

# WEST OSO INDEPENDENT SCHOOL DISTRICT



## DISTRICT IMPROVEMENT PLAN **2021-2022** SCHOOL YEAR

*PERSONALIZATION. COLLABORATION. TRUST.  
EVERY STUDENT. EVERY HOUR. EVERY DAY.*



# WEST OSO INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES



Cella Boyd – Board President  
Rose Soto – Board Vice-President  
Velma Rodriguez – Board Secretary  
Belinda Gonzalez ~ Board Trustee  
Liz Gutierrez ~ Board Trustee  
Shirley Jordan ~ Board Trustee  
Mario Rincon ~ Board Trustee

## ADMINISTRATION

Superintendent of Schools  
Conrado Garcia

Executive Director of Special Education and Student Services  
RJ Alvarado

Executive Director of Academics  
Kimberly Moore

Director of Human Resources  
Belinda Gamez

Business Manager  
Olga Mendez



# WEST OSO INDEPENDENT SCHOOL DISTRICT

## DISTRICT IMPROVEMENT PLAN



### VISION:

Embrace real world education to ensure self-reliant and socially responsible citizens.

### MISSION:

Enrich and build a progressive school community through relevant and diverse opportunities. Students will explore and identify career interests and pathways.

### WOISD BELIEVES:

- parents/guardians are the child's first and best teachers
- in the strength of business, community, and higher education partnerships
- students' confidence and self-awareness grow through personalized learning environments
- in open, constructive, and mutually respectful communication between all school community members
- in the power of problem-solving, creativity and perseverance, preparing students for an ever-changing world

## TABLE OF CONTENTS



Demographics

Comprehensive Needs Assessment Data Sources

Comprehensive Needs Assessment Strengths and Needs

Goal One: WOISD will provide a safe, healthy, and nurturing environment for all.

Goal Two: WOISD will broaden and strengthen connections with families and community to achieve a culture of excellence.

Goal Three: WOISD will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

Goal Four: WOISD will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

Goal Five: WOISD will attract, develop, support, and retain highly qualified staff to improve academic performance.

Goal Six: WOISD will generate fiscally and ethically sound decisions that address current and future needs.

Appendix A: Members of District Advisory Team

Appendix B: Supporting Documents

Appendix C: Student Achievement Data

Appendix D: Professional Development Survey

Appendix E: Finance Data

Finance Data Summary

Personnel Funded Through Title I

District Title I Budget

ESSER II & III Budgets

Appendix F: Climate Survey

Appendix G: Parent Involvement Survey Data

Appendix H: Parent & Family Engagement Policy

## DEMOGRAPHICS



West Oso ISD is located in Corpus Christi, TX. During the 2020-2021 school year, there was a total of 1,975 students enrolled in four campuses. 8.5% of the students are African American. 88.3% of the students are Hispanic. 2.6% of the students are White. 90.7% of the students are economically disadvantaged.

PROGRAM	TOTAL NUMBER OF STUDENTS
Gifted and Talented Students	142
English Learners	150
Bilingual Students	89
ESL Students	54
Economically Disadvantaged Students	1,825
At-Risk Students	1,235
Special Education Students	235
Dyslexia	38

## DATA SOURCES

West Oso ISD District Improvement Plans are developed with ongoing data review using multiple sources and multiple measures of data including:

- *2021 Accountability Report*
- *Climate Surveys*
- *Results Drive Accountability*
- *Professional Development Needs Assessment Surveys*
- *PEIMS Budgeted Financial Report*
- *Attendance Data*
- *TELPAS*
- *TPRI*
- *STAR*
- *TSI*
- *Parent Involvement Survey*
- *Beginning of Year Assessments (BOY)*



## COMPREHENSIVE NEEDS ASSESSMENT

**GOAL ONE:** WOISD will provide a safe, healthy, and nurturing environment for all.

### STRENGTHS

- West Oso ISD has clearly defined Emergency Operations Procedures.
- West Oso ISD has trained both staff and educated student bodies at JH and HS on suicide prevention, sex trafficking, and child abuse.
- West Oso ISD has a School Health Advisory Committee comprised of all stakeholders in the district.
- West Oso ISD has school counseling interns which have provided both individual and family counseling.
- West Oso ISD has developed intensive protocols for student and staff safety for COVID-19.
- West Oso ISD has acquired two full time social workers which will serve both at elementary campuses and secondary campuses.
- West Oso ISD has implemented social/emotional activities for students which include: Character Strong, Project Wisdom and Bear Time prompts.

### NEEDS:

- Mental health support for staff.
- Team building activities for staff.
- Continue to host celebrations and recognition activities for staff and students.
- Increase methods for bullying report system to increase anonymity.
- Continue to expand support services for students in crisis.

**GOAL TWO:** WOISD will broaden and strengthen connections with families and community to achieve a culture of excellence.

**STRENGTHS:**

- WOISD holds a variety of events throughout the year to engage parents in the school community. The events that are offered to parents include: Meet the Teacher, Open House, PTO meetings, extracurricular activities for both athletics and academics.
- The district has strong partnerships with businesses, the community, and our local academic institutions. Some of our partnerships include: Fish for Life, TAMU-CC, Del Mar, Upward Bound, Citgo, American Association of University Women, and Shop with a Cop. During the spring, the district holds a celebration that recognizes the contributions of our partners and shares our current vision for the district's future.
- Our attendance officer and CIS have worked diligently during the COVID crisis to remain in direct contact with our families. In addition to providing support with attendance, families are given information about student grades, social services, and a myriad of other resources.
- WOISD strives to notify parents of events and communicate district information and situations through robocalls, social media, and campus systems.
- At the beginning of the 21-22 school year, WOISD hired a parent family engagement coordinator to assist with implementing the district goals for the PFE program.
- The district contracted with a translator to provide Spanish translation services for central office as well as all campuses in the district.
- A specific date was designated on the official WOISD calendar for parent conferences. Teachers were given time to visit with parents virtually, by phone, or in-person.
- West Oso ISD will be partnering with the Corpus Christi Museum of Science and History, TAMUCC Department of Physical & Environment Science, as well as the Noyce Scholars to bring 'In Search of Earth's Secrets, a Pop-Up Museum Exhibit' to JFK. This is part of a National Science Foundation Grant.



- West Oso will continue to partner with Fish for Life on the following projects: Back to School Shopping, Fishing Trips, WOHS Mentoring Program, Do the Write Thing contest, Christmas Gifts, Meat Distribution

#### NEEDS:

- Mental health issues continue to be a concern, especially stemming from the isolation that people have experienced during COVID-19.
- The district has developed a partnership with the TAMU-CC to translate the district materials to Spanish. During the 20-21 school year, the district will be working towards making district materials more accessible to families that speak Spanish.
- Via parent surveys and in-person contact, parents have expressed the desire to learn more about virtual instruction and resources that will help them support their students.

**GOAL THREE:** WOISD will implement a dynamic curriculum based on effective teaching and learning practices that are responsive student needs.

**STRENGTHS:**

- Professional Learning Communities (PLCs) at all campuses are analyzing assessment data, and consistently making data based instructional decisions.
- Teacher leaders are facilitating instructionally focused PLCs
- Classroom teachers are receiving support from the Elementary and Secondary Instructional Facilitators as well as district Instructional Technology Coordinator, Special Programs Coordinator, and RLA-English Learners Coordinator.
- Bilingual teachers receive stipends.
- Power Zone meetings led by campus administrators are held every six weeks to review summative EOU data.
- Vertically aligned instructional software is being utilized in grades K-12.
- An aligned Literacy Plan that includes: non-negotiables components of literacy, progress monitoring, motivational strategies, and professional learning.
- Professional learning in AVID, Pre-AP College Board, inclusion, literacy, Reading Academies.
- Teacher Incentive Allotment participation ensures that all teachers are developing quality assessments to measure student performance and growth.
- Tutors are being utilized both during the school day and after school to support struggling students.

**NEEDS:**

- Utilization of flexible grouping to provide differentiated instruction in literacy and math.
- Monitoring of implementation of the Literacy Plan
- Longitudinal STAAR/EOC data show growth at the High School level but declining achievement at the JH and WOE levels.
- Reading assessments show that the majority of the students in the district are reading below grade level.

**GOAL FOUR:** WOISD will offer advanced coursework, field experiences, and extra-curricular activities in preparation for Post-graduation college and career pathways.

**STRENGTHS:**

- WOISD is a member of Education to Employment Partners. This organization provides annual conference, Discover Your Direction which helps students explore college and career pathways.
- Coastal Compass provides support for FAFSA, and financial literacy program.
- STEM programming in grades PreK-12
- The Upward Bound program through TAMUCC supports high school students in becoming college ready as well as support for college applications, FAFSA, and scholarships. They also support college awareness activities through field trips to TAMUCC and virtual field trips to other institutions.
- AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. WOJH and WOHS HS offers AVID elective classes at all levels and both campuses are working towards a school wide AVID program.
- Early College High School program allows students to graduate high school with up to 60 college hours.

**NEEDS:**

- Enroll more non-ECHS students in dual credit classes.
- Continue to provide information on a variety of career pathways for both college seeking/attending students as well as students who want to choose vocational pathway.
- Increase rigor of Pre-AP courses in order for students to be prepared and successful in their dual credit and AP coursework.
- Increase parent involvement in supporting students for post-secondary plans.
- Find ways to communicate with all parents including parents that speak Spanish only.

**GOAL FIVE:** WOISD will attract, develop, support, and retain highly qualified staff to improve academic performance.

**STRENGTHS:**

- WOISD has outside partnerships with colleges and universities
- Curriculum & Instruction team and campuses provide immense support
- WOISD provides mentors for first- and second-year teachers
- Retentions stipends were provided to all full and part time employees
- Curriculum & Instruction team and campuses offer the opportunity to observe others
- Partnership with Grow Your Own Teacher candidates from the TAMUCC
- Full time HR Director

**NEEDS:**

- Post job openings in other areas like social media, job sites
- Partner with other surrounding universities like TAMUK and UTRGV
- Attend job fairs in nearby major cities
- Collaborate with principals regarding format and number of BTA sessions
- Host WOISD Job Fair in the Spring
- Develop Education and Training Pathways at West Oso High School

**GOAL SIX:** WOISD will generate fiscally and ethically sound decisions that address current and future needs.

**STRENGTHS:**

- West Oso ISD's grade on the Financial Integrity Rating System of Texas (FIRST) increased from an 86 in 2019 to a 90 in 2020. This rating is due to an increase in the district's fund balance.
- Campus and district administrators work collaboratively with business department on developing yearly budget.
- Ongoing district personnel training on guidelines for state and federal budgets to ensure that district is fully in compliance.
- Professional development throughout the year is based on needs identified through both teacher surveys and student performance data.
- ESSER II and III funding has allowed for purchasing busses, generator, technology, reduced class sizes at JFK and WOJH, and established Bear Centers at all campuses.
- Technology purchased during the 2020-2021 school year has enabled the district to provide every student with a device.
- Prioritize funding for instructional technology programs
- Tutors used during the day to provide support for struggling students
- Weekly communication between the business departments and other district departments (C&I, Maintenance and Transportation, Food Services)
- Use of commodity codes to ensure consistency of documentation for purchasing.

**NEEDS:**

- Consistent methods of monitoring budgets and spending across the district.
- Long range technology plan for maintaining and upgrading teacher and student devices.
- Campus secretaries and administrators need training on guidelines for state and federal budgets to ensure that district is fully in compliance.
- Long range facilities plan for maintaining and improving district buildings and grounds.
- Utilizing available software to electronically receive P.O.s
- Use of credit cards to track expenses

**GOAL ONE:** WOISD will provide a safe, healthy, and nurturing environment for all.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Conflict resolution and character education activities will be implemented during Bear Time (all campuses) and Power Hour (HS) programs resulting in a decrease in discipline referrals.	Overall discipline referrals within West Oso ISD will decrease by 7% from May 2021 to May 2022.	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Character Education Curriculum</li> <li>• Bear Time Activities</li> <li>• Project Wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director of Special Programs.</li> <li>• Principals</li> </ul>	Bear Time activities will be implemented beginning in September 2021. Power Hour at the West Oso High School campus will be implemented by September 2021.
All campuses will have fire drills, lockdown drills, shelter in place drills and at least one Active Shooter Drill during the 2021-2022 school year.	100% of the WOISD campuses will conduct safety drills according to the following requirements: <ul style="list-style-type: none"> <li>• Nine fire drills.</li> <li>• Four lockdown drills.</li> <li>• Two shelter-in-place drills.</li> <li>• Two active-shooter drills.</li> </ul>	<ul style="list-style-type: none"> <li>• Google docs for documentation.</li> <li>• Written guidelines.</li> <li>• Corpus Christi Police Dept.</li> <li>• Training</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director of Special Programs.</li> <li>• Principals</li> </ul>	All drills will be complete and documented by May 2022
All four campuses and districts will plan one celebration for staff and students every six weeks.	Students will be recognized based on attendance, grades, and citizenship. Teachers will be recognized for hard work and dedication.	Local Funds for food and other supplies for the celebrations.	<ul style="list-style-type: none"> <li>• Campus and district administrators</li> <li>• CIS staff</li> <li>• Counselors</li> </ul>	Every six weeks during the 2021-2022 school year.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
WOISD junior and high school students will be trained in sexual abuse, human trafficking, and child abuse during the 2021-2022 school year.	WOJH and WOHS students were trained during the school year using specified trainings for students.	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Training Materials</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Principals</li> </ul>	WOJH and WOHS students will be trained during the 2021-2022 school year.
WOISD staff will be trained in sexual abuse, human trafficking, and child abuse during the 2020-2021 school year.	During August professional development the Executive Director trained all staff in sexual abuse, human trafficking and child abuse	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Training Materials</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Principals</li> </ul>	WOISD staff trained prior to the beginning of the 2021-2022 school year.
WOISD will train and implement Safety Threat Assessment Teams on each campus during the 2021-2022 school year.	All campus will have trained staff to serve on the Campus Safety Threat Assessment Team and implement behavior threat assessments beginning in October 2021.	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Training Materials</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Principals</li> <li>• Threat Assessment Team Leaders</li> </ul>	WOISD will train and implement the Safety Threat Assessment Teams by October 2021.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
WOISD will recruit and hire 2 full time social workers to serve at both elementary and secondary campuses.	All campuses will be served by a full- time social worker by October 2021.	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Principals</li> </ul>	WOISD will recruit and hire two full time social workers to serve at both elementary and secondary campuses by October 2021.
WOISD will build in mental health activities for staff on each campus.	All campuses will have mental health activities for staff by October 2021.	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Activities</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Counselors</li> <li>• Social Workers</li> </ul>	WOISD will build in mental health activities for staff on each campus by October 2021.



