

# WEST OSO INDEPENDENT SCHOOL DISTRICT



## DISTRICT IMPROVEMENT PLAN **2022-2023** 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 Federal Programs

    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 2021-2022 school year, there was a total of 1,969 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. 99.14% of the students are economically disadvantaged.

PROGRAM	TOTAL NUMBER OF STUDENTS
Gifted and Talented Students	140
English Learners	155
Bilingual Students	69
ESL Students	72
Economically Disadvantaged Students	1,952
At-Risk Students	1,140
Special Education Students	225
Dyslexia	36

## DATA SOURCES

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

- *2022 Accountability Report*
- *Climate Surveys*
- *Results Drive Accountability*
- *Professional Development Needs Assessment Surveys*
- *PEIMS Budgeted Financial Report*
- *Attendance Data*
- *TELPAS*
- *SAT/ACT/AP*
- *STAR*
- *TSI*
- *Parent Involvement Survey*
- *Amplify Data*
- *CTE District Alignment Report*



## 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 increased security of interior and exterior doors and is monitoring implementation of all safety guidelines.
- West Oso ISD has trained all staff in 'Stop the Bleed.'
- All campus and district administrators have completed FEMA Incident Command and National Incident Management Systems training.
- West Oso ISD has a School Health Advisory Committee comprised of all stakeholders in the district.
- West Oso ISD has established partnerships with the Purple Door, Coastal Bend Wellness, and Methodist Children's Home to support student, teacher, and parent health education.
- West Oso ISD has developed intensive protocols for student and staff safety for COVID-19.
- West Oso ISD has implemented social/emotional activities for students through Bear Time.
- West Oso ISD has upgraded and increased the number of security cameras at all district facilities.
- West Oso ISD has upgraded PA and telephone systems in order to improve communication, especially in emergencies.

### NEEDS:

- Mental health support for staff.
- Life Alert systems so that all staff can notify authorities in an emergency situation
- Implementation of anonymous reporting for threats.
- Fencing around perimeters of campuses.
- Making needed repairs on exterior and interior doors identified in Summer Safety Audit
- Upgrade access control as recommended by Summer Safety Audit
- Mental health issues continue to be a concern, especially stemming from the isolation that people have experienced during COVID-19. Provide Suicide Awareness to students and families.

**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, Driscoll Health Plan, Methodist Children's Home, and Citgo. 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.
- WOISD has a full time parent family engagement coordinator to assist with implementing the district goals for the PFE program.
- The district contracts 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 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.
- Parents on Patrol has been implemented to support safety efforts on each campus. These parents will also be volunteering in other capacities to meet a variety of needs at each campus.
- Grace's Pantry is available as a resource to parents and families of the West Oso ISD community and has hours during the day and in the evenings throughout the week.



## NEEDS:

- The district has developed a partnership with the TAMU-CC to translate the district materials to Spanish. During the 2022-2023 school year, the district will be working towards making district materials more accessible to families that speak Spanish.
- Parents have expressed interest in hands-on activities for parents and families.
- Career guidance for both parents and students to enter the Workforce through partnerships with community resources that will provide resume building and interview skills.
- Establish active PTO at all campuses.
- Streamlining the registration process
- Parents expressed an interest in the following parent education classes:
  - Educational Technology
  - Communication with parents and children
  - Supporting their students academically
- District-wide app for parent-school communication.
- Communication with bilingual parents
- Student care during parent education activities
- Connecting parents with resources to further their education
- Increasing opportunities for parents to serve as classroom volunteers
- Increase of seasonal festivals and community activities
- Increasing the number of health fairs and access to other health services

**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. Power Zone meetings are held every six weeks to review summative EOU data.
- TAMUCC is providing reading tutoring support as well as instructional coaching support.
- 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.
- ESC-2 is providing Lesson Study support in mathematics in grades PK-Algebra I weekly at all four campuses, as well as ELAR support in grades 3-5.
- 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 Writing Workshop, Eureka Math, Carnegie, Cross-Curricular planning, Really Great Reading.
- 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.
- Amplify, STAR, STAAR and EOC data showed growth in literacy at all levels.

**NEEDS:**

- Continued professional development to support new instructional materials in math and science, as well as Really Great Reading.
- STAAR/EOC data showed a weakness in mathematics at the Meets and Masters level.
- STAAR data also showed a need for growth at all achievement levels in grades 5 & 8 in Science & Social Studies in grade 8.

**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.
- Early College High School program allows students to graduate high school with up to 60 college hours.
- The Paxton-Patterson Career Ready Lab is being utilized at the JH level to provide hands-on experiences in a variety of career pathways.
- Bear Center is providing clubs for elementary students including: Running, Gardening, Culture, Dance, and Art.

**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 a 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.
- Provide job shadowing opportunities for secondary students.
- Provide interventions for ACT, SAT, TSIA2
- Increase college acceptance and matriculation
- Provide a Life 101 course for seniors which would include financial literacy, basic auto and household maintenance and repairs.

**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 coaching support for teachers
- 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
- Implementing Education and Training pathway at West Oso High School with TEA T-CLAS support
- Grow Your Own program is providing funding for six tutors/paraprofessionals to become certified teachers

**NEEDS:**

- Salary increases to stay competitive with surrounding districts
- 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
- Challenge finding certified Spanish teachers
- Increase morale through celebrations

**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) continues to be a 90.
- 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 reduced class sizes at JFK and WOJH, purchasing laptops for every teacher, upgrades to phones/security cameras/PA systems, as well as purchasing busses.
- 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.
- Long range facilities plan for maintaining and improving district buildings and grounds.
- More user friendly software that allows for automating financial processes
- Use of credit cards to track expenses
- Increase tax revenue through new development
- Increase ADA and enrollments
- Align staffing with current enrollment

**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
Weekly door audits will be implemented on all campuses.	The door audit spreadsheet will be filled out on all campuses on a weekly basis.	<ul style="list-style-type: none"> <li>Door audit spreadsheet</li> <li>Time for completion</li> </ul>	<ul style="list-style-type: none"> <li>Executive Directors</li> <li>Campus Principals</li> <li>Maintenance Department</li> <li>Police Officers</li> </ul>	Door Audits will be completed on a weekly basis starting on August 22, 2022 and go until the completion of Summer School June 22, 2023.
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> </ul>	All campuses will have fire drills, lockdown drills, shelter in place drills and at least one Active Shooter Drill during the 2022-2023 school year.	<ul style="list-style-type: none"> <li>Google docs for documentation.</li> <li>Written guidelines.</li> <li>Corpus Christi Police Dept. Training</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Special Programs.</li> <li>Principals</li> </ul>	All drills will be completed and documented by May 2023
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.	Bear Time activities will be completed online in grades 2-12. These will be submitted 2x a week to the Executive Director.	<ul style="list-style-type: none"> <li>Master schedule</li> <li>Curriculum</li> <li>Bear Time Activities</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 2022,. Power Hour at the West Oso High School campus will be implemented by September 2022.

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 2022-2023 school year.	WOJH and WOHS students will be trained during the school year using specified trainings for students. Attendance will be taken at all trainings.	<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 2022-2023 school year.
WOISD staff will be trained in sexual abuse, human trafficking, trauma informed care, and child abuse during the 2022-2023 school year, as well as other required TEA trainings to support health and safety for staff and students.	<p>During August professional development the Executive Director trained all staff in sexual abuse, human trafficking and child abuse. In addition, the following Eduhero modules will be completed by all staff members:</p> <ul style="list-style-type: none"> <li>• CIPA &amp; COPPA for Teachers</li> <li>• Bloodborne Pathogens Refresher Training</li> <li>• Bullying Prevention for School</li> <li>• Cybersecurity Awareness for Educators</li> <li>• David's Law-Cyberbullying for Educators</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Training Materials</li> <li>• Time</li> <li>• Title II Funding for Eduhero-\$2,803</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 2022-2023 school year. All Eduhero trainings had a mandatory completion date of 10-21-2022.

	<ul style="list-style-type: none"> <li>• FERPA and PPRA in Schools</li> <li>• Human Trafficking Awareness</li> <li>• Sexual Harassment for Educators</li> <li>• Teacher Ethics Training</li> <li>• Teen Dating Violence for Educators</li> <li>• Trauma-Informed Care in Education</li> </ul>			
WOISD will train and implement Safety Threat Assessment Teams on each campus during the 2022-2023 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 2022.	<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 2022.
WOISD will install updated camera systems on all campuses.	Working camera systems will be verified through Technology Staff and Campus Principals.	ESSER Funds-\$149,409	<ul style="list-style-type: none"> <li>• WOISD Technology Staff</li> <li>• Campus Principals</li> <li>• Executive Directors and Directors of district</li> </ul>	WOISD will implement an updated camera system on all campuses by October 2022.
All four campuses and district departments will plan one celebration for staff	Students will be recognized based on attendance, grades, and citizenship.	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 202-203 school year.



and students every six weeks.	Teachers will be recognized for hard work and dedication.			
Utilize Educator's Handbook to identify students in need of services, pinpoint where and when challenging behavior is most likely to occur, select and measure response to targeted interventions, and communicate effectively with parents and others	Overall discipline incidents will be reduced by 5%.	<ul style="list-style-type: none"> <li>• Title II funding \$1,400</li> <li>• Training</li> <li>• Continued monitoring in PLCs, campus based leadership meetings and CAT team data review</li> </ul>	<ul style="list-style-type: none"> <li>• Campus administrators</li> <li>• Counselors</li> <li>• Teachers</li> <li>• CIS</li> </ul>	This program will be used throughout the 2022-2023 school year to make data driven decisions to improve discipline and student behavior.

