



# West Oso High School

## Campus Improvement Plan

2023-2024

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*Embrace. Enrich. Inspire.*

# West Oso High School

## Campus Leadership Team

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# West Oso High School

## Campus 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.

### WOHS Believes in:

- the strength of business, community, and higher educational partnerships
- respectful communication between all school community members
- a positive learning environment
- continuous assessment
- high quality curriculum
- respectful tasks
- flexible grouping



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# Demographics



## Summary:

*West Oso High School is a Title I School, which serves approximately 575 students grades 9-12. 87% are classified as economically disadvantaged as we are located in a low socio-economic area of the city. Our demographic make-up consists of Hispanic (88%), African American (10%), Caucasian (2%), and Native American (0%) students. 12% of our student population is served by Special Education and 7.65% are English Language Learners.*

*Our students are faced with many challenges due to social, economic and educational factors. West Oso High school is a school within a school model, designated as an Early College High School with 21% of the students enrolled.*

# Data Sources

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

- *TEA 2023-2024 EOC Data*
- *Climate Surveys*
- *Benchmark Data*
- *Professional Development Needs Assessment Surveys*
- *Spring PEIMS Data*
- *Attendance Data*
- *TSI*
- *TELPAS*
- *Discipline*



## Comprehensive Needs Assessment

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

### Strengths:

- Student needs are addressed.
- Staff leave personal beliefs aside to create a more inclusive environment.
- Staff leave personal actions at home and stay positive with student
- WOHS partnerships with CIS, Upward Bound, and TRIO program.
- Teachers receive annual Eduhero online training on Teen Dating Violence, Suicide Awareness & Prevention, Cybersecurity, David's Law, Cyberbullying, Armed Intruder Awareness.

### Needs:

- Take student's situations into consideration.
- Clearly communicate programs available for all students.
- Supportive chairs across the campus.

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

### Strengths

- Students and staff tend to come from the community.
- The community is close knit and family involvement is high.
- WOHS provides input through survey/google forms.

### Needs

- As a campus, get more parents actively involved.
- As a campus, work on a better turnout for open house and other academically focused activities.
- Work on communicating in a timely manner, giving parents enough notice to attend campus/district events.
- Consider moving times for campus events later in the evening to accommodate parents

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

**Strengths:**

- Our high school has PLC's that involve our teachers and administrators.
- Our high school participates in Power Zone (PZ) meetings once every three weeks.
- Our teachers have support while planning their lessons.
- Our teachers have access to and support with TRS.
- CTE teachers utilize the following curriculum -iCEV, Texas Tech Curriculum, UT - Engineering Design & Analysis
- Rosetta Stone is utilized for ELL students.
- Learn from the Experts (Texas A&M-CC professors and education major interns' partner with WOISD to work with ELL students on literacy) - Meet every Thursday during Power Hour.

**Needs:**

- Some subjects/courses lack textbooks and resources.
- Supplies to support science labs 40% of the time TEKS requirement.
- Students need to do more independent reading.
- More questions per TEK in TRS in Eduphoria test banks.
- Materials and supplies to enhance the art curriculum (Kiln, deeper sinks).
- Bilingual interdisciplinary tutors for ELL students to assist in all classes.
- Electives, several subjects need Chromebooks



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

Strengths:

- Our high school prepares students for post-secondary education
- The ECHS, Dual Credit, Honors, Pre-AP and AP courses are increasing in numbers.
- We offer CTE STEM, Robotics, Health Science, Business, FCS, Graphic Design, and AVID to our students.
- We have partnerships with Upward Bound and TRIO.
- Tutors are hired based on their strengths and assist teachers with struggling students.
- CTE CTSO's help students acquire knowledge and **skills** in different career and technical areas as well as **leadership skills** and experience. They help student members to become competent, successful members of the workforce. BPA has student members who have advanced to State; and TSA's students have competed at state as well.
- Students are able to earn industry-based certifications.
- New CAD lab allows students to prepare for SolidWorks certification, as well as learn a multitude of CAD applications.

Needs:

- Lack of departmental budget to support more course offerings and to procure resources and materials.
- Expand CTE course offerings and pathways; Marketing Pathways
- Ensure students are entering and completing the pathway of their choice
- CTE: Multiple curriculum enhancements and resources needed for Health Science, Child Development, Anatomy and Physiology and Graphic Design.
- Buildings for the JROTC and Theatre department are needed to enhance and support the current curriculum.
- Our students are eager for the district to offer carpentry and cosmetology on campus. (Work-Based curriculum)
- Evenly distribute students amongst CTE pathways

**Goal Five:** WOHS will attract, develop, support, and retain highly qualified staff.

Strengths:

- Staff feels supported.
- Our staff collaborates and is energetic and promotes participation. Clubs, organizations, PLC engagement has

increased.

- Staff works as a team and collaborates together to promote student teacher efficacy.
- Bear Tips Academy is offered to our 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year teachers.

Needs:

- Better health insurance to be able to compete with surrounding districts. This will help keep qualified staff.
- Provide more access to technology to help teach in the 21st century.
- Technology needs to be upgraded and included in all classrooms.
- Clear communication so there is no miscommunication between teachers.
- Plan events that unite the 100/300 hallways.
- Many teachers have several preps. Lessening the amount of preps for teachers.
- Stipends for all clubs and organizations.
- Competitive pay raise.

**Goal Six:** WOHS will generate fiscally and ethically sound decisions that address current and future needs

Strengths:

- Resources are supplied to staff as needed.
- Provide updated pay scales on the District website.