**GOAL TWO:** WOISD will broaden and strengthen connections with families and community to achieve a culture of excellence.

Title One Element 3.1: Districts shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy,

Title One Element 3.2: Campuses shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

WOISD will continuously communicate upcoming events and partnerships with families and community to build positive relationships.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
West Oso ISD will provide monthly Parent Academy events.	A different topic will be showcased each month based on feedback from Parent Surveys District Parent Academy Committee will meet each semester to plan upcoming events.  Sign-in sheets will be used for documentation.  Evaluations will be conducted using Survey Monkey.	Campus Local Funds and Title I Parent Involvement Funds	Parent & Family Engagement Coordinator CIS District Parent Academy Committee	Every month during the 2021-2022 school year.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
WOE and JFK will conduct coffee with the counselor and parent coordinator one time each semester.	Sign-in sheets will be used to document attendance.	Campus Local Funds	Parent & Family Engagement Coordinator Counselors	Fall and Spring
The Business Partner Breakfast will be held in spring of 2022.	Provide an opportunity for the district to be showcased and for community member to create a partnership with WOISD.  Sign-in sheets will be used to record attendance.	Presenting Information Wish Tree Food	Parent & Family Engagement Coordinator Principals Directors Superintendent Additional Stakeholders	Spring 2022
Conduct a parent involvement survey at all four campuses. Send out survey via social media, post on website, and create a Google Form.	At least 150 families will respond to survey.  Computers will be set up at Open House.  A QR code will be created for parents to complete survey on their phones	Google Forms	Parent & Family Engagement Coordinator C&I Team	Fall 2021

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
WOISD campuses will provide community involvement events at least quarterly at all four campuses.	Events will include: Red Ribbon Week, Veterans Day, Career Day, and Celebration of Education	Parent and Community Volunteers  Title I Parent Involvement Funds	Parent & Family Engagement Coordinator Principals Counselors CIS Identified committee members	Veteran's Day
As a result of the LEARN IT grant through ESC2, WOISD will remodel the JFK and WOE libraries over the next two years.	The data collection process required by the grant will be followed to report results.	LEARN IT Grant Funds ESSER Funds (WOE Technology Lab)	Superintendent Principals Librarians C&I Team	WOE Spring 2022 JFK Spring 2021
Increase participation in campus PTOs	Membership Lists and PTO Officers  Sign-in sheets will be used for documentation	Membership drives will take place, which include recruitment of officers.	Parent & Family Engagement Coordinator Principals Identified committee members	Spring 2022
Establish volunteer and mentor procedures for WOISD and recruit volunteers and mentors	WOISD Handbook for Volunteers and Mentors Recruit a minimum of 2 volunteers for each campus that have a consistent schedule	Title I Parent Involvement Funds	Parent & Family Engagement Coordinator Principals C&I Team	Spring 2022

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Begin installation of the outdoor garden project at WOJH	Installation of pergola and raised beds	Coastal Bend Bays and Estuaries LyondellBasell	WOJH Garden Committee C&I Team Parent & Family Engagement Coordinator Principals Community Volunteers	Spring 2022

**GOAL THREE:** WOISD will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

**ESF ESSENTIAL ACTION:** *Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence*

**ESF ESSENTIAL ACTION:** *Objective-driven daily lesson plans with formative assessments*

**TEA PRIORITIES TWO:** Build a Foundation of reading and math

Title One Element 2.4: will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

Title One Element 2.5: will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Title One Element 2.6 will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

**PERFORMANCE OBJECTIVES:**

1. The percent of students that score meets grade level or above on Third Grade STAAR Reading will increase from 27% to 42% by May 2022.
2. The percent of students that score meets grade level or above on STAAR Math will increase from 20% to 42% by May 2022.
3. The percent of students that score meets grade level or above on STAAR Science will increase from 20% to 42% by May 2022.
4. SPED scores will increase by 10% at the approaches and meet levels in all grade levels
5. EL scores will increase by 10% at the approaches and meets levels in all grade levels.
6. The percentage of students reaching the approaches level will increase from 57% to 65%.
7. The percentage of students reaching the meets level will increase from 28% to 35%.
8. The percentage of students reaching the masters level will increase from 8% to 12%.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>Utilize Achieve 3000 program for students in the EL in grades 6-12</p> <p>This is a differentiated program that provides initial Lexile/reading levels and adjusts text difficulty based on student current performance levels.</p>	<p>Teachers will receive daily and weekly progress reports.</p> <p>Curriculum and Instruction Team will monitor usage.</p> <p>100% of all 6-12 students will use this program.</p>	<p>EMAT: \$11,280</p>	<p>R.LA and EL Coordinator</p> <p>SPED Coordinator</p> <p>Classroom SPED and EL instructors</p> <p>SPED and EL tutors</p>	<p>Program will begin 10-2021 and be utilized throughout the school year.</p>
<p>Align R/LA curriculum PreK-12 so that instruction is fully TEKS aligned and taught with the expected depth and rigor.</p> <p>Align K-5 R/LA curriculum through a literacy plan that is reviewed monthly by campus and district administrators.</p>	<p>Beginning of Year assessments</p> <p>Formative assessments including fluency checks, sight word checks, running records</p> <p>End of Unit assessments</p> <p>Benchmarks</p> <p>STAAR-EOC exams</p>	<p>EMAT-\$300,000 for the Pearson and McGraw Hill materials.</p> <p>ESSER funding</p> <p>Title I- Supplemental Materials</p> <p>\$21, 531.97for Renaissance Learning (AR, STAR)</p> <p>\$4,644 for Reading A-Z</p>	<p>Executive Director of Academics</p> <p>R/LA and EL Coordinator</p> <p>Elementary and Secondary Instructional Facilitators</p> <p>R/LA teachers in grades PreK-12</p> <p>R/LA tutors</p>	<p>In the 2019-2020 school year, new K-8 curriculum was purchased and implemented.</p> <p>During the 2020-2021 school year, new 9-12 curriculum was implemented.</p> <p>During the 2021-2022, Pre-K new curriculum was implemented</p>

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>All campus and district administrators will engage in a book study, <i>Instructional Rounds</i>.</p> <p>Campus and district leaders will collaboratively participate in Learning Rounds at all four campuses.</p>	<p>Sign-in sheets</p> <p>Administrator reflection</p> <p>Implementation of key principles</p>	Title II	<p>District C&amp;I administrators</p> <p>Campus principals and assistant principals</p>	9-2021 to 5-2022
<p>Teachers, one new administrator, and the Executive Director of Special Education &amp; Special Programs, will participate in 80-100 hour Reading Academy mandated by HB3 for the purpose of gaining and applying knowledge of the most current research on the Science of Teaching Reading.</p>	<p>Twenty-five WOISD professional staff will complete their modules and receive passing scores on all graded assignments.</p>	<p>Early Childhood Allotment- \$400 per person x 25= \$10,000</p>	<p>Executive Director of Academics</p> <p>R/LA and EL Coordinator</p> <p>Executive Director of Elementary Instructional Facilitator</p> <p>Principals K-3</p> <p>Reading Specialist</p>	<p>Reading Academy must be completed by 6-2022.</p>

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Implement during before school, during the day, and after school tutoring to comply with guidelines set by HB545	All students who did not reach the approaches level in Math and Reading STAAR/EOC exams will receive 30 hours of small group tutoring.	Title I  ESSER II  ESSER III	Campus administrators  C&I Team  Bear Center personnel  Tutors	Tutoring must be completed by 5-2022
Establish Bear Center After School program at all campuses.	Daily attendance will be an average of: <ul style="list-style-type: none"> <li>• 150 students at JFK and WOE</li> <li>• 80 students at WOJH</li> <li>• 50 students at WOHS</li> </ul>	ESSER II  ESSER III	After School Program Coordinator  Site Coordinator  Executive Director of Academics	October, 2021-May, 2022



**GOAL FOUR:** WOISD will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

**TEA PRIORITIES THREE:** Connect high school to career and college

**PERFORMANCE OBJECTIVE:**

1. The percentage of graduates that meet the criteria for CCMR will increase from 65% - 68% by August 2022.
2. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase from 35-40% by August 2022. These students will meet TSI requirements and enroll in college.
3. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase from 8% - 10% by August 2022. These students will earn an Industry Based Certification and meet TSI requirements.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<ol style="list-style-type: none"> <li>1. Career days at all campuses.</li> <li>2. Guest speakers throughout the year.</li> <li>3. Expand work and internship experiences.</li> <li>4. AVID implemented in secondary campuses (5-12)</li> <li>5. STEM Education</li> <li>6. STEM Academy at JH</li> <li>7. Develop Education and Training Pathways</li> <li>8. Students in grade K-</li> </ol>	<ol style="list-style-type: none"> <li>1. Sign in sheets for Career Days</li> <li>2. Teacher, student and presenter evaluations.</li> <li>3. At least 6 students will participate in the Emerging Professionals program during school year and summer opportunities.</li> <li>4. District AVID Site team will meet 4 times a year to set annual goal, monitor implementation and conduct evaluation.</li> <li>5.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local monies to feed guest speakers for Career Day.</li> <li>2. Business Partnerships</li> <li>3. Emerging Professionals</li> <li>4. Staff and Administration trained in AVID strategies, Local funds- \$22,083.65 for training, supplies and travel</li> </ol>	<p>CTE Department</p> <p>Counselors</p> <p>Campus Principal</p> <p>Campus Administrators</p> <p>Jeff West</p> <p>Emerging Professionals</p> <p>STEM Academy Staff</p>	<ol style="list-style-type: none"> <li>1. January 7, 2022- CTE Showcase for 8<sup>th</sup> graders</li> <li>2. February 3, 2022 Career Day for 8<sup>th</sup> – 12<sup>th</sup> graders</li> <li>3. March 11, 2022 JFK STEM Career Day</li> <li>4. Guest speakers will visit AVID, Investigating Careers classes throughout the 2021-2022 school year.</li> </ol>

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
8. Students in grade K-12 are tracking their own data to increase ownership of their learning and academic progress.	5. PLTW will be used PK-12 grade. 6. Elective courses are offered in STEM education to allow students the opportunity to engage in authentic STEM opportunities. 7. Train a high school teacher to develop and align the Education and Training Pathway. 70% of students will track their own data	5. Local monies to feed guest speakers for Career Day. 6. Business Partnerships 7. Emerging Professionals 8. Staff and Administration trained in AVID strategies, Local funds-\$22,083.65 for training, supplies and travel 9. CITGO Grant: \$60,000 for PLTW curriculum, training, robotics competitions, supplies and materials, stipends for coaches 10. STEM Academy courses at JH level \$3,750 Lone Star Grant for CD professional development. 11. TCLAS Grant \$26,500 ESSER funding for binders and dividers for all students K-12.		5. 2021-2022 school year and Summer 2022.  6. 2021-2022 school year  7. WOHS will attend Grow Your Own Institute in June, 2022.  2021-2022 school year

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
1.Offer AP English III or IV  2.TSI/PSAT/SAT/ASVAB Exams for College readiness  3. GT elective classes at Junior High to work on self-directed research and collaborative projects	1. Train teachers for English III or IV.  Provide training for 100% of all teachers of Jr. High Honors classes to bridge the gap to Pre-AP and AP courses in High School.  2. TSI testing for 100% of WOHS students to allow all students the opportunities to take dual credit courses.  PSAT/SAT/ASVAB school day tests will be given to students to assist students in preparing for college. University.  3. 100% of all GT students will participate in elective GT class.	Title II Funding  Local Testing Budget  Dual Credit/ECHS Budgets	Executive Director of Academics  Counselors  ECHS Coordinator  Campus Administration	1. Begin offering AP English III or IV in 2022-2023 school year. Provide training during summer for new AP courses and for JH Honors class teachers.  Purchase necessary materials for English III or IV before the beginning of the 2022-2023 school year.  2.Fall and Spring semesters  3. 2021-2022 school year

