

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Palmetto Elementary School 36 67710 6035851		SSC Approval Date: May 12, 2022
School Address	9325 Palmetto Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Pending Board Approval June 8, 2022 Original
Name of Principal	Andrea L. Secoff	Phone # and Email	(909) 357-5710, SecoAL@fusd.net
Name of SSC Chairperson	Santiago Alvarez	Phone # and Email	909-357-5710, alvasa@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>At Palmetto Elementary, our mission is to provide positive, robust learning experiences to our diverse community in order to foster well-rounded scholars who contribute to their community.</p> <p>Our vision is to strive to provide inspiration and innovation for every student by providing inclusive, high quality learning environments every day.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Palmetto Elementary School has been an anchor in the city of Fontana for over 65 years. All staff members at Palmetto are dedicated to making our school environment one that embraces all students and provide a remarkable educational experience for all students.</p> <p>Our core values are innovation, perseverance, and compassion.</p> <p>Many traditions that were in place when the school initially opened are still in place today. The school’s professionals are a well-established group of dedicated teachers with a shared sense of responsibility and commitment to providing a highly effective educational program. Parent support has been demonstrated through parent attendance at meetings, parent conferences, and other parent events held throughout the year.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<p>Palmetto recognizes that it has a specific and inherent need to support all learners, but specifically our most at-promise groups that include our:</p> <ul style="list-style-type: none"> * English Learners (EL) * Students with Disabilities (SWD) * Students who are Socially Economically Disadvantaged (SED) <p>Palmetto implements the following programs to support the base programs and services:</p> <ul style="list-style-type: none"> * Inclusion * Reading First Instruction (A2i, Thinking Maps, and Write from the Beginning) * Small group targeted and differentiated through a blended learning model * Targeted Intervention, acceleration and supports through extended learning opportunities * Positive Behavior Interventions and Supports * Provide translation, training, and community support for our families
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>To ensure student success actions these next steps will occur:</p> <ul style="list-style-type: none"> • Students growth will be monitored through the site monitoring tool to make sure these populations are seeing growth.

SCHOOL BACKGROUND

- Continue professional development targeted at student, staff, and community needs
- Modified actions and services to address new goals and environments and to align to the new SPSA
- Increase/ add extended learning options for students to learn and access the curriculum through enrichment, acceleration, intervention and/ or remediation.
- Provide opportunities for students to have targeted interventions and designated supports throughout the school day including small group instruction, language focused opportunities, focused skill practice opportunities and facilitated language interactions in their daily instruction.
- Continued services and supports for English Learner (EL) students, Socially Economically Disadvantaged (SED) and Students with Disabilities (SWD)
- Strengthen parent support and participation opportunities

MOONSHOT

Palmetto's goal is to bring a world-class education to our students so that we are creating scholars who are globally aware problem solvers who utilize 21st century skills to enhance their own learning experiences. We will strive to enhance the educational experience so there is student ownership of learning, authentic connections to real-life experiences, and collaborative learning opportunities that transcend the classroom.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
669	92.5	35.0	0.7

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 who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	234	35.0
Foster Youth	5	0.7
Homeless	10	1.5
Socioeconomically Disadvantaged	619	92.5
Students with Disabilities	44	6.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.3
American Indian or Alaska Native	1	0.1
Asian	4	0.6
Filipino	4	0.6
Hispanic	620	92.7
Two or More Races	3	0.4
Native Hawaiian or Pacific Islander	1	0.1
White	27	4.0

These data points indicate:

1. The majority of students that Palmetto services are identified as Socioeconomically Disadvantaged.
2. Just over a third of students who attend Palmetto are English Learners (EL) .
3. Students with disabilities is the 3rd largest student group for Palmetto, followed by Palmetto's homeless population.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. Palmetto's Dashboard Indicator is yellow meaning Palmetto made progress in Mathematics.
2. Palmetto's Dashboard Indicator is red meaning Chronic Absenteeism increased and needs to improve.
3. Palmetto's Dashboard Indicator is orange meaning although we maintained, we did not make progress. This means Palmetto likely has gaps in achievement in English Language Arts.

