SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Frank Otis
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Principal Name	Brian Dodson
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Date of SSC Approval	5.24.2024
Date of BOE Approval	Insert on Allsites Tab

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking,	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults

	to state and district standards and school vision	writing, and academic language practice in service of grade-level standards	and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

All School Site Plans will focus their efforts on LCAP Goals 1 and 2. Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome		AY 2021-22	
	District	Site	A/A			District	Site
Math SBAC: *Average Distance from Level 3 (Standard Met)*	**5.7**	**18**	**-56.5**	**EL Reclassification:** *% of English Learners who were redesignated as RFEP*		**56%**	**20%**
ELA SBAC: *Average Distance from Level 3 (Standard Met)*	**36.5**	**36.3**	**0**	**ELPAC:** *% of students scoring 'moderately' or 'well developed' **		**76.40%**	**74.6%**
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	**58.90%**			**At-risk ELLs**: *% of English Learners at-risk of becoming Long Term English Learners (LTELs)*	**K-5th**	**15.63%**	**20%**
% of students with one or more D, F, or Is	**11%**				**6th-8th**	**2.78%**	

		9th-12th	2.13%	
	Percent of students improving one or more ELPI levels		60.60%	N/A

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome		AY 2021 -2022		
		District	Site	A/A
Chronic Absenteeism *% of students who are absent 10% of more of their enrolled days*		16.9%	8.7%	N/A
Suspension Rate/Office Discipline Referrals *% of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.*		1.4%/3.2%	.2%	N/A
Graduation *% of four-year cohort completing graduation requirements*		94.5%		
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey		88%	98.1%	100%
California Healthy Kids Survey: *% of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school*	5th	84%	75%	N/A
	7th	71%		
	9th	66%		
	11th	64%		

SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we... Continue our work with Culturally Responsive Teaching and Learning emphasizing intentional student discourse routines in ELA combined with an increased emphasis on targeted reading interventions and supports being implemented in the classroom

Then students will ... By June, 2024, show a 5% increase in engagement as measured by the student discourse walkthrough data. In addition they will show an overall proficiency of 89% (an increase of 2%) and an SGP of 74% (an increase of 3%) on their STAR Reading and Early Literacy assessments.
Then our Black A/A students will ... Show an increase in engagement and Reading (specifically related to informational text)
SMARTIE Goal: **Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.**
By June, 2024, show a 10% increase in engagement as measured by the student discourse walkthrough data and show an overall Reading proficiency of 70% (an increase in 10%) and an 81% SGP (an increase of 10%).
As measured by... Quantitative and Qualitative Student Discourse Walkthrough Tools, STAR reading and Early Literacy Assessments

Teacher Actions	SLT Actions	Leadership Actions
Teachers will continue to engage in walkthroughs (at least twice annually) in which a specific focus is put on the quantity of overall student discourse happening in the classroom as well as the quality of the discourse with a focus on individual barometer students.	SLT will continue to work on scheduling the walkthrough times and lead PD during staff meeting regarding the usage and alignment of the walkthrough tools	Leadership will model a variety of discourse strategies during staff PD and will continue to communicate to the Otis community about the purpose of student discourse and its benefits on deep student learning. Leadership will collect data related to academic student discourse in order to measure progress towards our goals.
Teachers will provide targeted Tier II interventions in the classroom based on student need determined by data used during Wednesday PLCs. A specific emphasis on Tier II reading groups will focus on informational text.	SLT will help to plan the protocols used during PLC and will provide process feedback to leadership on the effectiveness of the PLC time. SLT will also continue to develop PD on how to effectively implement Tier II practices in a General Ed classroom. SLT will determine data to be used during PLC as well as protocols for discussion. SLT will work in	Leadership will continue to provide training for Grade Level Leads in order to facilitate effective PLCs and will establish monitoring systems to ensure that students in need of Tier II interventions are receiving them with fidelity. Leadership will provide teachers with the resources necessary to emphasize informational text instruction.

	conjunction with Grade Level leads to establish agendas for PLCs.	
Teachers will implement integrated and designated ELD practices to support all EL students	SLT will develop PD on the implementation of integrated and designated ELD and will provide process feedback on implementation.	Leadership will provide PD regarding the moral imperative of integrated and designated ELD and will distribute disaggregated STAR reading data 3x/year to demonstrate growth (or lack thereof) towards our goals.
Teachers will select barometer students to track throughout the year to ensure that Tier I and Tier II practices in the classroom are beneficial for those students in particular.	SLT will develop the criteria for selecting barometer students	Leadership will communicate the rationale of selecting barometer students and will provide staff with training on data sources to use to monitor barometer student progress towards goals.

