

La Pryor Independent School District

District Improvement Plan

2024-2025

Accountability Rating: B



Public Presentation Date: November 20, 2024

Mission Statement

La Pryor Independent School District, a safe learning community dedicated to a high quality education, is committed to prepare students to be productive members of society.

Vision

To become the premier district in the region

Value Statement

CORE BELIEFS

- 1. We will make creating a positive Culture and Climate a school priority**
- 2. We will build capacity in our school by supporting employee professional growth**
- 3. We will fulfill every aspect of our goals with a sense of urgency and accountability**
- 4. We will make student centered data driven decisions**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a small unincorporated town in Zavala County in SW Texas, it is a rural community and predominantly Hispanic. Our enrollment for 2023-2024 was 449 students, the chart below indicate show many at each grade level and their racial make-up. The attendance percentage for 2023-2024 was 90.3%. The drop out rate was 1.3% for school year 2022-2023. Of 30 graduates for 100% we had 29 Hispanic and 1 white student. 4 of the graduate were in special education, 25 were economically disadvantaged, 2 were EL , 12 were at-risk and 8 of them received CTE completion's. 2022 date shows La Pryor had 73.3% graduates were CCMR ready vs. the state of 33.5%. An area of struggle was the ELA and Mathematics scores in TSI which shows were are between 20-30 points below the state average. for 2022 we had 93.3% of graduates take the SAT while only 71.5% for the state. This also shows an area that needs to be addressed as the scores for SAT ELA and math were both lower then the state average. 15% of the graduating students had taken AP/IB courses. 44.7% were enrolled in Dual Credit courses that were completed.

Texas Education Agency
2022-23 Student Information (TAPR)
 LA PRYOR ISD (254902) - ZAVALA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	490	100.0%	5,504,150	100.0%	491	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	23	4.7%	243,493	4.4%	23	4.7%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	23	4.7%	203,294	3.7%	23	4.7%	203,749	3.7%
Kindergarten	33	6.7%	367,180	6.7%	33	6.7%	367,633	6.7%
Grade 1	33	6.7%	399,048	7.2%	33	6.7%	399,419	7.2%
Grade 2	34	6.9%	395,639	7.2%	34	6.9%	395,969	7.2%
Grade 3	30	6.1%	393,583	7.2%	30	6.1%	393,871	7.1%
Grade 4	49	10.0%	393,765	7.2%	49	10.0%	394,020	7.1%
Grade 5	38	7.8%	395,111	7.2%	38	7.7%	395,384	7.2%
Grade 6	26	5.3%	399,341	7.3%	26	5.3%	399,557	7.2%
Grade 7	50	10.2%	409,362	7.4%	50	10.2%	409,566	7.4%
Grade 8	44	9.0%	425,589	7.7%	44	9.0%	425,758	7.7%
Grade 9	37	7.6%	477,875	8.7%	37	7.5%	478,101	8.7%
Grade 10	29	5.9%	436,752	7.9%	29	5.9%	437,002	7.9%
Grade 11	35	7.1%	385,894	7.0%	36	7.3%	386,246	7.0%
Grade 12	29	5.9%	364,317	6.6%	29	5.9%	366,512	6.6%
Ethnic Distribution:								
African American	4	0.8%	705,310	12.8%	4	0.8%	706,775	12.8%

Hispanic	460	93.9%	2,915,219	53.0%	461	93.9%	2,921,416	52.9%
White	26	5.3%	1,410,571	25.6%	26	5.3%	1,416,240	25.7%
American Indian	0	0.0%	17,920	0.3%	0	0.0%	17,976	0.3%
Asian	0	0.0%	280,306	5.1%	0	0.0%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	0	0.0%	166,128	3.0%	0	0.0%	166,565	3.0%
Sex:								
Female	237	48.4%	2,688,496	48.8%	237	48.3%	2,693,780	48.8%
Male	253	51.6%	2,815,654	51.2%	254	51.7%	2,824,652	51.2%
Economically Disadvantaged								
Economically Disadvantaged	448	91.4%	3,415,987	62.1%	449	91.4%	3,421,217	62.0%
Non-Educationally Disadvantaged	42	8.6%	2,088,163	37.9%	42	8.6%	2,097,215	38.0%
Section 504 Students	38	7.8%	407,619	7.4%	38	7.7%	407,904	7.4%
EB Students/EL	22	4.5%	1,269,408	23.1%	22	4.5%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	15	2.9%	87,162	1.5%				