**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 parent resources and activities including: CPR, Trust Based Relational Intervention training, Signs of Suicide	Topics of interests will be based on results of parent survey.  Sign-in sheets will be used for documentation.  Evaluations will be conducted using Google Forms	Campus Local Funds  Title I Parent Involvement Funds	Parent & Family Engagement Coordinator  Community in Schools  Community Resources and Organizations (MCH, CBWF, CDAB, Purple Door)	Monthly throughout the 2022-2023 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 2023.	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.	Wish Tree  Food  Parent and Community Representatives	Parent & Family Engagement Coordinator Principals Directors Superintendent Additional Stakeholders	Spring 2023
Conduct a parent involvement survey at all four campuses. Distribute surveys at Open House and on social media using a Google Form.	At least 100 families will respond to survey.  Computers and QR 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  Communities in Schools	Fall 2022

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, Hispanic Heritage Month, Black History Month, and Celebration of Education	Parent and Community Volunteers  Title I Parent Involvement Funds	Parent & Family Engagement Coordinator Principals Counselors CIS Identified committee members	Throughout the 2022-2023 school year.
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 (supplement technology)	Superintendent Principals Librarians C&I Team	WOE completed by 12-2022 JFK completed by 12-2023
Establish PTOs on all campuses and increase participation in already existing 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 2023
Establish volunteer and mentor procedures for WOISD and recruit volunteers and mentors, including but not limited to Parents on Patrol (POP)	WOISD Parent Volunteer Orientation to be offered on a monthly basis at two different times of day throughout the year	Title I Parent Involvement Funds	Parent & Family Engagement Coordinator Communities in Schools Principals C&I Team	Throughout the 2022-2023 school year

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Continue work on the outdoor classroom project at WOJH  Implementation of outdoor classroom project at JFK	Create shading and seating at WOJH  Create a stone pathway at WOJH  Work on planting in raised beds at JFK  Flexible outdoor seating at JFK installed	Coastal Bend Bays and Estuaries \$14,000	WOJH and JFK Garden Committee C&I Team Parent & Family Engagement Coordinator Principals Community Volunteers Communities in Schools	Throughout 2022-2023 school year
WOISD will provide childcare during professional development days and parent meetings	Parents will sign up via Google Forms  Attendance sheets  Evaluation surveys after events	TEA grant funding  Title I Parent Involvement funds	C&I Team  CTE students  Teacher/para volunteers	Throughout the 2022-2023 school year
WOISD will sponsor parent-child activity events including: Literacy Night, Reading Under the Stars, Toddler Storytime	Attendance Sheets  Evaluation Surveys after events	Title I funds	C&I team  Campus administrators  Teacher volunteers	Throughout the 2022-2023 school year

**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 40% to 48% by May 2023.
2. The percent of students that score meets grade level or above on Third Grade STAAR Math will increase from 27% to 42% by May 2023.
3. The percent of students that score meets grade level or above on STAAR Science will increase from 30% to 42% by May 2023.
4. SPED scores will increase by 7% at the approaches and meet levels in all grade levels
5. EL scores will increase by 7% at the approaches and meets levels in all grade levels.
6. The percentage of students reaching the approaches level will increase from 67% to 75%.
7. The percentage of students reaching the meets level will increase from 36% to 45%.
8. The percentage of students reaching the masters level will increase from 14% to 22%.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Lead4ward data analysis tools to use assessment data to plan for instruction, intervention, and enrichment to meet the learning needs of all students	PLC agendas will reflect use of tools during data analysis meetings that occur every three weeks (following formative and summative assessments)	Title II- \$1,080  PLC meetings	Campus administrators  Executive Director of Academics  Elementary and Secondary Instructional Facilitators and Teachers	Lead4ward will be used throughout the year to disaggregate BOY/MOY/EOY, formative, summative, and benchmark exams
Align R/LA curriculum PreK-12 so that instruction is fully TEKS aligned and taught with the expected depth and rigor.  Align K-5 R/LA curriculum through a literacy plan that is reviewed monthly by campus and district administrators  Consistent implementation of a systematic and explicit phonic curriculum	Beginning of Year assessments  Formative assessments including fluency checks, sight word checks, running records  End of Unit assessments  Benchmarks  STAAR-EOC exams	ESSER funding  Dyslexia Grant  \$54,727 for Really Great Reading  \$13,823 for Renaissance Learning (AR, STAR)  \$1,890 for Reading A-Z	Executive Director of Academics  R/LA and EL Coordinator  Elementary and Secondary Instructional Facilitators  R/LA teachers in grades PreK-12  R/LA tutors	Really Great Reading will be used daily in grades K-3  Tutors will be using in grades 4-5  Reading intervention classes in grades 6-8 will also be utilizing RGR daily

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Twenty-two teachers and three administrators 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.	Twenty-five WOISD professional staff will complete their modules and receive passing scores on all graded assignments.	Early Childhood Allotment- \$400 per person x 25= \$10,000	Executive Director of Academics  R/LA and EL Coordinator  Elementary Instructional Facilitator  Principals K-3  Reading Specialist	Reading Academy must be completed by 7-2023.
Implement 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.	WOISD Tutoring Google Sheets will document all tutoring information.  Bear Center attendance will document participation in the after school program.	Title I \$104,000  ESSER II \$60,000 during the day tutors (retired teachers)  \$100,000 Bear Center and summer programming	Campus administrators  C&I Team  Bear Center personnel  Tutors	9-2022 to 6-2023
Use High Quality Instructional Materials to support TEKS	Lesson Plans, walk throughs and formal observations will reflect	Title I  \$33,001 for Eureka	ESC-2 Lesson Study support for mathematics PK-Algebra I	Ongoing 8-2022-6-2023



implementation. These include: Amplify (K-3, 6-8) Eureka (K-5), Carnegie (6-8).	consistent use of these materials.	T-CLAS funding for Carnegie 6-8	Campus and District administrators  Executive Director of Academics  Teachers	
Cross-Curricular Summer Curriculum Writing to Support STAAR re-design as well as to plan for implementation of new adoptions (STEMSCOPES, Eureka, Carnegie)	Teachers develop shared Google Docs with YAG, six week lesson plans, assessments, cross-curricular alignment documents. All deliverables are reviewed by instructional facilitators.	State Compensatory Education funds to support stipends	C&I Team  Teachers	Work will be done June to July 2023
Learning from the Experts partners Emergent English Learners at the JH and HS level with Spanish undergraduate students from TAMUCC.	Sign-in sheets  Surveys of all participants	Local CATE money for field trip to TAMUCC.  Volunteers from TAMUCC	Bilingual Coordinator  Spanish Professor  CIS  Family Parent Engagement Coordinator	
Writing Workshop training and support will be provided in grades K-5	Teacher observation  Student Writing Samples	Title I funding for reaching specialist  Volunteers from Literacy Professor from TAMUCC	Reading Specialist  Campus admin  Teachers	Throughout the 22-23 school year

**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
1. CTE Showcase 2. Career day at all campuses. 3. Guest speakers throughout the year. 4. Expand work and internship experiences. 5. AVID implemented in secondary campuses (5-12) 6. STEM Education 7. STEM Academy at JH 8. Develop Education and Training Pathways	1. Sign in sheets for Career Days 2. Teacher, student and presenter evaluations. 3. At least 6 students will participate in the Emerging Professionals program during school year and summer opportunities. 4. District AVID Site team will meet 4 times a year to set annual goal, monitor implementation and conduct evaluation.	1. Local monies to feed guest speakers for Career Day. 2. Business Partnerships 3. Staff and Administration trained in AVID strategies, Local funds- \$19,600 for training, supplies and travel	CTE Department  Counselors  Campus Principal  Campus Administrators  Jeff West Emerging Professionals  STEM Academy Staff	1. January 2023- CTE Showcase for 8 <sup>th</sup> graders 2. February 2, 2023 Career Day for 8 <sup>th</sup> – 12 <sup>th</sup> graders 3. March 10, 2023 JFK STEM Career Day 4. Guest speakers will visit AVID, Investigating Careers classes throughout the 2022-2023 school year.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
9. 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.	5. CITGO Grant: \$60,000 for PLTW curriculum, training, robotics competitions, supplies and materials, stipends for coaches 6. \$10,000 PLTW grant to support Cybersecurity. 7. TCLAS Grant		5. 2022-2023 school year and Summer 2023.  6. 2022-2023 school year
TSI/PSAT/SAT/ASVAB Exams for College readiness	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.	Local Testing Budget  Dual Credit/ECHS Budgets	Executive Director of Academics  Counselors  ECHS Coordinator  Campus Administration	1. Fall and Spring semesters  2. 2022-2023 school year

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
1. Students in Junior High will attend Discover Your Direction. 2. Students in High School will attend College and Career Conference. 3. 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. 4. CTE and CCMR Audit and tracking system 5. Paxton Patterson College & Career Ready Lab 6. WOHS Summer CTE Grant	1. 50 students will attend conference. 2. Up to 50 students will attend conference 3. 100% of West Oso ISD graduates will have post-secondary college, career and/or military plan. 100% of graduates will complete their FAFSA application (graduation requirement) 4. Career Craft will conduct a yearly audit to ensure proper coding and adherence to state and federal guidelines. 5. Junior High students will have a hands-on approach to different pathways of study available. 6. TEA awarded WOHS a Summer CTE grant for 20 students to earn a credit in Career Prep and work 100 hours.	Going Merry Perkins funding TAMUCC Grant Local ECHS and CTE Funds TEA Summer CTE Grant Funds- \$50,000	Counselors Campus Principal Campus Administration Executive Director of Academics AVID teachers TAMUCC-Upward Bound staff TAMUK- Trio Program staff Coastal Compass staff CTE department head	1. March 2023 2. 2022-2023 school year. 3. Audit will take place in the spring of each year.

**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
Reduced class sizes at JFK and WOJH to increase opportunities to provide individualized academic and socio-emotional support	Amplify Data at JFK  STAAR Data at WOJH  EOU assessments at both campuses  Discipline data	Title II- one position  ESSER-seven positions  \$480,000	Personnel Director	9-2022 to 5-2023
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	Analysis will take place in June 2023
95% of all teachers will be fully credentialed in their teaching assignment, on either a Standard or Probationary Certificate.	HR Director will review testing and certification monthly.	TEAL System	HR Director Teachers	Throughout the 2022-2023 school year.
The T-CLAS Grow Your Own Program allows six current paraprofessionals and/or tutors to complete credentials to become certified teachers.	Coursework completion each semester.  Completion of all course and testing requirements.	T-CLAS GYO grant of \$87,000	Executive Director of Academics  HR Director	Funded Spring 2022-Fall 2024

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.
Year 3 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 stipends to retain quality staff	All full and part time employees will receive a \$2000.00 retention stipend	ESSER III funding \$620,000	Human Resources Director  Business Director	\$1,000 each stipend given Fall 2022 and Spring 2023
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.
Math/science stipends of \$3,000 per teacher to attract highly qualified educators.	Data of retention rates as well as student achievement growth.	Title II- \$54,000	Personnel Director	Teachers receive 50% of stipend 12-2022 based on retention. Remaining stipend is based on T-TESS data and retention, distributed 6-2023.



