

Fort Worth Independent School District

225 Bonnie Brae Elementary School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

We are evolving professionals, committed to changing our practice and fully implementing our learning to increase student achievement.

Somos profesionales en evolución, comprometidos a cambiar nuestra práctica e implementar completamente nuestro aprendizaje para aumentar el rendimiento de los estudiantes.

Vision

Our campus will house an uplifting community that values unique experiences and is dedicated to empowering students to be lifelong learners. Our students will exhibit a growth mindset and be changemakers.

Nuestro campus albergará una comunidad edificante que valora las experiencias únicas y se dedica a capacitar a los estudiantes para que sean aprendices de por vida. Nuestros estudiantes exhibirán una mentalidad de crecimiento y serán agentes de cambio.

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Comprehensive Needs Assessment

Revised/Approved: April 17, 2023

Demographics

Demographics Summary

Bonnie Brae is an urban, Title I campus in Fort Worth ISD that serves 367 students. Bonnie Brae is represented by a students from Hispanic, White, Black, and Asian backgrounds with percentages of 86%, 7.1%, 3.4%, and 2% respectively. 89% of our students are economically disadvantaged and over 50% are English Language Learners. Students in our special education program represents 20% of our student body and 81% of our students are at risk and 5% are GT. Our campus has had a continued decline in enrollment for the past 8 years even while academic acheivement was at its highest. Our campus has a diverse teaching staff based on years of service, ethnicity, and age that helps bring a variety of perspectives to our campus.

Bonnie Brae es un campus urbano de Título I en Fort Worth ISD que atiende a 367 estudiantes. Bonnie Brae está representada por estudiantes de origen hispano, blanco, negro y asiático con porcentajes de 86%, 7.1%, 3.4% y 2% respectivamente. El 89 % de nuestros estudiantes tienen desventajas económicas y más del 50 % son estudiantes del idioma inglés. Los estudiantes en nuestro programa de educación especial representan el 20% de nuestro alumnado y el 81% de nuestros estudiantes están en riesgo. Nuestro campus ha tenido una disminución continua en la inscripción durante los últimos 8 años, incluso cuando el rendimiento académico estaba en su punto más alto. Nuestro campus cuenta con un personal docente diverso basado en años de servicio, origen étnico y edad que ayuda a traer una variedad de perspectivas a nuestro campus.

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	38.4	100.0%	100.0%	100.0%
Professional Staff:	34.5	89.8%	69.5%	64.1%
Teachers	28.5	74.2%	51.0%	49.3%
Professional Support	4.0	10.4%	15.1%	10.7%
Campus Administration (School Leadership)	2.0	5.2%	2.9%	2.9%
Educational Aides:	3.9	10.2%	7.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	102.0	4,194.0
Part-time Librarians	0.0	n/a	14.0	607.0
Full-time Counselors	1.0	n/a	196.0	13,550.0

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Part-time Counselors	0.0	n/a	20.0	1,176.0
Total Minority Staff:	21.9	57.1%	60.6%	52.1%
Teachers by Ethnicity:				
African American	2.0	7.0%	21.4%	11.2%
Hispanic	12.0	42.1%	25.0%	28.9%
White	11.5	40.3%	50.8%	56.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	10.5%	2.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.2%
Teachers by Sex:				
Males	2.0	7.0%	28.7%	24.1%
Females	26.5	93.0%	71.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	21.5	75.4%	68.5%	72.6%
Masters	7.0	24.6%	29.5%	25.2%
Doctorate	0.0	0.0%	1.2%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.0%	5.3%	7.9%
1-5 Years Experience	5.5	19.2%	26.8%	26.7%
6-10 Years Experience	4.0	14.0%	19.7%	20.6%
11-20 Years Experience	11.0	38.6%	30.7%	28.6%
21-30 Years Experience	2.0	7.0%	13.7%	13.2%
Over 30 Years Experience	4.0	14.0%	3.8%	2.9%
Number of Students per Teacher	13.2	n/a	14.7	14.6
Staff Information		Campus	District	State
Experience of Campus Leadership:				

Staff Information		Campus	District	State	
Average Years Experience of Principals		4.0	7.0	6.3	
Average Years Experience of Principals with District		2.0	6.7	5.4	
Average Years Experience of Assistant Principals		2.0	6.6	5.5	
Average Years Experience of Assistant Principals with District		2.0	6.4	4.8	
Average Years Experience of Teachers:		14.3	11.7	11.1	
Average Years Experience of Teachers with District:		12.0	8.9	7.2	
Student Information		Count	Campus	District	State
African American		12	3.2%	20.5%	12.8%
Hispanic		320	85.1%	64.8%	52.8%
White		25	6.6%	11.1%	26.3%
American Indian		0	0.0%	0.1%	0.3%
Asian		9	2.4%	1.6%	4.8%
Pacific Islander		0	0.0%	0.1%	0.2%
Two or More Races		10	2.7%	1.8%	2.9%
Sex:					
Female		178	47.3%	49.2%	48.9%
Male		198	52.7%	50.8%	51.1%
Economically Disadvantaged		333	88.6%	85.2%	60.7%
Non-Educationally Disadvantaged		43	11.4%	14.8%	39.3%
Section 504 Students		16	4.3%	6.5%	7.4%
EB Students/EL		203	54.0%	37.6%	21.7%
Students w/ Disciplinary Placements (2020-21)		0	0.0%	0.1%	0.6%
Students w/ Dyslexia		19	5.1%	4.7%	5.0%
Foster Care		1	0.3%	0.0%	0.3%
Homeless		9	2.4%	2.6%	1.1%
Immigrant		12	3.2%	3.1%	2.0%
Migrant		0	0.0%	0.0%	0.3%

Student Information	Count	Campus	District	State
Title I	376	100.0%	96.6%	64.3%
Military Connected	2	0.5%	1.9%	3.3%
At-Risk	306	81.4%	77.3%	53.5%
Students by Instructional Program:				
Bilingual/ESL Education	191	50.8%	36.8%	21.9%
Career and Technical Education	0	0.0%	27.8%	25.8%
Career and Technical Education (9-12 grades only)	0	0.0%	66.9%	71.0%
Gifted and Talented Education	16	4.3%	12.1%	8.0%
Special Education	73	19.4%	10.7%	11.6%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	73			
By Type of Primary Disability	16	21.9%	40.4%	43.0%
Students with Intellectual Disabilities				
Students with Physical Disabilities	29	39.7%	27.5%	20.8%
Students with Autism	23	31.5%	17.5%	14.7%
Students with Behavioral Disabilities	5	6.8%	13.7%	20.0%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.5%
Mobility (2020-21):				
Total Mobile Students	28	8.5%	16.5%	13.6%
By Ethnicity:	2	0.6%	5.8%	2.5%
African American				
Hispanic	21	6.4%	7.8%	6.6%
White	5	1.5%	2.2%	3.5%
American Indian	0	0.0%	0.1%	0.1%
Asian	0	0.0%	0.2%	0.3%
Pacific Islander	0	0.0%	0.0%	0.0%
Two or More Races	0	0.0%	0.5%	0.5%
Count and Percent of Special Ed Students who are Mobile	8	10.7%	17.9%	15.7%
Count and Percent of EB Students/EL who are Mobile	15	8.1%	11.6%	12.1%
Count and Percent of Econ Dis Students who are Mobile	27	9.1%	16.6%	15.0%
Student Attrition (2020-21):				

Student Information	Count	Campus	District	State
Total Student Attrition	60	17.4%	21.8%	18.9%

Demographics Strengths

24% of teachers hold masters, range of experience with most of our teachers having between 6 and 20 years of experience, diversity in teaching staff with African-American, Hispanic, White, and Asian staff represented. We have a higher percentage of teachers that represent our student body compared to our district and state and higher average years of experience than the district and state. Our campus has a continued focus on diversity and representation in both years of service and backgrounds. Families have responded well to our family engagement specialist, providing more communication on student absences and needs. Chronic absenteeism had decreased by half from 32% to 16%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment continues to decline. **Root Cause:** Lack of variety for special programs during and after school that are offered at other campuses.

Problem Statement 2 (Prioritized): Special Education students make up 20% of the student body, and 60% of behavior incidences **Root Cause:** Staff needs additional training for preventative measures for students with special needs and behavior management.