Needs:

- Create more communication outlets for parents and the community.
- Many classrooms need chairs, several classrooms do not have adequate chairs for students.
- JROTC needs tables

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

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
COVID- 19 Protocols based on CDC guidelines	Cafeteria seating Custodians sanitizing throughout the campus daily	Timed schedule for every area to be sanitized Social distance stickers throughout the campus WOISD Protocols	Students  Teachers  Campus Administration	August 2023- May 2024
Conduct Safety Drills	Monthly Fire Drills  Shelter in place and lockdown drills twice a semester	Emergency procedure books in all classrooms  Emergency handouts for drills, feedback from drills	Campus Administration  Teachers  Students	August 2023- May 2024
Counselors and C.I.S will implement an open-door policy, and use counselor interns, guest speakers and community events to support healthy relationships	Sign- in sheets  Counselor's Corner- Google Classroom	C.I.S. - Corpus Christi  Local budget	Counselors  C.I.S.  Campus Administration	August 2023- May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Meeting all ADA requirements to earn credit	Attendance is taken every class period.  ADA attendance is taken 3 <sup>rd</sup> period  Home visits	Local budget  Title I	Attendance Clerk  Truancy Officer  Campus Administrator	August 2023- May 2024
EduHero Online Trainings on Armed Intruder Awareness; Teen Dating Violence; Suicide Awareness & Prevention; Cyberbullying; and David's Law Cyberbullying	100% of the staff will complete the online modules.	Certificates of Completion  Title I funding	Principals  Counselors  Teachers  Staff	August 2023- May 2024

**Goal Two:** WOHS 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.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Introduce and orient 8th grade students to CTE H.S pathways	100% of the students will attend the CTE Showcase held in January. A video will be shared with students and parents via social media and other communication avenues. A CTE book will be created.	Perkins Grant  Local CTE funding	CTE Coordinator  CTE Teachers	August 2023-May 2024
Communities in Schools	Twice a semester C.I.S. will have Community Meetings, training and outreach.  Sign in sheets	Title I Information will be on websites and social media. Flyers and letters on intent of events/services. Home visits/parent phone calls	Communities in Schools  Parent and Community Involvement Coordinator  Counselors	August 2023-May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Campus Principal mailout	Monthly correspondence for teachers mailed out with progress reports and/or report cards	Title I Copy paper for flyers- Local budget - Approx. \$2,000+ - paper Community involvement funds- \$300/annual for principal letter)	Campus Administration	August 2023-May 2024
Host Community Celebrations	At least 25% of the parents will participate in one or more of the following activities: Celebrations of Academic Achievements in April of 2022 Open House Meet the Teachers	Title I  Surveys  Social Media outlets  Sign in sheets  Commencement funds, Academic Excellence funds	Central Office Administrators  Campus Administrators  Counselors  Teachers & Students	August 2023- May 2024
CITGO Innovation Academy	At least 50 students will participate in extra-curricular STEM activities through Robotics, Bear Center STEM Programming, STEM Camps	Grant funding \$60,000 continued	Curriculum and Instruction  Campus Administrators  STEM teacher CITGO	August 2023 – May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Noyce Grant will provide opportunities for up to 6 student fellows to intern in the math and science department. It will also provide professional learning and community building opportunities.	At least one Noyce graduate will be a certified teacher working in WOHS during the 2022-23 school year	Noyce Grant (Texas A&M University-CC, College of Education  NSF - National Science foundation	Curriculum and Instruction  Campus Administrators  Texas A&M University-C.C.  College of Education and Human Development  College of Science and Engineering	August 2023– May 2024
Lone Star STEM Academy Grant	Increased Professional development in computer science	TEA - \$3,750 District wide	Curriculum and Instruction  Campus Administration  TEA  Teachers	August 2023 – May 2024





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

**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 disadvantaged 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.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
English students will take Formative and Summative Assessments as well as mini assessments throughout the nine weeks to gather data to gauge student needs.	Eduphoria (EOU Data Analysis), Power Zone Meetings, PLCs	Local Funds	English Department Chair Teachers Campus Administrator Facilitator	August 2023-May 2024
English teachers will utilize TEKS Resource System, textbooks, novels, and outside resources to vertically align curriculum and develop TEK specific lessons.	Eduphoria, McGraw Hill (StudySync), TEKS Resource System, CommonLit	Title I, Local Funds	Teachers	August 2023-May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
English teachers will utilize interactive technology as a resource for classroom instruction. SPED inclusion supports instruction to offer accommodations/modifications	Google Classroom, McGraw Hill, Kahoot, Quizlet, Quill, Flocabulary, Quizizz, Everyday Edits, and CommonLit	Title I, Local Funds	Teachers  Inclusion Teachers	August 2023-May 2024
English Department will provide additional academic support to enhance the improvement of STAAR English scores in all student groups (tutors, tutorials, EOC interventions) SPED inclusion supports instruction to offer accommodations/modifications.	All TEA mandated HB1416 students will receive their mandated tutorial hours.	Title I, Local Funds, EMAT  STAAR Data, Flexible Scheduling, Eduphoria, TEKS Resource System, Google Forms	English Teachers  SPED Teachers  Tutors	August 2023-May 2024
English teachers will utilize Special Education inclusion teachers and tutors to enrich classroom instruction.	100% of SPED students will receive inclusion reports documented on their IEPs.	Title I, Local Funds Formative and Summative Data, Eduphoria, STAAR Data	SPED Department  Teachers  Tutors	August 2023-May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
The English department will help parents monitor student academic performance via parent-teacher communication.	Teacher-Parent Contact logs	Local Funds	Teachers, Parents	August 2023-May 2024
Adding rigor to 100% of daily instruction. Evaluating formative and summative tests.	Increase ELA scores by 5% at the approaches, meets and masters' levels	Staff Development local budget  Lead4ward strategies  PLCs  McGraw Hill - StudySync	Curriculum and Instruction  Teachers  Campus Administrators	August 2023-May 2024
Social studies students will take Summative Assessments at the end of each four and nine weeks gathering then analyzing data to gauge student needs.	Google Forms, Eduphoria will show that 100% of all students have been tested	Local Funds  Stable Internet  Chromebooks	Social Studies Department Teachers	August 2023 – May 2024
Social Studies teachers will utilize TEKS Resource System, Lead4ward, textbooks, and other outside resources to develop rigorous and engaging TEKS specific lessons.	Eduphoria lessons will demonstrate use of TEKS Resource System, Lead4ward, textbooks, and other outside resources.	Lead4ward  TEKS Resource System  News and Archive Subscriptions  Atlas'	Social Studies Department Teachers	August 2023 – May 2024

