

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Margaret Keating Elementary School	08-61820-6005417	October 12th, 2022	November 10, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Margaret Keating School's site plan adheres with ESSA requirements and is in alignment with the Local Control and Accountability Plan in the following ways:

- 1. Academic Standards:** Margaret Keating School addresses and adheres to Common Core Academic Standards in Math and English/Language Arts, Next Generation Science Standards, California State Social Science Content Standards & Framework. The school uses the board adopted California-standards based curricula and supplementary material to address skills-focused, standards-based instruction.
- 2. Annual Testing:** Margaret Keating School annually administers the Smarter Balanced Assessments within the CAASPP format (California Assessment of Student Performance and Progress), as well as the CAST (California Science Test). In addition, Margaret Keating School benchmark assesses each student three times per year for Mathematics and English Language Arts for the purpose of identifying learning gaps, creating structured academic supports, and as a measurement for showing growth. The school also uses an online instructional and assessment platform to monitor ELA development in real time.
- 3. School Accountability:** Margaret Keating School is measured on the California Dashboard each year by the indicators: Academic Achievement & Progress, Chronic Absenteeism and Attendance, and Discipline/Suspension Rates.

4. Margaret Keating School establishes four school goals within our School Plan for Student Achievement, and all of our school goals are aligned with our district's 2019/2020 LCAP goals: Increase Student Achievement on Local and State Assessment, Improve School Climate for All Students, Parents, and Staff Members, Increase Student and Family Engagement in Schools and the District, and Strengthen the Culture of Collaboration Between Staff and the Community. In addition, this plan takes into account recent state indicators that show the most need in development of English Language Arts instruction, in addition to attention on chronic absenteeism, mathematics instruction, and suspensions/school climate.

5. State & Local Report Cards: Margaret Keating School's performance on CAASPP (California Assessment of Student Performance and Progress) for Math and English Language Arts, and CAST (California Science Test) is posted on the state dashboard, and is presented to our local school board. Each year, Margaret Keating School posts our SARC (School Accountability Report Card) which included information and results on state tests, school funding, and teacher qualifications.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents and families of Margaret Keating School are invited to provide feedback via an annual LCAP aligned school-site focused parent survey that is distributed electronically, in person, and at a community engagement evening on Margaret Keating School campus. In addition, the School Site Council spent two meetings reviewing those surveys and providing input into the school goals that are similarly aligned to the district LCAP goals. During the 2021/2022 school year LCAP meetings were held virtually and in person and a fresh parent survey was sent to all. Using the information gathered from these surveys the school will continue to expand: family engagement, instruction with emphasis on English Language Arts, mathematics, and science, social emotional instructional practices, and culturally informed classroom management techniques. Additionally the school will focus on keeping it's technology up-to-date to ensure students have access to the most modern curriculum offerings and academic interventions. Spending will also be focused on student intervention and student engagement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are conducted three times a year, with one observation involving a planning meeting, classroom observation, and post-observation instructional growth meeting. The two other formal observations occur with 24 hour notice and are 60 minute observations with feedback given electronically and in writing. Teachers are more frequently formally observed from years 1 to 5 depending on where they are on the seniority list, or determined by administration. The informal classroom observations are completed several times throughout the year for each teacher, using a classroom observation tool. These informal observations are used to measure student engagement and instructional access throughout the school to inform administration and instructors of needed changes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple local and state assessments are used to guide instruction to ensure students are making progress towards standards. These include: KSTs - these assessments are used to guide instruction in Kindergarten to ensure students are making progress toward Core Growth. All Margaret Keating students also take grade-level, national standards aligned trimester benchmark tests in English Language Arts and math. These benchmark tests administered through iReady testing gives the teacher a snapshot of student academic information three times throughout the academic year, with the ability to progress monitor as well as drill down to specific gaps in the student's academic learning. The CAASPP is used as a culminating assessment to measure year to year growth of students for grades 3-6. These assessments guide decisions including curriculum implementation, instructional groupings, staff development, and other like decisions. Behavioral data compiled in SWIS helps to guide counseling groups, SST's, and behavior supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from frequent assessments is used to modify instruction as needed. Staff use both formative and summative assessment data to guide instruction. District-wide collaborative instructional teaching groups use district assessment results to guide lesson planning, district academic alignment and the need for instructional interventions. Additionally, assessment data informs formation and placement of students in after school tutoring groups as well as additional instructional services and practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Margaret Keating teachers are highly qualified and credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have been provided access to professional development on the state adopted instructional materials being utilized in the classroom, as well as professional development on interventions in both math and English Language Arts.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Self-assessment, observation by administration, and evaluations drive staff development. The district Curriculum and Instruction department and Educational Services Department provide staff development that addresses areas of curricular and standards based needs as well as social emotional curriculum and instruction. Site staff development addresses school-wide behavior supports, technology usage and implementation, safety planning, and other topics as needs arise. Teacher's work in grade level professional learning communities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There is continuing support for teachers through the use of administrative support and working with grade-level professional learning community groups. First and second year teachers are provided support through weekly instructional coaching as well as district provided induction routines. In addition, teachers are offered site-based training on California standards-based instructional techniques and social emotional instructional techniques throughout the academic year. The seven credentialed teachers at Margaret Keating School share five instructional aids and a librarian as additional instructional support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All Margaret Keating teachers have a common prep period. Collaboration time is mainly focused on vertical instructional teaming and student supports. Teachers meet in a grade level Professional Learning Community or as a site staff nearly every week. District teacher collaboration happens for each grade level several times during the school year to address assessment and grade level concerns.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to state content and performance standards. All curriculum is approved and adopted by the Del Norte County Unified School District, School Board.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for all subject areas are met or exceeded.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instructional interventions occur throughout the school day and week. Our intervention teachers operate closely monitored groups with individualized focused learning goals. The Resource teacher incorporates general and special education students in similar instructional groups as needed, especially in math. Additionally, teachers provide targeted instruction and intervention as needed. Teachers also facilitate centers-based instructional practices that allow them small group time to focus on targeted academic needs. Appropriate combination courses allow teachers dedicated intervention periods. The after school program is able to provide extra intervention services.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials are California standards based, approved by the school board and available to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curricular and instructional materials, including intervention, are California standards-based and approved by the school board.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English, Language Arts and math intervention services for students are available on a daily basis to help students meet standards in a smaller educational setting. Tutoring services, after school program, intervention groups, technology, and supporting materials are utilized for students success. Additionally, Student Study Teams may be initiated by parents or teachers and are meant to address individual student needs. School counseling is available upon referral of staff, parents, or students.

