

## Bert Corona Charter High School 2023–24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team					
Mr. Dueñas	Mrs. Fuentes (CoSCC), Mr. M. Garcia (DoCCR), Mr. N. Garcia (Col), Mr. Pelayo (CoCS), Mrs. Pena (CoO)					
Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: <a href="#">Ed-data</a> )	225	266	216	197	214	221
Unduplicated Pupil Count (Source: <a href="#">Ed-data</a> )	171	204	179	177	178	184
Free/Reduced (Source: <a href="#">Ed-data</a> )	164	197	175	163	173	183
English Learners (Source: <a href="#">Ed-data</a> )	30	34	37	38	43	42
Chronic Absenteeism (Source: <a href="#">Ed-data</a> )	19.1%	21.2%	n/a	22.1%	43.3%	36.3%
Suspensions (Source: <a href="#">Ed-data</a> )	6.7%	1.9%	3.2%	0%	5.1%	1.8%
Expulsions (Source: <a href="#">Ed-data</a> )	0%	0%	0%	0%	0%	0%
ELPAC Proficiency	(Suppressed)	3.23%	n/a	8.33%	17.95%	4.55%
Redesignated Fluent English Proficient	40%	20%	23.53%	16.22%	0%	3.5%
English/Language Arts	45.45%	38.09%	n/a	n/a	53.06%	33.3%
Mathematics	15.55%	12.90%	n/a	n/a	8.00%	4.16%
Science		17.07%	n/a	n/a	3.70%	20%
Cohort Graduates (Source: <a href="#">Ed-data</a> )	91.7%	93.2%	84.4%	68.6%	96.3%	92.5%
Cohort Dropouts (Source: <a href="#">Ed-data</a> )	0%	4.5%	10.9%	5.9%	0%	7.5%
Cohort Graduates Meeting UC/CSU Requirements (Source: <a href="#">Ed-data</a> )	100%	100%	100%	57.1%	65.4%	0%

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

## Overview Statement/Description of School Performance Trend

In high school, only 11th grade students take the state CAASPP assessment each year. As a result, analyzing the CAASPP data does not provide accurate trend or growth data. However, the data does allow for our students to be compared to other 11th graders at the state and district level. Our students have historically scored higher in English Language Arts than in Math. In 21-22, our students had the highest ELA proficiency rate in the school's history with 53.06% of the students meeting or exceeding the standard. In 22-23, the students had the lowest proficiency in the last 6 years with 34% of the students meeting or exceeding the standard. Math proficiency has declined since even before the pandemic, dropping from 15.5% to 4% students meeting or exceeding the standard. Perhaps the most important factor impacting these numbers is the overall increase in chronic absenteeism from a low of 19.1% in the 2017-18 SY to a high of 43.3% in the 21-22 SY. We are projecting a 39% Chronic Absenteeism rate for the 22-23 SY. If students are not in school they can not master the standards or do well on state or benchmark assessments. We must increase student engagement so that students are in school learning so the academic achievement/performance will improve/increase.

BCCHS staff will focus on consistent implementation of research based instructional strategies that increase student engagement inside and outside the classroom. Staff will use strategies including 1) using data to drive instruction and decision making; 2) using strategies to build engagement and academic language; 3) using a multi-tiered system of support built on strong PBIS practices, advisory program, and social emotional supports; 4) using targeted tutoring in math and ELA; and 5) strengthening our student clubs, sports, and after school program.

## I. Building a Responsive Data Culture

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase certificated staff understanding of local NWEA MAP data as it impacts reading, writing, and math skills/performance	Instructional support and professional development strand in weekly PD that focuses on content assessment results (grades, formative assessments-EXIT Tickets, etc.) and NWEA growth	<ul style="list-style-type: none"> <li>All teachers receive documented weekly observation and feedback.</li> <li>Identified teachers will receive documented bi-weekly coaching/planning/support.</li> <li>All teachers administer daily Exit Tickets to have an understanding of what students know/understand</li> <li>Teachers receives coaching/planning support from assigned administrator/coach</li> <li>With coach, teachers will regularly examine formative assessments in their content areas to gauge</li> </ul>	Ruben Duenas, Executive Administrator  Nestor Garcia, Coordinator of Instruction	SchoolMint Grow  Professional Development Plan (and revisions)  NWEA Diagnostic Data	On-going

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		(mis)understanding, and plan for effective reteaching <ul style="list-style-type: none"> <li>Incorporate reading and writing throughout the content areas using SFA strategies</li> </ul>			