SPSA Goal 2:

Goal 2: Improve Chronic Absenteeism (Theory of Action)
If we... create a positive learning environment that includes Culturally Responsive Teaching practices, Positive Behavior Intervention and Support, effective Socio-emotional Learning practices, and reinforce attendance expectations with students and families,
Then... students will attend school more consistently, reducing the school's Chronic Absence rate to 8% (2& decrease) and improving the school's overall attendance rate.
SMARTIE Goal 2: **Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.**
Which will result in by June 2024, chronic absenteeism of Black/AA students will be reduced by 10% (16% overall) and average daily attendance increase in 3% (96% overall)
As measured by Average daily attendance/chronic absenteeism rates, qualitative data from CCEIS listening sessions, family trust and relationship survey

Teacher Actions	SLT Actions	Leadership Actions
Teachers will implement Culturally Responsive Teaching and Learning practices throughout the school day	SLT will help design and lead PD regarding Culturally Responsive Teaching and Learning	Leadership will set aside time in staff meetings (at least 1x/month) for ongoing PD regarding Culturally Responsive Teaching and Learning
Teachers will continue to implement to PBIS practices school wide ensuring that all students are receiving positive reinforcement at a minimum 4:1 ratio to redirection	SLT will provide process data on the implementation of PBIS practices by reflecting on our TfI and sharing practices with staff regarding increasing the amount of	Leadership will work with office staff to ensure PBIS reinforcement is being tracked and data on frequency of student reinforcement being provided is shared with all staff
Teachers will hold "Hopes and Dreams" meetings with barometer families at the beginning of the year and emphasize the importance of attendance on student achievement.	SLT will develop criteria for selecting barometer students/families and will collaborate with colleagues regarding how to hold a "hopes and dreams" conference	Leadership will designate the 1st 3 Wednesday collaborations of the year for training and holding of "hopes and dreams" conferences for students
Teachers will implement Toolbox (SEL curriculum) in all classrooms and will use Toolbox Reflection sheets to help students reflect on misbehavior through a restorative practices lens	SLT will continue to provide input on the implementation of Toolbox including the practicality and usefulness of Toolbox reflection sheets	Leadership will continue to promote Toolbox at School Wide Morning Gatherings and will promote a "Toolbox Tool of the Week" in weekly parent communication
Teachers will present on the importance of attendance and punctuality at Back to School Night	SLT will help develop resources to be shared at Back to School Night regarding the importance of attendance	Leadership will provide teachers with prior years attendance data and research regarding the importance of attendance

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Annual Review

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous year.

LCAP Goal #1- Student Discourse
All: By May 2023, 22/22 classrooms will implement intentional talk protocols to ensure opportunities for student discourse within a 20 minute time period. As a result, students will continue to make gains toward grade level standards.

Teachers attended 3 Professional Development sessions centered around Culturally & Linguistically Responsive Teaching & Learning centered around engagement strategies and intentional student discourse routines. During classroom walkthroughs, 100% of classrooms demonstrated student discourse within a 20 minute instructional block. This goal was met.

Equitable Goal: By May 2023, 100% of AA/EL/IEP/CCEIS students will participate in academic discussion within a 20 minute time period. As a result, students will make at least 35% benchmark growth in ELA and Math according to the STAR SGP.

Targeted and disaggregated student discourse goal to be collected during May 15 walkthroughs. Unable to determine progress towards goal at this time as discourse data was not disaggregated by target populations.
STAR Reading: Reading Student Growth Percentile (SGP) for the following groups: Black/AA: 70%, EL: 57%, IEP 63%. The goal as written was unmet because less than 100% of students reached the SGP of 35.
STAR Math: Math Student Growth Percentile (SGP) for the following groups: Black/AA: 65%, EL: 57%, IEP: 63%. The goal as written was unmet because less than 100% of students reached the SGP of 35.

LCAP Goal #2- Tier 1 ELA Instruction
All: Using a balanced literacy approach we will improve our Tier 1 ELA instruction so that 80% of K-2 students meet the expected growth (35%) according to the SGP on the ELA STAR assessment and grade level expectations for F&P.

According to our F&P results, only 62% of all K-2 students are meeting grade level proficiency for reading.

Equitable (AA/EL/IEP/CCEIS): We will implement culturally and linguistically responsive practices that support a balanced literacy approach so that 85% of our AA/Black/Hispanic/Latinx K-2 students will meet grade level expectations as indicated by F&P by the end of school year 2023.

We cannot share disaggregated data for our Black/AA student F&P levels as the numbers are statistically to small to protect anonymity. However, 56% of our Black/AA are meeting grade level expectations according to F&P. For our Hispanic/LatinX students, only 43% of students are meeting grade level expectations according to F&P. This goal is not met.