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>1. Students in Junior High will attend Discover Your Direction.</p> <p>2. Use Keys to Your Future-Coastal Compass Financial Literacy program. Partnership with TAMUCC- students will be given classes in Financial Literacy to be ready for the real world and post-secondary success.</p> <p>3. CTE and CCMR Audit and tracking system</p>	<p>1. 50 students will attend conference.</p> <p>2. 100% of West Oso ISD graduates will have post-secondary college, career and/or military plan.</p> <p>100% of graduates will complete their FAFSA application (graduation requirement)</p> <p>3. Career Craft will conduct a yearly audit to ensure proper coding and adherence to state and federal guidelines.</p>	<p>Going Merry</p> <p>Perkins funding</p> <p>TAMUCC Grant</p> <p>Local ECHS and CTE Funds</p>	<p>Counselors</p> <p>Campus Principal</p> <p>Campus Administration</p> <p>Executive Director of Academics</p> <p>AVID teachers</p> <p>TAMUCC-Upward Bound staff</p> <p>TAMUK- Trio Program staff</p> <p>Coastal Compass staff</p>	<p>1. March 2022</p> <p>2. 2021-2022 school year.</p> <p>3. Audit will take place in the spring of each year.</p>

**GOAL FIVE:** WOISD will attract, develop, support, and retain highly qualified staff to improve academic performance.

**ESF ESSENTIAL ACTION:** Recruit, select, assign, induct, and retain a full staff of highly qualified educators

**TEA PRIORITIES ONE:** Recruit, support and retain teachers and principals

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Recruit highly qualified teachers through a variety of methods: Job Fairs, District Advertisements, ACP Programs, TASA, ESC 2 and Online Recruiting Sites.	90% of all teaching staff will be fully credentialed in their area of assignment.	Local Budget  West Oso swag  Literature to pass out	Director of Human Resources Campus Principals	On Going
Conduct internal HR audits to ensure all staff are up to date on certifications.	100% of teaching and paraprofessional instructional staff meet TEA (SBEC) certification requirements	Local Department	Director of Human Resources	September  March
Conduct surveys to determine professional development needs.	70% of all staff will complete surveys	Google Forms	<ul style="list-style-type: none"> <li>• C&amp;I Team</li> <li>• Principals</li> </ul>	Comprehensive survey given in May.  Evaluations after all PDs to determine continued needs.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
C&I Team will utilize shared district Google Calendars for year-round professional development.	Calendars will reflect 100% of all professional development activities.	Google Calendar	Instructional Technology Coordinator	On going
Utilize summative T-TESS evaluation data to determine priorities for professional learning.	August professional learning opportunities will be correlated with teachers needs based on TTESS Evaluations.	Eduphoria	Instructional Technology Coordinator	June
TEA will support 5 teacher candidates from TAMUCC in completing full year internships at WOISD during the 2021-2022 school year. These students will join WOISD as full-time certified teachers during the 2022-2023 school year.	The Grow Your Own partnership will result in 5 highly qualified new teachers joining WOISD	PD developed collaboratively between WOISD and TAMUCC personnel \$15,000 scholarships provided by TEA	TAMUCC Site professor College of Education professors Executive Director of Academics	Students will complete internships in May 2022.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Strategically plan the BTA meetings to focus on topics that first year teachers need during that specific timeframe.	<p>The Curriculum &amp; Instruction team will implement the first- and second-year teacher induction program that meets 5 times during the school year for first year teachers and four times a year for 2<sup>nd</sup> year teachers.</p> <p>Google Forms will be used to evaluate the effectiveness of each session.</p> <p>Sign-in sheets will document attendance.</p>	<p>Schedules Location</p> <p>Manuals</p> <p>Instructional Material- Title II and Curriculum &amp; Instruction Budget</p>	<p>Curriculum &amp; Instruction team</p> <p>Principals</p>	The first session will be held at the beginning of August and the last session will be held at the end of April.
BTA trainings will be focused on developing and strengthening the tools and skills learned during the first- and second-year induction Program	<p>C&amp; I team will continue to administer support for third year teachers by meeting twice a school year.</p> <p>Sign-in sheets</p> <p>Google Forms for Evaluation</p>	<p>Schedules</p> <p>Location</p> <p>Instructional Materials</p>	<p>Curriculum &amp; Instruction team</p> <p>Principals</p>	The session will be held at the end of September and the last session will be held at the beginning of February.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Offer competitive salaries to attract and retain quality staff	All full and part time employees will receive a \$1500.00 retention stipend  3% mid-point increase offered to all full and part time employees.	ESSER II funding  ESSER III funding  Local funding	Human Resources Director  Business Director	Salary increases effective 8/2021.  Retention stipends given in September and November, 2021
Selected mentor must have a minimum of 3 years teaching experience, superior record of assisting students in achieving strong academic performance, content and/or grade level expertise, strong interpersonal skills and ability to work well with others, and be considered a leader (or capable of being one) on campus.	The Curriculum & Instruction team will work with principals to connect every first- and second-year teacher with a qualified mentor before the start of school.  Mentors and Mentees will participate in 12 hours of professional learning per semester	Seasoned staff members that meet all the requirements.  Principal cooperation and input.  Mentor Program Allotment provides a \$1,500 stipend for each mentor	Curriculum & Instruction team  Principals	Selections must be made no later than the beginning of August.



**GOAL SIX:** WOISD will generate fiscally and ethically sound decisions that address current and future needs.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
The business department will allow campus and district administrators to provide input into budgets.	Final budgets will reflect input of campus and district administrators.	Access to budgets	Business manager  Accountant  C&I department  Campus principals	Budgets will be developed by August 2021
Create district budget book that outlines standard operating procedures for expenditures and specific procedures for travel.	Book will be created and all administrators and their secretaries will have a copy.  Staff will be provided with the information they need in order to comply with district guidelines.	No costs other than personnel time.	Business Manager  Accountant Accounts payable  Human Resources	Budget book will be created and distributed by the end of the 2021-2022 academic year.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
As part of the continuous improvement process, all budgets will be monitored throughout the year to ensure that the benchmarks are being met and that expenditures are within allowable limits.	Budget reviews will show that expenditures are being made according to allowable expenses.  At the end of the year, expenses will be reviewed to inform budgeting for the following year.	No additional resources needed	Executive Director of Academics  Accountant  Business Manager  Campus principals	Quarterly, budgets will be reviewed
The business department will develop an Edgar Manual as a reference guide for state and federal spending	The complete book will be developed by the end of 2022.	No additional resources needed	Accountant	Completed by 5-2022
Utilize the Ascender purchasing software to its fully capacity to track purchases received.	80% of all purchase requisitions will be tracked from approval to receiving.	Ascender- Local budget	Campus principals Campus Secretaries Directors Accounts payable/receivable	Ongoing

**APPENDIX A:**  
**DISTRICT ADVISORY TEAM MEMBERS**

<b>Administrator</b>	<b>Teacher</b>	<b>Staff</b>	<b>Parent</b>	<b>Business/Community Partner</b>
Conrado Garcia Superintendent	Karen Bowles JFK	Amy Padia JFK	Victoria Hernandez JFK	Korinne Caruso Del Mar College
RJ Alvarado Executive Director	Yvelia Munoz JFK	Gregorio Garza WOE	Trisha Torres JFK	Noe Villarreal JFK Community Member
Kimberly Moore Executive Director	Maranda Vela JFK	Michelle Sturgeon WOJH	Chelsea Herrera WOE	David Berlanga WOE Community Member
Olga Mendez Business Manager	Beatrice Zamora JFK		Claudia Wallace WOHS	Nelda Laurel WOE Community Member
Belinda Gamez Human Resources Director	Endelia Barrera WOE		Priscilla Vela WOHS	Cesar Flores WOJH Community Member
Dr. Kandee Guartuche Secondary Instr. Coordinator	Elizabeth Garcia WOE		Jessica Ibarra JFK	Steven Gunter WOHS Community Member
Lindie Hagdorn Instr. Technology Specialist	Elissa Longoria WOE		Michelle Cruz WOE	Pauline Teran Cheniere Energy
Marcy Davis JFK Principal	Rosanna Sada WOE			Faye Bruun TAMUCC
Dana Moore WOE Principal	Christina Campos WOJH			Patricia Spaniol-Matthews TAMUCC
Genger Holt WOJH Assistant Principal	Sarah Serna WOJH			Erin Perez TAMUCC- Upward Bound
Rhonda Garcia ECHS Coordinator	Katrina Alejandro WOHS			Jeff West Education to Employment Partners
	Donato Avila WOHS			Katie Dion TAMUCC
	Stephenie Rhodes WOHS			Gillian McCaig Lyondellbassell
	Maggie Fowler At-Risk Counselor			Suraida Nanez-James Gulf Reach Institute

**APPENDIX B:**  
**SUPPORTING DOCUMENTS**

- [2021-2022 Student Handbook](#)
- [Teen Violence PD PowerPoint](#)
- [2021-2022 Employee Handbook](#)
- [Cyberbullying Training](#)
- [Suicide Prevention Training](#)
- [Suicide Prevention, Intervention, and Post-Intervention Handbook](#)
- [School Emergency Management Training](#)
- [Sex Trafficking Training](#)
- [Emergency Operations Procedures 2021-2022](#)
- [WOISD 2021-2022 Discipline Chart/Plan](#)
- [DAEP Handbook 2021-2022](#)
- [Threat Assessment Training](#)
- [Student Code of Conduct](#)
- [Duties of SRO \(CKE\)](#)
- [Dyslexia Treatment](#)

## APPENDIX C:

### STUDENT ACHIEVEMENT TEA STAAR-EOC DATA

**Texas Education Agency  
2021 College, Career, and Military Readiness  
WEST OSO ISD (178915)**

**Calculation Table**

	Annual Graduates	
	Count Credit	Percent
<b>Total</b>		
Total graduates	147	
Total credit for CCMR criteria	90	61%

**Data Table**

	Annual Graduates	
	Count Credit	Percent
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both ELA/Reading and Mathematics	76	52%
<b>TSI Criteria - ELA/Reading</b>		
Met TSI criteria for at least one indicator in ELA/Reading	87	59%
Met TSI assessment criteria	59	40%
Met ACT criteria	2	1%
Met SAT criteria	36	25%
Earned credit for a college prep course	38	26%
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	91	62%
Met TSI assessment criteria	40	27%
Met ACT criteria	2	1%
Met SAT criteria	14	10%
Earned credit for a college prep course	56	38%
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	1	1%

**APPENDIX C:**  
**STUDENT ACHIEVEMENT TEA STAAR-EOC DATA**

**Data Table**

	Annual Graduates	
	Count Credit	Percent
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	32	22%
<b>Industry-Based Certifications</b>		
Earned an industry-based certification from approved list	4	3%
<b>Level I or Level II Certificate</b>		
Earned a level I or level II certificate in any workforce education area	2	1%
<b>Associate Degree</b>		
Earned an associate degree while in high school	10	7%
<b>OnRamps Dual Enrollment Course</b>		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
<b>Graduate with Completed IEP and Workforce Readiness</b>		
Received graduation type code of 04, 05, 54, or 55	5	3%
<b>Special Ed with Advanced Degree Plan</b>		
Identified as receiving special education services and earned an advanced degree plan	11	8%
<b>U.S. Armed Forces*</b>		
Enlisted in the U.S. Armed Forces	N/A	N/A

## APPENDIX C: STUDENT ACHIEVEMENT TEA STAAR-EOC DATA

### Texas Education Agency 2021 STAAR Performance WEST OSO ISD (178915)

#### Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,056	865	278	382	260	2,841	
Approaches GL or Above	681	463	119	202	158	1,623	57%
Meets GL or Above	376	177	44	101	109	807	28%
Masters GL	103	51	3	25	56	238	8%
Total Percentage Points							93%
Component Score							31

#### Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	57%	51%	57%	66%	*	-	-	100%	56%	50%	54%	42%	57%	59%	52%
At Meets GL Standard or Above	28%	21%	29%	42%	*	-	-	44%	28%	22%	25%	27%	14%	30%	24%
At Masters GL Standard	8%	4%	9%	22%	*	-	-	22%	8%	6%	7%	10%	5%	9%	8%
Number of Tests															
At Approaches GL Standard or Above	1,623	134	1,443	33	*	-	-	**	1,409	118	151	138	21	1,239	384
At Meets GL Standard or Above	807	54	725	21	*	-	-	**	694	51	70	88	5	625	182
At Masters GL Standard	238	11	214	11	*	-	-	**	192	13	20	34	2	182	56
Total Tests	2,841	262	2,516	50	*	-	-	**	2,512	234	279	332	37	2,097	744
Participation															