Below, we have a chart with the mobility rate as well as at-risk, CTE options and ESL education.

Texas Education Agency
2022-23 Student Information (TAPR)
LA PRYOR ISD (254902) - ZAVALA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	26	5.3%	302,409	5.5%	26	5.3%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	1	0.2%	72,534	1.3%	1	0.2%	72,654	1.3%
Immigrant	1	0.2%	122,390	2.2%	1	0.2%	122,504	2.2%
Migrant	25	5.1%	13,769	0.3%	25	5.1%	13,810	0.3%
Title I	490	100.0%	3,555,650	64.6%	491	100.0%	3,563,890	64.6%
Military Connected	4	0.8%	199,203	3.6%	4	0.8%	199,325	3.6%
At-Risk	283	57.8%	2,935,164	53.3%	283	57.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	21	4.3%	1,278,846	23.2%	21	4.3%	1,279,697	23.2%
Career and Technical Education	123	25.1%	1,459,380	26.5%	123	25.1%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	123	94.6%	1,203,083	72.3%	123	93.9%	1,203,363	72.2%
Gifted and Talented Education	21	4.3%	453,585	8.2%	21	4.3%	453,689	8.2%
Special Education	62	12.7%	693,061	12.6%	63	12.8%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	35	56.5%	305,800	44.1%				

Students with Physical Disabilities	7	11.3%	138,820	20.0%				
Students with Autism	10	16.1%	107,586	15.5%				
Students with Behavioral Disabilities	10	16.1%	130,018	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	35	7.8%	893,031	16.8%				
By Ethnicity:								
African American	0	0.0%	176,665	3.3%				
Hispanic	32	7.1%	462,284	8.7%				
White	3	0.7%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	0	0.0%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	3.2%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	13.6%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	35	8.7%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	27	6.6%	751,495	18.1%				

Demographics Strengths

A strength in the district is that there is a low mobility rate as the vast majority of our students come from the community. Another strength is the consistency in 94% Hispanic which is matched closely by the 84% of teachers that are Hispanic, this indicates students have good ethnic representation. Due to the low SES of the community ALL students receive free lunch, this helps ensure all students eat at least 1 to 2 good meals everyday even if they do not get it at home. Another strength area for us is that the majority of our teachers and staff live in either la Pryor or one of our neighboring communities which ensure our students see our adults participating in the town activities which increase social responsibility.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many of our students struggle academically due to a high level of chronic absenteeism. **Root Cause:** Parents do not ensure that students have a good night's sleep or a good meal due to poverty.

Problem Statement 2: Our students have social emotional issues that cause them to have challenges academically **Root Cause:** The high concentration of low social economic status in the area, along with drug usage and high pregnancy rate makes it challenging for our students to succeed at a high level.

Student Learning

Student Learning Summary

The date from STAAR indicates that our students are improving academically as almost all grade levels in math and ELA had higher results than the states and region.

