-	-	-	6%	12%	1%	8%	0%	8%	6%	7%	*	-	*
	CWD	7%	4%	1%	-	1%	*	-	-	-	-	2%	0%	1%	-	0%	2%	0%	0%	-	-	-
	CWOD	19%	11%	8%	33%	8%	0%	-	-	-	-	7%	14%	-	8%	0%	9%	7%	13%	*	-	*
	EL	7%	2%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*	-	-
	Male	17%	9%	8%	*	8%	0%	-	-	-	-	7%	11%	2%	9%	0%	8%	-	13%	*	-	-
	Female	19%	11%	6%	*	6%	0%	-	-	-	-	5%	13%	0%	7%	0%	-	6%	0%	-	-	*
Reading	All Students	18%	11%	11%	*	11%	0%	-	-	-	-	10%	17%	0%	12%	0%	10%	12%	14%	*	-	*
	CWD	6%	3%	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	-	-
	CWOD	20%	12%	12%	*	12%	0%	-	-	-	-	11%	21%	-	12%	0%	11%	14%	*	*	-	*
	EL	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	16%	9%	10%	*	10%	*	-	-	-	-	8%	17%	0%	11%	0%	10%	-	*	*	-	-
	Female	21%	13%	12%	*	12%	*	-	-	-	-	11%	18%	0%	14%	0%	-	12%	*	-	-	*
Mathematics	All Students	17%	9%	6%	*	6%	0%	-	-	-	-	5%	10%	3%	6%	0%	8%	3%	0%	*	-	*
	CWD	8%	4%	3%	-	3%	*	-	-	-	-	4%	0%	3%	-	0%	5%	0%	*	-	-	-
	CWOD	18%	10%	6%	*	6%	0%	-	-	-	-	5%	12%	-	6%	0%	8%	4%	*	*	-	*
	EL	8%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	18%	9%	8%	*	8%	*	-	-	-	-	8%	9%	5%	8%	0%	8%	-	*	*	-	-
	Female	16%	9%	3%	*	3%	*	-	-	-	-	2%	12%	0%	4%	0%	-	3%	*	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	19%	10%	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	0%	2%	0%	*	-	-	*
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	20%	11%	1%	*	1%	*	-	-	-	-	1%	0%	-	1%	0%	2%	0%	-	-	-	*
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	20%	10%	2%	*	2%	*	-	-	-	-	3%	0%	0%	2%	0%	2%	-	-	-	-	-
	Female	18%	10%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	*	-	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.*

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2020.

**There is no data for this campus.**

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
44	8	18%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Indicates data reporting does not meet for Minimum Size.

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**Part (v): School Quality or Student Success (SQSS)**

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	21	39	21	19	-	-	-	-	20	10	5
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.*

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>96%</b>	86%	97%	76%	-	-	-	-	96%	92%	92%	96%	100%	95%	97%	100%
	CWD	<b>92%</b>	-	94%	67%	-	-	-	-	93%	89%	92%	-	100%	87%	100%	100%
	CWOD	<b>96%</b>	86%	97%	80%	-	-	-	-	97%	93%	-	96%	100%	96%	97%	100%
	EL	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	<b>95%</b>	80%	96%	64%	-	-	-	-	96%	88%	87%	96%	100%	95%	-	100%
	Female	<b>97%</b>	*	97%	100%	-	-	-	-	97%	100%	100%	97%	100%	-	97%	100%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Reading</b>	All Students	96%	*	97%	78%	-	-	-	-	96%	93%	92%	97%	100%	95%	97%	100%
	CWD	92%	-	94%	*	-	-	-	-	93%	88%	92%	-	100%	87%	100%	*
	CWOD	97%	*	97%	83%	-	-	-	-	97%	94%	-	97%	100%	97%	96%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	95%	*	96%	67%	-	-	-	-	97%	89%	87%	97%	100%	95%	-	*
	Female	97%	*	97%	*	-	-	-	-	96%	100%	100%	96%	100%	-	97%	*
<b>Mathematics</b>	All Students	96%	*	97%	78%	-	-	-	-	96%	91%	92%	96%	100%	95%	97%	100%
	CWD	92%	-	94%	*	-	-	-	-	93%	88%	92%	-	100%	87%	100%	*
	CWOD	96%	*	97%	83%	-	-	-	-	97%	92%	-	96%	100%	96%	96%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	95%	*	96%	67%	-	-	-	-	97%	85%	87%	96%	100%	95%	-	*
	Female	97%	*	97%	*	-	-	-	-	96%	100%	100%	96%	100%	-	97%	*
<b>Science</b>	All Students	96%	*	97%	*	-	-	-	-	97%	93%	93%	97%	100%	93%	100%	*
	CWD	93%	-	93%	-	-	-	-	-	92%	*	93%	-	*	86%	100%	*
	CWOD	97%	*	98%	*	-	-	-	-	97%	92%	-	97%	100%	94%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	*
	Male	93%	*	94%	*	-	-	-	-	93%	91%	86%	94%	100%	93%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	-	100%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	4%	14%	3%	24%	-	-	-	-	4%	8%	8%	4%	0%	5%	3%	0%
	CWD	8%	-	6%	33%	-	-	-	-	7%	11%	8%	-	0%	13%	0%	0%
	CWOD	4%	14%	3%	20%	-	-	-	-	3%	7%	-	4%	0%	4%	3%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	5%	20%	4%	36%	-	-	-	-	4%	12%	13%	4%	0%	5%	-	0%
	Female	3%	*	3%	0%	-	-	-	-	3%	0%	0%	3%	0%	-	3%	0%
<b>Reading</b>	All Students	4%	*	3%	22%	-	-	-	-	4%	7%	8%	3%	0%	5%	3%	0%
	CWD	8%	-	6%	*	-	-	-	-	7%	12%	8%	-	0%	13%	0%	*
	CWOD	3%	*	3%	17%	-	-	-	-	3%	6%	-	3%	0%	3%	4%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	5%	*	4%	33%	-	-	-	-	3%	11%	13%	3%	0%	5%	-	*
	Female	3%	*	3%	*	-	-	-	-	4%	0%	0%	4%	0%	-	3%	*