School and Student Performance Data

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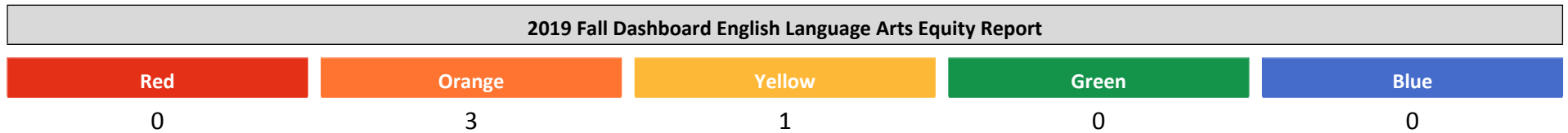
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

All Students	English Learners	Foster Youth
 Orange 37.6 points below standard Maintained ++1.5 points 373	 Orange 53.2 points below standard Declined -4 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 38.3 points below standard Maintained ++2.4 points 326	 Orange 129.7 points below standard Increased ++5.8 points 49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 2	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.8 points below standard Increased ++4.6 points 342	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 20.9 points below standard Declined Significantly -18.4 points 25

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
87.1 points below standard Maintained ++1.5 points 141	33.8 points above standard Increased ++8.1 points 55	23.2 points below standard Increased ++8.1 points 169

These data points indicate:

- Palmetto saw gains with our students who recently reclassified or are English Only students.
- Palmetto English Learners are progressing slower than our English Only and Reclassified students, thus the learning gap is widening.

3. Palmetto students with disabilities made progress towards closing their learning gap in English Language Arts.

School and Student Performance Data

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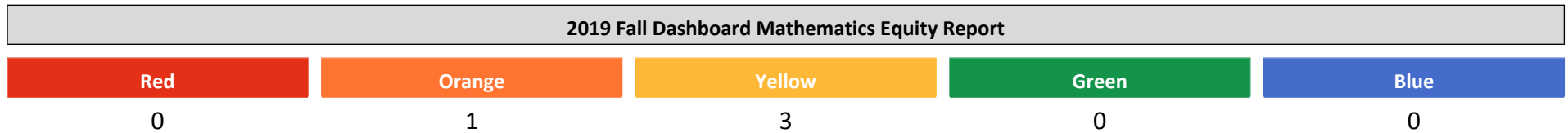
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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

All Students



 Yellow

44.5 points below standard

Increased ++9.3 points

372

English Learners



 Yellow

50.9 points below standard

Increased ++10.1 points

195


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged



 Yellow

42.9 points below standard

Increased ++11.5 points

325

Students with Disabilities








 Orange

120 points below standard

Increased Significantly
++17.7 points

49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 2		
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.5 points below standard Increased ++11.2 points 341	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 35.4 points below standard Declined -11.4 points 25

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
77.3 points below standard	16.3 points above standard	38.7 points below standard
Increased ++10 points	Increased Significantly ++27.2 points	Increased ++10.7 points
140	55	169

These data points indicate:

1. Palmetto as a school made the most gains in Mathematics.

2. Reclassified students and student's with identified disabilities increased significantly , thus making accelerated progress towards closing their learning gaps.
3. Palmetto students with disabilities made significant progress in this area, but still show a significant learning gap compared to their peers.

School and Student Performance Data

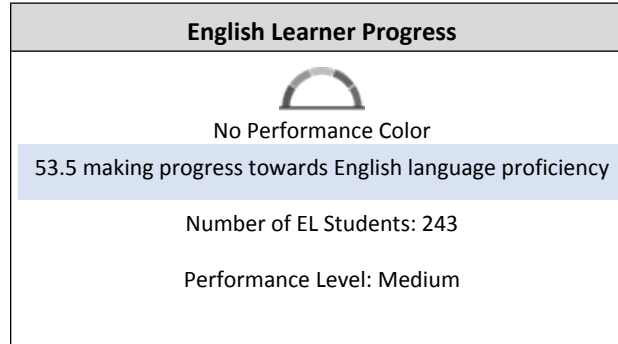
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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



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
16.4	30.0	5.3	48.1

These data points indicate:

1. A little over half of our English Learners made progress in developing their English Language with the majority of students making progress increasing one ELPI level. (5.3% Maintained ELPI Level 4 and 48.1% progressed at least one ELPI level)
2. The second largest percentage of our English Learner students (30%) maintained their progress in developing their English Language.