1. We had region 20 meet with our teachers and counselor to train and us and ensure we were following the correct sequences for CTE as well as ensuring our students were taking dual credit courses that would help them in the long run. Our district will follow three paths for CCMR now, entrepreneurship, AG/Animal science and health sciences. Our grade level sizes are too small to allow us to have more courses available. This year we will continue to address our low attendance rates and try to avoid having any students not receiving credits due to excessive absences.
2. All students met with our secondary counselor last year and she went over their PGPs to make any adjustments that may have been necessary. Our counselor will meet with any students that appear to need additional attention around attendance or have low grades, this will be an attempt to avoid having them miss graduating.
3. Our special education department had a review this year and passed with a 100% scores, they will focus on two areas, ESL and Dyslexia intervention for our growing SPED population. our TELPAS scores were an area that needs to be addressed this coming year.
4. We have trained teachers on implementing a new assessment system, NWEA MAPS to have Beginning of year (BOY), Middle of year (MOY) and End of Year data (EOY). The data will help teachers create targeted intervention plans.

Student Learning Strengths

- Our strengths are in math and ELA. we have been using new curriculum, EUREKA, in math and will employ a new curriculum in Amplify for ELA this coming year. Our students have strong teachers in almost all grade levels that have begun to create a carry over effect. Students have success when they do not have two bad teachers in a row, our teacher strength will help our students continue to grow. WE have a low number of ESL students, 17, we have hired a new teacher to work with them in SPED/ESL to ensure they are more successful this year when they take their TELPAS assessments. Some of our students come from a head start program that helps them get off to a stronger start in kindergarten at our district.
- We have also purchased a new science Curriculum with the feedback from teachers that had a chance to consider various adoptions. the new science resource is SAAVAS, it is being implemented for the first time this year and the staff will need time to unpack the material and labs using their PLC time. We will also provide vertical alignment time for them to work together.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our ESL students do not do well in TELPAS testing, this has resulted in low performance and not many getting out of the program. **Root Cause:** We needed to hire a teacher that was more receptive to new teaching strategies that will work with our students. The new teacher is willing to ensure students practice and understand how the test is designed will help students take the assessment more seriously than they currently do.

Problem Statement 2: Our academic area of need is in science. our scores were low using STAAR as a metric and teachers did not have effective teaching strategies nor materials. **Root Cause:** The teachers in science were new and focused on teaching math at the elementary level. The district did not have a quality science curriculum for teachers to use and have vertical alignment from elementary through HS.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals





Goal 1: The district will hire and train a teacher to work with our ESL/SPED department to improve our TELPAS performance for our Emerging Bilinguals.

Performance Objective 1: By the TELPAS testing date in February 80% of our 17 students or 13 total will show growth.

High Priority

Evaluation Data Sources: TELPAS state assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will implement summit k12 and new instructional leader for the department.</p> <p>Strategy's Expected Result/Impact: Higher levels of engagement from students resulting in improved performance on the state TELPAS assessment</p> <p>Staff Responsible for Monitoring: Melissa Yebra,</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








Goal 2: Evaluate and purchase a quality Science Curriculum for our teachers to use and to create vertical alignment of the material.

Performance Objective 1: Teachers will use the new SAVVAS Curriculum in every science classroom by the second half of the 2024 school year.

High Priority

Evaluation Data Sources: PLCs, Lesson Plans, walk through observations.

Summative Evaluation: Met Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be using hands-on activities and labs to increase engagement and understanding, plus a new instructional curriculum.</p> <p>Strategy's Expected Result/Impact: Improved STAAR science scores in grades 5, 8, and Biology.</p> <p>Staff Responsible for Monitoring: Admin, Principals</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Evaluate and purchase a quality Science Curriculum for our teachers to use and to create vertical alignment of the material.

Performance Objective 2: Improved STAAR scores in Science, 60% of students will reach approaches on the 5th and 8th grade Science STAAR assessments in the Spring of 2025.

Evaluation Data Sources: Spring STAAR

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the new science curriculum 80% of the time including utilizing the online component and materials kits. Strategy's Expected Result/Impact: Improved STAAR science staar scores on grade 5, grade 8, and Biology. Staff Responsible for Monitoring: Administration, Principals</p>	Formative		
	Nov	Feb	Apr
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Use our Stronger Connection Grant to provide staff that can support the social emotional needs of our students

Performance Objective 1: Hiring - We will hire a case manager to support the implementation of the stronger connections framework. We will also provide professional development and training to support this role.