**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
District administrators, campus attendance clerks, CIS, Family & Parent Engagement Coordinator and Truancy Officer will work with campus attendance committees to monitor attendance, provide incentives, intervene through home visits, utilize the judge, as well as increase school/home communication to increase ADA.	Attendance will increase to a district average of 94%  Daily attendance data  Weekly reports signed by principals  Three and six week reports run by Truancy Officer	Local funds and donations for incentives	All district personnel through providing a positive school climate and culture.  Truancy Officer  CIS  Campus principals  Attendance Clerks	Daily phone calls  Weekly home visits made by CIS and Truancy Officer  Weekly report by all campus principals  Monthly attendance meetings at the campus and district level
Six week attendance reports will be utilized to track expected final FSP funding. Budgeting adjustments may be made based on any discrepancies between projected and actual ADA.	Summary of Finance working document will be used to generate data to make adjustments	Ascender  PEIMS reports	Business Manager  Superintendent  Campus principals  Attendance clerks	At the end of every six weeks
Procedures for Coding all data in Ascender will be manualized so that there is clear communication	Accurate coding resulting in increased revenue.	Training from TASBO and ESC-2	Business Dept.  Counselors  Attendance Clerk	A finalized manual will be completed by Spring 2023.

regarding all responsible parties. Timelines will also be included in this manual.			District administrators Campus administrators	
West Oso ISD will employ TASBO to conduct a study with a focus on right sizing staff in the district based on current enrollments and ADA.	Results of the study will be shared with all stakeholders.  The 2023-2024 budget will reflect TASBO recommendations	Local funding for consultant fee	Business Dept  Executive Directors  Human Resource Director  Assistant Director of Special Education	The initial recommendations will be presented in December of 2022.
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.
Overall district staff will be reduced through attrition and a hiring	Payroll cost reduction through ASCENDER data.		Superintendent  Human Resources Director	Throughout the 22-23 school year

freeze on non-essential employees.				
Overtime hours for hourly staff will be reduced to decrease overall payroll costs.	Weekly reports of hourly staff's total hours worked.	Time Clock software	Human Resources Director	Weekly throughout the 2022-2023 school 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, revenue and expenses will be reviewed to inform budgeting for the following year.	No additional resources needed	Business Manager  Accountant  Executive Directors  District Directors  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 2022-2023	No additional resources needed	Accountant	Completed by 5-2023
Utilize the Ascender purchasing software to its fully capacity to track purchases received.	100% 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	Ann Whiteside JFK Reading Specialist	Roslyn Lott JFK	Victoria Hernandez JFK	Noe Villarreal JFK Community Member
RJ Alvarado Executive Director	Martha Torres JFK	Gregorio Garza WOE	Miguel Hernandez JFK	Michelle Cruz JFK Community Member
Kimberly Moore Executive Director	Beatrice Zamora JFK	Cynthia Santos WOJH	Pauline Teran JFK	David Berlanga WOE Business Partner
Olga Mendez Business Manager	Stephanie Hernandez JFK	Roseanna Garcia WOHS	Reina Rios WOE	Rose Perez WOE Community Member
Belinda Gamez Human Resources Director	Carlina Davis WOE	Samantha Garibay Central Office	Trisha Torres WOE/WOJH	Cesar Flores WOJH Community Member
Lindie Hagdorn Instr. Technology Specialist	Elizabeth Garcia WOE		Brenda Ponce WOJH	Valerie Ramirez WOHS Community Member
Margaret Evans JFK Principal	Kimberly Hamling WOE		Alaina Trimble WOHS	Bernice Vidal WOHS Community Member
Marcy Davis WOE Principal	Rosanna Sada WOE		Lori Perez WOHS	Luis Rodriguez Workforce Solutions
Dana Moore WOJH Principal	Chanta Gidrey WOJH		Priscilla Vela WOHS	April Jasso TAMUCC- Upward Bound
Terry Avery WOHS Principal	Marisa Reyes WOJH			Jasmin Gomez TAMUCC- Upward Bound
Rhonda Garcia ECHS Coordinator	Christina Campos WOJH			Faye Bruun TAMUCC
	Katrina Alejandro WOHS			Margaret Dechant TAMUCC
	Brad Smithey WOHS			Lisa Robertson HCA Healthcare
	Drusilla Lomas WOHS			Ann Vlach Education to Employment
	Alexander Leo WOHS			Korinne Caruso Del Mar College
				Miguel Lopez Driscoll Health

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

- [2022-2023 Student Handbook](#)
- [Teen Violence PD PowerPoint](#)
- [2022-2023 Employee Handbook](#)
- [Cyberbullying Training](#)
- [Suicide Prevention Training](#)
- [Suicide Prevention, Intervention, and Post-Intervention Handbook](#)
- [School Emergency Management Training](#)
- [Sex Trafficking Training](#)
- [Emergency Operations Procedures 2022-2023](#)
- [WOISD Discipline Chart/Plan 2022-2023](#)
- [DAEP Handbook 2022-2023](#)
- [Threat Assessment Training](#)
- [Student Code of Conduct](#)
- [Duties of SRO \(CKE\)](#)
- [Dyslexia Treatment](#)

APPENDIX C:  
STUDENT ACHIEVEMENT TEA STAAR-EOC DATA

## Overall Rating



84 out of 100



### Student Achievement



79 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.



### School Progress



87 out of 100

School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.



### Closing the Gaps



78 out of 100

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

## 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	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	67%	67%	66%	81%	*	-	-	83%	67%	59%	62%	47%	69%	69%	82%
At Meets GL Standard or Above	36%	36%	35%	56%	*	-	-	83%	36%	29%	31%	28%	26%	37%	33%
At Masters GL Standard	14%	14%	13%	28%	*	-	-	50%	14%	15%	16%	12%	13%	14%	11%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,939	190	1,689	52	*	-	-	**	1,919	159	184	171	37	1,471	468
At Meets GL Standard or Above	1,040	103	894	36	*	-	-	**	1,031	79	93	100	14	789	251
At Masters GL Standard	392	39	330	18	*	-	-	**	391	40	46	43	7	306	86
Total Tests	2,901	284	2,542	84	*	-	-	**	2,872	268	296	363	54	2,146	755
<b>Participation</b>															
% participation 2020-21	93%	93%	93%	90%	*	-	-	100%	93%	98%	97%	92%	96%	94%	92%
% participation 2021-22	98%	99%	98%	100%	*	*	-	100%	98%	100%	100%	98%	92%	98%	98%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	71%	78%	70%	82%	-	-	-	*	71%	60%	63%	47%	60%	73%	66%
At Meets GL Standard or Above	44%	50%	43%	64%	-	-	-	*	44%	35%	38%	29%	40%	45%	43%
At Masters GL Standard	17%	19%	16%	25%	-	-	-	*	17%	20%	21%	11%	25%	18%	13%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	819	87	706	**	-	-	-	*	810	64	75	62	12	614	206
At Meets GL Standard or Above	512	56	435	**	-	-	-	*	507	37	45	38	8	380	132
At Masters GL Standard	195	21	168	**	-	-	-	*	195	21	25	14	5	155	40
Total Tests	1,162	111	1,009	**	-	-	-	*	1,140	107	120	133	20	842	310
<b>Participation</b>															
% participation 2020-21	94%	92%	94%	92%	*	-	-	*	94%	97%	97%	93%	93%	94%	92%
% participation 2021-22	98%	98%	98%	100%	-	*	-	*	99%	100%	100%	97%	92%	98%	99%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	66%	57%	67%	76%	-	-	-	*	66%	62%	65%	52%	84%	69%	60%
At Meets GL Standard or Above	29%	22%	29%	48%	-	-	-	*	29%	31%	30%	26%	32%	30%	26%
At Masters GL Standard	10%	11%	10%	24%	-	-	-	*	10%	13%	13%	16%	11%	11%	10%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	654	53	583	**	-	-	-	*	647	59	66	67	16	501	153
At Meets GL Standard or Above	284	20	252	**	-	-	-	*	280	29	31	33	6	217	67
At Masters GL Standard	102	10	85	**	-	-	-	*	101	12	13	20	2	77	26
Total Tests	984	93	886	**	-	-	-	*	974	95	102	128	19	728	256
<b>Participation</b>															
% participation 2020-21	92%	92%	92%	91%	*	-	-	*	92%	97%	97%	90%	100%	93%	91%
% participation 2021-22	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	95%	99%	98%