Strategy	Measurable	Achievable	Responsible	Time-Bound
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	(Formative and Summative Evaluation)	(Resources Needed)	(Person/s)	
Social Studies teachers will integrate more interactive technology during classroom instruction.	Weekly lesson plans	Title I, Local Funds  Google Classroom, Edgenuity, Myon, Kahoot, BrainPop	Social Studies Department Teachers	August 2023 – May 2024
Social Studies teachers and parents will actively monitor and adjust, striving for high level student academic performance of students via parent-teacher communication.	Teacher-Parent Contact Log	Local Funds	Social Studies Department Teachers	August 2023 – May 2024
Social Studies teachers will utilize Special Education inclusion teachers and tutors (as available) to enrich classroom instruction.	All special education students will receive inclusion reports documented on their IEPs.	Title I, Local Funds  Formative and Summative Data, Eduphoria, STAAR Data	Special Education Department  Social Studies Department Teachers	August 2023 – May 2024
Science students will take End of Unit exams to identify student needs.	TEKS Resource System  Eduphoria	Local Funds Title I	Science Dept. Chair  Teachers	August 2023 - May 2024
Science teachers will incorporate lab investigations to meet the 40% lab requirement from the TEKS, increase engagement, and demonstrate important scientific concepts.	100% of all science teachers will have labs at least one day a week as evidenced by lesson plans.	Local Funds, Title I, ESSER Supplies from Flinn, Arbor, PASCO, Biology Supplies, etc.	Science Dept. Chair  Teachers  Tutors	August 2023 - May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Science department will utilize inclusion teachers and tutors to provide intervention or enrichment.	All students who did not meet at the approaches level on their Biology EOC will receive targeted tutoring.	Title I ESSER funding  EOU Data Analysis Formative Assessment STAAR Data	Science Dept. Teachers	August 2023 - May 2024
Biology adding rigor to 100% of daily instruction. Evaluating formative, summative and eight-weeks unit tests.	Increase levels of achievement from “approaches” to “meets” percentages. Increase Biology EOC scores by at least 5%	Local Funds  Title I  TEKS Resource System Eduphoria EOC Data	Biology Teachers  SPED Inclusion  Tutors	August 2023 - May 2024
Science teachers will utilize interactive technology as a resource for classroom instruction.	Weekly Lesson Plans	Local Funds, Title I, ESSER  Phet, Sapling PASCO, Edgenuity, Anatomage Table & Chromebook-Interac- tive Class Quizzes	Science Dept. Chair  Science Teachers	August 2023 - May 2024
TAMUCC Partnership with physics department for curriculum and hands-on lab experiences.	Increased engagement for science students intending to pursue future endeavors in the field of science.	TAMUCC Citgo Grant	Physics Teacher(s)	August 2023 - May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Math students will take common assessments at the end of each fourth and eighth week of a grading period gathering data to gauge student needs.	TEKS Resource System, Eduphoria, Formative, Desmos	Local Funds  EMAT  ESSER	Math Department Chair  Teachers	August 2023-May 2024
Math teachers will utilize TEKS Resource System, textbooks, and outside resources to develop TEK specific curriculum.	Weekly lesson plans will demonstrate use of TRS	Title I, Local Funds  Eduphoria, McGraw Hill, TEKS Resource System, Desmos, Formative	Teachers	August 2023-May 2024
Targeted support for Math students through individualized interventions based on formative, summative, and STAAR data.	All TEA mandated students will receive their 15 to 30 hours of required tutoring.	Title I, Local Funds  Eduphoria, TEKS Resource System, Formative, Desmos	Teachers, Tutors	August 2023-May 2024
Math teachers will utilize Special Education inclusion teachers and tutors to enrich classroom instruction.	100% of SPED students will receive inclusion reports documented on their IEPs.	Local Funds, Title I	SPED Department  Teachers  Tutors	August 2023 – May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Math teachers will utilize math manipulatives and supplemental aids in the classroom to increase student engagement and reinforce real-world concepts.	Informal assessments, Formative, Eduphoria, Kahoot	Local Funds	Math Teachers, Tutors	August 2023 - May 2024
Math Teachers will meet once a week during PLC to ensure vertical and horizontal alignment.	Eduphoria, EOC scores, Formative, TEKS Resource System	Local Funds	Math Teachers, Tutors	August 2023 - May 2024
Adding rigor to 100% of daily instruction. Evaluating formative, summative and unit tests.	Increase Algebra I scores by 5% at all achievement levels	Local Funds	Math Teachers, Tutors	May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Utilize NOYCE Program student teachers as in-class support and during tutoring to increase student understanding.	Eduphoria, Formative and Summative Assessments	NOYCE Grant	Teachers  NOYCE Program Participants  TAMUCC Professors	August 2023 - May 2024
Utilize Power Hour to ensure students have extra EOC tutoring opportunities in the school day to meet House Bill 1416 requirements.	EOC Data EOU Data Eduphoria  HB1416 Tutoring documentation	Local Funds, Title I	EOC Teachers  Tutors	August 2023 - May 2024
Special Education Dept. will continue to provide support to Gen.Ed. teachers to meet student needs	Eduphoria, EOC Data, Power Zone, CM Lab Assessments, PLC's, Power Hour Intervention Tutorials, Identifying Gaps, Accommodations, Modifications, Transition Support	Local Funds SPED Funds Requesting Priority: Map Growth Program Chromebooks with charging cart	SPED Dept. Inclusion  Teachers	August 2023 - May 2024
CTE teachers will provide cross-curricular instruction to support core teachers in reaching campus goals.	Incorporate math, science, reading, and social studies in lessons.  Communicate with core teachers to identify means of supporting students in CTE courses.	Local Funds, Title I, iCEV, TEKS Resource System, Lead4ward	CTE Chair CTE Teachers	August 2023 - May 2024



Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Tutors will provide daily in class support to challenging students ELL, math and science students throughout the school day.	100% of EOC will have access to in class tutors  5% increase in EOC scores  Formative and summative assessment data	Title 1  Achieve 3000  Rosetta Stone	Facilitator  Teachers  Campus Administration	August 2023 - May 2024
Learn from the Experts from TAMUCC to build the confidence of our English Language Learners (ELL).	Tutoring offered one hour, twice a week for EL students from district employees and TAMUCC tutors	TAMUCC Title 3 Achieve 3000	TAMUCC Curriculum and Instruction Teachers	August 2023 - May 2024
Increase SPED and LEP student's proficiency by providing research-based interventions Follow up on I.E.P.	Increase 5% in EOC, STAAR scores for SPED and ELL students SPED Identifying Gaps	SPED Budget Achieve 3000 Success Ed Priority: Map Growth Program Chromebooks with charging cart	SPED Department Teachers Curriculum & Instruction Campus Administration	August 2023- May 2024