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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Mathematics</b>	All Students	4%	*	3%	22%	-	-	-	-	4%	9%	8%	4%	0%	5%	3%	0%
	CWD	8%	-	6%	*	-	-	-	-	7%	12%	8%	-	0%	13%	0%	*
	CWOD	4%	*	3%	17%	-	-	-	-	3%	8%	-	4%	0%	4%	4%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	5%	*	4%	33%	-	-	-	-	3%	15%	13%	4%	0%	5%	-	*
	Female	3%	*	3%	*	-	-	-	-	4%	0%	0%	4%	0%	-	3%	*
<b>Science</b>	All Students	4%	*	3%	*	-	-	-	-	3%	7%	7%	3%	0%	7%	0%	*
	CWD	7%	-	7%	-	-	-	-	-	8%	*	7%	-	*	14%	0%	*
	CWOD	3%	*	2%	*	-	-	-	-	3%	8%	-	3%	0%	6%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*
	Male	7%	*	6%	*	-	-	-	-	7%	9%	14%	6%	0%	7%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	0	4	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	5	0	4	1	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	13	0	13	0	0	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	13	0	13	0	0	0	0	0	0	2	
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	6	0	5	1	0	0	0	0	1		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	5	1	0	0	0	0	1		2
<b>Out-of-School Suspensions</b>												
	Male	13	0	12	1	0	0	0	0	3		9
	Female	0	0	0	0	0	0	0	0	0		0
	Total	13	0	12	1	0	0	0	0	3		9
<b>Expulsions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	43	-8	40	3	-8	-8	-8	-8	5	10	-8
	Female	40	-8	36	4	-8	-8	-8	-8	3	3	-8
	Total	83	-8	76	7	-8	-8	-8	-8	8	13	-8

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery with a firearm or explosive device											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight with a firearm or explosive device											0
Incidents of physical attack or fight without a weapon											9
Incidents of threats of physical attack with a weapon											0
Incidents of threats of physical attack with a firearm or explosive device											0
Incidents of threats of physical attack without a weapon											0

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	<b>Total</b>
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	1
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.6	4.4%
Teachers Teaching with Emergency or Provisional Credentials	1.8	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	7.6%

- Indicates there are no data available in the group.  
Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

*To be updated by June 30th, 2022.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	4,966	1%	9	1%	*	1%
Mathematics	4,961	1%	9	1%	*	1%
<b>Grade 4</b>						
Reading	5,046	1%	10	1%	*	2%
Mathematics	5,040	1%	10	1%	*	2%
<b>Grade 5</b>						
Reading	5,133	1%	10	1%	*	1%
Mathematics	5,138	1%	10	1%	*	1%
Science	5,130	1%	10	1%	*	1%
<b>Grade 6</b>						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
<b>Grade 7</b>						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
<b>Grade 8</b>						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	6	1%	-	-
<b>End of Course</b>						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
<b>All Grades</b>						
All Subjects	85,481	1%	153	1%	9	1%
Reading	37,771	1%	67	1%	*	1%
Mathematics	33,664	1%	59	1%	*	1%
Science	14,046	1%	27	1%	*	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		Mathematics	Overall	32	31	68	69	30	34	7
	Black		48	53	52	47	16	14	2	2
	Hispanic		37	43	63	57	21	20	3	4
	White		20	20	80	80	44	44	13	13
	American Indian		*	49	*	51	*	15	*	3
	Asian		10	12	90	88	71	64	36	33
	Pacific Islander		*	45	*	55	*	21	*	4
	Two or More Races		25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3	
Students with Disabilities	73	73	27	27	5	6	1	2		
English Language Learners	60	72	40	28	8	5	1	1		

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

### Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6.4%	0.0%	6.0%	18.2%	-	*	*	-	7.3%	15.8%	3.7%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.