School and Student Performance Data

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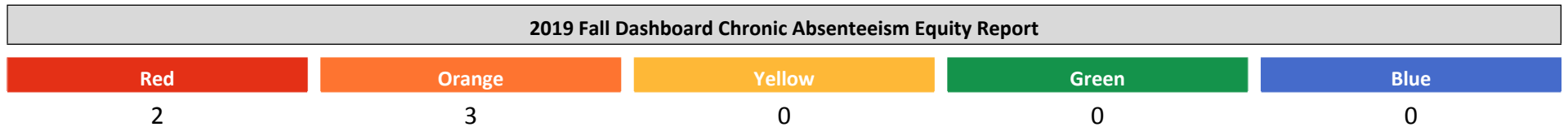
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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

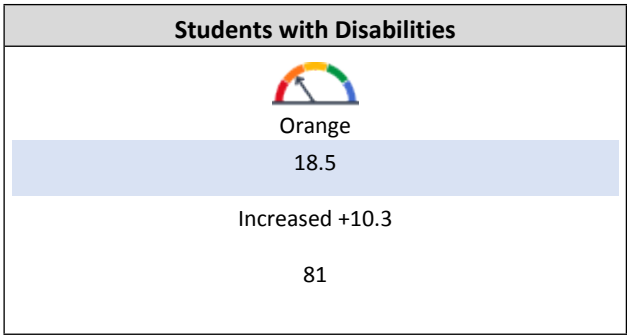
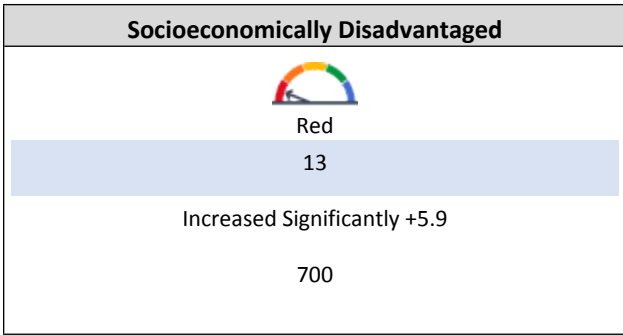
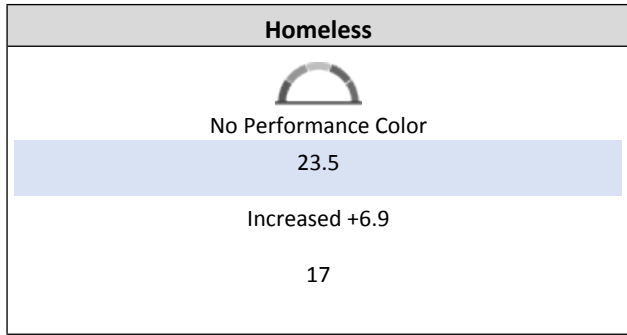
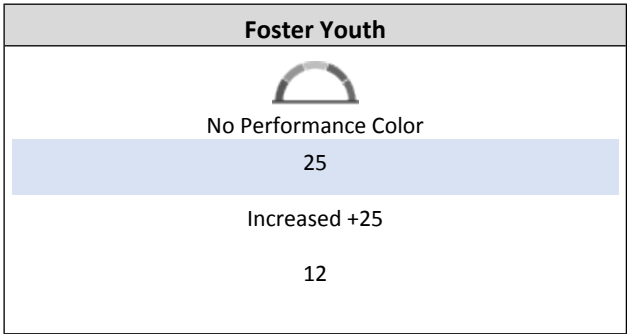
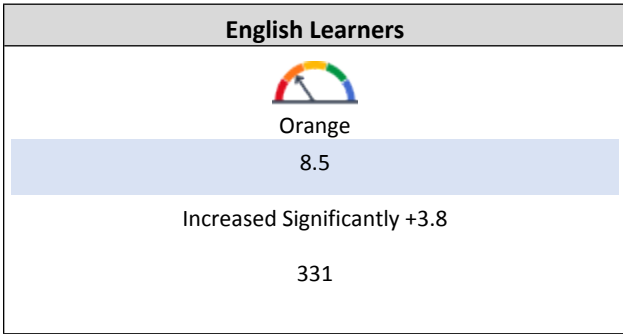
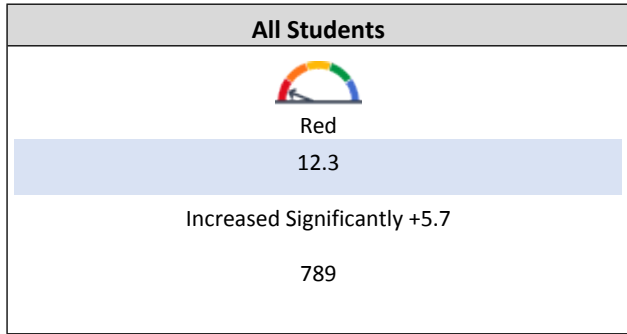