**Goal Four:** WOHS 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

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
English teachers will continue to increase participation in advanced academics (ECHS, PAP, Honors classes)	Enrollment Data will show a 5% increase in advanced course participation	Local  College Board	Administration, Teachers, Parents ECHS Coordinator	August 2023 - May 2024
English teachers will continue to improve percent earning college credit on dual credit classes (English 1301, 1302)	Data will show a 5% increase in advanced course completion and credits earned.	Local  College Board	Administration, PAP Teachers, Lab Facilitators ECHS Coordinator	August 2023 - May 2024
TSI, ACT, and SAT tutorials and preparatory material will be offered to all students.	Accuplacer curriculum, Previous years data/scores, Practice Test data  Passing rates in TSI will increase by 5%	Professional Development Trainings and Curriculum Writing (Local funds)	Mathematics and English Teachers ECHS Coordinator	August 2023 - May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Social Studies teachers will utilize Power Hour as a resource to enrich instruction, assist struggling students, and increase college and career readiness.	Eduphoria, STAAR Data, Power Hour QR codes, Sign-in sheets	Local	Social Studies Department Teachers	August 2023 - May 2024
The Social Studies department will continue to encourage and increase participation in West Oso Early College High School, Pre-Advanced Placement, Advanced Placement, and dual-credit courses.	Enrollment Data will show an increase	Local	Social Studies Department Teachers	August 2023 –May 2024
Start an exploratory committee that looks into adding more college preparatory courses offerings like: Advanced Placement European History, Psychology, Sociology, U.S. Military History, Comparative Politics, and International Relations.	The committee will be formed during the 2023-24 school year and make a recommendation for course offerings for the 24-25 school year.	Local	Administration  Social Studies Department Teachers	August 2023 –May 2024
Increase participation in mathematics dual credit courses and AP courses/tests.	Enrollment Data will show a 5% increase	Local	Administration  Math Department  ECHS Coordinator	August 2023 - May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Partnership with physics department for curriculum and hands-on lab experiences.	Increased engagement for science students intending to pursue future endeavors in the field of science.	TAMUCC Citgo Grant	Physics Teacher(s)	August 2023 - May 2024
IPC department implementing citation formatting and field research in lessons.	Students increase skills and knowledge to connect high school to career and college readiness	Local Funding	IPC Teacher	August 2023 - May 2024
Librarian & Forensics teacher collaborating to build student literacy.	Students increase skills and knowledge to connect high school to career and college readiness	Local Funding	Forensics Teacher	August 2023 - May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Increase participation in CTSOs (Career & Technical Student Organization)	Increase by 5 students in each organization.	Funding for CTSO's CTE Funding Fundraising opportunities	CTSO Sponsors Students	August 2023 – May 2024
Offer industry-based certifications	Minimum of 25 students passing the industry-based certification  65-68% of students will meet CCMR data	CTE Funds CCMR Perkins	CTE STEM Teacher SolidWorks  CTE Business Teacher Microsoft Office Suites, Word, Access, and Excel  CTE Graphic Arts Teacher Adobe Photoshop	August 2023- May 2024

Create a chapter in the National Technical Honor Society to connect students to colleges and scholarships, and provide a means of recognizing outstanding CTE students	<p>Begin steps to form a West Oso High School chapter in the Fall of 2023</p> <p>Have an induction ceremony in the spring of 2024</p>	<p>CTE Funds</p> <p>Perkins</p>	CTE Chair	August 2023 - May 2024
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**Goal Five:** WOHS will attract, develop, support, and retain highly qualified staff.

**TEA Priorities One:** Recruit, support and retain teachers and principals

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Provide relevant training opportunities to support CTE teachers in preparing students for industry-based certifications.	During the 2023-24 school year professional development for teachers will increase by 10% by sending teachers to more training.	Local CATE funding  Perkins	CTE Department  Curriculum and Instruction	August 2023 – May 2024
New teachers to WOISD will be partnered with mentor teachers and have monthly observations and meetings with their mentor teachers.	During the 2023-24 school year there will be a 10% decrease in teacher retention	Title II funding  Mentor Program Allotment Funding	Administration  Mentors  Teachers  Curriculum and Instruction	August 2023 – May 2024
Teachers that attend professional development outside of the district will teach out to their departments on the subject matter.	Teacher leaders will be utilized to deliver professional learning at faculty meetings, summer training, and the Teaching & Learning Conference in August	Planning time.	Campus Administration	August 2023- May 2024

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Provide a stipend for highly qualified math and science teachers for retention purposes.	In 2023-24 the high school math and science teachers will have a turn-over rate of less than 10%.	Local Funding	Central Office Administration Campus Administration  Teachers	August 2023- May 2024
Support teachers with resources and planning time.	Unit test scores will increase every 6-weeks to show student improvement.  All EOC teachers will have common planning periods and offer extra duty pay to meet after hours to plan.	Professional development PLC sessions and Power Zones Title I budget Campus Local budget	High school math teachers.	August 2023- May 2024
Climate Survey	Teacher subjective and objective input on going from August to May	Campus Admin will support teacher instruction and feedback leading to positive climate culture  Title I budget	Campus Administration  Staff  Community	August 2023- May 2024



Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Improve communication between administration and staff/ faculty.	Faculty meetings will be scheduled monthly throughout the year to keep staff and faculty informed on campus celebrations and needs throughout the campus.  Monday updates.	Remind 101 and Emails.  Campus administration issues a weekly newsletter of weekly events.  Robo-calls	Principal  Department Chairs  Teachers  Curriculum Facilitator  District Coordinators	August 2023- May 2024
Increase support from other teachers in the department.	Teachers will utilize weekly PLC's to address any questions for new teachers	Model teachers  Mentor teachers	Department Chair  Teachers  Campus Administration	August 2023- May 2024
Increase budget for salaries and classroom resources.	Yearly stipends will be available for additional certifications, UIL Sponsors, after school and Saturday tutorials.	Title I funding  Incentive Pay	Superintendent Asst. Superintendent Principal Department Chair Teachers	August 2023- May 2024

**Goal Six:** WOHS 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
Purchase and update technology and electronic devices for instructional purposes.	100% of teachers will verify student activity /projects via Google Docs and use of QR codes.  Purchase Requisitions	Local Campus Budgets ESSER I, II, III	Technology Department Instructors Department Chairs Campus Administration	August 2023- May 2024
Teachers, C&I and principal will create a needs assessment. Present input about their line items to ensure their recommendations are presented by May 1st of the previous school year.	100% of campus teachers will receive their Local Campus Budget allocations by September 1st of each school year.	Local Campus Budget worksheets  Title I	Business Manager  Executive Director of Academics  Human Resource Director  Campus Principal & Dept. Chairs	August 2023- May 2024

