Eliseo Reyna
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512-414-6635
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Mission

Campus Mission:
Our mission is to provide a non-traditional high school educational experience that supports both academic and personal growth through personalized instruction to meet the academic and emotional needs of our students through community-building and fostering strong relationships.

Texas Public Education Mission Statement
The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. (TEC Title 2, Ch 4, Sec. 4.001)

Austin Independent School District Mission
Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metropoles in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice
GRADUATION PREPARATORY ACADEMY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.
Vision

Campus Vision:
Our vision is to graduate every student college, career, and life ready equipped with the social emotional skills required to thrive in school and life.
Comprehensive Needs Assessment

Demographics

Demographics Strengths

*No behavior discipline infractions last year or currently
*Faculty/Staff trained over student behavior strategies and building relationships

Demographics Weaknesses

*Increase attendance and credit completion
*Find additional resources for students and families
*Be in compliance with Sped

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

1.) In 2021-22, ___% of the students within the African American/Black population had one or more discipline events.
2.) In 2021-22, ___% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
As you can see by the numbers for both populations is none to little if any for not just these 2 populations but for ALL students. What we do is have clear and consistent systems. When we enroll students we have a group orientation to go over the handbook and how the school runs. Next we have an individual meeting with each student to do a needs assessment and go over academics. We then create a plan for success. The biggest thing is that we build RELATIONSHIPS. From the office to the classroom, we support and encourage ALL students academically and socially. When breakdowns happen we bring into the office to see how we can support and discuss a plan of action.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
In addition to the above, we make sure that all the students have the accommodations/modifications they need and support them academically.
Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

*12 EB students and 2 out of 3 teachers are ESL certified
*EOC Tutorials are offered on a weekly basis for English, Biology, and US History in group or individual
*Full time Sped Teacher this year
*84 tests taken last year and 53.5% were passed
*30% of passers were at Meets or higher

Student Achievement Weaknesses

*Increase consistent attendance for STAAR EOC tutorials
*38.1% tests not taken due to absences

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3ollZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:
1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)
Students in Special populations (504/Sped/EB) do not reach those standards.

As for Ethnicities. AA/White are less than 3 students each so it is hard to analyze.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
504 & Sped

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report
Students who are currently working on the course for the first time coupled with tutorials tend to reach Meets and/or Mastery
Comprehensive Needs Assessment

Student Achievement Summary (Continued)

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report
No data for 9th/10th grade. For 12th grade across TELPAS components, Speaking has the highest percentage of Beginners. Reading the highest level of percentage for Intermediate. Writing has the highest percentage of Advance High. Finally, most of the students in all domains fall in the Intermediate/Advance level.

School Culture and Climate

School Culture and Climate Strengths

*GPA Teacher provides bi-monthly SEL/healthy choices student meetings
*Also, individual guidance is given to students
*Students participate in Breakfast-in-the-Classroom
*Students do an online curriculum coupled with a PE coach for activities
*Do Edgenuity and/or Garza Health curriculum
*Work with CIS and have a school counselor trained teacher that support our students emotionally
*Working with City of Austin in providing our students a bi-monthly Community Youth Development curriculum

School Culture and Climate Weaknesses

*Create a functional CSH Team
*Incorporate CSH activities and provide information in our Parent meetings
*Participate in more CSH actives during the school year.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- CSH Implementation
Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

**No Data available**

1.) In 2021-22, using the CSH list, _________ of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

**Staff Quality, Recruitment and Retention Strengths**

*School Leadership was our school's highest %
*School positivity
*Set goals and work together to reach them
*Providing a welcoming environment for all
*Respectful of everyone

**Staff Quality, Recruitment and Retention Weaknesses**

*District support and trust
*Feedback
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

*Appropriate PD
*No SLC

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary

Staff Climate Survey
- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
District Support & School Climate
2.) Why did you select this/these area(s)?
   District Support was our lowest percentage and I want to work on our school having someone that they can trust and be able to help the school with resources when we need it. I want to make sure that we are saying and doing the same things to help each other out as well as our stakeholders.

School Climate was not the next lowest but I do want to have a more favorable percentage so that all stakeholders will be excited/energized to come to school/work and do their best.

I feel that this is the best place to start and once we can do better on this then we can work on the rest.

Campus Communication Goals & Practices
- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:
1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
   Doing the Customer service course and talking about what we do and how we do it to make sure that parents/families want to be here and come back.

2.) What are your customer service celebrations/strengths?
   All faculty/staff are friendly, courteous, and helpful. We call our students "mijo/mija" and treat students/families like ours. We also help each other as much as we can with duties. We also like to celebrate: all birthdays, credit earners/top workers(as well as top).

3.) What are your areas of growth?
   Social media: Creating website and keeping up with Twitter and Facebook.