Student Learning

Student Learning Summary

3rd Grade	Reading/ELA
225 - Bonnie Brae ES (Amon Carter-Riverside Pyramid)	
Total Students	48
Scale Score	1361
Approaches	60.42%
Meets	10.42%
Masters	6.25%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	59.23%
Probability of Achieving Meets Grade Level	17.44%
Probability of Achieving Masters Grade Level	7.10%
Economic Disadvantage	
Total Students	38
Scale Score	1346
Approaches	57.89%
Meets	7.89%
Masters	2.63%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	56.32%
Probability of Achieving Meets Grade Level	15.74%
Probability of Achieving Masters Grade Level	4.18%
Hispanic	
Total Students	41
Scale Score	1347
Approaches	58.54%
Meets	7.32%
Masters	2.44%

3rd Grade	Reading/ELA
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	56.71%
Probability of Achieving Meets Grade Level	14.71%
Probability of Achieving Masters Grade Level	3.95%
White	
Total Students	6
Scale Score	1451
Approaches	66.67%
Meets	33.33%
Masters	33.33%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	72.17%
Probability of Achieving Meets Grade Level	38%
Probability of Achieving Masters Grade Level	29.67%
Currently Emergent Bilingual	
Total Students	25
Scale Score	1340
Approaches	52%
Meets	12%
Masters	4%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	51.76%
Probability of Achieving Meets Grade Level	15.80%
Probability of Achieving Masters Grade Level	5.72%
Special Ed Indicator	
Total Students	3
Scale Score	1279
Approaches	33.33%
Meets	0%
Masters	0%

3rd Grade	Reading/ELA
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	32%
Probability of Achieving Meets Grade Level	5.33%
Probability of Achieving Masters Grade Level	1%
3rd Grade	Mathematics
225 - Bonnie Brae ES (Amon Carter-Riverside Pyramid)	
Total Students	49
Scale Score	1313
Approaches	26.53%
Meets	2.04%
Masters	2.04%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	33.24%
Probability of Achieving Meets Grade Level	5.45%
Probability of Achieving Masters Grade Level	2.51%
Economic Disadvantage	
Total Students	39
Scale Score	1297
Approaches	25.64%
Meets	0%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	30.51%
Probability of Achieving Meets Grade Level	3.05%
Probability of Achieving Masters Grade Level	1%
Hispanic	
Total Students	42
Scale Score	1304
Approaches	26.19%

3rd Grade	Mathematics
Meets	0%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	31.93%
Probability of Achieving Meets Grade Level	3.17%
Probability of Achieving Masters Grade Level	1%
White	
Total Students	6
Scale Score	1366
Approaches	33.33%
Meets	16.67%
Masters	16.67%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	42.50%
Probability of Achieving Meets Grade Level	22.17%
Probability of Achieving Masters Grade Level	13.33%
Currently Emergent Bilingual	
Total Students	25
Scale Score	1299
Approaches	24%
Meets	0%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	31.48%
Probability of Achieving Meets Grade Level	3.68%
Probability of Achieving Masters Grade Level	1%
Special Ed Indicator	
Total Students	4
Scale Score	1241
Approaches	0%

3rd Grade	Mathematics
Meets	0%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	9%
Probability of Achieving Meets Grade Level	1%
Probability of Achieving Masters Grade Level	1%
4th Grade	Reading/ELA
225 - Bonnie Brae ES (Amon Carter-Riverside Pyramid)	
Total Students	48
Scale Score	1409
Approaches	60.42%
Meets	29.17%
Masters	12.50%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	60.50%
Probability of Achieving Meets Grade Level	29.40%
Probability of Achieving Masters Grade Level	11.52%
Economic Disadvantage	
Total Students	41
Scale Score	1407
Approaches	58.54%
Meets	29.27%
Masters	12.20%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	59.29%
Probability of Achieving Meets Grade Level	28.61%
Probability of Achieving Masters Grade Level	11.41%
Hispanic	
Total Students	44

4th Grade	Reading/ELA
Scale Score	1409
Approaches	61.36%
Meets	27.27%
Masters	13.64%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	61.14%
Probability of Achieving Meets Grade Level	28.95%
Probability of Achieving Masters Grade Level	11.84%
Currently Emergent Bilingual	
Total Students	32
Scale Score	1392
Approaches	53.12%
Meets	18.75%
Masters	15.62%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	54.25%
Probability of Achieving Meets Grade Level	25.22%
Probability of Achieving Masters Grade Level	11.59%
Special Ed Indicator	
Total Students	13
Scale Score	1309
Approaches	7.69%
Meets	7.69%
Masters	7.69%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	19.54%
Probability of Achieving Meets Grade Level	8.08%
Probability of Achieving Masters Grade Level	4.92%

4th Grade	Mathematics
225 - Bonnie Brae ES (Amon Carter-Riverside Pyramid)	
Total Students	48
Scale Score	1384
Approaches	64.58%
Meets	16.67%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	66.60%
Probability of Achieving Meets Grade Level	19.04%
Probability of Achieving Masters Grade Level	2.44%
Economic Disadvantage	
Total Students	41
Scale Score	1386
Approaches	63.41%
Meets	19.51%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	66.76%
Probability of Achieving Meets Grade Level	20.15%
Probability of Achieving Masters Grade Level	2.66%
Hispanic	
Total Students	44
Scale Score	1390
Approaches	65.91%
Meets	18.18%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	68.18%

4th Grade	Mathematics
Probability of Achieving Meets Grade Level	19.36%
Probability of Achieving Masters Grade Level	2.55%
Currently Emergent Bilingual	
Total Students	32
Scale Score	1387
Approaches	65.62%
Meets	21.88%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	66.16%
Probability of Achieving Meets Grade Level	19.91%
Probability of Achieving Masters Grade Level	2.94%
First Year of Monitoring	
Total Students	1
Scale Score	1345
Approaches	0%
Meets	0%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	47%
Probability of Achieving Meets Grade Level	1%
Probability of Achieving Masters Grade Level	1%
Special Ed Indicator	
Total Students	13
Scale Score	1328
Approaches	46.15%
Meets	0%
Masters	0%
Date Taken	02/28/23

4th Grade	Mathematics
Probability of Achieving Approaches Grade Level	44.15%
Probability of Achieving Meets Grade Level	5.92%
Probability of Achieving Masters Grade Level	1.08%

5th Grade	Reading/ELA
225 - Bonnie Brae ES (Amon Carter-Riverside Pyramid)	
Total Students	50
Scale Score	1482
Approaches	52%
Meets	30%
Masters	6%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	54.94%
Probability of Achieving Meets Grade Level	27.08%
Probability of Achieving Masters Grade Level	10.86%
Economic Disadvantage	
Total Students	38
Scale Score	1476
Approaches	55.26%
Meets	28.95%
Masters	2.63%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	55.84%
Probability of Achieving Meets Grade Level	26.95%
Probability of Achieving Masters Grade Level	8.84%
Hispanic	
Total Students	43
Scale Score	1478
Approaches	51.16%

5th Grade	Reading/ELA
Meets	27.91%
Masters	4.65%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	53.53%
Probability of Achieving Meets Grade Level	26.12%
Probability of Achieving Masters Grade Level	10.14%
White	
Total Students	6
Scale Score	1521
Approaches	66.67%
Meets	50%
Masters	16.67%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	68.83%
Probability of Achieving Meets Grade Level	38.33%
Probability of Achieving Masters Grade Level	17.67%
Currently Emergent Bilingual	
Total Students	29
Scale Score	1467
Approaches	48.28%
Meets	20.69%
Masters	0%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	52.34%
Probability of Achieving Meets Grade Level	20.24%
Probability of Achieving Masters Grade Level	5.14%
Special Ed Indicator	
Total Students	9
Scale Score	1370
Approaches	11.11%

5th Grade	Reading/ELA
Meets	11.11%
Masters	0%
Date Taken	02/08/23
Probability of Achieving Approaches Grade Level	21.11%
Probability of Achieving Meets Grade Level	6.89%
Probability of Achieving Masters Grade Level	1.67%
5th Grade	Mathematics
225 - Bonnie Brae ES (Amon Carter-Riverside Pyramid)	
Total Students	50
Scale Score	1458
Approaches	50%
Meets	20%
Masters	4%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	51.62%
Probability of Achieving Meets Grade Level	17.48%
Probability of Achieving Masters Grade Level	4.42%
Economic Disadvantage	
Total Students	38
Scale Score	1450
Approaches	47.37%
Meets	15.79%
Masters	2.63%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	49.66%
Probability of Achieving Meets Grade Level	14.63%
Probability of Achieving Masters Grade Level	3.32%
Hispanic	
Total Students	43
Scale Score	1457

5th Grade	Mathematics
Approaches	51.16%
Meets	18.60%
Masters	4.65%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	51.91%
Probability of Achieving Meets Grade Level	16.65%
Probability of Achieving Masters Grade Level	4.58%
Currently Emergent Bilingual	
Total Students	29
Scale Score	1457
Approaches	55.17%
Meets	17.24%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	54.38%
Probability of Achieving Meets Grade Level	14.72%
Probability of Achieving Masters Grade Level	1.38%
Special Ed Indicator	
Total Students	9
Scale Score	1392
Approaches	22.22%
Meets	0%
Masters	0%
Date Taken	02/28/23
Probability of Achieving Approaches Grade Level	24.67%
Probability of Achieving Meets Grade Level	1.78%
Probability of Achieving Masters Grade Level	1%