**APPENDIX C:**  
**STUDENT ACHIEVEMENT TEA STAAR-EOC DATA**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	93%	93%	93%	90%	*	-	-	100%	93%	96%	97%	92%	96%	94%	92%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	64%	58%	65%	68%	*	-	-	*	63%	55%	58%	45%	58%	67%	58%
At Meets GL Standard or Above	36%	30%	36%	42%	*	-	-	*	35%	26%	30%	26%	25%	37%	32%
At Masters GL Standard	10%	8%	10%	21%	*	-	-	*	9%	7%	8%	8%	0%	10%	9%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	681	59	603	13	*	-	-	*	590	51	62	54	7	520	161
At Meets GL Standard or Above	376	30	333	8	*	-	-	*	327	24	32	31	3	287	89
At Masters GL Standard	103	8	90	4	*	-	-	*	83	6	9	10	0	77	26
Total Tests	1,056	101	930	19	*	-	-	*	936	92	107	121	12	777	279
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	94%	92%	94%	92%	*	-	-	*	94%	97%	97%	93%	93%	94%	92%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	54%	45%	54%	53%	*	-	-	*	53%	53%	56%	46%	58%	54%	52%
At Meets GL Standard or Above	20%	11%	21%	42%	*	-	-	*	20%	23%	25%	29%	0%	21%	20%
At Masters GL Standard	6%	0%	6%	26%	*	-	-	*	6%	9%	8%	14%	0%	6%	6%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	463	36	411	10	*	-	-	*	404	41	49	47	7	342	121
At Meets GL Standard or Above	177	9	158	8	*	-	-	*	150	18	22	30	0	130	47
At Masters GL Standard	51	0	45	5	*	-	-	*	43	7	7	14	0	36	15
Total Tests	865	80	760	19	*	-	-	*	762	77	87	103	12	634	231
<b>Participation</b>															



## APPENDIX C: STUDENT ACHIEVEMENT TEA STAAR-EOC DATA

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	92%	92%	92%	91%	*	-	-	*	92%	97%	97%	90%	100%	93%	91%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	43%	54%	40%	89%	-	-	-	-	40%	48%	48%	27%	29%	45%	38%
At Meets GL Standard or Above	16%	27%	14%	44%	-	-	-	-	15%	17%	17%	17%	0%	18%	11%
At Masters GL Standard	1%	0%	1%	11%	-	-	-	-	1%	0%	0%	7%	0%	1%	1%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	119	14	97	8	-	-	-	-	98	14	14	8	2	89	30
At Meets GL Standard or Above	44	7	33	4	-	-	-	-	37	5	5	5	0	35	9
At Masters GL Standard	3	0	2	1	-	-	-	-	2	0	0	2	0	2	1
Total Tests	278	26	243	9	-	-	-	-	244	29	29	30	7	198	80
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	96%	96%	96%	90%	-	-	-	-	96%	97%	97%	94%	100%	96%	97%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	53%	45%	53%	*	-	-	-	*	52%	33%	50%	33%	*	55%	45%
At Meets GL Standard or Above	26%	15%	27%	*	-	-	-	*	25%	13%	25%	23%	*	29%	20%
At Masters GL Standard	7%	3%	7%	*	-	-	-	*	6%	0%	8%	8%	*	7%	6%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	202	15	185	*	-	-	-	*	178	8	18	16	*	159	43
At Meets GL Standard or Above	101	5	95	*	-	-	-	*	86	3	9	11	*	82	19
At Masters GL Standard	25	1	23	*	-	-	-	*	19	0	3	4	*	19	6
Total Tests	382	33	346	*	-	-	-	*	340	24	36	48	*	287	95
<b>Participation</b>															

## APPENDIX C: STUDENT ACHIEVEMENT TEA STAAR-EOC DATA

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
% participation 2018-19	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	99%	100%	99%	100%
% participation 2020-21	92%	93%	92%	*	-	-	-	*	92%	96%	98%	90%	*	93%	88%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	61%	45%	62%	*	-	-	-	-	60%	33%	40%	43%	*	64%	49%
At Meets GL Standard or Above	42%	14%	45%	*	-	-	-	-	41%	8%	10%	37%	*	45%	31%
At Masters GL Standard	22%	9%	23%	*	-	-	-	-	20%	0%	5%	13%	*	24%	14%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	158	**	147	*	-	-	-	-	139	4	8	13	*	129	29
At Meets GL Standard or Above	109	**	106	*	-	-	-	-	94	1	2	11	*	91	18
At Masters GL Standard	56	**	54	*	-	-	-	-	45	0	1	4	*	48	8
Total Tests	260	**	237	*	-	-	-	-	230	12	20	30	*	201	59
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	98%	-	100%	100%
% participation 2020-21	92%	96%	92%	*	-	-	-	-	92%	93%	95%	92%	*	92%	93%

- Indicates there are no students in the group.

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

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

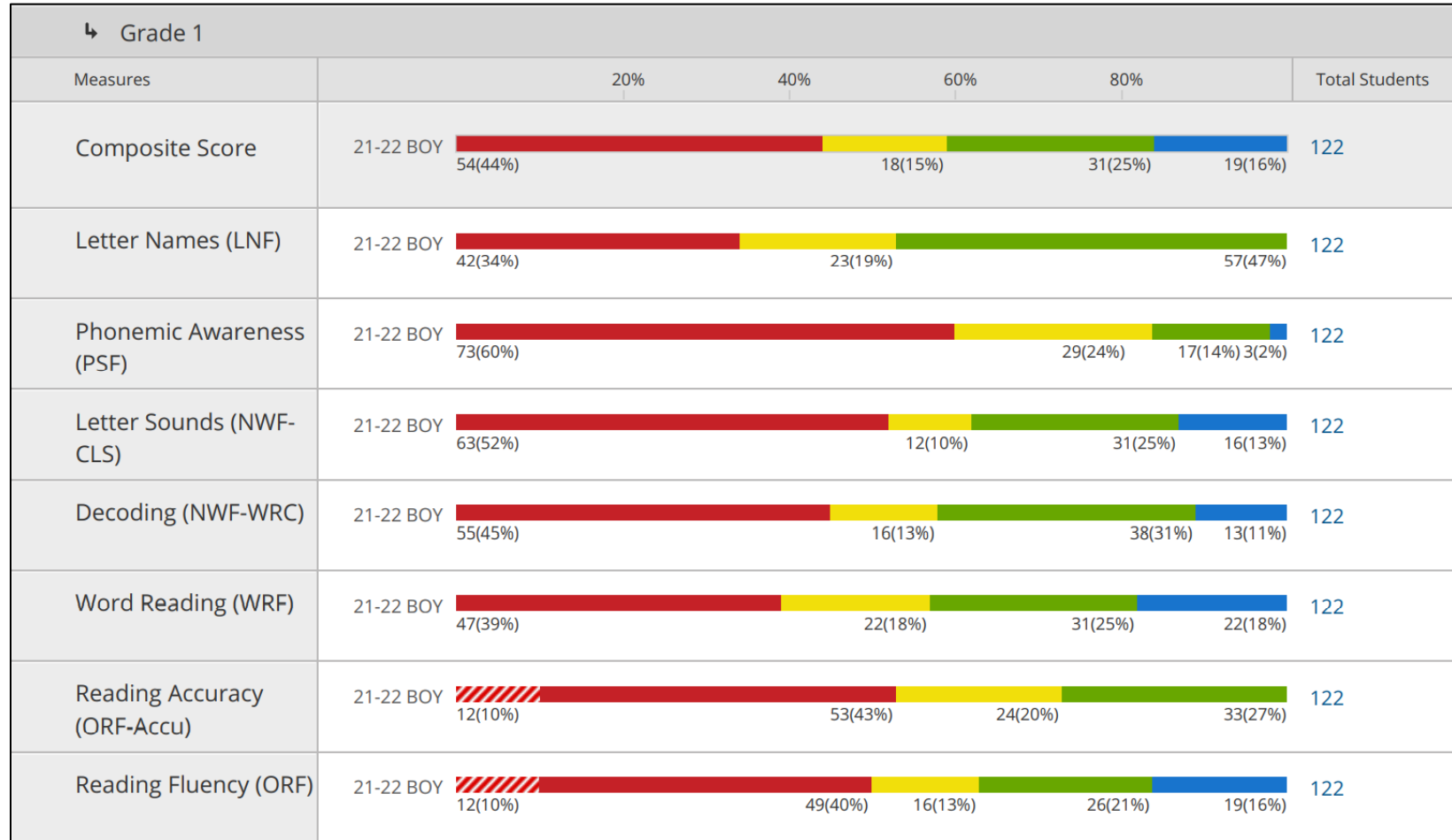
Released August 2021

TEA | Governance and Accountability | Performance Reporting

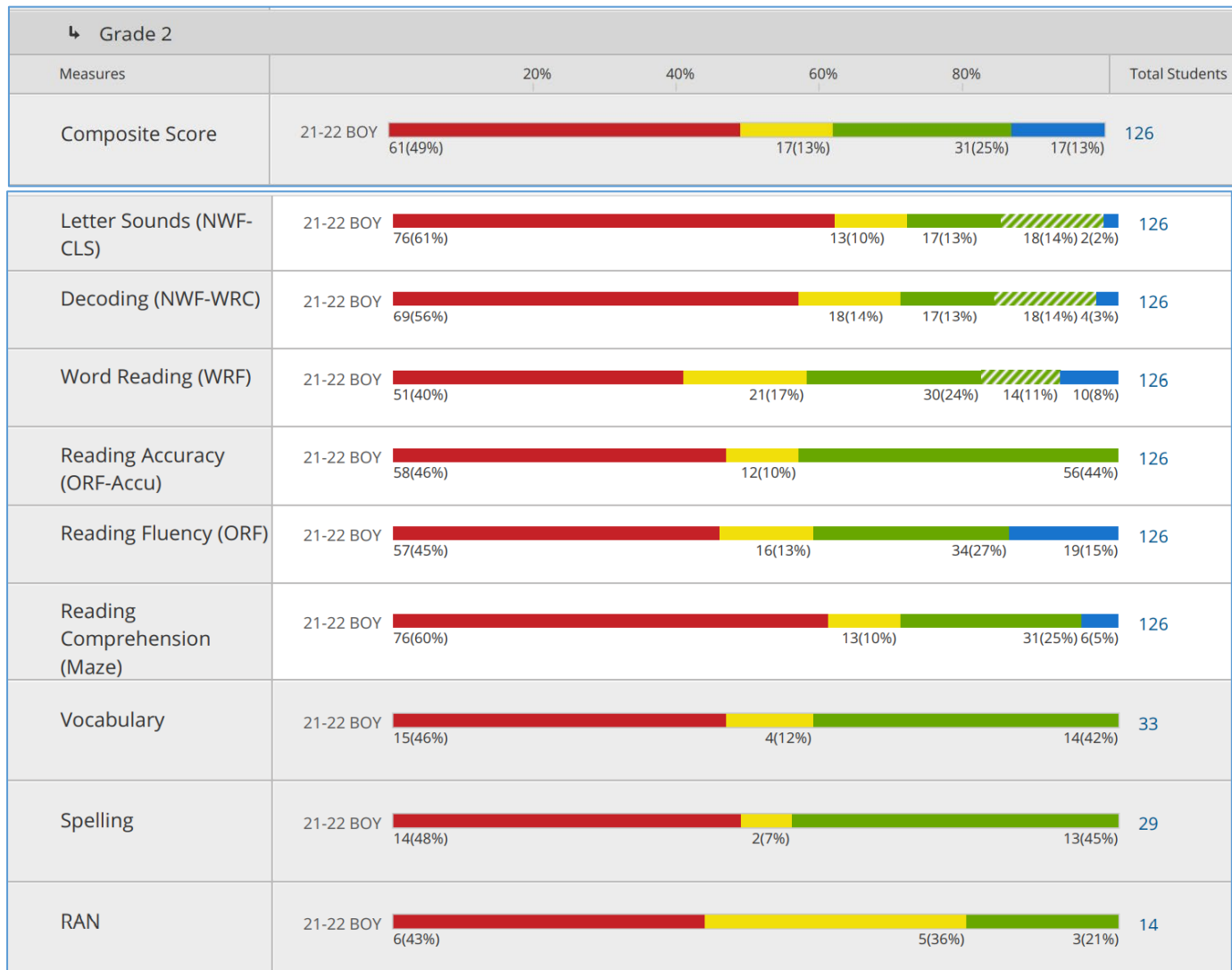
## APPENDIX C: K-3 READING DATA

John F Kennedy Elementary						
Grade K						
Measures	<div><div></div><div></div><div></div><div></div></div> <div>20%40%60%80%</div>				Total Students	
Composite Score	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>68(51%)21(16%)23(17%)22(16%)</div>				134
Letter Names (LNF)	21-22 BOY	<div><div></div><div></div><div></div></div> <div>72(54%)22(16%)40(30%)</div>				134
Phonemic Awareness (PSF)	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>21(16%)48(36%)56(41%)9(7%)</div>				134
Letter Sounds (NWF-CLS)	21-22 BOY	<div><div></div><div></div><div></div><div></div><div></div></div> <div>21(16%)32(24%)37(27%)33(25%)11(8%)</div>				134
Decoding (NWF-WRC)	21-22 BOY	<div><div></div><div></div><div></div></div> <div>21(16%)92(68%)21(16%)</div>				134
Word Reading (WRF)	21-22 BOY	<div><div></div><div></div><div></div></div> <div>21(16%)57(42%)56(42%)</div>				134