## II. English–Language Arts & English Language Development

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
Increase ELA student performance on SBAC <table border="1" data-bbox="94 706 397 987"> <thead> <tr> <th colspan="3">2022-23</th> </tr> <tr> <th></th> <th>% Met/exceed</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>33.3%</td> <td>-62.5</td> </tr> <tr> <td>Latino</td> <td>33.3%</td> <td>-59.6</td> </tr> <tr> <td>SED</td> <td>34.9%</td> <td>-59.2</td> </tr> <tr> <td>SWD</td> <td>18.18%</td> <td>-178.7</td> </tr> <tr> <td>EL</td> <td>n/a</td> <td>-155.6</td> </tr> </tbody> </table> (Source: <a href="#">CDE CAASPP Website: CA Dashboard</a> )	2022-23				% Met/exceed	DFS	School	33.3%	-62.5	Latino	33.3%	-59.6	SED	34.9%	-59.2	SWD	18.18%	-178.7	EL	n/a	-155.6	Overall percentage of students performing at or exceeding standard; decreasing the number of students performing at the “Not Met” level by 15%	<ul style="list-style-type: none"> <li>Development of Annual Student Profile using NWEA data to guide efforts for improvement in reading/writing in grade 11</li> <li>Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a plan to adjust instruction for the remainder of the school year.</li> </ul>	Ruben Duenas, Executive Administrator  Nestor Garcia, Coordinator of Instruction	NWEA Diagnostic Data  Progress Report Cards  Semester Report Cards  Mastery Assignment Assessment  CAASPP/SBAC Interim Assessment Data	June 2024
2022-23																										
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Increase student RIT and Lexile level scores.	By the end of the school year, over 50% of students will meet their Lexile growth goal as measured by NWEA.	<ul style="list-style-type: none"> <li>Conduct Student Level Lexile Analysis to determine support for targeted tutoring in reading</li> <li>ELA and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and monitor progress towards meeting typical growth goals.</li> <li>Data and goal-setting meetings with parents of targeted students.</li> </ul>	Nestor Garcia, Coordinator of Instruction  Shana Chilton, Reading Specialist  ELA and Advisory Teachers	NWEA Diagnostic Data  Achieve3000	3 times a year																					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Strengthen EL Professional Development	By the end of the school year, 20% of EL students will meet reclassification criteria and be eligible to designate as RFEP.	<ul style="list-style-type: none"> <li>Lessons with ELD strategies focused on Reading, Writing, Speaking and Listening to prepare students for ELPAC.</li> <li>ELPAC type questions administered in classes throughout the school year to expose students to the rigor of the ELPAC assessment.</li> <li>Provide targeted ELD instruction to increase the number/percentage of English Learners demonstrating growth in English language acquisition and redesignation rates.</li> </ul>	Nestor Garcia, Coordinator of Instruction  All Teachers	NWEA Diagnostic  Reading Inventory  ELA Grades	Ongoing

### III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase student RIT and Quantile level scores.	By the end of the school year, over 50% of students will meet their Quantile growth goal as measured by NWEA.	<ul style="list-style-type: none"> <li>Teachers receive documented weekly observation and feedback.</li> <li>Identified teachers will receive documented bi-weekly coaching/planning/support.</li> <li>Conduct Student Level Quantile Analysis to determine support for targeted tutoring in math.</li> <li>Math and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and</li> </ul>	Nestor Garcia, Coordinator of Instruction  Oscar Campos, Math Instructor  Stephan Ngatho, Math Instructor	NWEA Diagnostic data	3 times a year