MAP Reading EOY

	BOY-to-MOY		BOY-to-EOY	
Grade Level	N	% Met Projected Growth	N	% Met Projected Growth
KG	16	25	16	31
01	22	36	21	38
02	59	32	60	38
03	41	51	41	46
04	46	33	47	26
05	46	39	46	46
All	230	37	231	38

MAP Math EOY

	BOY-to-MOY		BOY-to-EOY	
Grade Level	N	% Met Projected Growth	N	% Met Projected Growth
KG	37	43	37	54
01	45	42	44	64
02	59	31	60	43
03	41	41	41	73
04	46	24	47	23
05	46	30	46	39

Student Learning Strengths

Student performance across grade levels and student populations are similar in 4/5 groups at the approaches level (Econ Dis, SPED, Bil, Hisp, All). Students had significant growth from MOY to EOY data in math increasing percentage of students meeting or exceeding their growth projection with Kinder growing 11%, 1st grwoing 22%, 2nd growing 12%, 3rd grade grwoing 32% and 5th growing 9%. Smaller growth occurred in reading and most significantly in Kinder, 2nd, and 5th.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The same 35-40% of students are showing insignificant growth over multiple years **Root Cause:** Need an increased focus on planning,

strategies and support for students who show multiple years tier 2/3 status.

Problem Statement 2 (Prioritized): Special Education students meet MAP MOY growth goals at rate of 15% vs. general education at 43% **Root Cause:** Need increase support and learning for teachers on how to support special education students.

School Processes & Programs

School Processes & Programs Summary

Curriculum

Bonnie Brae has completed year 2 of implementation of Creative Curriculum for PK and Amplify as a K-5 comprehensive ELAR curriculum. Teachers and TA's attended training for Amplify and Creative Curriculum and K-5 teachers utilized PLCs to collaborate as well as vertical planning in the fall. We are completing year 1 of a new comprehensive curriculum and the focus has been to become familiar with the lessons, internalize lessons and personalizing lessons for student needs.

Personnel

The current year onboarding of new teachers included two days of getting to know each other with the principal, DISC work personality assessment, tour and overview of campus resources to help their transition. New teachers that were hired this year are all returning and 3 teachers were selected for the remaining vacancies in addition to two TAs midyear. Our counselor candidate was able to work closely with our campus counselor for mentorship, guidance lesson hours, and campus overview. We are excited to bring in teachers with a variety of experience and backgrounds, one is a new teacher, one has 4 years and our third hire has varied experience to continue to build a diverse campus. Six teachers qualified for TIA recognized or exemplary status and 87% retention rate.

Organizational

Work has continued to improve communication, engagement, and technology use as a campus. In response to parent feedback, we have increased our family campus activities as well as extended activities to create more engagement and connections. We have increased our transition into technology with our campus systems as well as our classrooms. Our campus now offers ballet classes,

School Processes & Programs Strengths

Continued growth with technology in the classroom and with community that supports online learning practices for students. Students are more cognizent of their progress with Core 5 and Dream box, our next steps will focus on supporting teachers learn how to increase knowledge of maximizing intervention programs. Teachers report more positively to progress with Eureka and Amplify with an increased focus on fidelity with Eureka and enrichment with Amplify. Six teachers qualified for TIA recognized or exemplary status.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need increase alignment with our coaching cycle and admin meetings. **Root Cause:** One hour a week for PLC using a rotation of MTSS, planning, and data analysis does not maximize productivity of purposeful coaching.

Problem Statement 2: Enrollment continues to decline. **Root Cause:** Lack of variety for special programs during and after school that are offered at other campuses.

Perceptions

Perceptions Summary

Our campus vision can be summed up as empower, uplift, and grow! Our focus is to help students, staff, and our community see their own potential along with strengths and weaknesses that we will continue to develop. We value all stakeholders and see each one as a voice to improve our practices from procedural tasks to how we greet and interact with each other. It is vital that maximize our resources and guarantee our students the best education possible.

Our campus has continued to work towards re-connecting with students and families by providing more opportunities for family engagement as well as for enrichment. We received feedback from parents at our last event which included 47 responses. Some of the questions allowed parents to have multiple responses. When asked, "What would help you participate more in decision making and the overall academic achievement in your child's school? What would help you become more involved in decision-making and overall academic performance at your child's school?" 47% of parents wanted more encouragement to participate, 58% wanted to know more about how to help our campus, and 19% needed more time in their schedule. When asked about how they receive communication for campus events, 69% reported Facebook as their source, 20% from campus calendar, 40% from flyers, and 56% directly from their child. 84% of parents reported that their child enjoyed school, 6% said no, and 13% said most of the time. When asked what parents/families would like to see more of, the top responses included more activities for students and families and more communication from teachers.

Perceptions Strengths

Increase positive presence on social media, growth from 572 followers to 653 followers over the year has increased perspective on campus activities. Increased engagement activities have brought more parents to our campus that include new events like Winterfest and Movie Night in the Garden and previous events like Trunk or Treat and Polar Express. Students expressed a 87% positive response rate to our weekly house meetings that focused on relationship building and competitions across the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Enrollment continues to decline. **Root Cause:** Lack of variety for special programs during and after school that are offered at other campuses.

Problem Statement 2 (Prioritized): Chronic absenteeism is still in the double digits at 16%. **Root Cause:** Need more connection to campus, focused support with chronically absent.

Priority Problem Statements

Problem Statement 1: Special Education students meet MAP MOY growth goals at rate of 15% vs. general education at 43%

Root Cause 1: Need increase support and learning for teachers on how to support special education students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The same 35-40% of students are showing insignificant growth over multiple years

Root Cause 2: Need an increased focus on planning, strategies and support for students who show multiple years tier 2/3 status.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Need increase alignment with our coaching cycle and admin meetings.

Root Cause 3: One hour a week for PLC using a rotation of MTSS, planning, and data analysis does not maximize productivity of purposeful coaching.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Special Education students make up 20% of the student body, and 60% of behavior incidences

Root Cause 4: Staff needs additional training for preventative measures for students with special needs and behavior management.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Chronic absenteeism is still in the double digits at 16%.

Root Cause 5: Need more connection to campus, focused support with chronically absent.

Problem Statement 5 Areas: Perceptions

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: May 30, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Reading in English from 40% to at least 55% by May 2023.

Strategy 1: Increase PLC time to ensure lesson plan internalized and student data/work can be evaluated every week.

Strategy's Expected Result/Impact: Increased time to support teacher internalization and tier 3 students. Students moving beyond tier 3 and tier 2.

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Monitor student work progress of Tier 3 students at every PLC to review student work or assessment data to monitor student growth. Intended Audience: Teachers/Admin Provider / Presenter / Person Responsible: CIC/Admin Date(s) / Timeframe: August-May Collaborating Departments: Teachers Delivery Method: Funding source PIC 23: Supplies to support instruction for students in special education.	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Unit internalization/LP annotations and modeling will take place at every PLC that will focus on backwards planning and supporting tier 1/2 students. Intended Audience: Teachers Provider / Presenter / Person Responsible: CIC/Admin Date(s) / Timeframe: Aug-May	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Ensure materials are readily available for instruction of students with highest needs to maximize learning. (SPED, BIL) Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Aug-May Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-225-25-313-000000 - \$1,275, - SPED (199 PIC 23) - - \$6,031, - SCE (199 PIC 24) - 199-11-6399-001-225-24-313-000000- - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Teachers will plan for small group instruction for every PLC based on student work for Tier 3 students. Intended Audience: Students Provider / Presenter / Person Responsible: CIC Date(s) / Timeframe: Aug-May Delivery Method: PLC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Strategy 2: Multi-layer data analysis and reports provided at regular intervals for students and teachers.

Strategy's Expected Result/Impact: Teachers can see student progress in one place for all assessment data and students can track their progress and set goals based on personal data to improve practice and achievement.