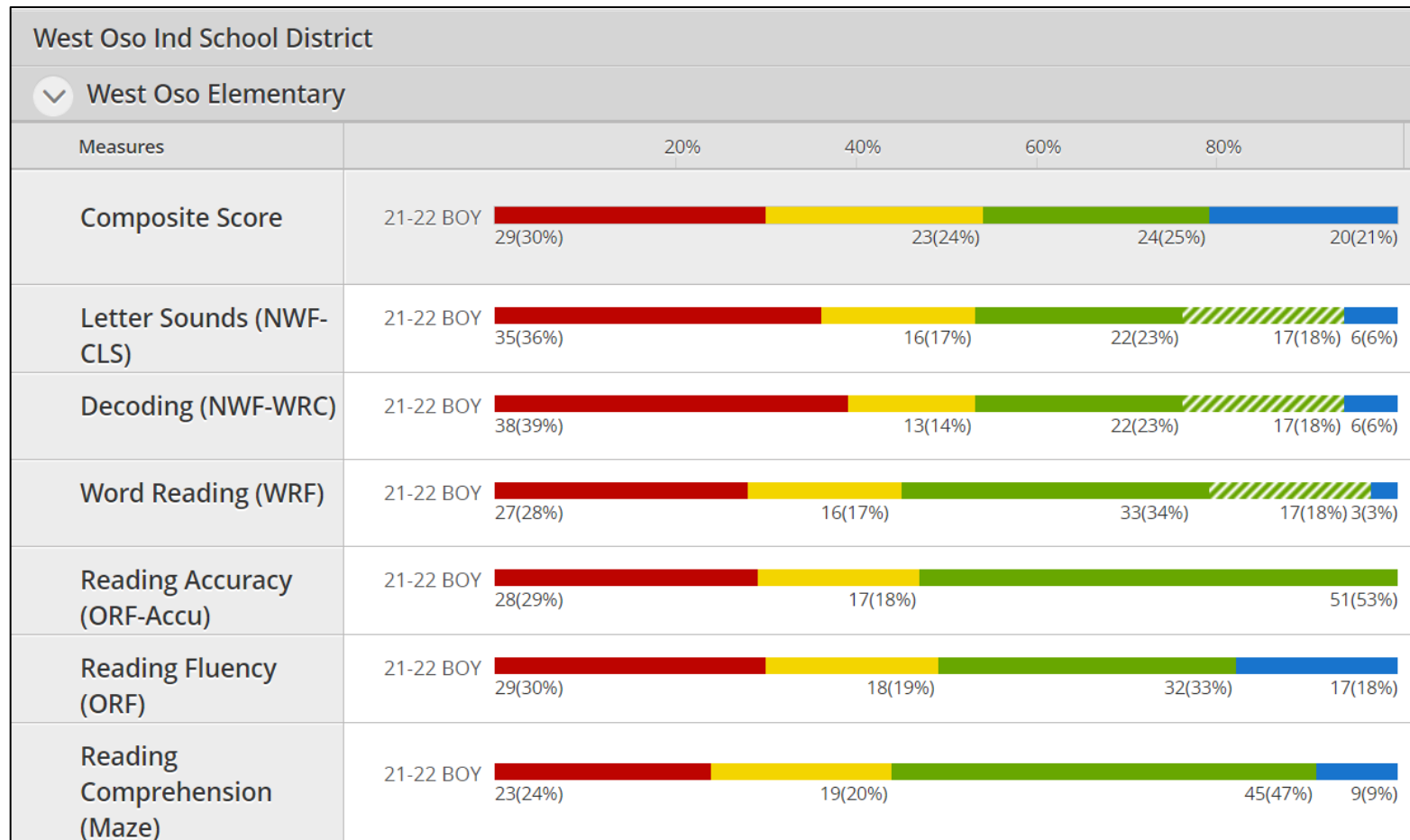
## APPENDIX C: K-3 READING DATA



## APPENDIX C: K-3 READING DATA



## APPENDIX C: K-3 READING DATA



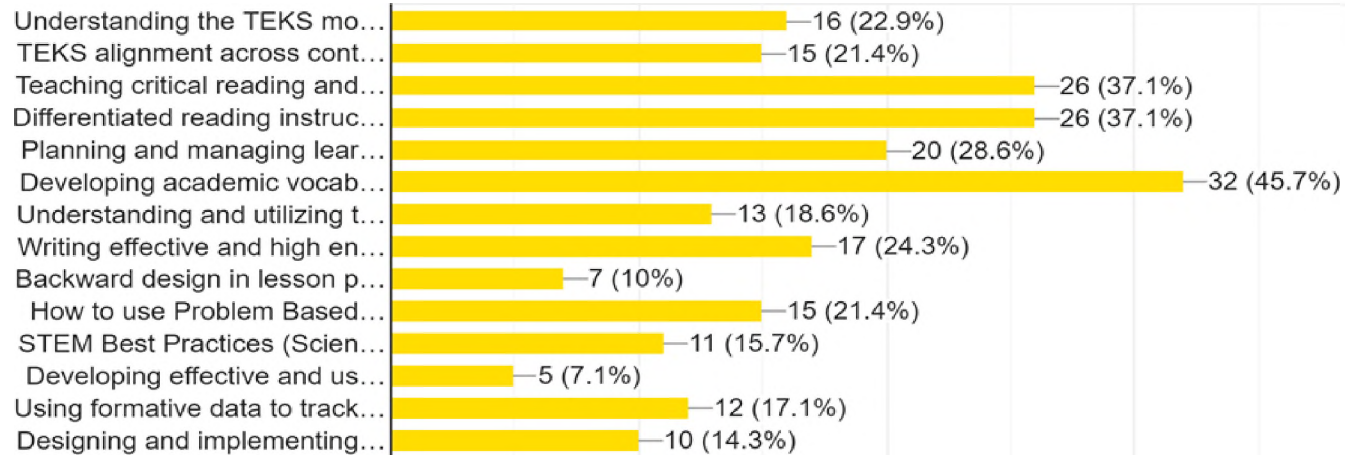
## APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

### WHAT TOPICS MOST INTEREST YOU IN TERMS OF PROFESSIONAL LEARNING NEEDS?

Curriculum: What topics most interest you in terms of professional learning needs?

Select all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Understanding the TEKS more deeply (including vertical alignment)<br><input type="checkbox"/> TEKS alignment across content areas<br><input type="checkbox"/> Teaching critical reading and/or writing skills<br><input type="checkbox"/> Differentiated reading instruction<br><input type="checkbox"/> Planning and managing learning stations in the classroom (K-12)<br><input type="checkbox"/> Developing academic vocabulary in students<br><input type="checkbox"/> Understanding and utilizing the TEKS Resources System (our curriculum) more fully | <input type="checkbox"/> Writing effective and high engagement lesson plans<br><input type="checkbox"/> Backward design in lesson planning<br><input type="checkbox"/> How to use Problem Based Learning in the classroom<br><input type="checkbox"/> STEM Best Practices (Science, Technology, Engineering, Math)<br><input type="checkbox"/> Developing effective and useful formative assessments<br><input type="checkbox"/> Using formative data to track student progress and adjust instruction<br><input type="checkbox"/> Designing and implementing stations |
|--|--|



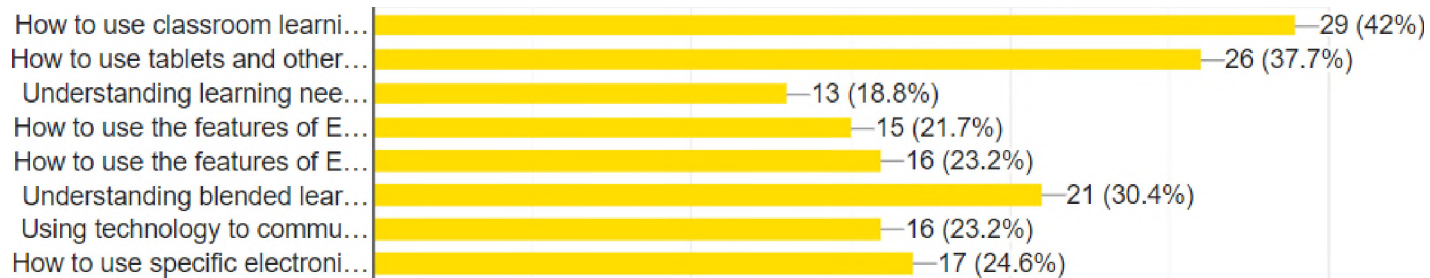
## APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

### WHAT TOPICS MOST INTEREST YOU IN TERMS OF PROFESSIONAL LEARNING NEEDS?

Technology: What topics most interest you in terms of professional development needs?

Select all that apply.

- ☒ How to use classroom learning tools, such as smart boards, student response systems to improve learning
- ☒ How to use tablets and other mobile devices to enhance student learning and engagement
- ☐ Understanding learning needs of "digital natives"
- ☒ How to use the features of Eduphoria for data informed decision making (Aware)
- ☐ How to use the features of Eduphoria to create assessments (Aware)
- ☒ Understanding blended learning/personalized learning
- ☐ Using technology to communicate with parents, students, and community
- ☐ How to use specific electronic resources





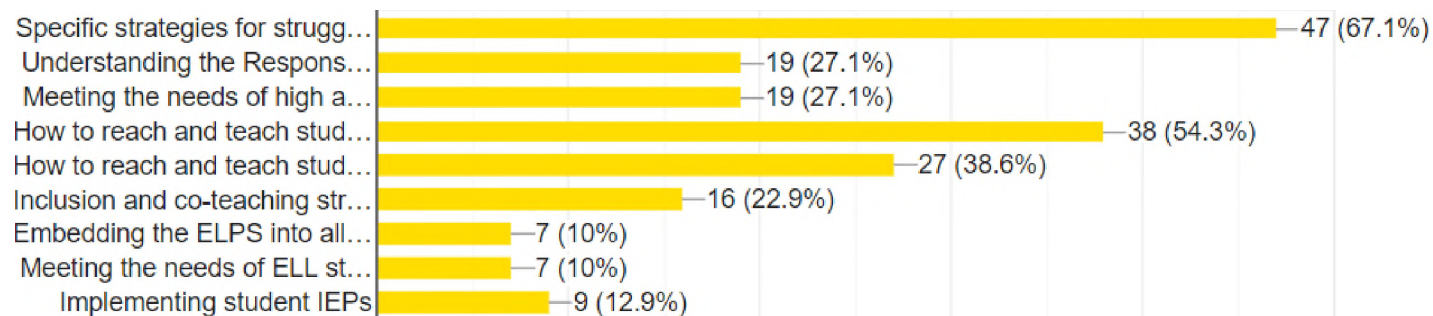
## APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

### WHAT TOPICS MOST INTEREST YOU IN TERMS OF PROFESSIONAL LEARNING NEEDS?

Special Populations: What topics most interest you in terms of professional development needs?

Select all that apply.