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**Accountability Rating**

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

**School Information**

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 556  
**Grade Span:** EE - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

**Distinction Designations**

Distinction Designations were not awarded in 2021.

**School and Student Information**

This section provides demographic information about 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
<b>Attendance Rate (2019-20)</b>	98.8%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.7%	0.7%	12.7%
Hispanic	95.7%	93.6%	52.9%
White	2.9%	5.0%	26.5%
American Indian	0.2%	0.1%	0.3%
Asian	0.5%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	81.5%	71.3%	60.3%
Special Education	11.9%	13.0%	11.1%
Emergent Bilingual/EL	8.1%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>			
	10.1%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	22.3%	19.1%	17.7%
Grade 1	18.0%	19.9%	18.0%
Grade 2	20.0%	19.3%	18.0%
Grade 3	17.7%	18.3%	18.2%
Grade 4	20.7%	19.3%	18.3%
Grade 5	20.1%	20.3%	19.8%

**School Financial Information (2019-20)**

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
<b>Instructional Expenditure Ratio</b>	n/a	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,825	\$10,349	\$10,406
Instruction	\$5,432	\$5,401	\$5,929
Instructional Leadership	\$92	\$205	\$173
School Leadership	\$486	\$507	\$620

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## STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	67%	59%	<b>39%</b>	43%	39%	53%	-	-	-	-	36%
	2019	78%	72%	<b>66%</b>	50%	65%	95%	-	-	*	-	64%
ELA/Reading	2021	68%	62%	<b>51%</b>	*	51%	67%	-	-	-	-	49%
	2019	75%	69%	<b>71%</b>	*	70%	100%	-	-	*	-	70%
Mathematics	2021	66%	54%	<b>34%</b>	*	33%	50%	-	-	-	-	31%
	2019	82%	77%	<b>68%</b>	*	67%	100%	-	-	*	-	67%
Writing	2021	58%	51%	<b>28%</b>	*	29%	*	-	-	-	-	24%
	2019	68%	58%	<b>43%</b>	*	42%	*	-	-	*	-	42%
Science	2021	71%	60%	<b>30%</b>	*	29%	*	-	-	-	-	25%
	2019	81%	75%	<b>69%</b>	*	68%	*	-	-	-	-	65%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>17%</b>	29%	17%	7%	-	-	-	-	15%
	2019	50%	40%	<b>27%</b>	25%	26%	38%	-	-	*	-	26%
ELA/Reading	2021	45%	36%	<b>24%</b>	*	25%	0%	-	-	-	-	22%
	2019	48%	38%	<b>26%</b>	*	26%	38%	-	-	*	-	25%
Mathematics	2021	37%	25%	<b>15%</b>	*	15%	17%	-	-	-	-	13%
	2019	52%	43%	<b>29%</b>	*	28%	38%	-	-	*	-	27%
Writing	2021	30%	21%	<b>13%</b>	*	14%	*	-	-	-	-	12%
	2019	38%	28%	<b>15%</b>	*	13%	*	-	-	*	-	14%
Science	2021	44%	30%	<b>3%</b>	*	3%	*	-	-	-	-	4%
	2019	54%	43%	<b>35%</b>	*	36%	*	-	-	-	-	36%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>6%</b>	29%	6%	0%	-	-	-	-	6%
	2019	24%	17%	<b>13%</b>	25%	13%	10%	-	-	*	-	12%
ELA/Reading	2021	18%	11%	<b>11%</b>	*	11%	0%	-	-	-	-	9%
	2019	21%	13%	<b>13%</b>	*	13%	25%	-	-	*	-	12%
Mathematics	2021	18%	9%	<b>6%</b>	*	6%	0%	-	-	-	-	5%
	2019	26%	20%	<b>15%</b>	*	15%	0%	-	-	*	-	14%
Writing	2021	9%	4%	<b>0%</b>	*	0%	*	-	-	-	-	0%
	2019	14%	8%	<b>1%</b>	*	1%	*	-	-	*	-	1%
Science	2021	20%	10%	<b>1%</b>	*	1%	*	-	-	-	-	1%
	2019	25%	16%	<b>16%</b>	*	16%	*	-	-	-	-	14%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>96%</b>	88%	97%	75%	-	-	-	-	97%
	2019	99%	99%	<b>100%</b>	100%	100%	100%	-	-	*	-	100%
ELA/Reading	2021	89%	94%	<b>96%</b>	*	97%	78%	-	-	-	-	96%
	2019	99%	99%	<b>100%</b>	*	100%	100%	-	-	*	-	100%
Mathematics	2021	88%	93%	<b>96%</b>	*	97%	78%	-	-	-	-	96%
	2019	100%	100%	<b>100%</b>	*	100%	100%	-	-	*	-	100%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 n/a Indicates data reporting is not applicable for this group.