Staff Responsible for Monitoring: Data analyst

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Data analyst will load data for students after every assessment for student data tracker, will provide goal setting materials for teachers and instruct teachers on how to conduct goal setting meetings. Intended Audience: Data Analyst Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: Aug-May Collaborating Departments: Admin Funding Sources: - Title I (211) - 211-13-6119-04E-225-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Data analyst will train teachers on conducting goal setting meetings. Intended Audience: Teachers/students Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: Aug-September Delivery Method: Funding source PIC 23: resources for goal setting sheets and materials for MAP and progress reports.	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will hold BOY, MOY, and students will lead their own EOY goal setting conferences to review growth in Core 5, Dreambox, classwork, and assessment data. Intended Audience: Teachers/Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Aug-May	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Increase walkthroughs for all teachers with focus each six week for an average of 15 per week

Strategy's Expected Result/Impact: Increase fidelity and feedback to improve focused instruction to support high quality tier 1 instruction and feedback implementation.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Set calendar week prior as admin team that is centered on specific actions that support all students and PLC work. 1st: Routines and Procedures, 2nd: Engagement strategies, 3rd: Fidelity to curriculum and small group instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: Aug-May	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review observation data at next meeting to inform the following weeks observations. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin team	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: Aug-May				

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The same 35-40% of students are showing insignificant growth over multiple years Root Cause: Need an increased focus on planning, strategies and support for students who show multiple years tier 2/3 status.
School Processes & Programs
Problem Statement 1: Need increase alignment with our coaching cycle and admin meetings. Root Cause: One hour a week for PLC using a rotation of MTSS, planning, and data analysis does not maximize productivity of purposeful coaching.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.





School Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed projected growth on MAP Math Growth from 57% to 70% by May 2023.

Strategy 1: Increase walkthroughs for all teachers with focus each six week for an average of 15 per week

Strategy's Expected Result/Impact: Increase fidelity and feedback to improve focused instruction to support high quality tier 1 instruction and feedback implementation.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Set calendar week prior as admin team that is centered on specific actions that support all students and PLC work. 1st: Routines and Procedures, 2nd: Engagement strategies, 3rd: Fidelity to curriculum and small group instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: Aug-May	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review observation data at next meeting to inform the following weeks observations. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin team Date(s) / Timeframe: Aug-May	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The same 35-40% of students are showing insignificant growth over multiple years Root Cause: Need an increased focus on planning, strategies and support for students who show multiple years tier 2/3 status.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 37% to 51% by May 2023.

Increase the percentage of EL students from 25% to 45% by May 2023.

Strategy 1: Tutoring for focused group of students in grades 3-5 in tier 2.

Strategy's Expected Result/Impact: Decrease in learning gap for students just below grade level to move into MEETS on STAAR.

Problem Statements: Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Identify students who have been in Tier 2 for multiple years to provide tutoring in the fall. Date(s) / Timeframe: Aug-Dec Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-225-24-313-000000- - \$1,298		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 1: The same 35-40% of students are showing insignificant growth over multiple years Root Cause: Need an increased focus on planning, strategies and support for students who show multiple years tier 2/3 status.	
Problem Statement 2: Special Education students meet MAP MOY growth goals at rate of 15% vs. general education at 43% Root Cause: Need increase support and learning for teachers on how to support special education students.	

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 55% by May 2023.

Increase the percentage of EL students from 24% to 50% by May 2023.

Strategy 1: Tutoring for focused group of students in grades 3-5 in tier 2.

Strategy's Expected Result/Impact: Decrease in learning gap for students just below grade level to move into MEETS on STAAR.

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Identify students who have been in Tier 2 for multiple years to provide tutoring in the fall. Date(s) / Timeframe: Aug-Dec Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-225-24-313-000000- - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The same 35-40% of students are showing insignificant growth over multiple years Root Cause: Need an increased focus on planning, strategies and support for students who show multiple years tier 2/3 status.
Problem Statement 2: Special Education students meet MAP MOY growth goals at rate of 15% vs. general education at 43% Root Cause: Need increase support and learning for teachers on how to support special education students.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 16% to 8% by May 2023.

Evaluation Data Sources: Focus data

Strategy 1: Attendance recognition every 4 weeks for students with perfect attendance and culminating prizes at 6 weeks.

Strategy's Expected Result/Impact: Decrease student absenteeism with more regular interval of celebration.

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2





Action Step 1 Details		Reviews			
Action Step 1: Data clerk will run perfect attendance report for two week interval, FES will provide recognition/incentives to students during block with librarian and counselor and take pic for students with perfect attendance for social media. Intended Audience: Data clerk, teachers, admin, FES Provider / Presenter / Person Responsible: FES, Data Clerk, support from librarian and counselor. Date(s) / Timeframe: August-May		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 2: Parent conference and communication with families that have high absence rate at the start of the year with goals and student success expectations. Provide resources to parents for supporting great attendance.

Strategy's Expected Result/Impact: Increase parent understanding of impacts of attendance and decrease absence rate for chronically absent.

Staff Responsible for Monitoring: FES, Admin, data clerk

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: FES will send letters to families that have a history of chronic absences at the start of the year and will schedule conferences. Intended Audience: Students/families Date(s) / Timeframe: Aug-Sept.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Chronic absenteeism is still in the double digits at 16%. Root Cause: Need more connection to campus, focused support with chronically absent.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.





School Performance Objective 2: Increase family participation in surveys, PTO, and family activities for more community input.

Evaluation Data Sources: Survey responses and PTO involvement increase from 10% to 25% of families on surveys and increase PTO meeting involvement from 1% to at least 5% on average.

Strategy 1: Provide raffles for families for survey responses and PTO attendance.

Strategy's Expected Result/Impact: Increased participation and increased parent involvement and connection to school.

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: FES will create raffle based on parent attendance at the monthly PTO meetings and after we receive survey responses in fall and one in Spring. Intended Audience: Families Provider / Presenter / Person Responsible: FES Date(s) / Timeframe: Aug-May Funding Sources: - Parent Engagement - 211-61-6116-04L-225-30-510-000000-24F10 - \$1,000, - Parent Engagement - 211-61-6399-04L-225-30-510-000000-24F10 - \$755	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Chronic absenteeism is still in the double digits at 16%. Root Cause: Need more connection to campus, focused support with chronically absent.





District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Increase support of special education students for behavioral needs and accommodations to reduce behavior incidences.

Evaluation Data Sources: Branching Minds and referrals

Strategy 1: Ensure every classroom is equipped with materials that support effective management and response to student behaviors.

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Train teachers for specific school-wide behavior management strategies for transitions, classroom resets, and calming areas to support behavior management Intended Audience: Teachers/students Provider / Presenter / Person Responsible: Admin/CIC Date(s) / Timeframe: Aug-Dec Delivery Method: Faculty meeting/PLC	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Special Education students make up 20% of the student body, and 60% of behavior incidences Root Cause: Staff needs additional training for preventative measures for students with special needs and behavior management.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Data Analyst	211-13-6119-04E-225-30-510-000000-24F10	\$86,946.00
Sub-Total							\$86,946.00
Budgeted Fund Source Amount							\$85,625.53
+/- Difference							-\$1,320.47
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		Supplies and materials for instructional use	199-11-6399-001-225-24-313-000000-	\$2,500.00
3	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-225-24-313-000000-	\$1,298.00
3	2	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-225-24-313-000000-	\$1,200.00
Sub-Total							\$4,998.00
Budgeted Fund Source Amount							\$4,998.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		Supplies and materials for parental involvement	211-61-6399-04L-225-30-510-000000-24F10	\$755.00
4	2	1	1		Extra Duty for parental involvement	211-61-6116-04L-225-30-510-000000-24F10	\$1,000.00
Sub-Total							\$1,755.00
Budgeted Fund Source Amount							\$1,755.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		Reading materials - instruction	199-11-6329-001-225-25-313-000000	\$1,275.00
Sub-Total							\$1,275.00
Budgeted Fund Source Amount							\$1,275.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$245.00
+/- Difference							\$245.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		GENERAL SUPPLIES		\$6,031.00
Sub-Total							\$6,031.00
Budgeted Fund Source Amount							\$6,031.00
+/- Difference							\$0.00
Grand Total Budgeted							\$99,929.53
Grand Total Spent							\$101,005.00
+/- Difference							-\$1,075.47

Addendums



Open House at Bonnie Brae

August 10th, 2023

Title 1 Compact

School Responsibilities

- High quality curriculum
- Parent communication
- Family engagement



Title 1 Compact

Responsabilidades de la escuela

- Plan de estudios de alta calidad
- Comunicación con los padres
- Eventos para familias



Title 1 Compact

Parent Responsibilities

- Homework support
- Support daily reading at home
- Family engagement



Title 1 Compact

Responsabilidades de los padres

- Apoyo con la tarea
- Apoyar la lectura diaria en casa.
- Asistir a eventos familiares.