## Appendix A:

### Campus Advisory Team Members

*Terry Avery*

*Melissa Mondragon*

*Rhonda Garcia*

*Donato Avila*

*Crystal De La Garza*

*Amanda Cloud*

*Stephenie Rhodes*

*Amanda Salinas*

*Alexander O. Turner*

*Jennifer Tedeschi*

*Claudia Wallace*

*Kenneth Johnson*

*Benita Munoz*

*Lee Ann Cañas*

*Valerie Ramirez*

**Appendix B:**  
**Achievement Data**

**WEST OSO HIGH SCHOOL- STUDENT ACHIEVEMENT**  
**TEA STAAR-EOC DATA**

<b>English I</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Approaches	66%	59%	67%
Meets	50%	39%	40%
Masters	7%	7%	0.07%

<b>English II</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Approaches	69%	77%	69%
Meets	57%	60%	46%
Masters	7%	5%	0.02%

<b>Algebra I</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Approaches	79%	81%	82%
Meets	39%	29%	27%
Masters	8%	6%	0.07%

<b>Biology</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Approaches	81%	77%	88%
Meets	53%	45%	47%
Masters	12%	10%	13%

<b>US History</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Approaches	89%	92%	93%
Meets	67%	71%	69%
Masters	39%	40%	28%

<b>WOHS</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Grade</b>	-	<b>81 (B)</b>	<b>Pending</b>

**APPENDIX C:**  
**CLIMATE SURVEY**

**Overall Engagement**

● I am proud to work at West Oso ISD.	89%
● I am satisfied with the work I do at my campus.	89%
● I am motivated to contribute more than what is expected of me.	82%
● I feel comfortable referring a good friend to work for West Oso ISD.	73%

**Faculty Relations and Support Relationships**

● My principal creates a professional work environment.	82%
● My assistant principal creates a professional work environment.	91%
● My principal allows me to make decisions about how to do my work.	91%
● My principal encourages collaboration with and across teams at my school.	82%
● My principal encourages me to always do my best.	95%
● My principal implements policies fairly at my school.	82%
● I believe work is distributed fairly at my school.	80%
● I work in an atmosphere where there is mutual respect among all staff members.	79%

<ul style="list-style-type: none"> <li>● Collaboration is encouraged among teachers and staff at this school.</li> </ul>	95%
<ul style="list-style-type: none"> <li>● The professional development sessions I have attended have helped me to better meet the learning needs of my students.</li> </ul>	82%
<ul style="list-style-type: none"> <li>● Support is available to help me integrate technology into my instructional practices.</li> </ul>	91%

**APPENDIX C:**  
**CLIMATE SURVEY**

**Overall Engagement**

<ul style="list-style-type: none"> <li>● I feel respected and supported by the other administrators at this school.</li> </ul>	88%
<ul style="list-style-type: none"> <li>● I feel respected and supported by the other teachers at this school.</li> </ul>	91%

**Faculty Relations and Support Relationships**

<ul style="list-style-type: none"> <li>● I enjoy working at this school.</li> </ul>	94%
<ul style="list-style-type: none"> <li>● My principal makes decisions that are in the best interests of the students.</li> </ul>	88%
<ul style="list-style-type: none"> <li>● I know what my principal expects of me as an employee at this school.</li> </ul>	93%
<ul style="list-style-type: none"> <li>● I enjoy working for my principal.</li> </ul>	86%
<ul style="list-style-type: none"> <li>● My principal is approachable and I feel comfortable sharing ideas and opinions with him/her.</li> </ul>	88%
<ul style="list-style-type: none"> <li>● My principal encourages employees to be involved in making decisions for the school.</li> </ul>	86%

• My principal has confidence in my abilities.	84%
• My principal provides useful and specific feedback about how I perform my job duties.	79%
• My principal clearly communicates her/his expectations of my job duties.	84%
• My principal effectively communicates.	82%
• My principal effectively communicates important issues that affect me.	81%
• My principal is willing to listen to new ideas.	88%

APPENDIX C: CLIMATE SURVEY	
Faculty Relations and Support Relationships	
• She/he was available to talk to you.	91%
• She/he was courteous and listened to your concerns.	91%
• She/he responded to your concerns in a professional manner, whether or not she/he agreed with your views.	92%
• She/he resolved your concerns.	94%
District Office Communication	

<ul style="list-style-type: none"> <li>• The district office provides clear direction and expectations to employees.</li> </ul>	82%
<ul style="list-style-type: none"> <li>• The district office clearly explains the reasons behind decisions on key issues.</li> </ul>	84%
District Office Communication	
<ul style="list-style-type: none"> <li>• The district office seeks input from a diverse group of employees regarding decisions that affect staff.</li> </ul>	76%
<ul style="list-style-type: none"> <li>• The district office staff are easily accessible.</li> </ul>	80%
Business Office Communication	
<ul style="list-style-type: none"> <li>• The business office provides clear direction and expectations to employees.</li> </ul>	68%
<ul style="list-style-type: none"> <li>• The business office clearly explains the reasons behind decisions on key issues.</li> </ul>	62%
<ul style="list-style-type: none"> <li>• The business office seeks input from a diverse group of employees regarding decisions that affect staff.</li> </ul>	83%

<p style="text-align: center;"><b>APPENDIX C:</b> <b>CLIMATE SURVEY</b></p>	
Curriculum and Instruction Communication	
<ul style="list-style-type: none"> <li>• The C&amp;I office provides clear direction and expectations to employees.</li> </ul>	91%
<ul style="list-style-type: none"> <li>• The C&amp;I office clearly explains the reasons behind decisions on key issues.</li> </ul>	84%



<ul style="list-style-type: none"> <li>• The C&amp;I office seeks input from a diverse group of employees regarding decisions that affect staff.</li> </ul>	74%
<ul style="list-style-type: none"> <li>• The C&amp;I office staff are easily accessible.</li> </ul>	88%
Human Resources Communication	
<ul style="list-style-type: none"> <li>• The HR office provides clear direction and expectations to employees.</li> </ul>	88%
<ul style="list-style-type: none"> <li>• The HR office clearly explains the reasons behind decisions on key issues.</li> </ul>	83%
<ul style="list-style-type: none"> <li>• The HR office seeks input from a diverse group of employees regarding decisions that affect staff.</li> </ul>	83%
<ul style="list-style-type: none"> <li>• The HR office staff are easily accessible.</li> </ul>	93%
Maintenance and Transportation Communication	
<ul style="list-style-type: none"> <li>• The M&amp;T office provides clear direction and expectations to employees.</li> </ul>	95%
Maintenance and Transportation Communication	
<ul style="list-style-type: none"> <li>• The M&amp;T office clearly explains the reasons behind decisions on key issues.</li> </ul>	93%
<ul style="list-style-type: none"> <li>• The M&amp;T office seeks input from a diverse group of employees regarding decisions that affect staff.</li> </ul>	91%
<ul style="list-style-type: none"> <li>• The M&amp;T office staff are easily accessible.</li> </ul>	88%