Evidence-based educational practices to raise student achievement

Curriculum at Margaret Keating School is researched based, and California state-standards aligned. This includes the social/emotional curriculum Second Step to teach effective student skills. As well as the PBIS program (Positive Behavior Interventions and Supports), and Conscious Discipline. The iReady assessment system provides progress information for both reading and math skills based on national and state standards and performance. SIPPS, touch math, and iReady help provide tier II and tier III supports for students below grade level.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school budget supports under-achieving students with the After School Program and providing academic interventions in reading and math for those students who need small-group or individualized support to meet standards. Tutors and instructional aids, including Title VI, NCIDC, and JOM tutors are available to those students who qualify for extra support. The Yurok Food Sovereignty program is collaborating with the school to build curriculum and resources to enhance our science and outdoor curriculum offerings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers, and school personnel come together to evaluate goals and progress through School Site Council. School Site Council is used to help guide the planning, implementation and evaluation of the School Plan and other school-site initiatives.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds provided additional support to under performing students in the form of an instructional assistant, and student academic intervention.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA is completed with survey and verbal input from staff members, students, Margaret Keating Site Council, and informed by multiple community and staff surveys that are aligned to the district's LCAP goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Margaret Keating School currently has two openings in the after school program and three instructional aid openings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	24	23	18
Grade 1	23	17	17
Grade 2	14	20	16
Grade3	19	14	16
Grade 4	7	18	11
Grade 5	18	7	17
Grade 6	2	5	3
Total Enrollment	107	104	98

Conclusions based on this data:

1. Student population decreased this year due to a smaller Kindergarten class.
2. School-wide enrollment is currently declining year-to-year since the pandemic.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	0	0	1	0.0%	0.00%	1.0%
Fluent English Proficient (FEP)	2	1	0	1.9%	1.00%	0.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Margaret Keating School has one English Language Learner in the 2nd grade.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7	12	16	7	0	16	7	0	16	100	0.0	100.0
Grade 4	12	18	11	12	0	10	12	0	10	100	0.0	90.9
Grade 5	10	10	15	8	0	14	8	0	14	80	0.0	93.3
Grade 6	6	5	*	6	0	*	6	0	*	100	0.0	
All Grades	35	45	45	33	0	43	33	0	43	94.3	0.0	95.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		2288.	*		0.00	*		6.25	*		6.25	*		87.50
Grade 4	2373.		*	8.33		*	16.67		*	8.33		*	66.67		*
Grade 5	*		2370.	*		0.00	*		0.00	*		21.43	*		78.57
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	6.06		0.00	15.15		2.33	12.12		13.95	66.67		83.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	8.33		*	25.00		*	66.67		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	6.06		2.33	42.42		41.86	51.52		55.81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	0.00		*	50.00		*	50.00		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	0.00		0.00	36.36		16.28	63.64		83.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	16.67		*	50.00		*	33.33		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	6.06		4.65	57.58		55.81	36.36		39.53

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	8.33		*	25.00		*	66.67		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	6.06		2.33	42.42		48.84	51.52		48.84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Following the one cohort that I can, it seems as though our students scored 12% lower this last year when compared to the last time they tested.
- Learning loss mitigation strategies were not able to shore up our literacy scores.
- For English language arts MKS student strengths lie in Listening and Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7	12	16	7	0	16	7	0	16	100	0.0	100.0
Grade 4	12	18	11	12	0	10	12	0	10	100	0.0	90.9
Grade 5	10	10	15	10	0	14	10	0	14	100	0.0	93.3
Grade 6	6	5	*	6	0	*	6	0	*	100	0.0	
All Grades	35	45	45	35	0	43	35	0	43	100	0.0	95.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		2328.	*		0.00	*		12.50	*		12.50	*		75.00
Grade 4	2400.		*	16.67		*	8.33		*	16.67		*	58.33		*
Grade 5	*		2367.	*		0.00	*		7.14	*		14.29	*		78.57
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	5.71		0.00	11.43		6.98	20.00		16.28	62.86		76.74

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	16.67		*	8.33		*	75.00		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	8.57		0.00	17.14		27.91	74.29		72.09

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	8.33		*	33.33		*	58.33		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	5.71		0.00	31.43		39.53	62.86		60.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	8.33		*	33.33		*	58.33		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	8.57		0.00	40.00		46.51	51.43		53.49

2019-20 Data:

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Conclusions based on this data:

1. Similar to ELA, math scores also took a double digit dip when tracking the one available cohort and looking at overall data.
2. Significantly fewer students are below standard when compared to ELA (math is a strength at MKS).
3. MKS has strength in communicating reasoning, and problem solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades												*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*			*

2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			*			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
104	82.7	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	2.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth	3	2.9
Homeless	2	1.9
Socioeconomically Disadvantaged	86	82.7
Students with Disabilities	19	18.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native	75	72.1
Asian		
Filipino		
Hispanic	10	9.6
Two or More Races	8	7.7
Native Hawaiian or Pacific Islander		
White	11	10.6

Conclusions based on this data:

1. The largest student group by ethnicity is American Indian.
2. 82.7% of the school is socioeconomically disadvantaged.

3. Three students are identified as homeless.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="768 747 857 779">Yellow</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1243 747 1333 779">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p>		

Conclusions based on this data:

1. Due to COVID the dashboard has not been updated for two school years.

School and Student Performance Data

Academic Performance English Language Arts

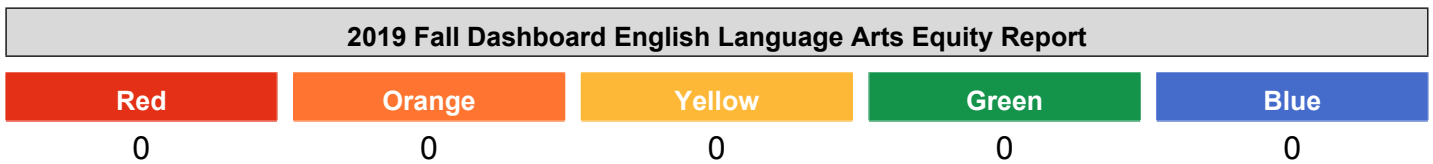
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>85.7 points below standard</p> <p>Increased ++5.9 points</p> <p>31</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>91.2 points below standard</p> <p>Maintained ++2.5 points</p> <p>28</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>140.5 points below standard</p> <p>Increased Significantly ++17.8 points</p> <p>11</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 87.2 points below standard Increased ++11.5 points 18	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students - Data Not Displayed for Privacy 3	83.5 points below standard Increased ++6 points 28

Conclusions based on this data:

1. Margaret Keating students scored 85.7 points below standard.
2. Margaret Keating scores increased 5.9 points from the previous year.
3. The special education subgroup gained the most with a 17.9% point increase.