Evaluation Data Sources: Interviews, recruit and hire qualified staff, provided professional development to ensure effectiveness.

Summative Evaluation: Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will develop an MTSS framework for mental health that will; improve academic outcomes, increase graduation rates, close achievement gaps, foster positive student engagement and motivation, and address tiered support systems through schoolwide programs.</p> <p>Strategy's Expected Result/Impact: Reduce chronic absenteeism, behavioral incidents, and rates of suspensions and expulsions</p> <p>Staff Responsible for Monitoring: Case Manager, Counselor, LPC, Federal Program Director, & Superintendent</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Use our Stronger Connection Grant to provide staff that can support the social emotional needs of our students

Performance Objective 2: Carry out group and individual support sessions in the elementary by the caseworker.

Evaluation Data Sources: implement counseling initiatives such as Red Ribbon Week, prevention of dating violence, drug prevention, anti-bullying campaigns, address low attendance and excessive absences, and students with low pass rates,

Summative Evaluation: Met Objective







Strategy 1 Details	Formative Reviews		
Strategy 1: Implement character education programs, anti-bullying programs, anti-drug programs, red ribbon week, and anti-vaping programs. Strategy's Expected Result/Impact: Lower levels of bullying, less severe aggression, higher levels of academic engagement Staff Responsible for Monitoring: Counseling Department and Administration	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Use programs such as Eduphoria, Summit K12, Edgenuity, NWEA Map Growth, iXL, Boost, Mathia, Zearn, and tutoring to provide additional support for students to receive extra learning opportunities.

Performance Objective 1: NWEA Maps will be used for BOY, MOY, and EOY assessments. Summit K12 will be used by ESL students. Eduphoria assessments will be used for six-week assessment data and progress monitoring. Mathia, IXL, Boost, and Zearn will be used to support the Amplify, Carnegie, and Eureka curriculum and student learning.

Evaluation Data Sources: 80% of teachers will use these tools to address the secondary support needs of the students

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use online learning programs to engage students using educational programs to augment the teacher support in the classrooms, Strategy's Expected Result/Impact: Improve academic outcomes Staff Responsible for Monitoring: Admin, Principals	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: Use programs such as Eduphoria, Summit K12, Edgenuity, NWEA Map Growth, iXL, Boost, Mathia, Zearn, and tutoring to provide additional support for students to receive extra learning opportunities.

Performance Objective 2: Through the use of these supplemental educational resources, students will increase their STAAR achievement scores by 3% in ELAR and Math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, NWEA Maps,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Eureka and amplify will be used in vertical alignment in the district. By holding vertical alignment PLCs there will be a consistent curriculum used across all grade levels.</p> <p>Strategy's Expected Result/Impact: Students will develop a familiarity with the program that will allow them to learn more quickly and teachers will build their capacity through lesson internalization and consistent PLCs.</p> <p>Staff Responsible for Monitoring: Administration, Principals</p>	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Teachers continue to implement with fidelity Eureka Math in the second year and additionally, the new Amplify ELA curriculum to ensure students receive quality curriculum and instruction. Walkthroughs and observations will verify the curriculums are implemented with fidelity.







Performance Objective 1: 10 out of 12 teachers will be observed using HQIMs Eureka and Amplify with fidelity and will be evaluated using TTESS.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA Maps, STAAR, TTESS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive support from Region 20 on curriculum use and lesson internalization, and feedback on instruction. Strategy's Expected Result/Impact: Teachers will be able to teach the new curriculum effectively Staff Responsible for Monitoring: Instructional Coach & Administration	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


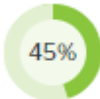




Goal 5: Teachers continue to implement with fidelity Eureka Math in the second year and additionally, the new Amplify ELA curriculum to ensure students receive quality curriculum and instruction. Walkthroughs and observations will verify the curriculums are implemented with fidelity.