BB Campus Goals



INCREASE STUDENT
ATTENDANCE TO 97%

Less than 5
absences per
student per year



INCREASE STUDENT
READING AND MATH
GROWTH

65% Meets/Exceed
Growth Goal in Reading

70% Meets/Exceed
Growth Goal in Math



INCREASE STUDENT
MEETS SCORES ON
STAAR

51% Meets Score in
Reading for grades 3-5

55% Meets Score in Math
for grades 3-5

Metas del Campus BB



AUMENTAR LA ASISTENCIA
ESTUDIANTIL AL 97%

Menos de 5
ausencias por
estudiante por año



AUMENTAR EL
CRECIMIENTO EN LECTURA
Y MATEMÁTICAS DE LOS
ESTUDIANTES

65 % cumple/supera la meta de
crecimiento en lectura

70% cumple/supera la meta de
crecimiento en matemáticas



AUMENTAR LAS
PUNTUACIONES DE LOS
ESTUDIANTES EN STAAR

51 % alcanza la puntuación en
lectura para los grados 3-5

55% Cumple con la puntuación
en Matemáticas para los
grados 3-5



Goals

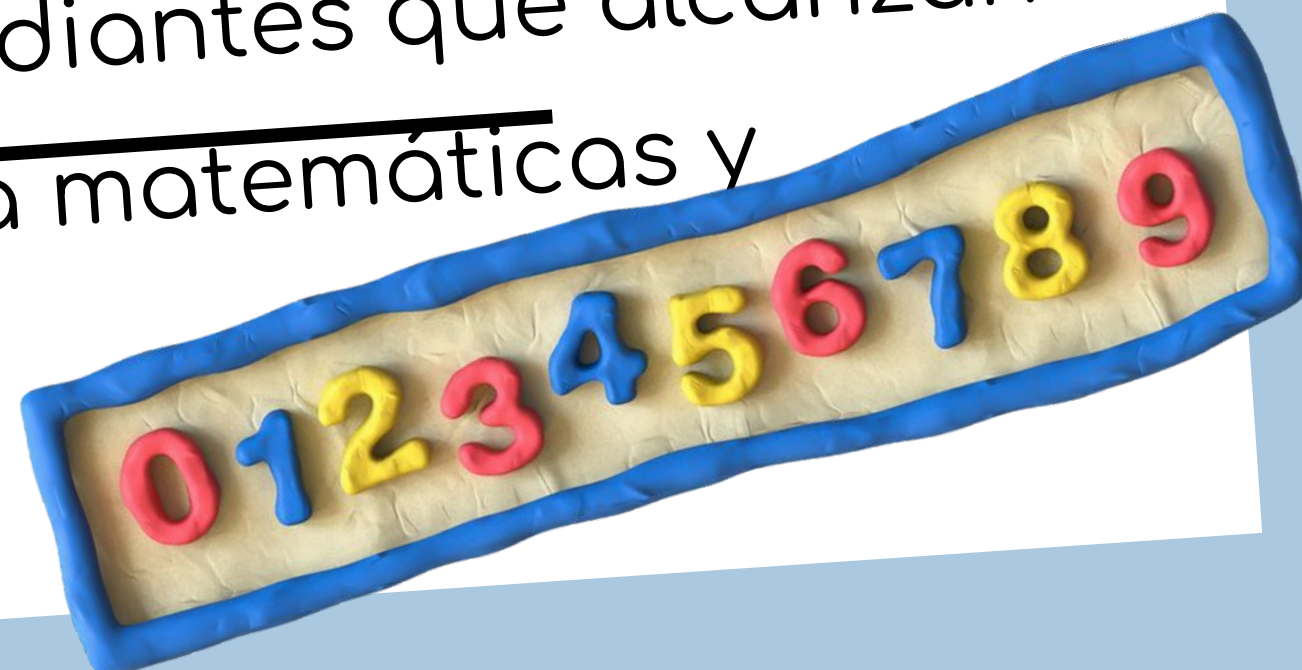
- | | |
|---|---|
| 1 | Daily reading for all students |
| 2 | Increased teacher support |
| 3 | Increase student attendance |
| 4 | Increase % of students who meet EOY goals
for math and reading |





Goals

- 1 Lectura diaria para todos los estudiantes.
- 2 Mayor apoyo de los maestros
- 3 Aumentar la asistencia de los estudiantes
- 4 Aumentar el % de estudiantes que alcanzan las metas de EOY para matemáticas y lectura





How will we
accomplish
our goals?

1.

1. With your help, students will read daily at home.
2. Increased planning time for teachers to 2 hours per week.
3. Increased communication and accountability with regular student goal setting





How will we
accomplish
our goals?

1. Con su ayuda, los estudiantes leerán diariamente en casa.
2. Aumento del tiempo de planificación para los maestros a 2 horas por semana.
3. Mayor comunicación y responsabilidad con el establecimiento regular de metas estudiantiles



Timestamp	Name of Parent or Guardian	Please check the box below if you have received the Title	Name of Student/Nombre del estudiante	Grade/grado:	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply	Do you feel like your child enjoys school? ¿Sientes que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 15:01:06	Emily Rojas	I have received the Title	Adrian Madrid / Juliet Mac	3rd, 4th	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Mostly. La mayor parte del tiempo	Yes/Sí		Afternoon/Tarde (3-5pm)
8/10/2023 15:01:35	Ivonne Escalante	I have received the Title	Paula ramirez	PK	More encouragement from the school. Más ánimos desde la escuela.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí	Hasta ahora todo lo veo bien	Morning/Mañana 8:30-10am
8/10/2023 15:02:13		I have received the Title	Olivia CastilloNathaniel A	PK, K	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí. Mostly. La mayor parte del tiempo	Yes/Sí. Mostly. La mayor parte del tiempo	Better security at pick up... Kids not standing outside for anyone to walk up and grab	Morning/Mañana 8:30-10am
8/10/2023 15:02:31	Eva Enciso	I have received the Title	Ivanna Palma	K	More information on how to get involved. Más información sobre cómo participar.					I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	Más información en los eventos que hacen.	Morning/Mañana 8:30-10am
8/10/2023 15:02:37	Amanda Ramirez	I have received the Title	Nixon Ramirez	2nd	More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	It's great!	Morning/Mañana 8:30-10am
8/10/2023 15:02:39	Destiny Espinosa	I have received the Title	Melani Bolivar	PK	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No		Afternoon/Tarde (3-5pm)
8/10/2023 15:03:10	Roberto Bello	I have received the Title	Mateo, Jared Bello	PK, 4th	More information on how to get involved. Más información sobre cómo participar.					I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No		Afternoon/Tarde (3-5pm)
8/10/2023 15:03:23	Karla Pena	I have received the Title	Andrés Mojica	1st	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No	Inclusion for my child	Morning/Mañana 8:30-10am
8/10/2023 15:03:27	Evelyn Iadinos	I have received the Title	Daleyza Montenegro	K	More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí		Afternoon/Tarde (3-5pm)
8/10/2023 15:05:51	Dan Shaw	I have received the Title	Vivian Shaw	2nd	More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am

Timestamp	Name of Parent or Guardian	Please check the box below if you have received the Title	Name of Student/Nombre del estudiante	Grade/grado	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply.	Do you feel like your child enjoys school? ¿Sientes que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué le gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 15:05:55	Brian Fortney		Clare Atwood-Fortney	3rd	More information on how to get involved. Más información sobre cómo participar.					I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.		Mostly. La mayor parte del tiempo	Mostly. La mayor parte del tiempo		Evening/Noche (5-7pm)
8/10/2023 15:05:59	Mowda Sherif	I have received the Title	Renad Sherif	5th	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 15:06:07	Claudia Cacho	I have received the Title	Christopher and Natalie A PK, 2nd		More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.			I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	N/A	Afternoon/Tarde (3-5pm)
8/10/2023 15:06:13	Maria Ramirez	I have received the Title	Daniel Silva	2nd	More encouragement from the school. Más ánimos desde la escuela.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.			I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 15:07:00	Maria Ramirez	I have received the Title	Joseph Silva	5th	More encouragement from the school. Más ánimos desde la escuela.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.			I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 15:07:07	Yolanda Lozano / Ignacio	I have received the Title	Alexa Lobaton	5th	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	Yes		Afternoon/Tarde (3-5pm)
8/10/2023 15:07:17	Claudia Rosales	I have received the Title	compact for Bonnie Brae E 4th		More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Mostly. La mayor parte del tiempo	Mostly. La mayor parte del tiempo			Evening/Noche (5-7pm)
8/10/2023 15:08:15	Deysi Sánchez	I have received the Title	Ivette Sánchez, Luis SANC K, 3rd		More encouragement from the school. Más ánimos desde la escuela.					I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No			Morning/Mañana 8:30-10am
8/10/2023 15:08:23	Andrea arredondo	I have received the Title	Gabriel arredondo	1st	More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí		Mostly. La mayor parte del tiempo		Evening/Noche (5-7pm)
8/10/2023 15:08:46	Yessica Giblin	I have received the Title	Samantha Giblin	PK	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí			Afternoon/Tarde (3-5pm)