- ☐ Specific strategies for struggling students
- ☐ Understanding the Response to Interventions (RtI) Process
- ☐ Meeting the needs of high ability or high performing students
- ☒ How to reach and teach students with challenging behavior
- ☒ How to reach and teach students with special learning needs
- ☐ Inclusion and co-teaching strategies and best practices
- ☐ Embedding the ELPS into all content areas (ELL students)
- ☒ Meeting the needs of ELL students through Sheltered Instruction strategies
- ☒ Implementing student IEPs



**APPENDIX E:**  
**FINANCE DATA**

**2020 - 2021 Budgeted Financial Data**  
**Totals for WEST OSO ISD (178915)**  
**Total Enrolled Membership: 1,975**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>						
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$7,988,997	36.56%	\$4,045	\$7,988,997	36.56%	\$4,045
State Operating Funds	\$12,247,917	56.05%	\$6,201	\$12,247,917	56.05%	\$6,201
Federal Funds	\$1,533,160	7.02%	\$776	\$1,533,160	7.02%	\$776
Other Local	\$81,030	0.37%	\$41	\$81,030	0.37%	\$41
<b>Total Operating Revenue</b>	<b>\$21,851,104</b>	<b>100.00%</b>	<b>\$11,064</b>	<b>\$21,851,104</b>	<b>100.00%</b>	<b>\$11,064</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,737,463	100.00%	\$1,386
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Other Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$2,737,463</b>	<b>100.00%</b>	<b>\$1,386</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$21,851,104</b>	<b>100.00%</b>	<b>\$11,064</b>	<b>\$24,588,567</b>	<b>100.00%</b>	<b>\$12,450</b>
<b>Recapture Revenue</b>						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$21,851,104</b>	<b>100.00%</b>	<b>\$11,064</b>	<b>\$24,588,567</b>	<b>100.00%</b>	<b>\$12,450</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$862,791	100.00%	\$437	\$862,791	100.00%	\$437
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	<b>\$862,791</b>	<b>100.00%</b>	<b>\$437</b>	<b>\$862,791</b>	<b>100.00%</b>	<b>\$437</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$22,713,895</b>	<b>100.00%</b>	<b>\$11,501</b>	<b>\$25,451,358</b>	<b>100.00%</b>	<b>\$12,887</b>
<b>Expenditures</b>						
<b>Operating Expenditures by Object (61xx-64xx only)</b>						
Payroll Expenditures (Object 61xx)	\$15,552,108	71.65%	\$7,874	\$15,552,108	71.65%	\$7,874
Professional & Contracted Services (Object 62xx)	\$3,149,563	14.51%	\$1,595	\$3,149,563	14.51%	\$1,595
Supplies & Materials (Object 63xx)	\$1,829,458	8.43%	\$926	\$1,829,458	8.43%	\$926

**APPENDIX E:**  
**FINANCE DATA**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$1,175,219	5.41%	\$595	\$1,175,219	5.41%	\$595
<b>Total Operating Expenditures by Object</b>	<b>\$21,706,348</b>	<b>100.00%</b>	<b>\$10,991</b>	<b>\$21,706,348</b>	<b>100.00%</b>	<b>\$10,991</b>
<b>Non-Operating Expenditures by Object</b>						
Debt Services(Object 65xx)	\$315,600	47.69%	\$160	\$3,053,063	89.82%	\$1,546
Capital Outlay(Object 66xx)	\$346,149	52.31%	\$175	\$346,149	10.18%	\$175
<b>Total Non-Operating Expenditures by Object</b>	<b>\$661,749</b>	<b>100.00%</b>	<b>\$335</b>	<b>\$3,399,212</b>	<b>100.00%</b>	<b>\$1,721</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$22,368,097</b>	<b>100.00%</b>	<b>\$11,326</b>	<b>\$25,105,560</b>	<b>100.00%</b>	<b>\$12,712</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction(Function 11,95)	\$10,808,568	49.79%	\$5,473	\$10,808,568	49.79%	\$5,473
Instructional Resources & Media Services (Function 12)	\$369,845	1.70%	\$187	\$369,845	1.70%	\$187
Curriculum & Staff Development (Function 13)	\$378,924	1.75%	\$192	\$378,924	1.75%	\$192
Instructional Leadership (Function 21)	\$293,900	1.35%	\$149	\$293,900	1.35%	\$149
School Leadership (Function 23)	\$1,015,503	4.68%	\$514	\$1,015,503	4.68%	\$514
Guidance Counseling Services (Function 31)	\$814,912	3.75%	\$413	\$814,912	3.75%	\$413
Social Work Services (Function 32)	\$1,000	0.00%	\$1	\$1,000	0.00%	\$1
Health Services (Function 33)	\$164,158	0.76%	\$83	\$164,158	0.76%	\$83
Transportation (Function 34)	\$441,063	2.03%	\$223	\$441,063	2.03%	\$223
Food Services (Function 35)	\$1,324,829	6.10%	\$671	\$1,324,829	6.10%	\$671
Extracurricular (Function 36)	\$719,597	3.32%	\$364	\$719,597	3.32%	\$364
General Administration (Function 41,92)	\$1,267,728	5.84%	\$642	\$1,267,728	5.84%	\$642
Facilities Maintenance & Operations (Function 51)	\$3,574,126	16.47%	\$1,810	\$3,574,126	16.47%	\$1,810
Security & Monitoring Services (Function 52)	\$298,100	1.37%	\$151	\$298,100	1.37%	\$151
Data Processing Services (Function 53)	\$227,395	1.05%	\$115	\$227,395	1.05%	\$115
Community Services (Function 61)	\$6,700	0.03%	\$3	\$6,700	0.03%	\$3
<b>Total Operating Expenditures by Function</b>	<b>\$21,706,348</b>	<b>100.00%</b>	<b>\$10,991</b>	<b>\$21,706,348</b>	<b>100.00%</b>	<b>\$10,991</b>
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$315,600	47.69%	\$160	\$3,053,063	89.82%	\$1,546
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$346,149	52.31%	\$175	\$346,149	10.18%	\$175

**APPENDIX E:**  
**FINANCE DATA**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Total Non-Operating Expenditures by Function</b>	\$661,749	100.00%	\$335	\$3,399,212	100.00%	\$1,721
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$22,368,097	100.00%	\$11,326	\$25,105,560	100.00%	\$12,712
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>						
Basic Educational Services (PIC 11)	\$7,517,051	34.63%	\$3,806	\$7,517,051	34.63%	\$3,806
Gifted and Talented (PIC 21)	\$10,000	0.05%	\$5	\$10,000	0.05%	\$5
Career and Technical (PIC 22)	\$515,655	2.38%	\$261	\$515,655	2.38%	\$261
Students with Disabilities (PICs 23,33)	\$3,352,914	15.45%	\$1,698	\$3,352,914	15.45%	\$1,698
State Compensatory Education (PICs 24,26,28,29,30,34)	\$373,352	1.72%	\$189	\$373,352	1.72%	\$189
Bilingual (PICs 25,35)	\$61,901	0.29%	\$31	\$61,901	0.29%	\$31
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
PreKindergarten (PIC 32)	\$241,038	1.11%	\$122	\$241,038	1.11%	\$122
Early Education Allotment (PIC 36)	\$1,826,016	8.41%	\$925	\$1,826,016	8.41%	\$925
Dyslexia or Related Disorder Services (PIC 37)	\$13,416	0.06%	\$7	\$13,416	0.06%	\$7
College, Career, and Military Readiness (CCMR) (PIC 38)	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletics/Related Activities (PIC 91)	\$525,793	2.42%	\$266	\$525,793	2.42%	\$266
Un-Allocated (PIC 99)	\$7,269,212	33.49%	\$3,681	\$7,269,212	33.49%	\$3,681
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$21,706,348	100.00%	\$10,991	\$21,706,348	100.00%	\$10,991
<b>Non-Operating Expenditures by PIC</b>						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$315,600	47.69%	\$160	\$3,053,063	89.82%	\$1,546
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$346,149	52.31%	\$175	\$346,149	10.18%	\$175
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$661,749	100.00%	\$335	\$3,399,212	100.00%	\$1,721
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$22,368,097	100.00%	\$11,326	\$25,105,560	100.00%	\$12,712
<b>Disbursements</b>						
<b>Total Disbursements</b>						
Operating Expenditures	\$21,706,348	95.40%	\$10,991	\$21,706,348	85.16%	\$10,991
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0

**APPENDIX E:**  
**FINANCE DATA**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$384,025	1.69%	\$194	\$384,025	1.51%	\$194
Debt Service (Object 6500)	\$315,600	1.39%	\$160	\$3,053,063	11.98%	\$1,546
Capital Projects (Object 6600)	\$346,149	1.52%	\$175	\$346,149	1.36%	\$175
<b>Total Disbursements</b>	<b>\$22,752,122</b>	<b>100.00%</b>	<b>\$11,520</b>	<b>\$25,489,585</b>	<b>100.00%</b>	<b>\$12,906</b>

TITLE I SALARIES 2021-2022		
NAME	POSITION	CAMPUS
Dr. Kandee Guartuche	R/LA and EL Coordinator	Central Office
Ms. Diana Salinas	Elementary Instructional Facilitator	JFK and WOE
Ms. Diane Clayton	Secondary Instructional Facilitator	WOJH and WOHS
Ms. Sara Bill-Velasquez	Second grade teacher	JFK
Chris Alejandre	Seventh grade math teacher	WOJH
Sarita Harvey	High School Chemistry teacher	WOHS

TITLE I BUDGET 2021-2022 BUDGET	
CENTRAL OFFICE	
FUND CODE: 211	2021-2022 ESSA BUDGET
ESC 2 SERVICES	14,380.00
SUPPLIES & MATERIALS OFFICE	7,000
SUPPLIES & MATERIALS WORKSHOPS	7,243.00
TRAVEL CO STAFF	7,500.00
PARENTAL INVOLVMENT SUPPLIES	1,345
TOTAL > OFFICE	\$ 37,468.00

TITLE I BUDGET 2021-2022	
JFK ELEMENTARY SCHOOL	
FUND CODE: 211	2021-2022 ESSA BUDGET
JFK PAYROLL	162,255.00
PAYROLL > JFK SUPPL STAFF	126,255
PAYROLL TUTORIALS > JFK	36,000.00
ESC 2 SERVICES- JFK STAFF	2,663.00
CAMPUS SUPPLIES & MATERIALS STS	14,216.34
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	125.00
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 183,634.34

TITLE I BUDGET 2021-2022	
WEST OSO ELEMENTARY SCHOOL	
FUND CODE: 211	2021-2022 ESSA BUDGET
WOE PAYROLL	131,924.00
PAYROLL > WOE SUPPL STAFF	95,927.00
PAYROLL TUTORIALS > WOE	36,000.00
ESC 2 SERVICES- WOE STAFF	2,123.00
CAMPUS SUPPLIES & MATERIALS STS	11,134.94
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	125.00
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 149,684.94



TITLE I BUDGET 2021-2022	
WEST OSO JUNIOR HIGH SCHOOL	
FUND CODE: 211	2021-2022 ESSA BUDGET
PAYROLL WOJH	137,992.00
PAYROLL > WOJH SUPPL STAFF	101,992.00
PAYROLL TUTORIALS > WOJH	36,000.00
ESC 2 SERVICES- WOJH STAFF	2,312.00
CAMPUS SUPPLIES & MATERIALS STS	11,669.92
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	500
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 156,473.92

TITLE I BUDGET 2021-2022	
WEST OSO HIGH SCHOOL	
FUND CODE: 211	2021-2022 ESSA BUDGET
PAYROLL WOHS	174,384.00
PAYROLL > WOHS SUPPL STAFF	138,384.00
PAYROLL TUTORIALS > WOHS	36,000.00
ESC 2 SERVICES- WOHS STAFF	1,851.00
CAMPUS SUPPLIES & MATERIALS STS	16,477.8
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	500
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	197,212.8
West Oso ISD Title I Funds for 2020-2021	724,474



## WEST OSO INDEPENDENT SCHOOL DISTRICT

### ESSER II BUDGET



Category		Cost per year/item	# of Years/items	Total
Retention stipend				\$500,000
Personnel	Tutors	\$66,000	3	\$120,000
	Accelerated Learning Coordinator	\$80,000	3	\$240,000
	COVID Leave	\$50,000	1	\$50,000
HVAC	Ionization Units	\$100,000	1	\$100,000
Technology	JH Auditorium Light & Sound		1	\$527, 582
	Teacher Laptops		1	
After School program	Supplies	34000	3	\$102,000
	Staffing	\$100,000	3	\$300,000
Generator	Central Office	\$45,000	1	\$45,000
Busses	Busses with Cameras	\$112,500	4	\$450,000
				<b>\$2,434,582</b>

This budget allocates \$812,000 towards learning loss. That is 33% of the total fund.



## WEST OSO INDEPENDENT SCHOOL DISTRICT

### ESSER III BUDGET



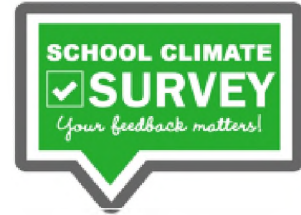
Category		Cost per year	# of Years	Total
Retention stipend				\$500,000
Personnel	JH Teachers (5)	\$300,000	3	\$900,000*
	JFK Teachers (3)	\$180,000	3	\$540,000*
	Social Worker	\$70,000	3	\$210,000
	Counselor	\$66,000	3	\$195,000
	Tutors Retired-Certified	\$60,000	3	\$180,000*
HVAC	Upgrades to HVAC System	\$1,750,000	1	\$1,750,000
Technology	Network	\$300,000	1	\$300,000
	Phones	\$100,000	1	\$100,000
	Cameras	\$120,000	1	\$120,000
	P.A. systems	\$160,000	1	\$160,000
After School program	Supplies	\$46,667	3	\$140,000*
	Staffing	\$118,000	3	\$354,000*
Socioemotional Learning Curriculum				\$18,725
				\$5,467,725

\*Funds allocated for the \$5,467,725 = \$2,114,000 to address learning loss. Learning loss spending would be 39% of the total funding. This exceeds the minimum set by TEA of 20% for learning loss.