Performance Objective 2: ESC20 will come to visit 13 times to provide professional development as part of the LASO 2.0 grant for Amplify HQIM and will observe teachers and provide feedback 3 times.

High Priority

Evaluation Data Sources: ESC20 SF Implementation Fidelity Observation Tool,

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive support from content experts from the regional center that includes professional development on RBIS and lesson internalization.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to teach the material more effectively, with more confidence, and following the proper scope and sequence.</p> <p>Staff Responsible for Monitoring: Region 20, Instructional Coach, and Administration</p>	Formative		
	Nov	Feb	Apr
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Goal 6: SPED department will show improvement using an inclusion support model based on RDA growth measures.

Performance Objective 1: Students will improve upon last year's STAAR scores and increase approaches percentages by 10% and meets by 2%.

High Priority

Evaluation Data Sources: NWEA Maps, STAAR, TELPAS,

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will use inclusion support for students in classrooms and for content teachers.</p> <p>Strategy's Expected Result/Impact: Improved alignment between the intervention and classroom instruction via the content teachers' curriculum.</p> <p>Staff Responsible for Monitoring: Administration, SPED Director,</p>	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: Provide replacement furniture as it is needed to improve the quality of instruction in the classrooms. Chairs, tables, cabinets, other related instructional items.

Goal 8: Improve the safety & security of the district, by ensuring infrastructure updates along with coordination with local authorities

Performance Objective 1: Hold meetings at least 2 times a year with the safety & Security team

High Priority

Evaluation Data Sources: agenda, sign in sheets

Goal 8: Improve the safety & security of the district, by ensuring infrastructure updates along with coordination with local authorities

Performance Objective 2: Ensure that we have a security officer at each district school every day of the school year and at large after school events.

High Priority

Evaluation Data Sources: schedules, MOU

Goal 8: Improve the safety & security of the district, by ensuring infrastructure updates along with coordination with local authorities

Performance Objective 3: Purchase security items, such as cameras, door screeners, card readers, bullet resistant glass liners, fencing, metal detectors etc.

High Priority

Evaluation Data Sources: purchase of products and installation

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$717,728.00

Total FTEs Funded by SCE: 6.3

Brief Description of SCE Services and/or Programs

The district will use Edgenuity to recover lost credits and content they miss, This will prevent drop out rates as well as prevent students from falling behind. The district will also provide tutoring for additional support, and teachers will have the ability to utilize supplemental instructional materials to support student learning and augment their teaching. In addition we have tools such as Mathia and Summit K-12 to help struggling students.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandro, Christy	Counselor Clerk	0.7
Alvarado, Gregorio	Elementary Teacher	0.1
Ball, Amy	Elementary Teacher	0.1
Contreras, Antonia	Secondary Teacher	0.2
Dube, Julianna	Elementary Teacher	0.1
Gonzales, Elida	Elementary Teacher	0.1
Guerrero, Diane	Secondary Math Teacher	0.1
Lopez, Eva	Elementary Teacher	0.1
McHazlett, Alicia	DAEP Monitor	1
Morales, Josephine	Secondary Teacher	0.1
Nevarez, Raquel	Elementary Teacher	0.1
Paes, Natalie	Instructional Coach	0.5
Ramirez, Cassandra	LPC/Student Social Emotional	1
Rangel, Alma	Secondary Counselor	0.5
Rosales, Rene	Secondary Band Teacher	0.1
Ruiz, Edgar	Elementary Teacher	0.1
Salazar, Anette	Parent Liaison	1
Sanchez, Maryjo	Elementary Teacher	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ybarra, Dora	Elementary Teacher	0.1
Yebra, Melissa	Special ED Inclusion/ESL	0.2

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Martinez, Nairobi	Elementary Teacher	211	1
Perez, Illiana	Pre-K Aide	211	1
Puente, Christina	Pre-K Teacher	211	1
Rangel, Elva	Pre-K Teacher	211	1

Addendums

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
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	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
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.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.