4.) What will be your priority for customer service this year?
   Adding website and staying current with Twitter and/or Facebook.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

* Edgenuity has PreAp courses and will work with them and AISD Advanced Academics to see if we can incorporate to offer services.

Curriculum, Instruction and Assessment Weaknesses

* No GT services available due to our curriculum

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1JB2glMXy-BOvvk/edit?usp=sharing
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

No data available. Will work with ED and Advanced Academics office to see if we can implement into our school.

1.) Based on the 21-22 GT CAMP, ______ of the 5 areas were out of compliance. In 2022-23 ______________ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

3.) How do you support a culture that provides advanced learning opportunities to all students?

Access your MAS Dashboard here: https://access.austinisd.org/DMMasVueApp/#!

Think about the following areas as you look at your data:
- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

4.) How does the campus welcome families and students that are new to the country?
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Creative Learning Initiative (CLI)
Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Family and Community Involvement

Family and Community Involvement Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
CAC
customer service trends
District Family Survey results
SEL Implementation Survey results
Staff (TELL) Survey results

Family and Community Involvement Strengths

*Functioning PTSA last 2 years
*Engaged and participated in Community events: Boo the Flu, Austin Public Health Food Pantry
*Working on hiring Graduation Coach that will also have Parent Support Specialist duties
Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

*Increase Parental/community attendance at our Parent meetings and functions and solicit their voice on school/student matters
*Provide more opportunities for Parents and community to visit our school

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting
-dashboard//dashboard/5ac4ffbc97d6cb000d5e96c2?pagess=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- Family Engagement
- Community Engagement

No Data Available for School

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?
   Family Engagement

2.) Why did you select this/these area(s)?
   Our students families are non-existent and/or they do not share information with them. We need to make sure to communicate that information and let families know who we are, how we run, and what opportunities are out for students. We need the support of families to help students attend school and be successful.
GRADUATION PREPARATORY ACADEMY

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

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<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1. Add Whole Child, Every Child placeholder to bi-monthly faculty/staff meetings to discuss current/continuous activities. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.2)</td>
<td>Administrators</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Meeting agenda with minutes</td>
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<tr>
<td>2. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1)</td>
<td>Administrators, Project Specialist, Registrar, Teachers</td>
<td>October 2022 - May 2023</td>
<td>Criteria: Monthly meeting minutes and agenda</td>
<td></td>
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<tr>
<td>3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.2,3.3,3.4)</td>
<td>Administrators, Project Specialist, Teachers</td>
<td>September 2022 - May 2023</td>
<td>Criteria: meeting agenda, newsletters, calendar,</td>
<td></td>
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</tbody>
</table>
Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of 22-23, GPA will have at least a 70% favorable rating on School Climate from the Panorama Survey.

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<tr>
<td>1. Teachers will create an SEL model that focuses on relationships between post-secondary goals and fostering resiliency in students in at-risk populations. (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 3.1,3.2,3.3)</td>
<td>Administrators, Teachers</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Panorama Survey, Friday attendance will not be the lowest day attended, and student work will be displayed in social media and hallways</td>
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<tr>
<td>2. GPA will partner with the City of Austin Community Youth Development program so that they can provide a pathway towards workforce development and success as well as giving the youth an opportunity to not only gain real world experience with employment. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.3)</td>
<td>Administrators</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Panorama Survey and Friday attendance will not be the lowest day attended</td>
<td></td>
</tr>
<tr>
<td>3. GPA will have Assembly days, Celebrations, Student Recognitions, Serve students food/snacks to continue relationship building. Announcements of events, guest speakers, and community service opportunities. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.2,3.4)</td>
<td>Administrators, Project Specialist, Teachers</td>
<td>September 2022 - May 2023</td>
<td>(O)Other - $500</td>
<td>Criteria: At least 10 students will be participating in IBC courses, 15% increase in graduates and credits earned from previous year</td>
</tr>
</tbody>
</table>
**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 3.** (Family Engagement) SMART Goal: By the end of 22-23, GPA will host at least 2 family engagements and try to get 100% of parents/guardians to visit the school.