Timestamp	Name of Parent or Guardian	Please check the box below	Name of Student/Nombre	Grade/grado:	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply	Do you feel like your child enjoys school? ¿Sienten que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 15:15:41	Liliana Castaneda	I have received the Title	Giselle Rodriguez	PK	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.				I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.				Morning/Mañana 8:30-10am
8/10/2023 15:16:17	Tania G Valdez	I have received the Title	Antonio Valdez	2nd	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Mostly. La mayor parte del tiempo	Yes/Sí	Interacción con los padres y estudiantes	Morning/Mañana 8:30-10am
8/10/2023 15:16:57	Irais Jardon	I have received the Title	Santiago de la Cruz	1st	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No	Más actividades para los niños, mayor organización en los eventos	Evening/Noche (5-7pm)
8/10/2023 15:22:09	Maricela Rojas	I have received the Title	Pedro Alonso	4th	More encouragement from the school. Más ánimos desde la escuela.		I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.			I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No	More academic challenges	Morning/Mañana 8:30-10am
8/10/2023 15:22:18	Cinthia cruz	I have received the Title	Alexander Verduzco	5th	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Mostly. La mayor parte del tiempo		Morning/Mañana 8:30-10am
8/10/2023 15:22:41	Victoria Macias	I understand my responsi	Adrian Cruz	K	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 15:23:46	Victoria macias	I understand my responsi	Camila cruz	PK	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 15:24:09	Sandra Gonzalez	I have received the Title	Leyla Ximena Garcia	K	More encouragement from the school. Más ánimos desde la escuela.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 15:25:14	AnaHuerta	I have received the Title	Henry Rivera	K	More information on how to get involved. Más información sobre cómo participar.				I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí			Morning/Mañana 8:30-10am
8/10/2023 15:26:38	AnaHuerta	I have received the Title	Zoe Rivera	5th	More information on how to get involved. Más información sobre cómo participar.				I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí			Morning/Mañana 8:30-10am

Timestamp	Name of Parent or Guardian	Please check the box below if your child has received the Title	Name of Student/Nombre del estudiante	Grade/grado	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply.	Do you feel like your child enjoys school? ¿Sientes que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 15:29:56	Claudia González	I have received the Title	Jayden Gonzalez ostin ru	1st, 4th	More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.		I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 15:30:01	yolisa montañez	I have received the Title	Angel Montañez	5th	More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No	como van mi hijo en su aprendizaje	Morning/Mañana 8:30-10am
8/10/2023 15:31:48	Maribel ceballos		Carlos Quintana	K	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.		I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Mostly. La mayor parte del tiempo	Más padres activos	Afternoon/Tarde (3-5pm)
8/10/2023 15:35:01	Veronica Rodríguez	I have received the Title	Andres Osornia	1st	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.				I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am	
8/10/2023 15:39:13	Martin	I have received the Title	Zoey Ely cerda	PK	More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	N/a	Afternoon/Tarde (3-5pm)
8/10/2023 15:49:19	Lili Abreu		Adrián Gonez	3rd	More information on how to get involved. Más información sobre cómo participar.				I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 15:55:58	Samantha Hernandez	I have received the Title	Jocelyn Sanchez Hernan	PK	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 15:56:33	Clarissa	I have received the Title	Grace Bacon	1st	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.		I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí. Mostly. La mayor parte del tiempo	No		Evening/Noche (5-7pm)
8/10/2023 15:56:41	Maria Rayas	I have received the Title	Miranda Rayas	2nd					I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Mostly. La mayor parte del tiempo	No		Afternoon/Tarde (3-5pm)	
8/10/2023 15:56:51	Ronald Alexander Dimas	I have received the Title	Emmery Dimas	PK	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am

Timestamp	Name of Parent or Guardian	Please check the box below	Name of Student/Nombre del estudiante	Grade/grado	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply.	Do you feel like your child enjoys school? ¿Sientes que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 15:58:00	Ilda Garcia	I have received the Title I	Lucas Rodriguez	PK	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.		I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Mostly. La mayor parte del tiempo	No		Morning/Mañana 8:30-10am
8/10/2023 16:04:17	Andrea Gutierrez	I have received the Title I	Kamila Morales	2nd	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.				I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 16:06:27	Elizabeth orozco	I have received the Title I	Gracelyn rose castro	K	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	Great job with everything	Morning/Mañana 8:30-10am
8/10/2023 16:06:42	Merced moreno	I have received the Title I	Rodrigo villegas	2nd	More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Mostly. La mayor parte del tiempo	More parent teacher involvement	Morning/Mañana 8:30-10am
8/10/2023 16:08:41	Elvia Reyna		Sofia Lopez	K	More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	Yes/Sí	Yes/Sí			Morning/Mañana 8:30-10am
8/10/2023 16:11:48	Jessica Newy	I have received the Title I	Alexander Glueck Newco	1st				I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Mostly. La mayor parte del tiempo	Mostly. La mayor parte del tiempo		Evening/Noche (5-7pm)
8/10/2023 16:14:50	Lucy jimenez	I have received the Title I	Sofia morales	4th	More encouragement from the school. Más ánimos desde la escuela.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 16:15:01	Karla Torres	I have received the Title I	Anthony Ramirez	3rd	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Mostly. La mayor parte del tiempo	I would like to see more events for student. Dress up / holidays celebration.	Evening/Noche (5-7pm)
8/10/2023 16:19:29	LeeAnne Balderas	I have received the Title I	Naomi Garcia	K	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No		Evening/Noche (5-7pm)
8/10/2023 16:19:35	Maria Sanchez	I understand my responsi	Jose Sanchez	2nd	More encouragement from the school. Más ánimos desde la escuela.					I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am

Timestamp	Name of Parent or Guardian	Please check the box below	Name of Student/Nombre	Grade/grado:	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply.	Do you feel like your child enjoys school? ¿Sienten que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 16:23:33	Otella vigil		Katelyn canchola	4th	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.						Mostly. La mayor parte del tiempo	Mostly. La mayor parte del tiempo		Evening/Noche (5-7pm)
8/10/2023 16:24:28	Cecilia Thompson	I have received the Title I	Eli Thompson	2nd	More information on how to get involved. Más información sobre cómo participar.					I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí	Rise inclusion	Evening/Noche (5-7pm)
8/10/2023 16:26:30	Irma González	I have received the Title I	Mauricio Ortiz	5th	More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.				I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	No	Más actividades	Evening/Noche (5-7pm)
8/10/2023 16:27:24	Gabriela Gaytan	I have received the Title I	Sebastian Gaytan	4th	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.			I use the digital school calendar for school info/uso el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Afternoon/Tarde (3-5pm)
8/10/2023 16:27:46		I have received the Title I	Andrea rosales	2nd	More information on how to get involved. Más información sobre cómo participar.						Yes/Sí			Morning/Mañana 8:30-10am
8/10/2023 16:27:50	Karla Fernandez	I have received the Title I	Eric Pena	2nd	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.		I use Facebook for school info/yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/uso el calendario escolar digital para la información escolar.	Yes/Sí	Mostly. La mayor parte del tiempo	Quizás los niños de RISE no puedan ayudar del todo, pero haciéndolos participar en algo ellos se sentirían más socialización con sus compañeros de otros grupos. Y los otros niños de otros grupos aprendían a ser más EMPÁTICOS con ellos y con la gente en general.	Evening/Noche (5-7pm)
8/10/2023 16:27:54	Ella Venancio	I have received the Title I	Angel Silva	1st	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.					I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí	Todo está bien	Evening/Noche (5-7pm)
8/10/2023 16:28:15	Cameron long	I have received the Title I	Kylie long. zaylen nyman	PK, 5th	More information on how to get involved. Más información sobre cómo participar.					I use the digital school calendar for school info/uso el calendario escolar digital para la información escolar.	Yes/Sí	No		Morning/Mañana 8:30-10am
8/10/2023 16:28:42		I understand my responsibility	Braden Panya	5th	More encouragement from the school. Más ánimos desde la escuela.					I use the digital school calendar for school info/uso el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Evening/Noche (5-7pm)
8/10/2023 16:29:37	Vilma Castellanos	I understand my responsibility	Emelin Godoy	2nd	More encouragement from the school. Más ánimos desde la escuela.					I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí	Mas informacion	Afternoon/Tarde (3-5pm)
8/10/2023 16:29:45	Juana Martinez		Gael Martinez	4th	More information on how to get involved. Más información sobre cómo participar.					I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	No		Afternoon/Tarde (3-5pm)
8/10/2023 16:30:03	Maria cornejo	I understand my responsibility	Manuel J Garcia	K						I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	Mostly. La mayor parte del tiempo		Afternoon/Tarde (3-5pm)
8/10/2023 16:31:10		I understand my responsibility	Emma Duffy	2nd	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.				I use Facebook for school info/yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/uso el calendario escolar digital para la información escolar.	Mostly. La mayor parte del tiempo	No	Yes	Afternoon/Tarde (3-5pm)
8/10/2023 16:43:25	Brenda Navarro	I have received the Title I	Alexa Zuniga	2nd	More encouragement from the school. Más ánimos desde la escuela.					I use Facebook for school info/yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí		Afternoon/Tarde (3-5pm)