**APPENDIX C:**  
**CLIMATE SURVEY**

**Special Education Communication**

- |  |     |
|--|-----|
| ● The SpEd office provides clear direction and expectations to employees.                              | 84% |
| ● The SpEd office clearly explains the reasons behind decisions on key issues.                         | 74% |
| ● The SpEd office seeks input from a diverse group of employees regarding decisions that affect staff. | 68% |
| ● The SpEd office staff are easily accessible.   | 86% |

**Instructional Support and Operations**

- |   |     |
|---|-----|
| ● My instructional materials are in good condition.   | 84% |
| ● I have the materials I need—such as textbooks, computers, manipulatives—to effectively teach my students. | 66% |
| ● Students have access to reliable computers at school for learning purposes.                               | 72% |
| ● My school is kept clean.  | 93% |
| ● My school is well-maintained—working A/C and heat, adequate lighting, well-kept grounds.                  | 95% |

**Student Support and Safety**

- |   |     |
|---|-----|
| ● High learning standards are set for all students at this school.                      | 76% |
| ● Learning standards and expectations are clearly explained to students at this school. | 88% |

<ul style="list-style-type: none"> <li>Curriculum, instruction, and assessments are aligned to ensure student learning at this school.</li> </ul>	90%
<ul style="list-style-type: none"> <li>Helping students meet challenging academic goals is a primary focus at this school.</li> </ul>	85%

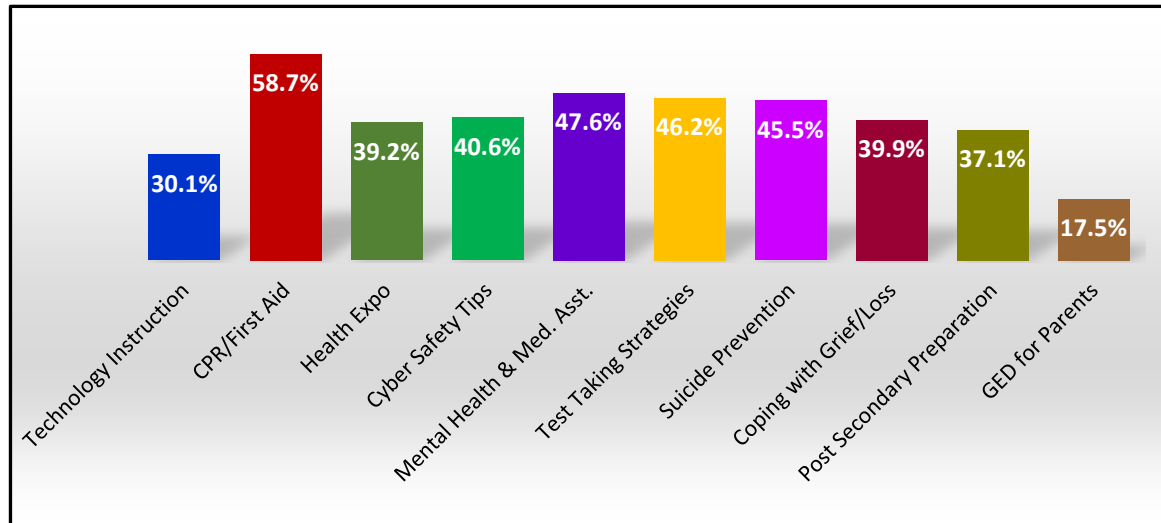
**APPENDIX C:**  
**CLIMATE SURVEY**

Student Support and Safety	
<ul style="list-style-type: none"> <li>Students at this school are learning what they need to know to be successful in the next grade or after graduation.</li> </ul>	90%
<ul style="list-style-type: none"> <li>Teachers at this school work together to ensure student success.</li> </ul>	93%
<ul style="list-style-type: none"> <li>Administration and faculty work closely together to ensure high expectations and learning standards are implemented with fidelity on the campus.</li> </ul>	92%
<ul style="list-style-type: none"> <li>There is a teacher, counselor, or other staff member at school to whom a student can go for help with a school problem.</li> </ul>	95%
<ul style="list-style-type: none"> <li>There is a teacher, counselor, or other staff member at school to whom a student can go for help with a personal problem.</li> </ul>	99%
<ul style="list-style-type: none"> <li>Students at school are treated fairly regardless of their race, culture, religion, gender or disabilities.</li> </ul>	72%
<ul style="list-style-type: none"> <li>Students get the support they need at school for academic and/or career planning.</li> </ul>	88%
<ul style="list-style-type: none"> <li>Teachers usually talk positively about students in the staff area.</li> </ul>	80%
<ul style="list-style-type: none"> <li>I am safe at school.</li> </ul>	90%
<ul style="list-style-type: none"> <li>Students are safe at school.</li> </ul>	88%

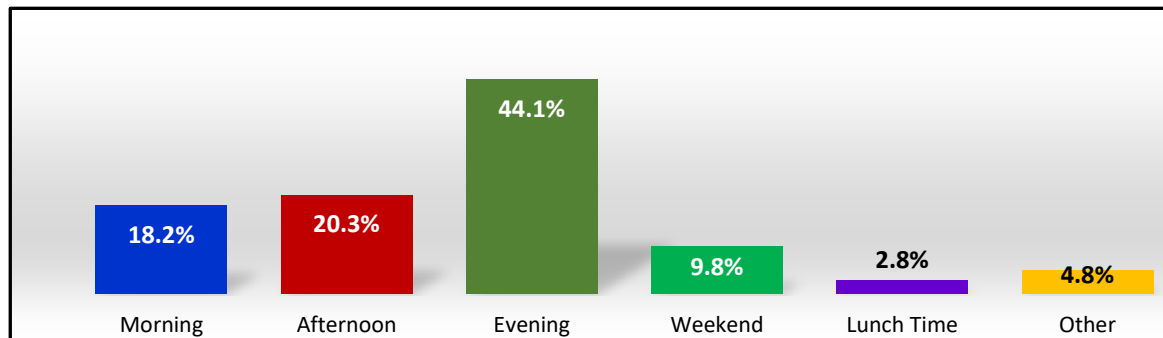
<ul style="list-style-type: none"> <li>● Discipline is enforced fairly at school.</li> </ul>	65%
<ul style="list-style-type: none"> <li>● I have the support I need to maintain order and discipline at his school.</li> </ul>	86%
<ul style="list-style-type: none"> <li>● There are clear behavioral expectations for students at school.</li> </ul>	86%
<ul style="list-style-type: none"> <li>● Students do not threaten or bully each other at school.</li> </ul>	56%
<ul style="list-style-type: none"> <li>● This school is a safe place from gang activity.</li> </ul>	83%