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		monitor progress towards meeting typical growth goals. <ul style="list-style-type: none"> <li>Students scheduled to an Academic Lab block who are not performing at grade level in math will focus on developing core skills in Math.</li> </ul>																								
<p>Overall percentage of students performing at or exceeding standard in CAASPP / SBAC.</p> <table border="1" data-bbox="96 626 384 911"> <thead> <tr> <th colspan="3" data-bbox="96 626 384 667"><u>2022-23</u></th> </tr> <tr> <th data-bbox="96 667 182 724"></th> <th data-bbox="182 667 279 724">% Met/ exceed</th> <th data-bbox="279 667 384 724">DFS</th> </tr> </thead> <tbody> <tr> <td data-bbox="96 724 182 764">School</td> <td data-bbox="182 724 279 764">4.16%</td> <td data-bbox="279 724 384 764">-153.5</td> </tr> <tr> <td data-bbox="96 764 182 805">Latino</td> <td data-bbox="182 764 279 805">4.44%</td> <td data-bbox="279 764 384 805">-156.7</td> </tr> <tr> <td data-bbox="96 805 182 846">SED</td> <td data-bbox="182 805 279 846">4.66%</td> <td data-bbox="279 805 384 846">-154.6</td> </tr> <tr> <td data-bbox="96 846 182 886">SWD</td> <td data-bbox="182 846 279 886">0%</td> <td data-bbox="279 846 384 886">-205.3</td> </tr> <tr> <td data-bbox="96 886 182 911">EL</td> <td data-bbox="182 886 279 911">n/a</td> <td data-bbox="279 886 384 911">-193.6</td> </tr> </tbody> </table> <p>(Source: <a href="#">CDE CAASPP Website</a>)</p>	<u>2022-23</u>				% Met/ exceed	DFS	School	4.16%	-153.5	Latino	4.44%	-156.7	SED	4.66%	-154.6	SWD	0%	-205.3	EL	n/a	-193.6	<p>By the end of the school year, 15% of students will perform at or above the standard on the CAASPP Math assessment.</p> <p>By the end of the school year, we will decrease the number of students performing at the “Not Met” level by 15%.</p>	<ul style="list-style-type: none"> <li>Classroom walkthroughs to take regular snapshots about what is going on in each room.</li> <li>Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members.</li> <li>Increased opportunities for students to work in groups and to interact intentionally.</li> <li>Creation of student “Hotlists”: targeted students for tutoring, support, and analysis based on our NWEA and CAASPP data.</li> <li>Data and goal-setting meetings with parents of targeted students.</li> <li>Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here.</li> <li>Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a plan to adjust instruction for the remainder of the school year.</li> </ul>	<p>Ruben Duenas, Executive Administrator</p> <p>Nestor Garcia, Coordinator of Instruction</p> <p>Ena LaVan, Chief Accountability Officer</p>	<p>NWEA Diagnostic Progress Report Cards</p> <p>Semester Report Cards</p> <p>Mastery Assignment Assessment</p> <p>CAASPP/SBAC Interim Assessment Data</p>	<p>By the end of the year (CAASPP in May)</p>
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Supporting SWD/ELs in core mathematics	Increase the level of implementation of accommodations provided to students based on their IEP and ensure the use of SDAIE strategies to support special populations.	<ul style="list-style-type: none"> <li>Professional development, coaching, and feedback aligned with the focus on using real-world problems to demonstrate abstract concepts.</li> <li>Monitor accommodations provided to students based on their IEP to track the level of access to content based on students' needs.</li> <li>Lessons with ELD strategies focused on Reading, Writing, Speaking and Listening in a math context to prepare students for ELPAC.</li> </ul>	Nestor Garcia, Coordinator of Instruction  Oscar Campos, Math Instructor  Stephan Ngatho, Math Instructor  Janette Perez & Juan Matias Lopez, Resource Specialist Teachers	Coaching/Planning/Observation/Feedback Documentation	Ongoing

#### IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline															
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2022-23																				
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School	20%	66%																		
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		plan to adjust instruction for the remainder of the school year.			

## V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline										
Decrease Suspension rate <table border="1"> <thead> <tr> <th colspan="2">2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1.8%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> <tr> <td>EL</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>2%</td> </tr> </tbody> </table> (Source: CA School Dashboard)	2022-23		All	1.8%	SWD	0%	EL	0%	SED	2%	3%	<ul style="list-style-type: none"> <li>- Full implementation of PBIS Tier I Program</li> <li>- Use PBIS TFI to measure Tier I implementation</li> <li>- Change behavior expectations to Safe, Respectful, Responsible and weave College ready, active citizen, and life long learner into school culture</li> </ul>	Yolanda Fuentes Assistant Executive Administrator  Liz Gonzalez, Coordinator of School Culture and Climate	<ul style="list-style-type: none"> <li>- 60% TFI Fidelity Rating</li> <li>- 70% TFI Fidelity Rating</li> <li>- 80% TFI Fidelity Rating</li> </ul>	<ul style="list-style-type: none"> <li>- January 2024</li> <li>- June 2024</li> <li>- June 2025</li> </ul>
2022-23															
All	1.8%														
SWD	0%														
EL	0%														
SED	2%														
Maintain 0% expulsion rate  2022-23 Expulsion Rate: 0% (Source: <a href="#">DataQuest 2022-2023 Expulsion Report</a> )	0%	<ul style="list-style-type: none"> <li>- Implement Multi-Tiered System of Support program to support students with Tier II, III needs</li> <li>- Implement Mental Health Services Professional (MHSP) Demonstration Grant with the Multicultural Learning Center to increase social skill training for students</li> </ul>	Silverio Pelayo, Coordinator of Community Schools	<ul style="list-style-type: none"> <li>- 60% TFI Fidelity Rating</li> <li>- 70% TFI Fidelity Rating</li> <li>- 80% TFI Fidelity Rating</li> </ul>	<ul style="list-style-type: none"> <li>- June 2024</li> <li>- June 2025</li> <li>- June 2026</li> </ul>										