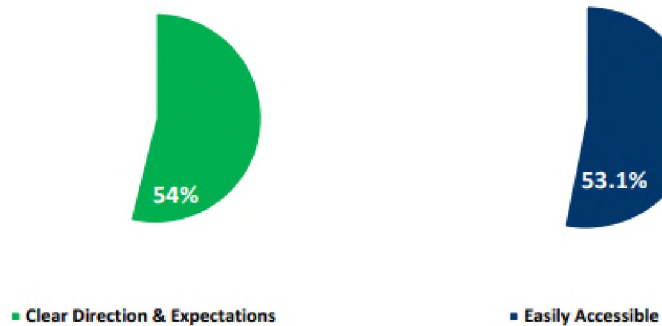
APPENDIX F:  
CLIMATE SURVEY



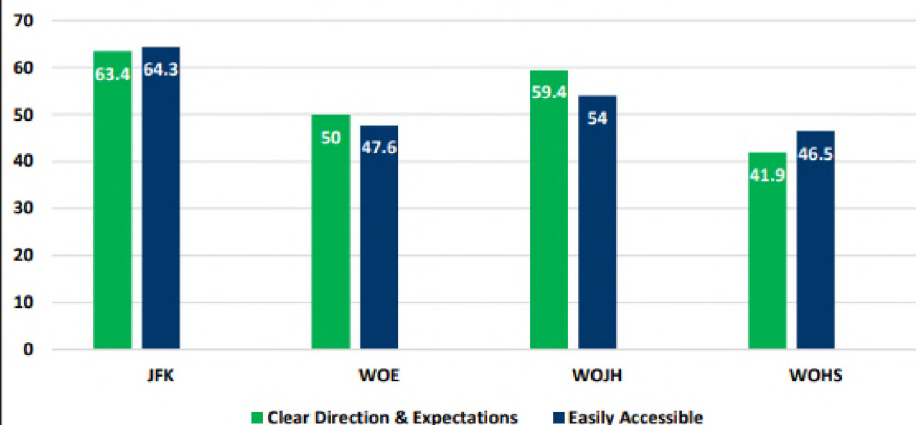
WOISD  
Business Office  
Climate Survey Results  
2020-2021



Business Office  
District Wide Approval Rating



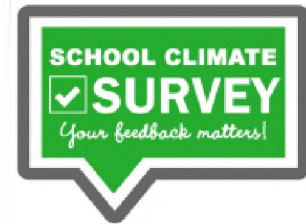
Business Office  
Approval Rating per Campus



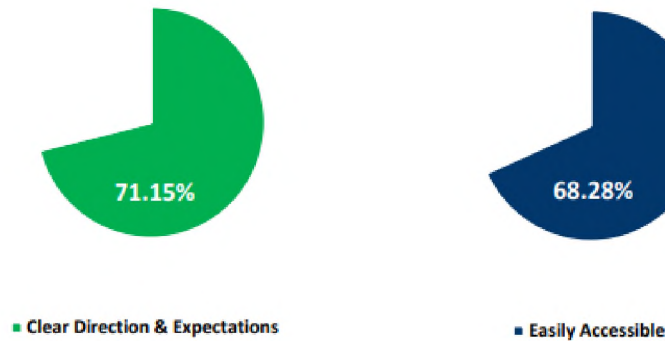
APPENDIX F:  
CLIMATE SURVEY



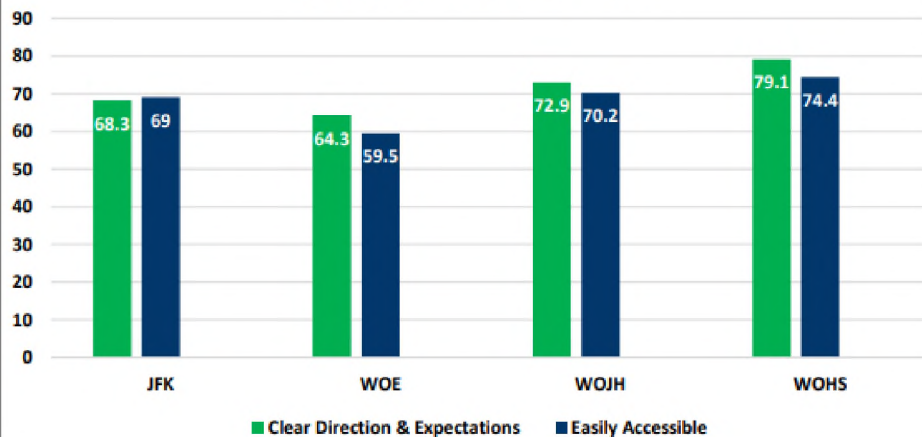
WOISD  
Curriculum & Instruction  
Climate Survey Results  
2020-2021



Curriculum & Instruction  
District Wide Approval Rating



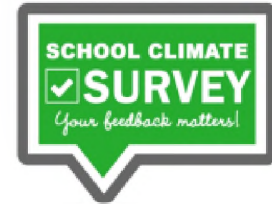
Curriculum & Instruction  
Approval Rating per Campus



APPENDIX F:  
CLIMATE SURVEY

**INSTRUCTIONAL  
MATERIALS  
SUPPORT**

**WOISD  
Instructional Materials Support  
Climate Survey Results  
2020-2021**

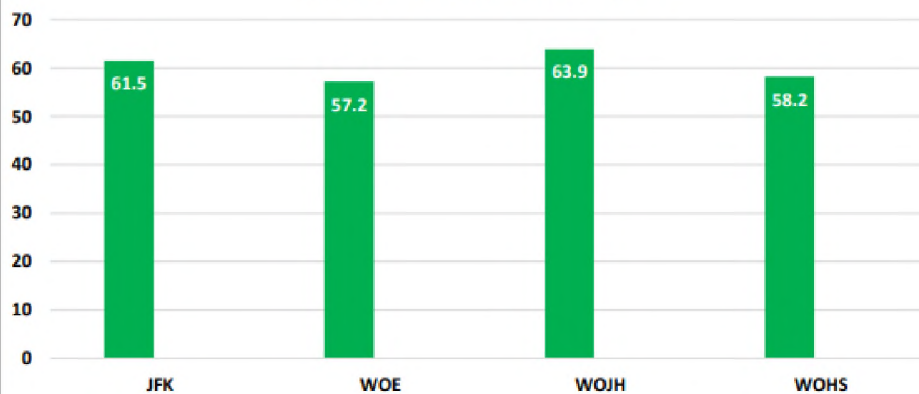


**Instructional Materials Support  
District Wide Approval Rating**



■ Teachers Have Materials Needed including Technology, Manipulatives-- to Effectively Teach Students

**Instructional Materials Support  
Approval Rating per Campus**

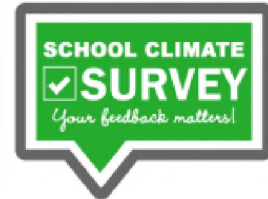


■ Have Materials Needed including Technology, Manipulatives-- to Effectively Teach Students

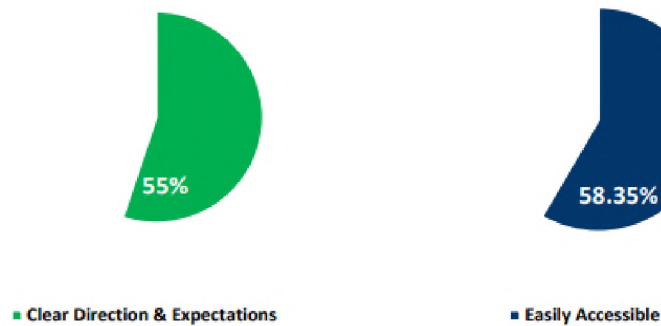
APPENDIX F:  
CLIMATE SURVEY



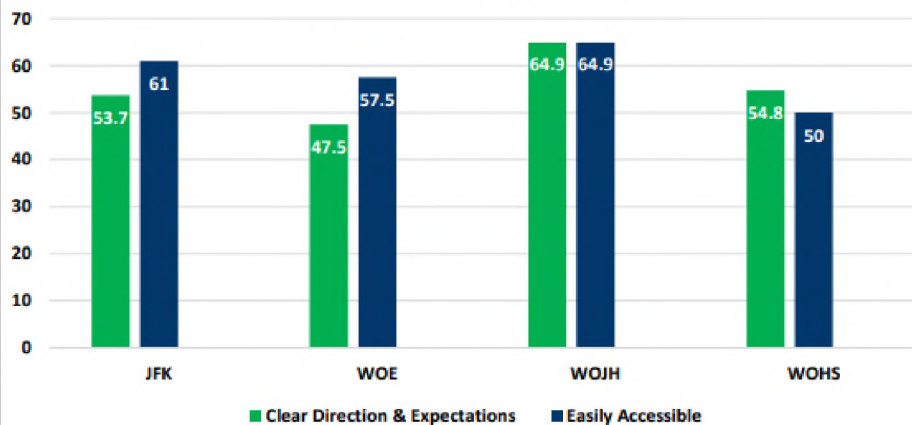
**WOISD  
Maintenance/Transportation  
Climate Survey Results  
2020-2021**



**Maintenance & Transportation  
District Wide Approval Rating**



**Maintenance & Transportation  
Approval Rating per Campus**

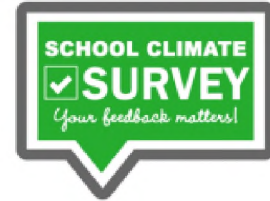




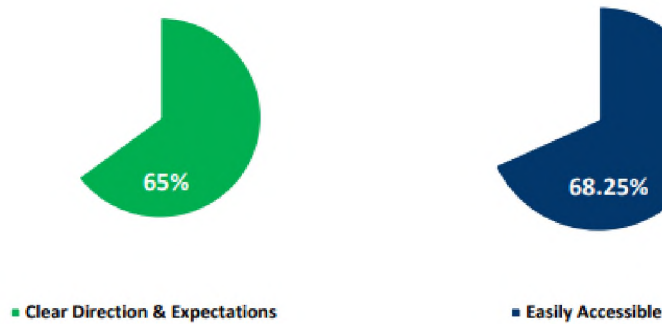
APPENDIX F:  
CLIMATE SURVEY



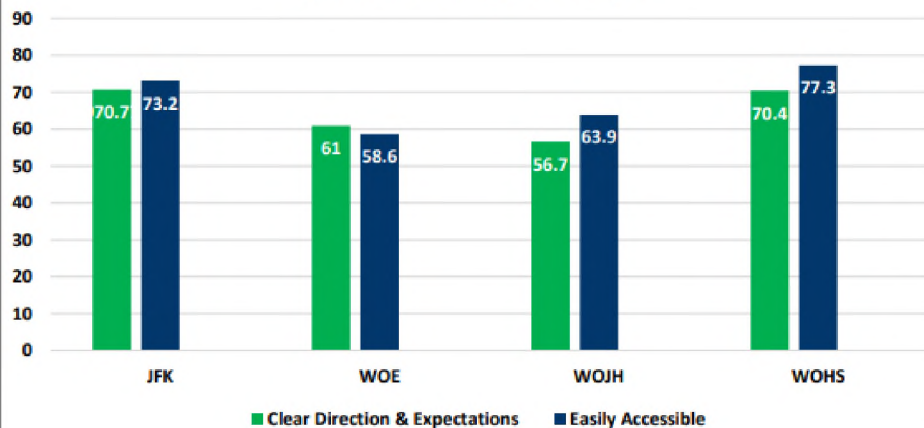
WOISD  
Special Education  
Climate Survey Results  
2020-2021