Timestamp	Name of Parent or Guardian	Please check the box below if you have received the Title	Name of Student/Nombre del estudiante	Grade/grado:	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply:	Do you feel like your child enjoys school? ¿Sientes que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 16:45:31	Keiri Ruvalcaba	I have received the Title	Analeah Nicole Marquez	3rd	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	N/A	Morning/Mañana 8:30-10am
8/10/2023 16:46:41	Leticia Aguiniga	I have received the Title	Yuliana Hernández	3rd	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	No		Evening/Noche (5-7pm)
8/10/2023 16:46:56	Lily Castaneda	I have received the Title	compact for Bonnie Brae	4th, 5th	More encouragement from the school. Más ánimos desde la escuela.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Yes/Sí		Evening/Noche (5-7pm)
8/10/2023 16:48:00				3rd						Yes/Sí	Yes/Sí			Evening/Noche (5-7pm)
8/10/2023 16:48:15	Mowda sherif	I have received the Title	Ali sherif	3rd	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 16:48:59	Mowda sherif	I have received the Title	Joury sherif	K	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Morning/Mañana 8:30-10am
8/10/2023 16:52:14				3rd	More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	Esta vien todo para mi	Evening/Noche (5-7pm)
8/10/2023 16:55:52	Brenda Martinez	I have received the Title	Keyleer Daniel Luque Martinez										Todo esta bien	Evening/Noche (5-7pm)
8/10/2023 17:09:34	Herman Luna - Maricela F	I have received the Title	Santiago A. Luna - Valeria	2nd, 4th	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.			I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela.	Yes/Sí	Mostly. La mayor parte del tiempo	Have a better capable and educated receptionist Mrs. Andrea Samples is kind of rude to people that is looking for information or help in the front office.	Evening/Noche (5-7pm)
8/10/2023 17:12:28	Perla Salas	I have received the Title	Cash Salas Tango Salas	1st, 3rd	More information on how to get involved. Más información sobre cómo participar.			I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí			Evening/Noche (5-7pm)
8/10/2023 17:21:04	Christian De Los Rios	I have received the Title	Nathaniel De Los Rios	3rd				I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí	Outside Science Projects	Afternoon/Tarde (3-5pm)
8/10/2023 17:45:22	Gloria Lozano	I have received the Title	Gloria Sanchez	K	More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.		I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.	I use the digital school calendar for school info/Usó el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí			Evening/Noche (5-7pm)

Timestamp	Name of Parent or Guardian	Please check the box below	Name of Student/Nombre	Grade/grado:	What would help you participate more in decision making and the overall academic achievement in your child's school? ¿Qué le ayudaría a participar más en la toma de decisiones y el rendimiento académico general en la escuela de su hijo?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	What could you help provide for campus support? ¿Qué podría ayudar a proporcionar para el apoyo del campus?	Please check all that apply.	Do you feel like your child enjoys school? ¿Sienten que a tu hijo le gusta la escuela?	Do you feel like your child is being academically challenged? ¿Siente que su hijo está siendo desafiado académicamente?	What would you like to see more of at our campus? ¿Qué te gustaría ver más en nuestro campus?	When are you most likely available for parent meetings? ¿Cuándo es más probable que esté disponible para las reuniones de padres?
8/10/2023 21:05:03	Sandra aguirre de ventura	I have received the Title I	Ryan ventura	3rd	More encouragement from the school. Más ánimos desde la escuela.						Yes/Sí	No		Evening/Noche (5-7pm)
8/10/2023 21:05:15														Evening/Noche (5-7pm)
8/10/2023 21:50:37	Yaneth Chio	I have received the Title I	Axel Ramirez	K	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.	I can support by helping with campus events such as Trunk or Treat and Polar Express Day. Puedo apoyar ayudando con eventos del campus como Trunk or Treat y Polar Express Day.	I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.		I can support by helping teachers create learning materials for students. Puedo apoyar ayudando a los maestros a crear materiales de aprendizaje para los estudiantes.	I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	Mostly. La mayor parte del tiempo		Evening/Noche (5-7pm)
8/10/2023 22:12:50	Asuzena Segura	I have received the Title I	Aileen Valles	2nd	More encouragement from the school. Más ánimos desde la escuela. More information on how to get involved. Más información sobre cómo participar.					I use Facebook for school info/Yo uso Facebook para la información de la escuela. I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Afternoon/Tarde (3-5pm)
8/18/2023 17:22:12	Sandra Climer	I have received the Title I	Jack Climer	PK	More information on how to get involved. Más información sobre cómo participar.		I can support by volunteering to read aloud to students next year. Puedo apoyar ofreciéndome como voluntario para leer en voz alta a los estudiantes el próximo año.	I can support with donations periodically for student events and activities. Puedo apoyar con donaciones periódicamente para eventos y actividades estudiantiles.		I use the digital school calendar for school info/Use el calendario escolar digital para la información escolar.	Yes/Sí	Yes/Sí		Afternoon/Tarde (3-5pm)



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DATE & TIME of EVENT Title & meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Cynthia Cruz	Alexander Verdugo	5 th
	Aryana Verdugo	1 st
Solis Montañez	Angel Montañez	5 th
Yaneth Soto	ARYA E. Soto	Pre K
Yaneth Soto	Eder A. Soto	5 th
Victorio Perea	Johnaven Pega	4 th
Lili Andreu	Adrian Gomez	3 rd
Chrissa Mendoza	Grace Bacon	1 st
Cynthia Munoz	Delilah / Jacob Pasada	Kinder / Pre K
Romilia Reyes	JACK ALVA REZ	3 rd
Chelsey Bentley (Perry)	Elisia Perez	4 th
Jean OcamPO	ANA OcamPO	3 rd
Andrea Gutierrez	Kamila Morales	2 nd
Lucy Jimenez	Sofia Morales	4 th
Sandra Espareda	Ava & Mariana Espareda	K 3 3
Jessica Newbomer	Alexander Glueck Newbomer	1



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DATE & TIME of EVENT Title & meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Karla Alvarez	Aaron de Santiago	Kindergarten
Sylvia Cuellar	Elise Lareon	5th
Emily Goodwin	Noah & Isaiah Osuna	1st
Rebecca Hdez	Mahdi Noriega	2nd
Tessa Rios	Noah Parajas	Kindergarten
Maria Gallardo	Edgar Montelano	1st
Maria Gallardo	Jocelya Montelano	4th grade
Maria Isabel Parra	Katherine Rojas	5th grade
Maria Isabel Parra	Jonathan Rojas	4th grade
Gabriela Rodriguez	Leo Servin	5th grade
Lamaria Dardar	Kaleb Dardar	PreK
Christopher Dardar, Sr.	Kaleb Dardar	PreK



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DATE & TIME OF EVENT Title 3 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Dora Padarte	Alexa Padarte	
Dora Padarte		
Dora Padarte	Isaac Martinez	
Genesis Martinez	Ashley Martinez	5th
Jesus Flores	Sarah Flores	4th
Stacey Sengphabha	Anthony Rosales	1st
Ruby Moreno	Damian E. Moreno	K
Jessica Johnson & Alisa Parsons	Hudson Brown	pre-K
Juana M. Carrasco	Emily Diaz	1
Maribel Ceballos	Carlos Quintana	kindergarten
Carolina Munoz	Valerie Sandoval-Munoz	pre-K
Lilliana Castorena	Giselle Rodriguez	pre-K
Ana Huerta	Zoe Rivera	Kindergarten 5 th
San Rivera	Henry Rivera	Kindergarten
Abigail Reynolds	Charley Way Reynolds	3rd
Susan Reynolds	Charles Way	3rd



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DATE & TIME OF EVENT Title 3 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Blattiriz lechuga	Ezra Corpus	3rd
Zac Corpus	Ezra Corpus	3rd
Gonzalez Perez	Joey Wy Corda	Pre-K
Vilma castellanos	Daniel Gaddy	
Marco mentore	Emiliano Mena	5th
Samantha Hernandez	Socelyn Hernandez	Pre K
Ronald Dimas	Emmery Dimas	Pre K
Carlan Cisneros	Pingamint Cisneros	3rd + 5th
senophth phamvuth	Kyle Villy	4th
Maria R Cisneros	Natalia Salazar	Pre K
Maira Rodriguez	Miranda Reilly	
Blanca Escamilla	Blal Escamilla	1 año
Avered Moreno	Rubio Villegas	2nd
Eva Rodriguez	Alexis Rodriguez	1 año
SAsuam Segura	Aiken Vales	2nd
Maria Sanchez	Jos Sanchez	2
Gabriela Gaytan	Sebastian Gaytan	4th