School and Student Performance Data

Academic Performance Mathematics

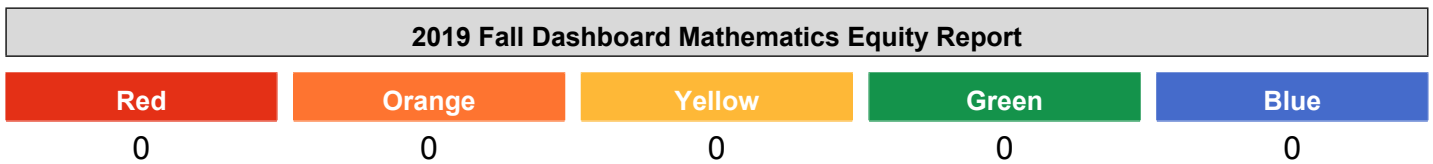
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>93.5 points below standard</p> <p>Declined -5 points</p> <p>32</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>95.7 points below standard</p> <p>Maintained -2.4 points</p> <p>29</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>154 points below standard</p> <p>Increased ++9.3 points</p> <p>11</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color 97.3 points below standard Declined -7.2 points 18		
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	Less than 11 Students - Data Not Displayed for Privacy 3	85.1 points below standard Maintained ++0.4 points 29

Conclusions based on this data:

1. Margaret Keating Students are 93.5% points below standard for mathematics.
2. Margaret Keating students decrease 5% points in scores from the previous year.
3. American Indian subgroup declined 7.2% points.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

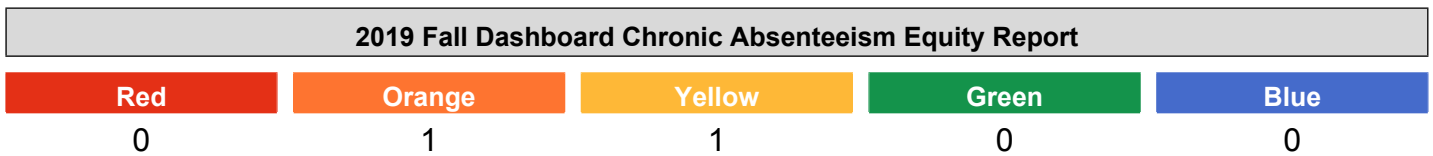
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 18.9 Declined -4 106	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 21.1 Declined -2 95	<p>Students with Disabilities</p>  No Performance Color 20.8 Increased +12.1 24

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 11.4 Declined -8.9 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 47.4 Increased +12.1 19

Conclusions based on this data:

1. Chronic absenteeism declined 4% points.
2. Chronic absenteeism declined most in the American Indian subgroup.
3. Chronic absenteeism will increase significantly during the 2020/2021 school year due to COVID.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Increase student achievement and close the achievement gap.

Goal 1

The number of TK-6 students at the "Well Below Average," and "Below Average," level in reading and math will decrease by a minimum of 4% school-wide as measured by the iReady assessment.

Identified Need

Academic measures in ELA and Mathematics indicate slow or negative growth in student academic outcomes on the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	2020/2021 School-wide ELA: 68% Below Standard 2020/2021 School-wide Math: 88% Below Standard 2021/2022 School-wide ELA: 79% Below Standard 2021/2022 School-wide Math: 79% Below Standard	2022/2023 School-wide ELA: 75% Below Standard 2022/2023 School-wide Math: 75% Below Standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will provide small group and individual extra academic support after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

16235	Title I, Part A (3010) 1000-1999 Certificated Salaries Certificated extra hours.
3480	School Site Supplemental (0302) 4300 Materials/Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID and a consistently interrupted learning schedule, students were at school significantly less than a normal school year, limiting learning time. This had negative effects on our ELA scores, but we did see growth in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Unfortunately we were not able to hire the Instructional Aid position that was create through Title I for the 2021/2022 school year. Understanding the hiring issues, this year's Title I budget will be shifted to incentivize certificated staff working extra hours to support learning loss mitigation.