Appendix D.  
Parental Involvement Survey

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

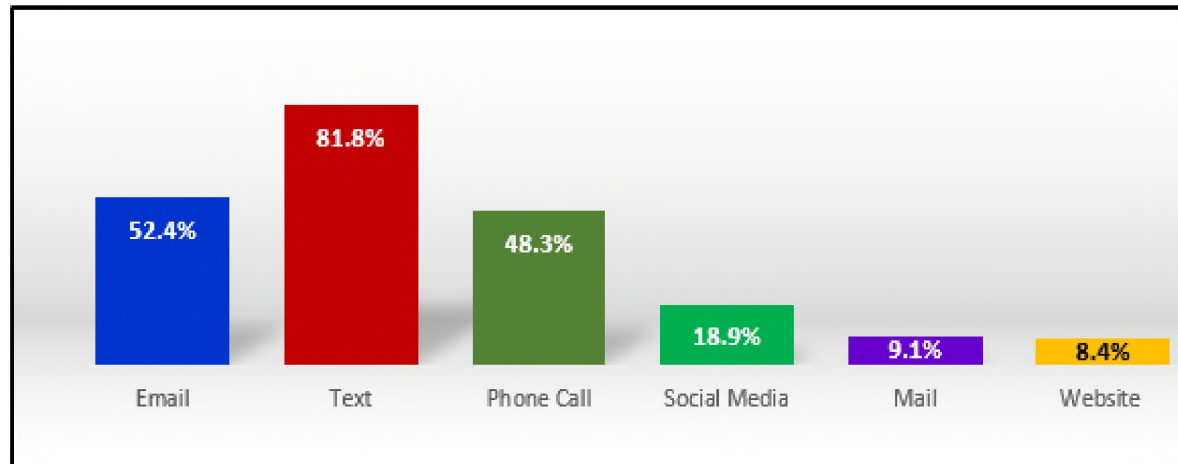


2. What is the best time of the day to offer the above topics?

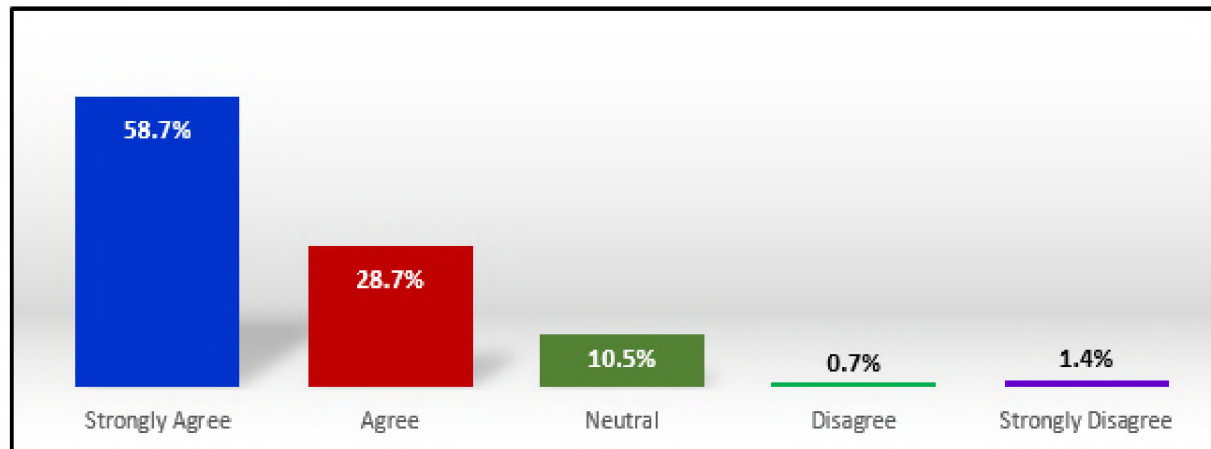


## PARENTAL INVOLVEMENT SURVEY

3. What is your preferred method of communication?

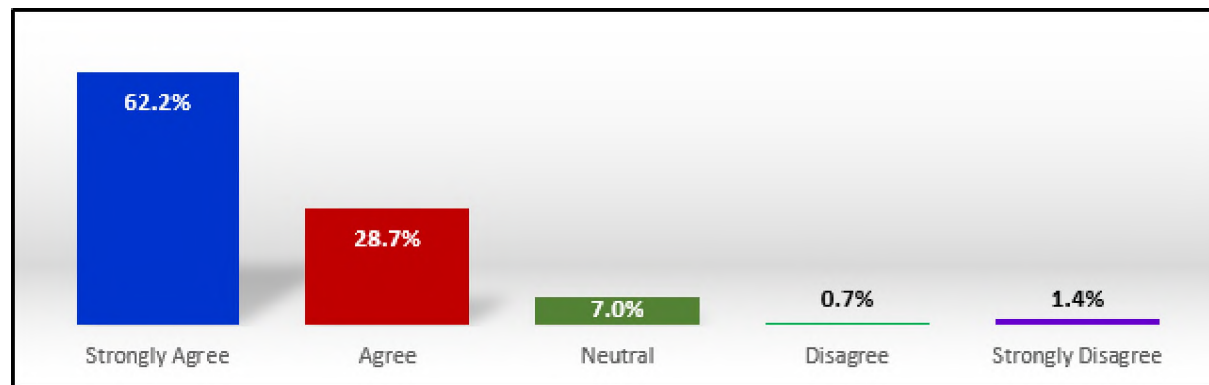


4. The school has done a good job of keeping me informed about scheduled school events and activities.



Appendix D.  
Parental Involvement Survey

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



# TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data  
Campuses: All Campuses

2022 - 2023 Fall Collection, Accepted Submission

LEA: 178915 - WEST OSO ISD  
Campus: 178915001 - WEST OSO H S

TOTAL ENROLLMENT			575			
ENROLLMENT BY GRADE	Count	%Enroll		ENROLLMENT BY ETHNICITY	Count	%Group %Enroll
EARLY EDUCATION	0	0.00%		AMER. INDIAN/ALASKAN	0	0.00% 0.00%
PRE-KINDERGARTEN	0	0.00%		ASIAN	0	0.00% 0.00%
KINDERGARTEN	0	0.00%		BLACK/AFRICAN AMER.	56	9.74% 9.74%
GRADE 1	0	0.00%		HISPANIC/LATINO	506	88.00% 88.00%
GRADE 2	0	0.00%		WHITE	13	2.26% 2.26%
GRADE 3	0	0.00%		HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
GRADE 4	0	0.00%		TWO OR MORE	0	0.00% 0.00%
GRADE 5	0	0.00%		TOTAL	575	100.00% 100.00%
GRADE 6	0	0.00%				
GRADE 7	0	0.00%				
GRADE 8	0	0.00%				
GRADE 9	168	29.22%		MIGRANTS	Count	%Group %Enroll
GRADE 10	159	27.65%		AMER. INDIAN/ALASKAN	0	0.00% 0.00%
GRADE 11	122	21.22%		ASIAN	0	0.00% 0.00%
GRADE 12	126	21.91%		BLACK/AFRICAN AMER.	0	0.00% 0.00%
TOTAL	575	100.00%		HISPANIC/LATINO	3	100.00% 0.52%
				WHITE	0	0.00% 0.00%
ENROLLMENT BY SEX	Count	%Enroll		HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
MALE	295	51.30%		TWO OR MORE	0	0.00% 0.00%
FEMALE	280	48.70%		TOTAL	3	100.00% 0.52%
TOTAL	575	100.00%				
				OTHER ECON DISADV	Count	%Group %Enroll
ADA ELIGIBILITY	Count	%Enroll		AMER. INDIAN/ALASKAN	0	0.00% 0.00%
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%		ASIAN	0	0.00% 0.00%
"1" ELIGIBLE FOR FULL DAY	453	78.78%		BLACK/AFRICAN AMER.	6	5.94% 1.04%
"2" ELIGIBLE FOR HALF DAY	0	0.00%		HISPANIC/LATINO	92	91.09% 16.00%
"3" TRANSFER FOR FULL DAY	122	21.22%		WHITE	3	2.97% 0.52%
"4" INELIGIBLE FOR FULL DAY	0	0.00%		HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%		TWO OR MORE	0	0.00% 0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%		TOTAL	101	100.00% 17.57%
"7" ELIGIBLE FLEX ATND	0	0.00%				
"8" INELIGIBLE FLEX ATND	0	0.00%				
"9" ENRLD, NOT MBRSHIP VIRTU LRNG	0	0.00%				
TOTAL	575	100.00%				
	Count	%Enroll		ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group %Enroll