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DATE & TIME OF EVENT Title 3 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Karla Fernandez	Eric Pena	2nd RISE
Cecilia Thompson	Eli Thompson	2nd RISE
Berlene Balderras	NORMI GARCIA	KINDER
Silvia Solis	Christian Gallegas	5
Shelby Regan	Robert Kennedy	2nd.
Rosa Luna	MAX Ramirez	3
JUAN ORTIZ	LUY KOLE ORTIZ	4
Dominic Nguyen	DAVID NGUYEN	3
Martha Pireles	osvaldo, cristian Rosales	3- PK
Anna Alma Cos	Jayden Cos	5th
Anna cos	Alden Gomez	3rd
Neyma Armandani	Diego Gomez	PK
Jessica Arellano	Gutfredo Arellano	4th
Nereida	Jaden Perez	PK
Daisy Garcia	Thiago A. Gonzalez	1st



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DATE & TIME OF EVENT Title 3 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Angelica Saldívar	Valeria Saldívar	1st
Angelica Saldívar	Kamiro Saldívar	5th
Maria A Garcia	Diego A Garcia	5th
Yesenia Acosta	Jose Cisneros	2nd
Maximina Ramirez	Max Ramirez	
Denny Hernandez	ADDISON HERNANDEZ	3
Claudia Cardenas	BRANDON DICTA	5th
Francisco Ayala M.	Esteban Ayala	
Gloria Lozano	Gloria Sanchez	Kinder
Jennifer Martinez Romero	Isabella Martinez	3rd
Vanessa Rodriguez	Joel Gonzalez	2nd
Guillermo Perez	Samuel Perez	1st
MARIA E SIERRA	Alexander Gomez	1st
Novla Alvarez	Keyden de Santiago	4
Karla Alvarez	Keygha de Santiago	2



DATE & TIME of EVENT	Title	meeting	08/10/23.

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DATE & TIME OF EVENT Title Meeting/08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Felix Sanchez	Elana M. Rueda	Pre-K
Andrew Don Shaw	Vivian Sifon	2nd
Maricela Rojas	Pedro Alonso	4th
Maricela Rojas	Leonardo Alonso	2nd
Tania G. Valdez	Antonio Valdez	2nd
Yaneth Chid	Axel Ramirez	K
Ana Cervantes	Justin Cervantes	5th
Ana Cervantes	Jason Cervantes	3rd
Stephanie Sambrano	Alonzo Andrade	5th
Stephanie Sambrano	Lorenzo Andrade	5th
Luis Cruz	Adrian Cruz	Pre K
Luis Cruz	Camila Cruz	Kindergarten
Veronica Rodriguez	Andres Osornio	1st
Claudia Biez	Justin Ruiz	1st 4th
Jessica Fernando Garcia	Eleanah & Estevan Garcia	4th 2nd
Maria Y Jose Garcia	Marcos & Garcia	Kindergarten



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Fort Worth
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DATE & TIME of EVENT Title 3 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Lucia Valtierra	Valentina Valtierra	3
Saman Garcia	Santana Selena / Sopravivencia	(2) 3, 1
Brenda Delarosa	Emma Duffy	2
Enika Vega	Amia Wayne	pre-k
Liliana Castaneda	Antonio / Ricardo Castaneda	4/5
Soana Fventes	Jaylah Camargo	2
Sonia Briscoe	Emely Roman	
Jessica West	Ella Liliana, Ariana Ekhtehbadi	K, 4, 3
Eunice Razo	Sofia Razo	51
Brandey Jones	Aubrey Simonton	1
CHRISTIAN DELPISO	NATHANIEL DELORUS	3
ALECIA KEALONA	Savannah Ladinos	2
Juanma Marlan	Jabier Mucha	2
KARIM CIVILIANO	Jemimah Mucha	K.



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DATE & TIME OF EVENT Title 2 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
LeTicia Hernandez	Yuliana Hernandez	3
Melvin Luque	Melvin Luque	
Brenda Martinez	Brenda Martinez	
Inora Rosales	Esteban Ayala	
Abigail Campos	Marcelo Esquivel	pre K
Aracely Cardenas	Santana de la Cruz	1st
Dania Zamarron	Aylin Zamarron	pre K
Legnor Padriguez	Carmina Wares	5
Maria Lopez	Daniel David	5
Maria Soto	Ashley Fraire Soto	3
Juan Adame	Byrona Adame	4
Petra Palacios	Joselin Adame	1
Pedro Aguirre	Sebastian Aguirre	1
Carla Mora	Carla Pinalcaba	4
Karina R	Anna Sorria	3



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PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Juana Martinez	Gael Martinez	
Yanet Cerda	Yanely Urrutia	2
Armando Urrutia	Yanely Urrutia	2
Tony Panya	Braden Panya	5
Lacey Nymann	Zaylen Nymann Kylicong	PreK - 5th
Maria F. Volkes	Andrea Rosales	2
Cristina Jimenez	Miguel Torres	4
Cristina Jimenez	Dennis Torres	1



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DATE & TIME of EVENT Title 2 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Claudia Cacho	Christopher and Natalie Arguello	2nd & Pre K
Claudia Rosales	Luis Flores	4th
Mawda Sherif	Ramad, Ali Jary	5th, 3th, Kinder
Yolanda Hernandez	Audrina Hernandez	1st Grade
Roberto Bello	Mateo, Jireel Bello	4th & Pre K
Susan Reynolds	Charley May Reynolds	3rd
Brian Forney	Clare Atwood Forney	3rd (11)
Emily Rojas	Allan Madrid	4th
Emily Rojas	Juliet Madrid	3rd
Wendy Avila	Olivia Castillo	Kinder
Wendy Avila	Nathaniel Avila	pre-K
Eva Enciso	Ivanna Palma	Kinder
Deysi Sanchez	Leticia Sanchez - Rubenia	Kinder y 3th
Evelyn Ladinos	Dalexia Montenegro	Kinder
Jessica Gublin	Samantha Gublin	Pre K
Ignacio Lobato	Alexa Lobaton	5th
ANDREW GARCIA	AIDYN GARCIA	4TH



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DATE & TIME of EVENT Title 2 meeting / 08/10/23.

PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Maria Rayas	Miranda Rayas	2nd
Gillennina Murillo	Gillennina Murillo	5 2
Shirley Carr	Emma Russell	3rd
Ida Garcia	Lucas Rodriguez	2nd
Sandra Climer	Jack Climer	Pre-K
Elizabeth Orozco	Gracelyn Castro	Pre-K
Elva Reyna	Sofia Lopez	Kindergarten
Karla Torro	Anthony Ramirez	3rd Grade
Brenda Navarro	Alex Zangra Isaac Zangra	
Maricela Para	Valeri Luna Santibano Ley	
Ofelia Vigil	Kathryn Carrehelar	4th
Elva Venancio	Angel Silva	1st
Lina Gonzalez	Maricela Ortiz	5th



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PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Guiliana Mendon	Jillian Andrade	3rd
Lefraa Duenas	German Sanchez	3rd
Karla Rayos	Kaiden & Kendall Santos	K / 3rd
Mam Pallas & Jose Juarez	Priscilla Juarez	4th
Evelin Duarte	Natalia Quintana	Kindergarten
Blanca Jaquez	Ismael Jaquez	5th grade
Wendy Kinalcaba	Sunny Sanchez	3rd
Cristina Esparza	Oliver Esparza	1st grade
Petra Romero	Abigail Alexia Ortega	3 grade
Ceslie Miller / Brett Lash	Declan Lash	1st Grade
Jorge Luis Puente	Jorge Luis Puente	PISO



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PARENT / GUARDIAN NAME	STUDENT NAME	GRADE LEVEL
Destiny Espinoza	Melani Bulnar	Pre K
Perla Salas	PCASH +Tango Salas	1st / 3rd
Ivonne Escalante	Miranda Ramirez	2
Carmen Ramirez	Paula Ramirez	PK
Maria Ramirez	Daniel Silva	2
Jeniffer Avila	Jake Silva	5
Alma L Becerra	Alexandra Torres Becerra	3
Alma L Becerra	Anibal Torres Becerra	Kinder
Marla Pena	Andres Mojica	1st
Nick Ramirez + Amanda	Wixen Ramirez	2nd
Anelisa Arredondo	Cristian Arredondo	7th
Christine Munoz	Emma Rivalcaba	PreK 4
Caroline Munoz	Valerie Sandoval	PreK 4
Sandra Gonzalez	Leyla Garcia	Kinder
Sandra Aguirre	Rylan Ventura	Rise

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