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.

Spending for this goal is shifting from a classified position to certificated and classified extra hours.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Schools will meet or exceed a goal of 93% attendance.

Goal 2

Margaret Keating Elementary School will maintain a yearly attendance average of 93% or higher.

Identified Need

Due to COVID attendance rates were unnaturally low for the 2021/2022 school year. Having a family liaison this year will allow the school to be more "positively," aggressive for family outreach and student attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yearly Attendance Rate	2020/2021 School Year: 64.29%	
Yearly Attendance Rate	2021/2022 School Year: 85.7%	2022/2023 School Year: 93%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Teacher's classroom budgets will remain increased to encourage purchasing classroom supplies with an emphasis on student engagement, and attendance celebrations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5551	Unrestricted 4300 Materials/Supplies
1000	Attendance Incentives (0304)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year Margaret Keating School will be honoring students for their attendance with monthly and weekly awards and recognition. As well as having school wide attendance competitions. Attendance continues to improve year-to-year since 2020.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The above budget is sufficient to ensure teachers have materials to increase student engagement.

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.

The yearly goal is increasing to 93%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Strengthen our culture of collaboration by empowering parents, and community members to serve in the educational process.

Goal 3

Host in person community events, double efforts to reach out to the local community, and support the new teachers at MKS.

Identified Need

Increase attendance rates, and keep suspension rates low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yearly Suspension Rate	6% of students suspended at least once 2019/2020	
Yearly Attendance Rate	2020/2021 School Year: 64.29%	
Yearly Suspension Rate	1% of students suspended at least once 2021/2022	3% of students suspended at least once 2022/2023
Yearly Attendance Rate	2021/2022 School Year: 85.7%	2022/2023 School Year: 93%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Supply programs with needed materials to increase community and student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Parent/Family Involvement (0305)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers will need extra budget in order to increase student engagement, purchase classroom SEL components and encourage parents to reengage.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

An additional \$500 is allocated towards student attendance and social-emotional skills. This money will target positive behavior supports.

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.

In 2021/2022 there was only one student suspended at MKS. It is anticipated that we will suspend more students this year, while simultaneously having better attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Maintain safe, welcoming, clean and friendly schools thus reducing out of class and out of school suspensions.

Goal 4

Support the ongoing implementation of school-wide PBIS (positive behavior interventions and supports), classroom PBIS, and Tier 2 support systems.

Identified Need

Lower the School-wide Suspension Rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yearly Suspension Rate	1% of students suspended at least once 2021/2022	Suspensions < 3% for 2022/2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Pay Certificated and Classified employees extra hours to ensure expanded programmatic coverage, and decrease adverse student behavior as a result of that coverage. Pay for guest teachers and substitutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5051

Source(s)

After School Program (0301)
1000-1999 Certificated Salaries

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The suspension rate was 1% for the 2021/2022 school year. With students returning to campus without the interruptions of quarantines it is expected we will see an uptick in adverse behavior. Reinvestment in our SEL curriculum is required to ensure students feel safe and learn how to be back at school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This funding will support additional small group student instruction and extra academic activities.

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.

The suspension goal has been adjusted to reflect a more realistic but appropriate goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$31,817.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,817.00

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 (\$)
Title I, Part A (3010)	\$16,235.00

Subtotal of additional federal funds included for this school: \$16,235.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School Program (0301)	\$5,051.00
Attendance Incentives (0304)	\$1,000.00
Parent/Family Involvement (0305)	\$500.00
School Site Supplemental (0302)	\$3,480.00
Unrestricted	\$5,551.00

Subtotal of state or local funds included for this school: \$15,582.00

Total of federal, state, and/or local funds for this school: \$31,817.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Parent or Community Members

Name of Members	Role
Kristian Stremberg	Principal
Nancy Bessette	Parent or Community Member
Heidi Wright	Parent or Community Member
Isaiah Wright	Classroom Teacher Parent or Community Member
Elsie Wilder	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on 10/12/2022.

Attested:



Principal, Kristian Stremberg on 10/13/2022



SSC Chairperson, Isaiah Wright on 10/13/2022