Special Education  
District Wide Approval Rating

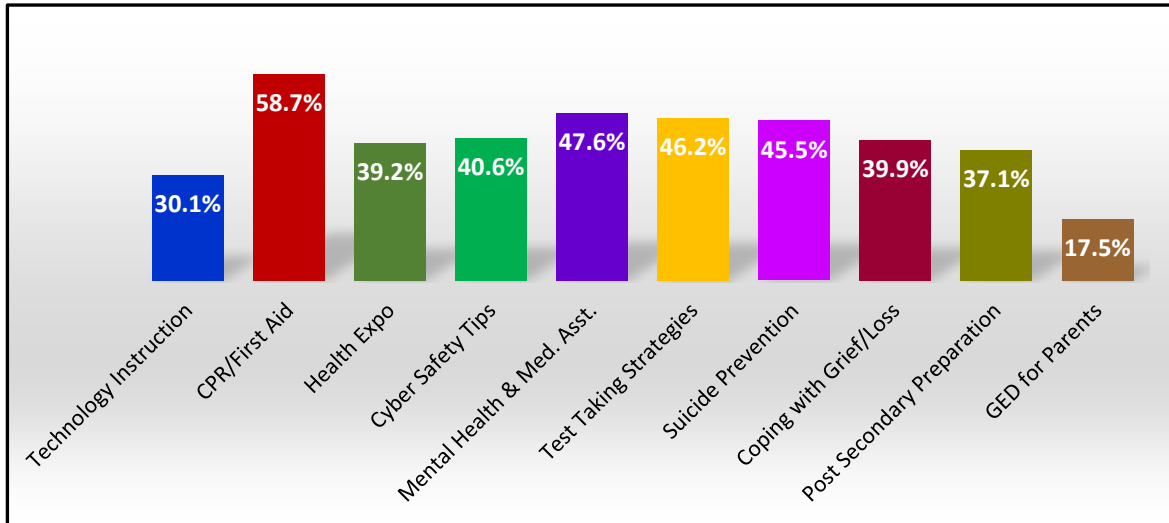


Special Education  
Approval Rating per Campus

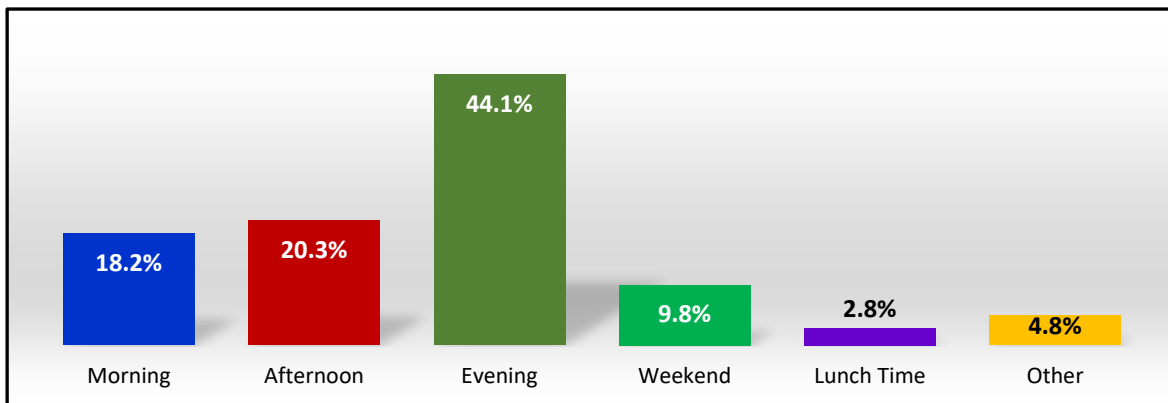


**APPENDIX G:**  
**PARENTAL INVOLVEMENT SURVEY**

1. The kinds of resources and services you would like to see made available in the district.

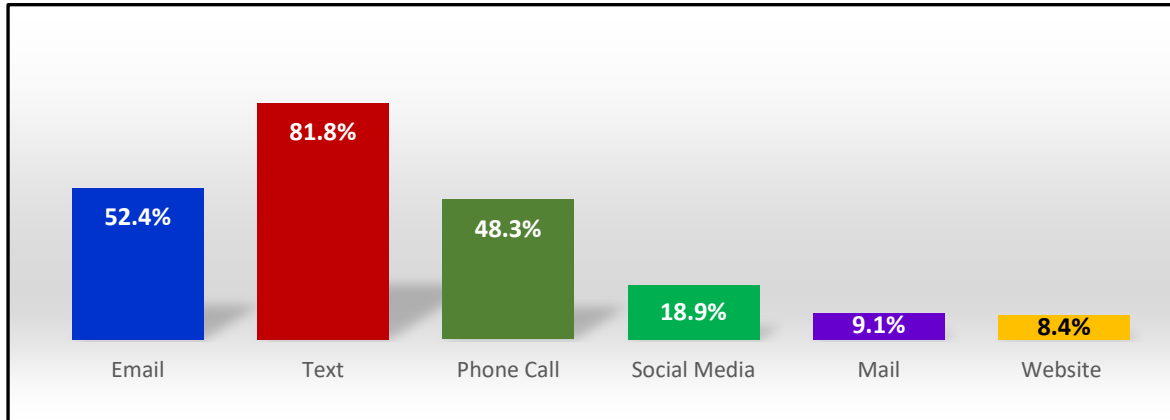


2. What is the best time of the day to offer the above topics?

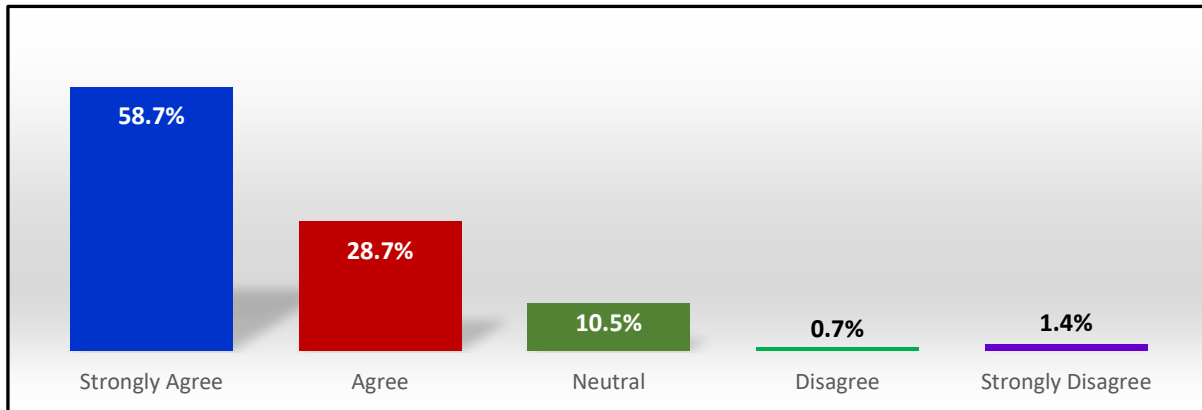


**APPENDIX G:**  
**PARENTAL INVOLVEMENT SURVEY**

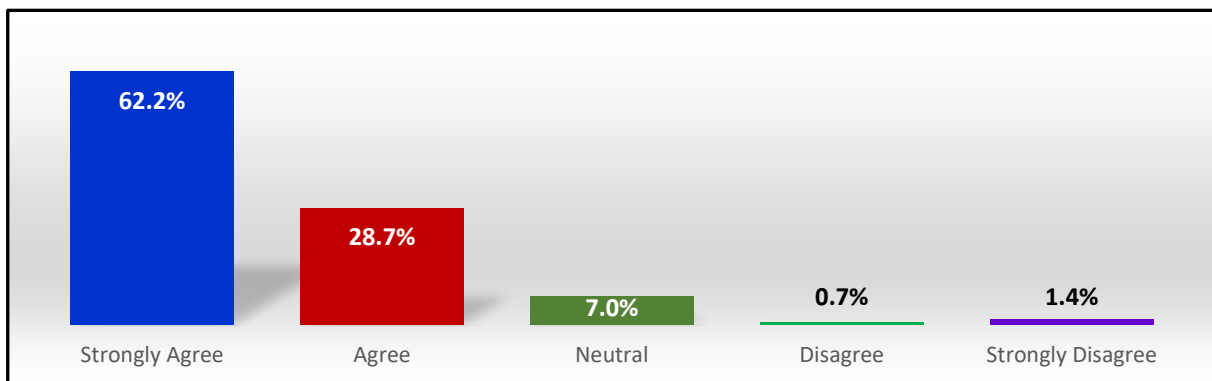
3. What is your preferred method of communication?



4. The school has done a good job of keeping me informed about scheduled school events and activities.



5. I feel comfortable reaching out to teachers and staff with questions and concerns.



APPENDIX H:  
PARENT & FAMILY ENGAGEMENT POLICY

## WEST OSO INDEPENDENT SCHOOL DISTRICT PARENTAL & FAMILY ENGAGEMENT POLICY

### MISSION STATEMENT

West Oso Independent School District (WOISD) strives to forge a partnership with parents and families. Our parent and family services are designed to engage parents in the process of delivering a quality education to every student in our district.

### STATEMENT OF PURPOSE

The Parent and Family Engagement Policy will establish a framework for the West Oso ISD parent and family engagement program. This will be achieved in conjunction with the district's improvement plan. The district values the role that parents play in the success of their children's academic achievement. Establishing partnerships with parents and the community is vital to our success. Each student will benefit from supportive, active involvement when the school, home, and community work together to promote high achievement for our students.

### PROGRAM REQUIREMENTS

WOISD agrees to implement the following statutory requirements:

1. WOISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)
2. WOISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, WOISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)
  - The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
  - The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.
3. WOISD will involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

4. WOISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise effectively engaging parents and family members in education. Section 1116 (a)(2)(B)
5. WOISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4)
6. WOISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—  
Section 1116 (a)(2)(D)
  - barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - strategies to support successful school and family interactions;
7. WOISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)
8. WOISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)
9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, WOISD shall: Section 1116 (e)
  - (i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1))

- (ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)
- (iv) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)
- (iv) ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; Section 1116 (e)(5)

## PROGRAM IMPLEMENTATION

Parent and Family Engagement means the participation of parents in regular, two way, and meaningful communication involving students' academic learning and other school activities, including

- a. That parents play an integral role in assisting in their child's learning;
  - b. That parents are encouraged to be actively involved in their child's education at school;
  - c. That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child;
  - d. The carrying out of other activities, such as those described in ESEA.
1. Feedback from parents and families is valuable in developing, implementing, and evaluating parent and family engagement activities and events. Every attempt will be made to gather feedback from parents through district and campus surveys, social media, and specific feedback provided to campuses.
  2. Parents will be involved in meaningful consultation in planning, implementing, and evaluating parent and family engagement policies and activities. Families will be actively recruited to participate in the following committees:
    - \*District Advisory Team
    - \*Campus Advisory Team
    - \*Parent Teacher Organization (PTO)
    - \*Student Health Advisory Committee (SHAC)
  3. WOISD will provide regular trainings and/or meetings with school personnel to supply the necessary coordination, technical assistance, and other support to assist Title I, Part A, schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
  4. WOISD will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental policy in improving the quality of its Title I, Part A, schools by providing full opportunities for the participation of parents through active recruitment and participation in the Annual District Parental Involvement Program Evaluation. Findings will be utilized in designing

effective strategies and programs that will increase parental involvement and to revise, if necessary its parental involvement policies. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities.

- 5.** WOISD will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective engagement of parents and to support a partnership among the schools involved, parents and the community to improve student academic achievement, through the following activities specifically described below:

**A.** WOISD will, with the assistance of its Title I, Part A schools, provide assistance to parents and children served by the school district or school, as appropriate, in understanding topics such as the State's academic content standards, the State's student academic achievement standards, the State and Local academic assessment including alternate assessments, the requirements of the Title I, Part A, how to monitor their child's progress, and how to work with the educators by:

1. Conducting an annual Title I Part A, parent meeting within the 1st Six Weeks of school to inform parents of the district's participation in Title I, Part A, its requirements and their right to be involved.
2. Conducting regular campus parent meetings to inform parents about the State's academic content standards, the State's student academic achievements, and campus programs.
3. Conducting monthly campus parent sessions for parent's personal growth and development.
4. Attending local, regional, state and nations parent conferences.
5. Conducting Parent and Family Education Workshops
6. Parenting Classes and Trainings

**B.** The school district will, with the assistance of its Title I, Part A schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent & family engagement by:

1. Offering classes for parents designed to introduce technology skills.
2. STAAR Workshops with the purpose of offering parents the means to assist their children at home.
3. Offering Novel Night to help parents engage in their child's academic achievement in reading.
4. Conducting campus parent meetings to encourage parent and family engagement in child's educational journey.
5. Offering Parenting Classes/Sessions

**C.** The school district will, with the assistance of its Title I, Part A schools and parents, educate its teachers, student services personnel, principals, and other staff, how to reach out and communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build relations between parents and schools by:

1. Utilize parent's expertise to assist in breaking down possible barriers to parental involvement and its programs.
  2. Utilize parent testimonials on positive parental involvement at local, regional, state and national parent conferences.
- D.** The school district will, to the extent feasible and appropriate, coordinate, and integrate parent & family engagement programs and activities with Head Start, Pre-Kindergarten Programs, Gifted & Talented Program, Bilingual/ESL Program and Special Education Program.
- E.** The school district will adopt and implement a parent & family engagement program model at each campus to provide families with opportunities to be engaged in their child's education.
- F.** The school district will establish a District Parental Advisory Committee to provide advice on matters related to Parent & Family Engagement in Title I, Part A.
- G.** The school district will provide information in a language parents can understand using a paper/electronic format or School Messenger to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a language and format the parents understand.

This District wide Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

### EVALUATION

The District Advisory Team of West Oso ISD will be involved in the process of school improvement. Parents of children in the Title I Program will be part of this group. The aim will be to evaluate the schools in this district, collecting information in a variety of ways.

There will be an annual evaluation of the content and effectiveness of the Title I Parental Involvement Program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement Policy on the basis of this annual review.

The policy will be coordinated by the District Advisory Team and promoted by building principals and other school staff.



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

**Bullying Prohibited** The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Examples** Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation** The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**Examples** Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim** A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting** Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures** To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

**Employee Report** Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

**Report Format** A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

**Improper  
Conduct**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

**Appeal**

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

**Records  
Retention**

Retention of records shall be in accordance with CPC(LOCAL).

**Access to Policy  
and Procedures**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District'

**Note:** This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of  
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited  
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

**Examples**

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based  
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and

dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

## **Sexual Harassment**

### **By an Employee**

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

### **By Others**

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

### **Examples**

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

## **Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited

harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

#### Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

#### Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

#### Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

#### Reporting Procedures

##### Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator Superintendent</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]  The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.  A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice to Parents</b>	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.  [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]
<b>Investigation of Reports Other Than Title IX</b>	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.  The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.  If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.



Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action <i>Prohibited Conduct</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents



	and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
<b>Response to Sexual Harassment–Title IX</b>	For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"> <li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li> <li>• Consider the complainant’s wishes with respect to supportive measures; and</li> <li>• Explain to the complainant the option and process for filing a formal complaint.</li> </ul> <p>The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p> <p>If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.</p>
Title IX Formal Complaint Process	<p>To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”</p> <p>The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:</p>

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of  
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

### **Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

**Examples**

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.