EMERGENT BILINGUAL	49	8.52%		AMER. INDIAN/ALASKAN	0	0.00% 0.00%
IMMIGRANT	12	2.09%		ASIAN	0	0.00% 0.00%
ECONOMIC DISADVANTAGE	503	87.48%		BLACK/AFRICAN AMER.	41	10.20% 7.13%
MILITARY CONNECTED	2	0.35%		HISPANIC/LATINO	353	87.81% 61.39%
FOSTER CARE	0	0.00%		WHITE	8	1.99% 1.39%
DYSLEXIA	17	2.96%		HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%		TWO OR MORE	0	0.00% 0.00%
				TOTAL	402	100.00% 69.91%
				BILINGUAL	Count	%Group %Enroll
				AMER. INDIAN/ALASKAN	0	0.00% 0.00%
				ASIAN	0	0.00% 0.00%
				BLACK/AFRICAN AMER.	0	0.00% 0.00%
				HISPANIC/LATINO	0	0.00% 0.00%
				WHITE	0	0.00% 0.00%
				HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
				TWO OR MORE	0	0.00% 0.00%
				TOTAL	0	0.00% 0.00%
				ESL	Count	%Group %Enroll
				AMER. INDIAN/ALASKAN	0	0.00% 0.00%
				ASIAN	0	0.00% 0.00%
				BLACK/AFRICAN AMER.	0	0.00% 0.00%
				HISPANIC/LATINO	42	95.45% 7.30%
				WHITE	2	4.55% 0.35%
				HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
				TWO OR MORE	0	0.00% 0.00%
				TOTAL	44	100.00% 7.65%
				Alternative Language Program	Count	%Group %Enroll
				AMER. INDIAN/ALASKAN	0	0.00% 0.00%
				ASIAN	0	0.00% 0.00%
				BLACK/AFRICAN AMER.	0	0.00% 0.00%
				HISPANIC/LATINO	0	0.00% 0.00%
				WHITE	0	0.00% 0.00%
				HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
				TWO OR MORE	0	0.00% 0.00%
				TOTAL	0	0.00% 0.00%
				GIFTED & TALENTED	Count	%Group %Enroll
				AMER. INDIAN/ALASKAN	0	0.00% 0.00%
				ASIAN	0	0.00% 0.00%
				BLACK/AFRICAN AMER.	2	4.08% 0.35%
				HISPANIC/LATINO	45	91.84% 7.83%
				WHITE	2	4.08% 0.35%
				HAWAIIAN/PAC ISLAND	0	0.00% 0.00%
				TWO OR MORE	0	0.00% 0.00%
				TOTAL	49	100.00% 8.52%



# TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data  
Campuses: All Campuses

2022 - 2023 Fall Collection, Accepted Submission

LEA: 178915 - WEST OSO ISD  
Campus: 178915001 - WEST OSO H S

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	575	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	575	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	1	0.17%
UNACCOMPANIED YOUTH CODE 3	0	0.00%
UNACCOMPANIED YOUTH CODE 4	1	0.17%
UNACCOMPANIED YOUTH TOTAL	1	0.17%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	24	8.51%	4.17%
HISPANIC/LATINO	253	89.72%	44.00%
WHITE	5	1.77%	0.87%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	282	100.00%	49.04%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	6	8.33%	1.04%
HISPANIC/LATINO	66	91.67%	11.48%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	72	100.00%	12.52%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%