LCAP Goal #4: Family Engagement
Overall: By May 2023, 85 percent of families (parents/guardians) will indicate that there are opportunities for involvement or participation at school.
While we are not able to answer this question directly as the Otis Family Relationship Survey was formatted differently than the District Family Relationships and Trust Survey, there are several comparable data points that we can look to use

to help us answer this question. 86% of all families either agree or strongly agreed with the statement "Teachers and administrators at this school believe that I am doing my best to help my child learn". 87% either agreed or strongly agreed that "I believe that I do a good job of supporting the teachers at this school". 86% of families either agreed or strongly agreed with the statement "I feel respected by teachers and administrators at this school". While these are encouraging indicators, based on the fact that the goal was written specifically around opportunities for family involvement and participation at school, we are not able to determine whether or not this goal was achieved.

Equitable (AA/EL/IEP/CCEIS): By May 2023, 85 percent of families with AA/EL/IEP/CCEIS students will indicate that they see themselves as partners in ensuring that their student(s) make progress toward grade level standards.
In regards to the statement, "At this school, teachers and families think of each other as partners", 100% of Black/AA families agreed/strongly agreed, 71% of families who have a student with an IEP agree/strongly agree, 88% of ELL families agree/strongly agree, and 100% of our CCEIS Scholar families agree/strongly agree. This goal is partially met as more work needs to be done to partner with our families who have students with an IEP.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

Less emphasis was put on a "balanced literacy approach" as it did not seem to be in line with the current direction we are moving in regards to the literacy articulation. More work was spent in particular with K-2 staff aligning current curriculum being used and surfacing how each of the 5 pillars of literacy are being addressed in the classroom across grade levels.

Describe any changes that will be made to this goal, the annual outcomes, metrics or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will work to be more intentional with our family engagement strategies (targeted listening sessions with CCEIS families and students) and have purchased Phonemic Awareness and explicit Phonic instructional intervention materials to support small-group classroom intervention work for next year.

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

High Level Team Planning Template			
School Site:	Frank Otis		

	Professional Development Days		
	Goals:		
August 9th and 10th	**Potential Topics/Outcomes** **Enter Data Here**	**Important Dates to Consider**	
	Staff Meetings	**Grade/Dept Collaboration**	**Instructional Leadership Team**
	Goals:	**Goals:**	**Goals:**
August	**Potential Topics/Outcomes** **Safety**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
September	**Potential Topics/Outcomes** **Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance & What is COST**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
October	**Potential Topics/Outcomes** **Assessment calendar - ERG**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

November	**Potential Topics/Outcomes** **Walkthroughs - Instructional focus and SPSA goals**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
December	**Potential Topics/Outcomes** **PBIS - Review**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
January	**Potential Topics/Outcomes** **Homework Review & Instructional Focus/SPSA data update** **Important Dates to Consider**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
February	**Potential Topics/Outcomes** **Assessment calendar - ERG**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

March	**Potential Topics/Outcomes** **PBIS and COST & Testing**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
April	**Potential Topics/Outcomes** **Safety update & SPSA reworking of actions and goals** **Important Dates to Consider**	**Potential Topics/Outcomes** **Important Dates to Consider**	**Potential Topics/Outcomes** **Important Dates to Consider**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
May	**Potential Topics/Outcomes** **SPSA goals and actions refined - Finals week agreements**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
June	**Potential Topics/Outcomes** **Closing Procedures**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
							Subs for peer observations, walkthroughs (hourly rate)
	$ 3,500.00						Subs for peer observations, walkthroughs, assessments (daily sub)
	$ 9,550.00						
						$ 50,000.00	Reading and Math Intervention PSA
[redacted]					$ -	$ 50,000.00	[redacted]
					Total	$ 63,050.00	

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]

Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 63,250.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	**Allocation ($)**
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
Subtotal of additional federal funds included for this school:	$ -
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	**Allocation ($)**
LCFF Supplemental	$ 13,050.00
[List state or local program here]	$[Enter amount here]
Subtotal of state or local funds included for this school: $	$ 13,050.00
Total of federal, state, and/or local funds for this school: $	$ 13,050.00

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	**Allocation**
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$0

Total amount of federal categorical funds allocated to this school	$ -

Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.The current make-up of the council is as follows:

Names of Members	**ROLE***
Stephanie Green	Parent Representative- Chair
Patricia Drew	Parent Representative
Katie Honegger	Parent Representative
Brian Dodson	Site Principal
Jennifer Nelson	Teacher
LaShonda Knox	Office Manager
Monica Dortch	Teacher
Esperanza Mendez	Teacher

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils

2023-24 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

✓ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: .

Attested:

Brian Dodson		5.25.2023
Typed name of school principal	Signature of school principal	Date
Stephanie Green		5/30/23
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date