Science																
Percent of Tests																
At Approaches GL Standard or Above	62%	66%	60%	88%	-	-	-	-	61%	59%	62%	36%	63%	62%	61%	
At Meets GL Standard or Above	30%	34%	28%	67%	-	-	-	-	30%	22%	25%	20%	0%	30%	30%	
At Masters GL Standard	8%	4%	7%	44%	-	-	-	-	8%	13%	12%	3%	0%	7%	8%	
Number of Tests																
At Approaches GL Standard or Above	290	31	251	8	-	-	-	-	287	27	32	23	5	215	75	
At Meets GL Standard or Above	140	16	118	6	-	-	-	-	140	10	13	13	0	104	38	
At Masters GL Standard	38	2	30	4	-	-	-	-	36	6	6	2	0	26	10	
Total Tests	471	47	415	9	-	-	-	-	467	46	52	64	8	349	122	
Participation																
% participation 2020-21	92%	93%	92%	*	-	-	-	*	92%	96%	98%	90%	*	93%	88%	
% participation 2021-22	98%	98%	98%	100%	-	*	-	*	98%	100%	100%	98%	90%	98%	97%	
Social Studies																
Percent of Tests																
At Approaches GL Standard or Above	60%	58%	59%	83%	*	-	-	-	60%	45%	50%	50%	57%	62%	52%	
At Meets GL Standard or Above	35%	33%	35%	33%	*	-	-	-	36%	15%	18%	42%	0%	39%	24%	
At Masters GL Standard	20%	18%	19%	33%	*	-	-	-	20%	5%	9%	18%	0%	21%	16%	
Number of Tests																
At Approaches GL Standard or Above	176	19	149	**	*	-	-	-	175	9	11	19	4	141	35	
At Meets GL Standard or Above	104	11	89	**	*	-	-	-	104	3	4	16	0	88	16	
At Masters GL Standard	59	6	49	**	*	-	-	-	59	1	2	7	0	48	11	
Total Tests	294	33	252	**	*	-	-	-	291	20	22	38	7	227	67	
Participation																
% participation 2020-21	92%	96%	92%	*	-	-	-	-	92%	93%	95%	92%	*	92%	93%	
% participation 2021-22	98%	100%	97%	100%	*	-	-	-	97%	100%	100%	100%	89%	98%	96%	



**2022 College, Career, and Military Readiness  
WEST OSO ISD (178915) - NUECES COUNTY**

**Calculation Table**

	Annual Graduates	
	Count	Percentage
<b>Total</b>		
Total graduates	128	
Total credit for CCMR criteria	71	55%

**2022 Graduation Rate  
WEST OSO ISD (178915) - NUECES COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	93.0%	88.2%	95.0%	90.0%	-	-	-	-	91.9%	100.0%	94.1%
# Graduated	132	15	114	3	-	-	-	-	113	9	18
Total in Class	142	17	120	5	-	-	-	-	123	9	17
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	97.9%	100.0%	97.6%	*	-	-	-	-	97.6%	100.0%	95.8%
# Graduated	141	**	122	*	-	-	-	-	120	6	23
Total in Class	144	**	125	*	-	-	-	-	123	6	24
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	89.7%	100.0%	90.2%	*	-	-	-	-	90.6%	80.0%	87.6%
# Graduated	130	**	120	*	-	-	-	-	105	4	14
Total in Class	145	**	133	*	-	-	-	-	118	5	16
<b>Annual Dropout Rate (Gr 9-12): SY 2020-21</b>											
% Dropped Out	2.3%	3.9%	2.0%	9.1%	*	-	-	*	2.5%	0.0%	4.5%
% Dropped Out - Conversion	77.0%										
# Dropped Out	14	2	11	1	*	-	-	*	14	0	3
# of Students	618	51	552	11	*	-	-	*	552	25	66

	Annual Graduates	
	Count	Percentage
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both ELA/Reading and Mathematics	58	45%
<b>TSI Criteria - ELA/Reading</b>		
Met TSI criteria for at least one indicator in ELA/Reading	80	63%
Met TSI assessment criteria	39	31%
Met ACT criteria	1	1%
Met SAT criteria	23	18%
Earned credit for a college prep course	37	29%
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	64	50%
Met TSI assessment criteria	25	20%
Met ACT criteria	1	1%
Met SAT criteria	8	6%
Earned credit for a college prep course	37	29%
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	3	2%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	24	19%
<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	2%
<b>Associate Degree</b>		
Earning an associate degree by August 31 immediately following high school graduation	10	8%
<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	8	6%
<b>Special Ed with Advanced Diploma Plan</b>		
Received special education services and earned an advanced diploma plan	6	5%
<b>U. S. Armed Forces*</b>		
Enlisted in the U.S. Armed Forces	N/A	N/A

## APPENDIX C:

### FIVE YEAR STUDENT ACHIEVEMENT TEA STAAR-EOC DATA



WEST OSO INDEPENDENT SCHOOL DISTRICT

5350 BEAR LANE  
CORPUS CHRISTI, TEXAS 78405  
(361) 806-5900



### WEST OSO ELEMENTARY- STUDENT ACHIEVEMENT

Reading	2017	2018	2019	2020	2021	2022
Approaches	68%	65%	74%	NT	65%	78%
Meets	37%	33%	36%	NT	27%	47%
Masters	15%	14%	16%	NT	11%	22%

Math	2017	2018	2019	2020	2021	2022
Approaches	80%	78%	80%	NT	53%	73%
Meets	44%	36%	44%	NT	20%	37%
Masters	21%	14%	22%	NT	8%	15%

Science	2017	2018	2019	2020	2021	2022
Approaches	65%	57%	48%	NT	38%	49%
Meets	28%	13%	24%	NT	9%	18%
Masters	7%	1%	8%	NT	3%	4%

WOE	2017	2018	2019	2020	2021	2022
Grade	MS (Met Standard)	68 (D)	76 (C)	NT	-	88 (B)

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

**WEST OSO JUNIOR HIGH- STUDENT ACHIEVEMENT**

<b>Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	73%	70%	73%	NT	61%	68%
Meets	36%	39%	37%	NT	30%	39%
Masters	14%	19%	18%	NT	10%	22%

<b>Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	77%	76%	73%	NT	47%	54%
Meets	38%	37%	34%	NT	17%	23%
Masters	11%	14%	13%	NT	5%	8%

<b>Science</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	66%	72%	72%	NT	36%	53%
Meets	24%	42%	34%	NT	14%	23%
Masters	8%	16%	9%	NT	3%	9%

<b>Social Studies</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	55%	61%	56%	NT	30%	38%
Meets	26%	31%	17%	NT	10%	11%
Masters	12%	15%	10%	NT	2%	5%

<b>WOJH</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Grade</b>	MS (Met Standard)	78 (C)	76 (C)	NT	*	74 (C)



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

**WEST OSO HIGH SCHOOL- STUDENT ACHIEVEMENT**

<b>ELAR (English I &amp; English II)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	46%	53%	63%	NT	68%	68%
Meets	37%	29%	38%	NT	53%	49%
Masters	1%	2%	2%	NT	8%	6%


<b>Algebra I</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	65%	78%	88%	NT	78%	83%
Meets	21%	43%	74%	NT	36%	28%
Masters	3%	11%	55%	NT	2%	6%

<b>Biology</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	67%	80%	86%	NT	82%	77%
Meets	30%	41%	56%	NT	54%	43%
Masters	3%	7%	15%	NT	13%	9%

<b>US History</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Approaches	87%	88%	90%	NT	90%	86%
Meets	45%	65%	63%	NT	72%	64%
Masters	13%	26%	32%	NT	40%	38%

<b>WOHS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Grade	IR- (F) (Improvement Required)	77 (C)	88 (B)	NT	-	81 (B)

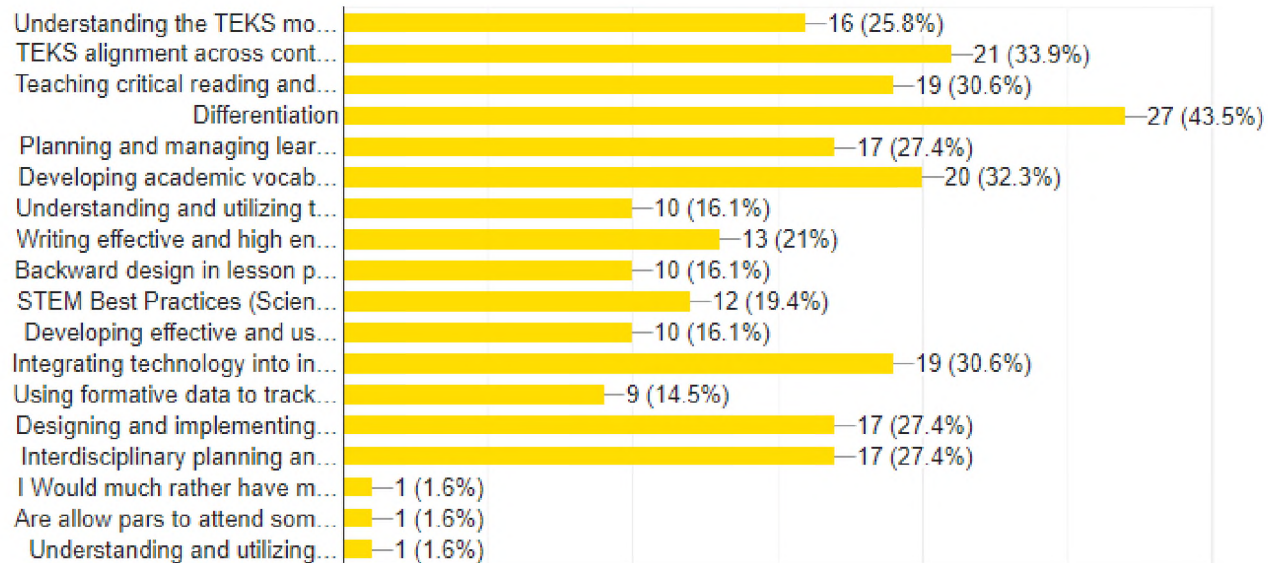
## APPENDIX C: K-2 EARLY LITERACY DATA

School	 Well Below Benchmark	 Below Benchmark	 At Benchmark	 Above Benchmark	Total Students
West Oso Ind School District					
Current as of 09/15/2022					
Grade K	Reference Data Reference Point: District				
	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>68(51%)22(16%)23(17%)22(16%)</div>			135
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>51(46%)25(22%)12(11%)24(21%)</div>			112
John F Kennedy Elementary	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>68(51%)22(16%)23(17%)22(16%)</div>			135
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>51(46%)25(22%)12(11%)24(21%)</div>			112
Grade 1	Reference Data Reference Point: District				
	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>55(45%)18(15%)31(25%)19(15%)</div>			123
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>49(31%)26(16%)51(32%)33(21%)</div>			159
John F Kennedy Elementary	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>55(45%)18(15%)31(25%)19(15%)</div>			123
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>49(31%)26(16%)51(32%)33(21%)</div>			159
Grade 2	Reference Data Reference Point: District				
	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>62(49%)18(14%)31(24%)17(13%)</div>			128
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>51(40%)22(18%)30(24%)22(18%)</div>			125
John F Kennedy Elementary	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>62(49%)18(14%)31(24%)17(13%)</div>			128
	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>51(40%)22(18%)30(24%)22(18%)</div>			125

## APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

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

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



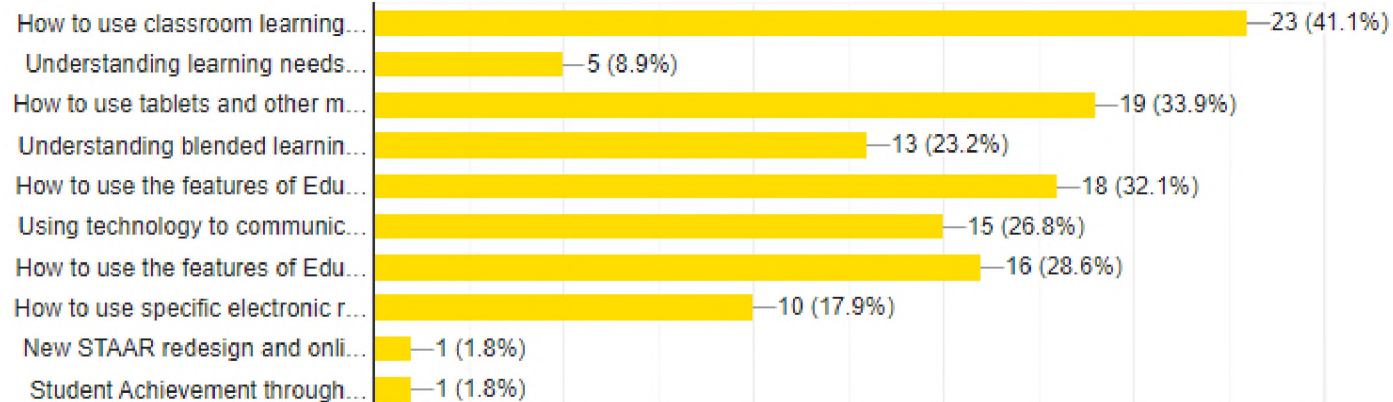
## APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

### 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





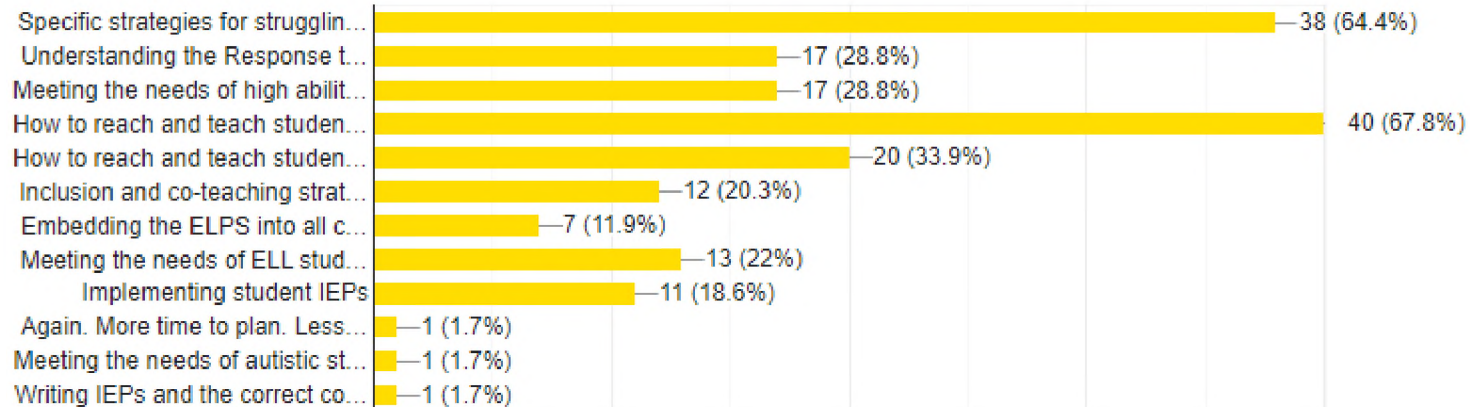
## APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

### 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**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Operating Revenue</b>						
Local Property Tax from M&O (excluding recapture)	\$8,554,405	37.68%	\$4,356	\$8,554,405	37.60%	\$4,356
State Operating Funds	\$12,137,446	53.47%	\$6,180	\$12,137,446	53.35%	\$6,180
Federal Funds	\$1,943,681	8.56%	\$990	\$1,943,681	8.54%	\$990
Other Local	\$65,530	0.29%	\$33	\$115,530	0.51%	\$59
<b>Total Operating Revenue</b>	<b>\$22,701,062</b>	<b>100.00%</b>	<b>\$11,559</b>	<b>\$22,751,062</b>	<b>100.00%</b>	<b>\$11,584</b>
<b>Other Revenue</b>						
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,700,228	99.97%	\$1,375
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$750	0.03%	\$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>\$2,700,978</b>	<b>100.00%</b>	<b>\$1,375</b>
<b>Total Operating and Other Revenue</b>	<b>\$22,701,062</b>	<b>100.00%</b>	<b>\$11,559</b>	<b>\$25,452,040</b>	<b>100.00%</b>	<b>\$12,959</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>Total Operating Other and Recaptured Revenue</b>	<b>\$22,701,062</b>	<b>100.00%</b>	<b>\$11,559</b>	<b>\$25,452,040</b>	<b>100.00%</b>	<b>\$12,959</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	\$889,717	100.00%	\$453	\$889,717	100.00%	\$453
<b>Total Debt Service Financing and TRS Estimate Revenue</b>	<b>\$889,717</b>	<b>100.00%</b>	<b>\$453</b>	<b>\$889,717</b>	<b>100.00%</b>	<b>\$453</b>
<b>Total Operating Other Debt Service Financing and TRS Estimate Revenue (excluding recapture)</b>	<b>\$23,590,779</b>	<b>100.00%</b>	<b>\$12,012</b>	<b>\$26,341,757</b>	<b>100.00%</b>	<b>\$13,412</b>

<b>Operating Expenditures by Object (61xx-64xx only)</b>						
Payroll Expenditures (Object 61xx)	\$15,390,204	70.49%	\$7,836	\$15,390,204	70.33%	\$7,836
Professional & Contracted Services (Object 62xx)	\$3,135,250	14.36%	\$1,596	\$3,135,250	14.33%	\$1,596
Supplies & Materials (Object 63xx)	\$1,776,058	8.13%	\$904	\$1,826,058	8.34%	\$930
Other Operating Expenditures (Object 64xx)	\$1,530,996	7.01%	\$780	\$1,530,996	7.00%	\$780
<b>Total Operating Expenditures by Object</b>	<b>\$21,832,508</b>	<b>100.00%</b>	<b>\$11,116</b>	<b>\$21,882,508</b>	<b>100.00%</b>	<b>\$11,142</b>
<b>Non-Operating Expenditures by Object</b>						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$315,296	52.77%	\$161	\$3,073,859	91.59%	\$1,565
Capital Outlay (Object 66xx)	\$282,140	47.23%	\$144	\$282,140	8.41%	\$144
<b>Total Non-Operating Expenditures by Object</b>	<b>\$597,436</b>	<b>100.00%</b>	<b>\$304</b>	<b>\$3,355,999</b>	<b>100.00%</b>	<b>\$1,709</b>
<b>Total Operating and Non-Operating Expenditures by Object</b>	<b>\$22,429,944</b>	<b>100.00%</b>	<b>\$11,421</b>	<b>\$25,238,507</b>	<b>100.00%</b>	<b>\$12,851</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>						
Instruction (Function 11,95)	\$10,712,590	49.07%	\$5,454	\$10,712,590	48.96%	\$5,454
Instructional Resources & Media Services (Function 12)	\$368,721	1.69%	\$188	\$368,721	1.69%	\$188
Curriculum & Staff Development (Function 13)	\$371,219	1.70%	\$189	\$371,219	1.70%	\$189
Instructional Leadership (Function 21)	\$287,317	1.32%	\$146	\$287,317	1.31%	\$146
School Leadership (Function 23)	\$1,013,990	4.64%	\$516	\$1,013,990	4.63%	\$516
Guidance Counseling Services (Function 31)	\$833,336	3.82%	\$424	\$833,336	3.81%	\$424
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$161,453	0.74%	\$82	\$161,453	0.74%	\$82
Transportation (Function 34)	\$539,749	2.47%	\$275	\$539,749	2.47%	\$275
Food Services (Function 35)	\$1,268,100	5.81%	\$646	\$1,318,100	6.02%	\$671
Extracurricular (Function 36)	\$658,710	3.02%	\$335	\$658,710	3.01%	\$335
General Administration (Function 41,92)	\$1,230,133	5.63%	\$626	\$1,230,133	5.62%	\$626
Facilities Maintenance & Operations (Function 51)	\$3,857,965	17.67%	\$1,964	\$3,857,965	17.63%	\$1,964
Security & Monitoring Services (Function 52)	\$304,340	1.39%	\$155	\$304,340	1.39%	\$155
Data Processing Services (Function 53)	\$218,855	1.00%	\$111	\$218,855	1.00%	\$111
Community Services (Function 61)	\$6,030	0.03%	\$3	\$6,030	0.03%	\$3
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Total Operating Expenditures by Function</b>	<b>\$21,832,508</b>	<b>100.00%</b>	<b>\$11,116</b>	<b>\$21,882,508</b>	<b>100.00%</b>	<b>\$11,142</b>
<b>Non-Operating Expenditures by Function</b>						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$315,296	52.77%	\$161	\$3,073,859	91.59%	\$1,565
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$282,140	47.23%	\$144	\$282,140	8.41%	\$144
<b>Total Non-Operating Expenditures by Function</b>	<b>\$597,436</b>	<b>100.00%</b>	<b>\$304</b>	<b>\$3,355,999</b>	<b>100.00%</b>	<b>\$1,709</b>
<b>Total Operating and Non-Operating Expenditures by Function</b>	<b>\$22,429,944</b>	<b>100.00%</b>	<b>\$11,421</b>	<b>\$25,238,507</b>	<b>100.00%</b>	<b>\$12,851</b>



**Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)**

Basic Educational Services (PIC 11)	\$7,710,013	35.31%	\$3,926	\$7,710,013	35.23%	\$3,926
Gifted and Talented (PIC 21)	\$9,000	0.04%	\$5	\$9,000	0.04%	\$5
Career and Technical (PIC 22)	\$472,514	2.16%	\$241	\$472,514	2.16%	\$241
Students with Disabilities (PICs 23,33)	\$3,198,015	14.65%	\$1,628	\$3,198,015	14.61%	\$1,628
State Compensatory Education (PICs 24,26,28,29,30,34)	\$351,570	1.61%	\$179	\$351,570	1.61%	\$179
Bilingual (PICs 25,35)	\$62,763	0.29%	\$32	\$62,763	0.29%	\$32
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0
PreKindergarten (PIC 32)	\$269,012	1.23%	\$137	\$269,012	1.23%	\$137
Athletics/Related Activities (PIC 91)	\$313,126	1.43%	\$159	\$313,126	1.43%	\$159
Un-Allocated (PIC 99)	\$7,686,962	35.21%	\$3,914	\$7,736,962	35.36%	\$3,939
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$21,832,508</b>	<b>100.00%</b>	<b>\$11,116</b>	<b>\$21,882,508</b>	<b>100.00%</b>	<b>\$11,142</b>

**Non-Operating Expenditures by PIC**

Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$315,296	52.77%	\$161	\$3,073,859	91.59%	\$1,565
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$282,140	47.23%	\$144	\$282,140	8.41%	\$144
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$597,436</b>	<b>100.00%</b>	<b>\$304</b>	<b>\$3,355,999</b>	<b>100.00%</b>	<b>\$1,709</b>
<b>Total Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	<b>\$22,429,944</b>	<b>100.00%</b>	<b>\$11,421</b>	<b>\$25,238,507</b>	<b>100.00%</b>	<b>\$12,851</b>


**Total Disbursements**

Operating Expenditures	\$21,832,508	96.07%	\$11,116	\$21,882,508	85.70%	\$11,142
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$296,123	1.30%	\$151	\$296,123	1.16%	\$151
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$315,296	1.39%	\$161	\$3,073,859	12.04%	\$1,565
Capital Projects (Object 6600)	\$282,140	1.24%	\$144	\$282,140	1.10%	\$144
<b>Total Disbursements</b>	<b>\$22,726,067</b>	<b>100.00%</b>	<b>\$11,571</b>	<b>\$25,534,630</b>	<b>100.00%</b>	<b>\$13,001</b>

**APPENDIX E:**  
FINANCE DATA  
**PERSONNEL FUNDED THROUGH FEDERAL BUDGETS**

Title I Salaries (211) 2022-2023		
Name	Position	Campus
Dr. Criselda Castillo	R/LA and EL Coordinator	Central Office/JH
Ms. Ann Whiteside	Reading Specialist	Central Office
Ms. Samantha Garibay	Family and Parent Engagement Coordinator	Central Office
Ms. Diana Salinas	Elementary Instructional Facilitator	JFK and WOE
Ms. Crystal Delagarza	Secondary Instructional Facilitator	WOJH and WOHS
Martha Torres	Second grade teacher	JFK
Ms. Elizabeth Garcia	Fourth grade teacher	WOE
Chris Alejandre	Seventh grade math teacher	WOJH
Elizabeth Marley	Sixth grade ELAR teacher	WOJH
Sarita Harvey	High School Chemistry teacher	WOHS
Cassandra Robertson	High School Biology teacher	WOHS

Title II Salaries (255) 2022-2023		
Name	Position	Campus
Linda Perkins	First Grade Teacher	JFK

ESSER II (281) 2022-2023		
Name	Position	Campus
Ms. Gracie Stillman	Bear Center Coordinator	Central Office
Juan Soliz	2nd grade	JFK
Melissa Porter	2nd grade	JFK
Laura Speck	3rd grade	WOE
Rose Harris	5th grade	WOE
Araceli Sosa	5th Grade	West Oso Elementary
Samantha Rocha	Mathematics	WOJH 
Laura Noyola	Technology Apps	WOJH
Alexander Turner	Social Studies	West Oso High School
Charles Harris	SPED/DAEP	DAEP
Amanda Cloud	Mathematics	WOHS
Jennifer Tedeschi	Mathematics	WOHS

**ESSER III (282) Salaries**  
2022-2023

Name	Position	Campus
Lorena Gonzalez	Kindergarten Teacher	JFK
Brianna Bonds	First Grade Teacher	JFK
Stephanie Starry	Second Grade Teacher	JFK
Jacqueline Martinez	Math Teacher	WOJH
Noelle Zhalkovskiy	Science Teacher	WOJH
Keri Graves	ELAR Teacher	WOJH
Anneliza Revels	Social Studies Teacher	WOJH

**Special Education (224)**  
2022-2023

Name	Position	Campus
Illiana Rodriguez	BI	JFK
Sara Velasquez	Inclusion	WOE
Pryce Macon	Inclusion	WOJH
Ashley Humada	Inclusion	High School
Charles Perez	BI	High School



**APPENDIX E: FINANCE DATA**  
**ESSER II BUDGET**

Category		Cost per year/item	# of Years/items	Total Budgeted	Notes
Stipend	Spring 2022	\$1000	310	\$310,000	Spent Spring 2022
Personnel	Tutors-Retired teachers	\$60,000	2 years	\$120,000	
	Accelerated Learning Coordinator	\$75,000	2 years	\$150,000	
	Staff 21-22	\$70,000	2 teachers	\$140,000	
	Teachers 22-23	\$60,000	11 teachers	\$660,000	
	COVID Leave	\$50,000	1	\$50,000	Spent in 21-22
Maintenance	(HVAC Repairs)			\$20,000	Spent in 21-22
	Miscellaneous sanitation and health supplies			\$8,000	Spent in 21-22
Technology	Budgeted for 22-23		1	\$60,000	
	Laptops for all Teachers			\$240,000	Purchased 21-22
After School program and Summer Enrichment	Supplies 22-23	\$20,000	1	\$25,911	Budgeted 22-23
	Staffing 22-23	\$100,000	1	\$100,000	Budgeted 22-23
	Total costs 21-22			\$75,090	Spent in 21-22
Busses				\$475,581	Purchased 21-22
Total Allotment				\$2,434,582.00	

APPENDIX E: FINANCE DATA

ESSER III BUDGET

Category		Cost per year	# of Years	Total	Notes
Retention Stipend	Fall 2021 (\$1,500)	\$465,000	1	\$465,000	Spent 21-22
Retention stipend	Fall & Spring 2022 (\$2,000)	\$620,000	1	\$620,000	Budgeted 22-23
Personnel	JH Teachers (4)	\$240,000	2	\$480,000	Budgeted 22-23, 23-24
	JH Teacher (3.5)	\$210,000	1	\$210,000	Spent 21-22
	JFK Teachers (3)	\$180,000	3	\$540,000	Budgeted 21-22, 22-23, 23-24
	Counselor 21-22	\$60,000	1	\$70,000	Spent 21-22
	Tutors Retired 23-24	\$60,000	1	\$60,000	Budgeted 23-24
Technology	Security Cameras and lighting	\$275,942	1	\$275,942	Spent 21-22
	Phones and PA systems				
Technology	CAD Lab	\$25,052	1	\$25,052	Budgeted 23-24
Technology	Supplies & Equipment	\$60,000	1	\$60,000	Budgeted 22-23
Instruction	Instructional Supplies	\$11,941	1	\$11,941	Spent 21-22
Instruction	Instructional Supplies	\$60,000	1	\$60,000	Budgeted 22-23
Maintenance	Upgrades to HVAC System	\$1,050,000	1	\$1,050,000	Budgeted 22-23
	Chiller repair WOHS, flooring, asbestos removal, plumbing at WOJH 21-22	\$418,925	1	\$418,925	Spent 21-22
Bear Center	Staff 23-24	\$80,000	1	\$80,000	Budgeted 23-24
	Supplies 23-24	\$20,000	1	\$20,000	Budgeted 23-24
Total Costs including summer enrichment	21-22		1	\$222,000	Spent 21-22
Total Budgeted				\$4,668,860	
Total Allocation				\$5,469,492	
Difference				\$800,632	



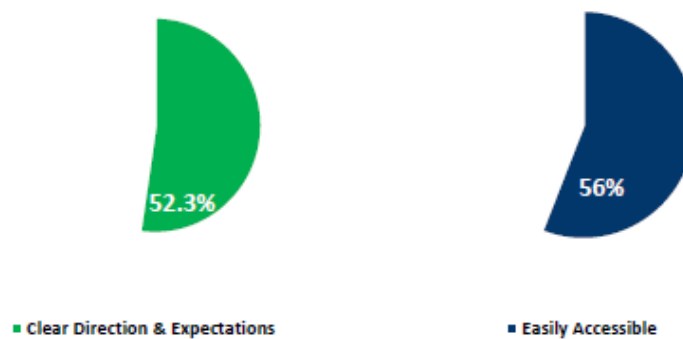
APPENDIX F:  
CLIMATE SURVEY



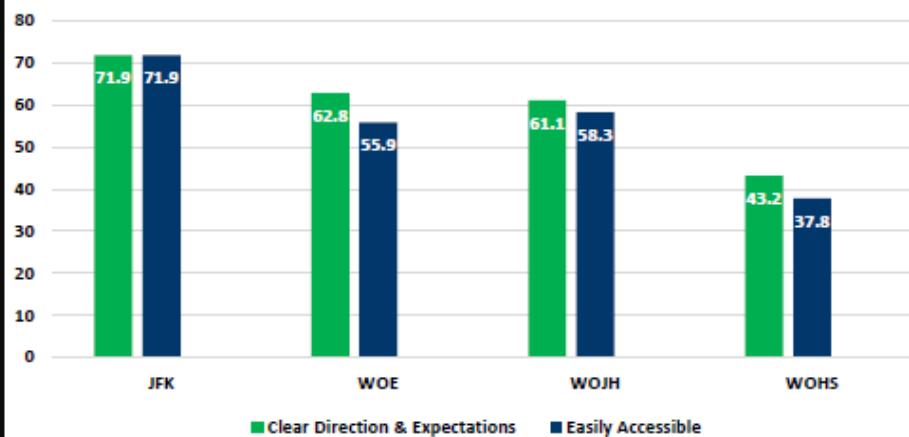
**WOISD  
Business Office  
Climate Survey Results  
2021-2022**