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<tbody>
<tr>
<td>1. Will require a Parent Orientation for those enrolling students at GPA. (Target Group: All) (ESF: 3.1,3.2,3.4)</td>
<td>Administrators, Project Specialist</td>
<td>October 2022 - May 2023</td>
<td></td>
<td>Criteria: Sign-in sheet with date and agenda/ppt.</td>
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<tr>
<td>2. Will conduct at least 2 celebration luncheons/dinners with parents to celebrate holidays/accomplishments/end of school. (Target Group: All) (ESF: 3.1,3.3,3.4)</td>
<td>Administrators, Project Specialist, Registrar, Teachers</td>
<td>September 2022 - May 2023</td>
<td>(L)Campus BTO - $500, (O)Other - $500</td>
<td>Criteria: Invitations and calendar</td>
</tr>
<tr>
<td>3. GPA will use all available resources to communicate with parents: email, phone, text, Remind 101, meetings, home visits, social media, and school messenger. (Target Group: All) (ESF: 3.1,3.3,3.4)</td>
<td>Administrators, Project Specialist, Registrar, Teachers</td>
<td>September 2022 - May 2023</td>
<td></td>
<td>Criteria: Ecst reports, school messenger messages, social media snipits, and Panorama results.</td>
</tr>
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</table>
**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) SMART Goal: By the end of 22-23, GPA will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

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<tr>
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<tbody>
<tr>
<td>1. Committee to include faculty/staff, students, parents, and community members will be created to refine the GPA mission, vision, and core values. (ESF: 3.1,3.2,3.4)</td>
<td>Administrators, Project Specialist, Registrar, Teachers</td>
<td>Jan 2023 - May 2023</td>
<td></td>
<td>Criteria: Meeting dates and minutes</td>
</tr>
<tr>
<td>2. GPA will engage in strategies/activities that demonstrate high expectations, student success, and college/career readiness/success. (ESF: 3.1,3.2)</td>
<td>Administrators, Project Specialist, Teachers</td>
<td>September 2022 - May 2023</td>
<td></td>
<td>Criteria: SEL and daily attendance, IBC enrollment, FAFSA completion, and College applications</td>
</tr>
<tr>
<td>3. Panorama surveys, to include school climate, will be administered at the end of the year and results will show a 10% increase from 21-22. (ESF: 3.1,3.4)</td>
<td>Administrators, Project Specialist, Teachers</td>
<td>Spring 2023</td>
<td></td>
<td>Criteria: Panorama Survey</td>
</tr>
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</table>
**GRADUATION PREPARATORY ACADEMY**

**Goal 3.** (Increased Enrollment) Smart Goal Semester 1: Campus enrollment will increase from ? to ? by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from __64__ to __69__ by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

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<tbody>
<tr>
<td>1. GPA will utilize the Optional Flex School Day Program (OFSDP) Attendance systems after approval from the school board and TEA to attract students who cannot be at school all day. (ESF: 3.2)</td>
<td>Administrators, Registrar, Teachers</td>
<td>October 2022 - May 2023</td>
<td>Criteria: Application with Board approval and email from TEA stating that it has been approved.</td>
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</tr>
<tr>
<td>2. Offer and conduct the Patient Care Technician (PCT) and Google Analytics certification in the Spring semester to attract students who want to the these certifications in a semester. (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3.1)</td>
<td>Administrators</td>
<td>October 2022 - May 2023</td>
<td>Criteria: Student roster for class and test certification</td>
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<tr>
<td>3. Create flyer/brochure to send to other school's Graduation Coaches, Counselors, and Success Coaches as well as talk at one of district counselor meetings. (Target Group: All)</td>
<td>Administrators, Project Specialist</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Copies of brochure/flyer, counselor meeting invite and emails to the graduation and success coaches.</td>
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**GRADUATION PREPARATORY ACADEMY**

**Goal 4.** (Exemplary Customer Service) By the end of 22-23, GPA will move from Developing to Meets Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

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<th>Resources</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>1. All faculty and staff will have accurate and current email signatures and out of office replies.</td>
<td>Administrators, Project Specialist, Registrar, Teachers</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Copies of faculty/staff email signatures and out of office replies,</td>
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<tr>
<td>2. All faculty/staff will have updated internal/external and out of the office phone messages.</td>
<td>Administrators</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Customer Care Audit</td>
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<tr>
<td>3. Faculty/staff will use RAVE to acknowledge colleagues doing an exceptional job.</td>
<td>Administrators, Project Specialist</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Copies/emails of Rave awards or submissions</td>
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<tr>
<td>4. Presentation will be made over the Cares page to orient all faculty/staff of the resources.</td>
<td>Administrators</td>
<td>Sept. 2022 - Oct. 2022</td>
<td>Criteria: Agenda</td>
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<tr>
<td>Name</td>
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<tr>
<td>Reyna, Eliseo</td>
<td>Director</td>
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<tr>
<td>Seibert, Connie</td>
<td>CAC staff Co-Chair</td>
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<tr>
<td>Minney, Danielle</td>
<td>Teacher</td>
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<tr>
<td>Martinez, Cynthia</td>
<td>Project Specialist</td>
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<td>Ramirez, Maria</td>
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<td>Wilson, Angel</td>
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<td>Zamora, Dionna</td>
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<td>2022 Actual</td>
<td>SCA 1</td>
<td>SCA 2</td>
<td>SCA 3</td>
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<td>2023 Goals</td>
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