## VI. Community Engagement

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase parent participation in meetings and workshops	Parent meetings and workshops will have at least 20-25 participants per event.	<ul style="list-style-type: none"> <li>- hold monthly college workshops for parents</li> <li>- Hold Cafe con Los Directores meetings monthly</li> </ul>	Max Garica, Director of College and Career Advising Isis Peña	Attendance Sheets for each meeting	-Year round

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		<ul style="list-style-type: none"> <li>- Hold Cara y Corazon workshops monthly</li> </ul>	Coordinator of Operations  Silverio Pelayo, Coordinator of Community Schools		
Increase parent participation in large-scale events: Parent Conferences and Back to School Night, Spring Open House including a Student Art Show	-50% B2SK Attendance -90% Parent Conference Attendance -50% Spring Open House Attendance	<ul style="list-style-type: none"> <li>- Change B2SK to A community Fair model</li> <li>- Change student led parent conferences to parent conferences</li> <li>- Implement Spring Open House including a Student Art Show</li> </ul>	Isis Peña Coordinator of Operations  Operations Staff	B2SK, Parent Conference, Open House Attendance attendance tracker	-September 2024 -October 2023 -April 2024
Increase visibility of community partners, including their participation in school-based decision-making.	15 community partners	<ul style="list-style-type: none"> <li>- Invite community partners to B2SK, Parent Conferences, Fall Open House including a Student Art Show</li> <li>- Invite community members to be regular participants in SAC and ELAC meetings, as well as data walks and goal setting meetings.</li> </ul>	Silverio Pelayo, Coordinator of Community Schools	Attendance sheet from community events	June 2024

## VII. Attendance

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease unexcused tardies between classes	reduce by 25% from month to month until below 5 per day	<ul style="list-style-type: none"> <li>- Reduce passing period from 10 minutes to 5 minutes</li> <li>- Collect, present and share tardy data with staff</li> <li>- Modify supervision plan to increase staff presence during passing periods</li> </ul>	Isis Peña Coordinator of Operations  Yolanda Fuentes Assistant Executive Administrator	Bell schedule	-August 2023  -Monthly at Admin and Staff Meetings

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Decrease Chronic Absenteeism by 20%  <table border="1" data-bbox="110 475 333 699"> <thead> <tr> <th colspan="2">2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>36.3%</td> </tr> <tr> <td>SWD</td> <td>40%</td> </tr> <tr> <td>EL</td> <td>37.5%</td> </tr> <tr> <td>Latino</td> <td>36.7%</td> </tr> <tr> <td>SED</td> <td>36.7%</td> </tr> </tbody> </table> (Source: CDE DataQuest)	2022-23		All	36.3%	SWD	40%	EL	37.5%	Latino	36.7%	SED	36.7%	19% or lower  -Develop 10 internship placements for students -Print all YPICS uniforms	<ul style="list-style-type: none"> <li>- Provide professional development regarding Chronic Absenteeism for staff</li> <li>- Collect, present and share chronic absentee tardy data with parents students and staff</li> <li>- Increase communication with parents and students with attendance letters, parent calls, individual meeting, and home visits</li> <li>- Develop and implement student intern program</li> <li>- Develop screen printing micro-business</li> </ul>	Liz Gonzalez, Coordinator of School Culture and Climate  Isis Peña Coordinator of Operations  Silverio Pelayo, Coordinator of Community Schools  Silverio Pelayo, Coordinator of Community Schools  Richard Benavides, Media Arts Teacher	-Professional development agendas -Parent meeting logs -Home visit logs  -Placement of students -Annual sales/piece production	-Year round -Monthly at Admin, Staff Meetings, and individual meetings with parents and students  -Each semester -End of year
2022-23																	
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