**Business Office  
District Wide Approval Rating**



**Business Office  
Approval Rating per Campus**



APPENDIX F:  
CLIMATE SURVEY



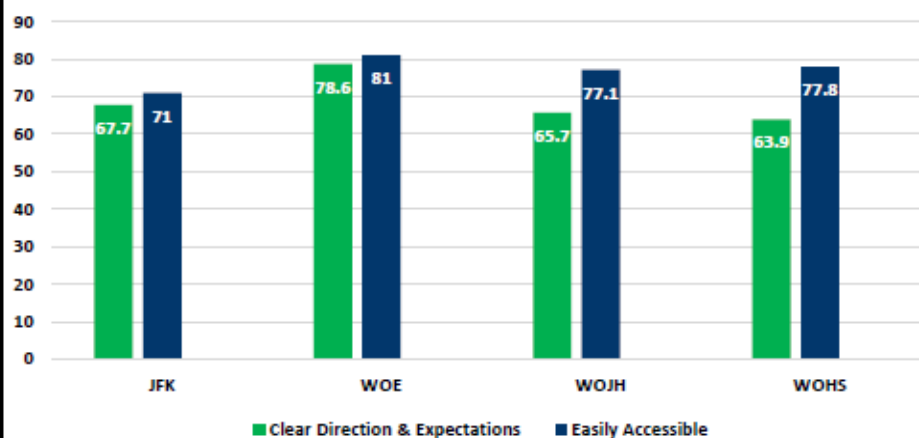
WOISD  
Curriculum & Instruction  
Climate Survey Results  
2021-2022



Curriculum & Instruction  
District Wide Approval Rating



Curriculum & Instruction  
Approval Rating per Campus

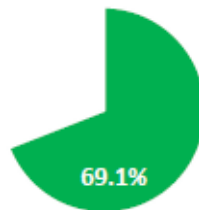


**INSTRUCTIONAL  
MATERIALS  
SUPPORT**

**WOISD  
Instructional Materials Support  
Climate Survey Results  
2021-2022**

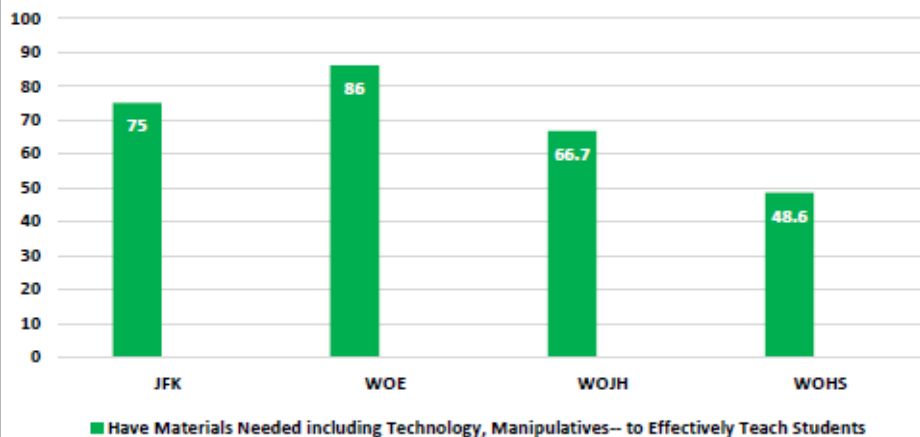


**Instructional Materials Support  
District Wide Approval Rating**



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

**Instructional Materials Support  
Approval Rating per Campus**



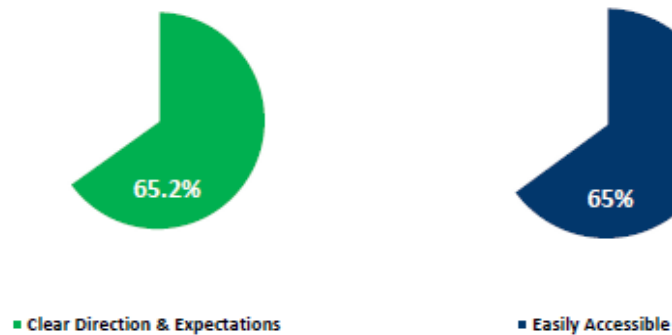
APPENDIX F:  
CLIMATE SURVEY



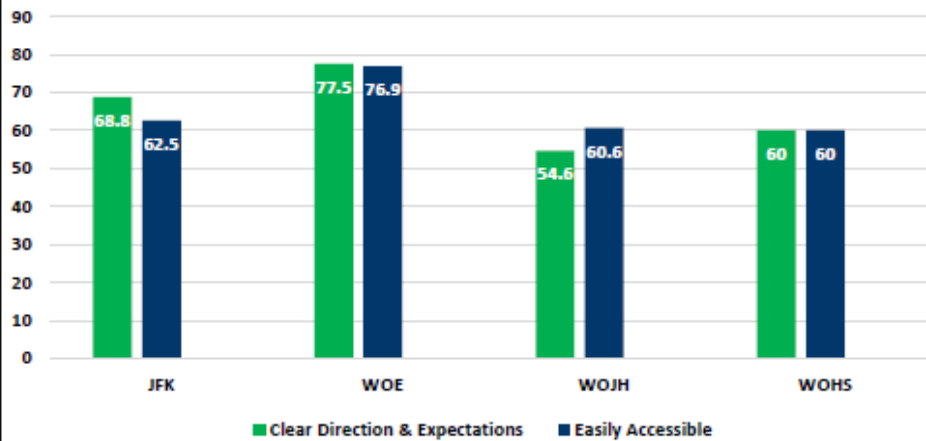
WOISD  
Maintenance/Transportation  
Climate Survey Results  
2021-2022



Maintenance & Transportation  
District Wide Approval Rating



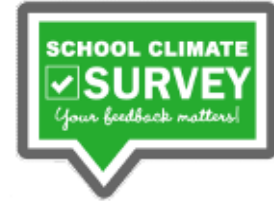
Maintenance & Transportation  
Approval Rating per Campus



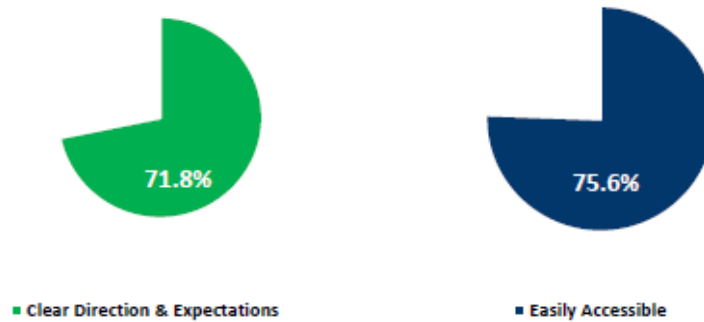
APPENDIX F:  
CLIMATE SURVEY



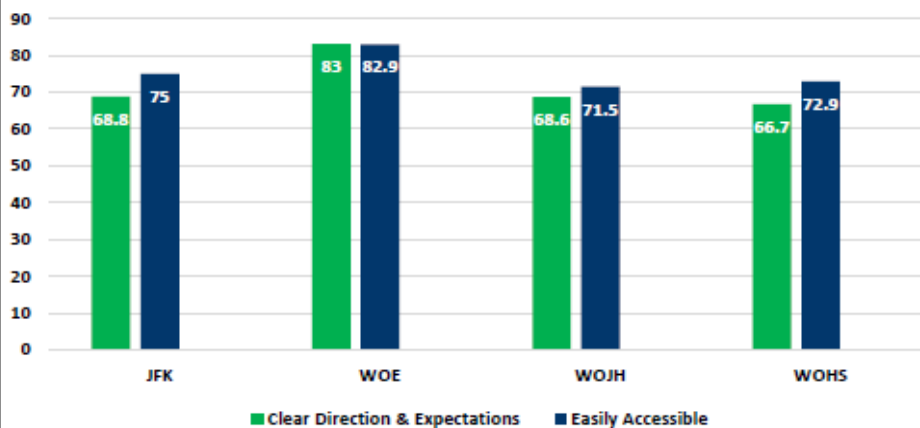
WOISD  
Special Education  
Climate Survey Results  
2021-2022



Special Education  
District Wide Approval Rating

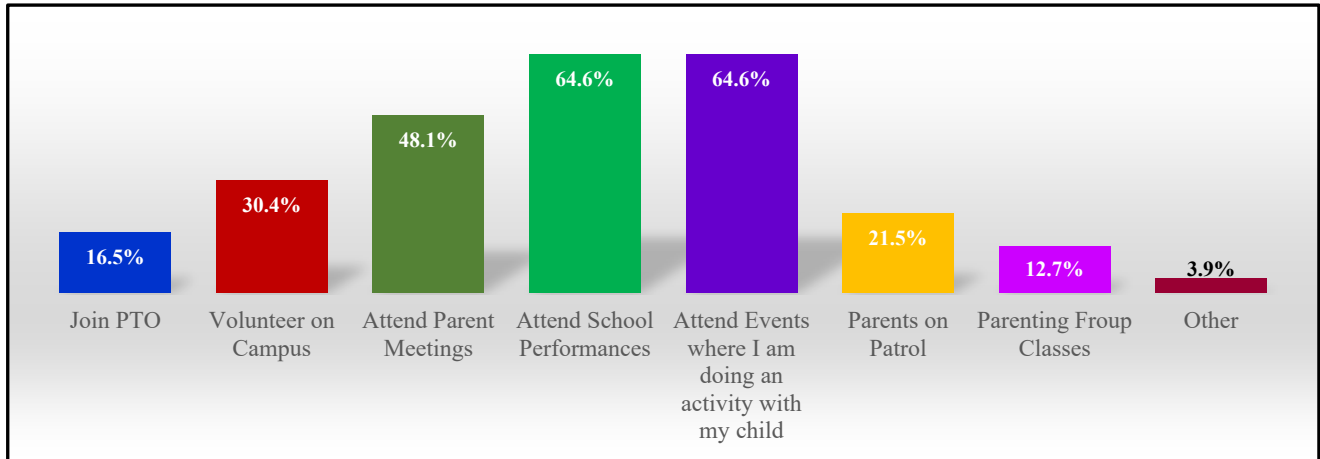


Special Education  
Approval Rating per Campus

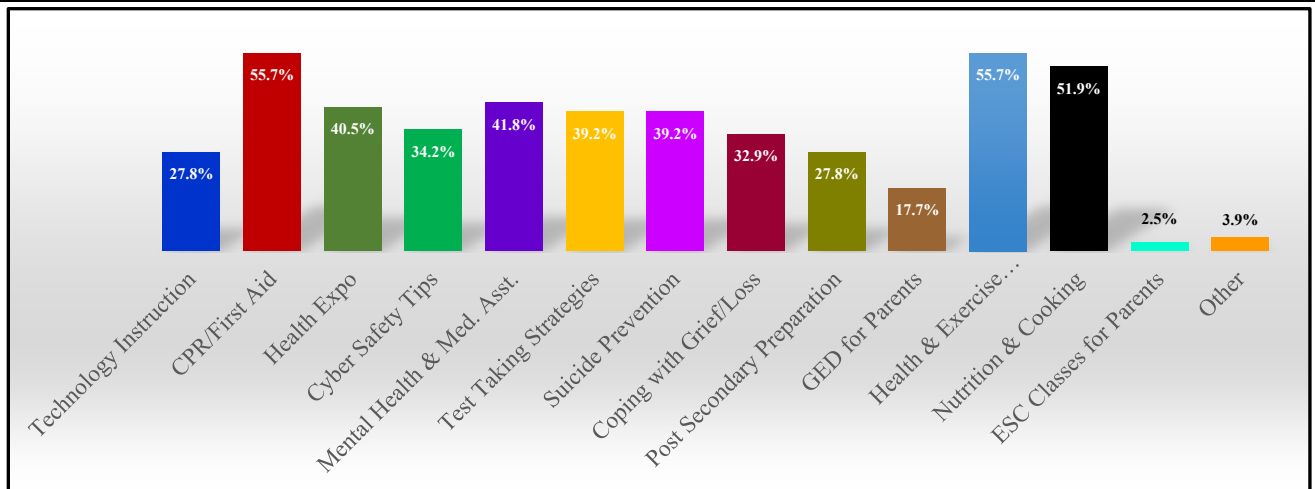


## APPENDIX G: PARENTAL INVOLVEMENT SURVEY

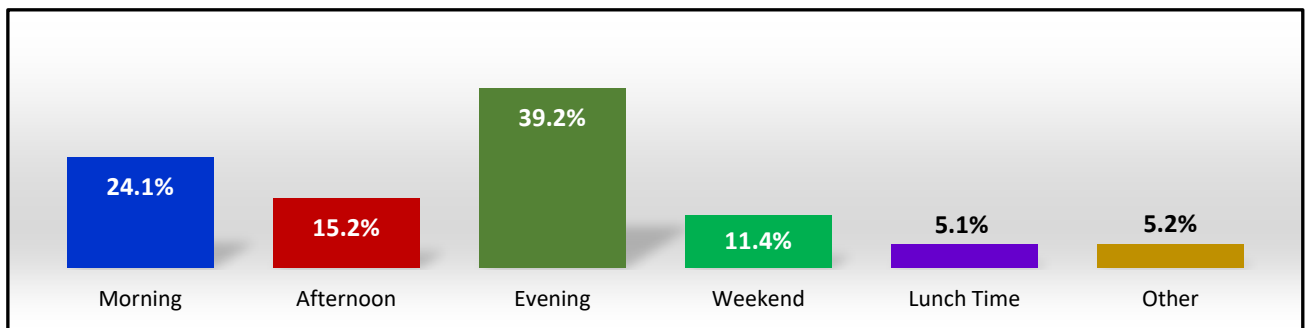
### 1. What types of Parent Involvement would you be interested in?



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

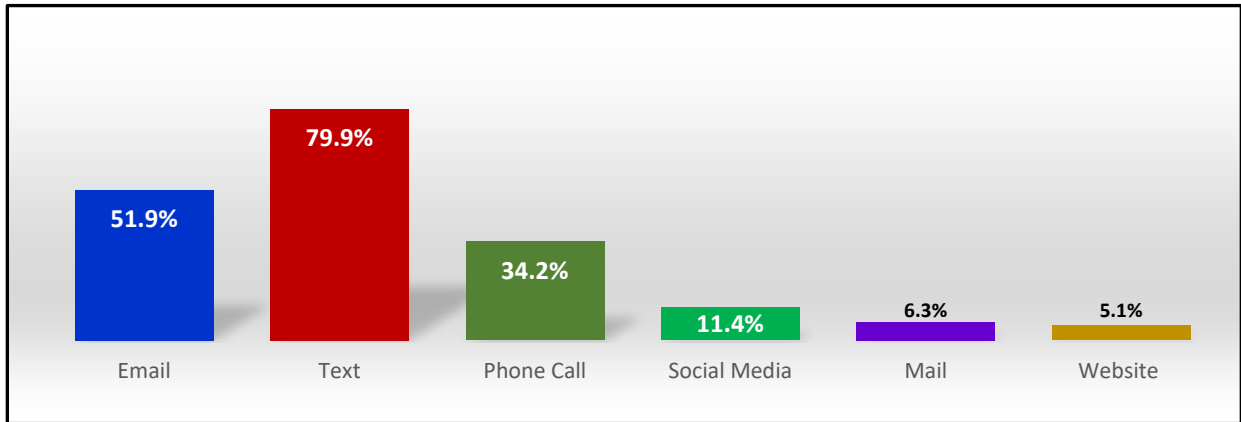


### 3. What is the best time of the day to offer the above topics?

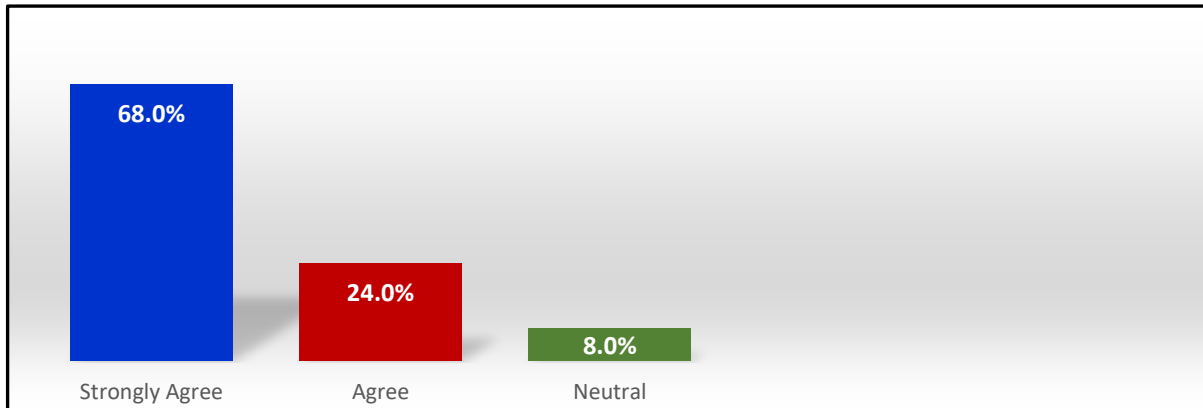


**APPENDIX G:**  
**PARENTAL INVOLVEMENT SURVEY**

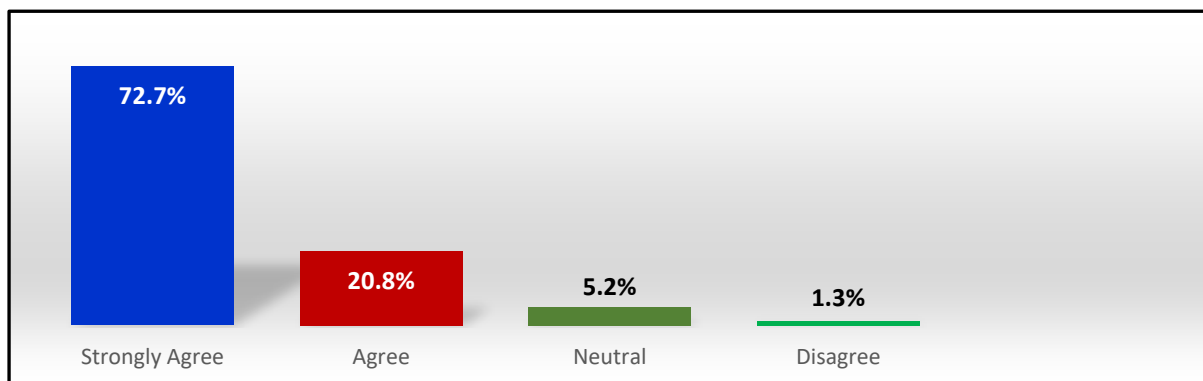
**4. What is your preferred method of communication?**



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



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



## 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)
    - \*Parent on Patrol (POP)
  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 national 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. Parents will be offered opportunities to volunteer and participate in their child's education.
- 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.

<b>Bullying Prohibited</b>	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.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	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.
Student Report	
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.

**Notice of Report**

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.

**Prohibited Conduct**

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.

**Investigation of Report**

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.

**Concluding the Investigation**

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.

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.

**Notice to Parents**

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.

**District Action***Bullying*

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.

*Discipline*

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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

*Corrective Action*

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.

*Transfers*

The principal or designee shall refer to FDB for transfer provisions.

*Counseling*

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.