This section provides number of student groups in each color.











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



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.3 Increased +27.3 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.9 Increased Significantly +5.1 720	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 10.6 Increased +6.9 47

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	706	94	13.7
Female	354	42	12.2
Male	352	52	15.2
American Indian or Alaska Native	2	1	50.0
Asian	4	0	0.0
Black or African American	13	3	30.0
Filipino	4	0	0.0
Hispanic or Latino	650	86	13.6
Native Hawaiian or Pacific Islander	1	0	0.0
Two or More Races	4	0	0.0
White	28	4	14.8
English Learners	259	33	13.0
Foster Youth	10	0	0.0
Homeless	14	2	14.3
Socioeconomically Disadvantaged	647	82	13.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	57	2	3.6

These data points indicate:

1. Palmetto significantly increased in their absenteeism rate.
2. Palmetto has a critical need to address in this area, past actions include developing an attendance incentive program, developing a monitoring system and monitoring transfer students attendance regularly. Grade level PLC groups strategized supports for their students in this area.
3. Palmetto has the need to address our disproportionate group for chronic absenteeism with the male at 15.2% and African Americans at 30% based on the 2020-21 data

School and Student Performance Data

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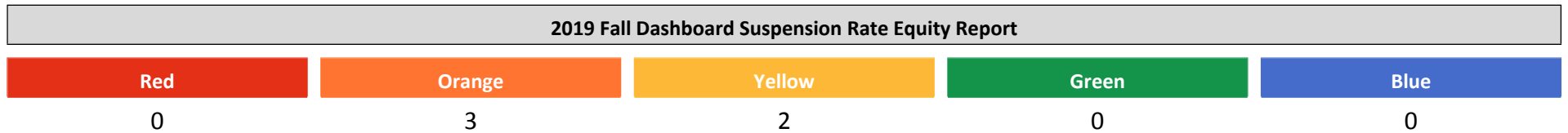
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

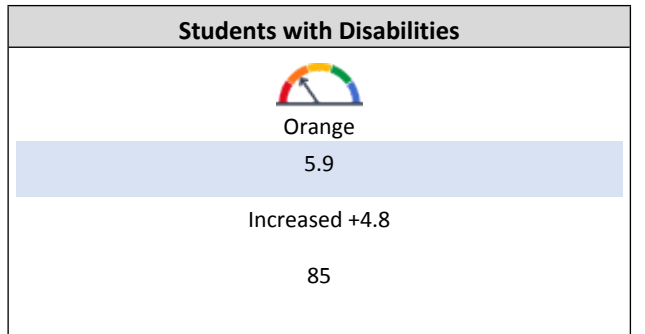
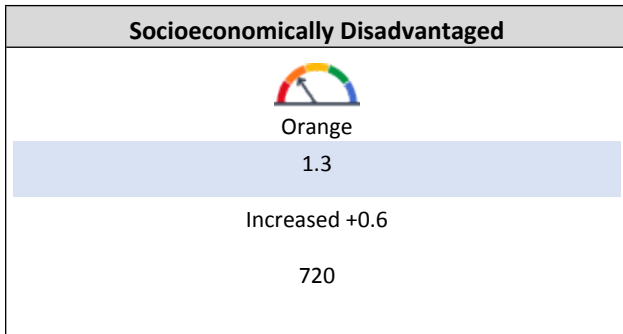
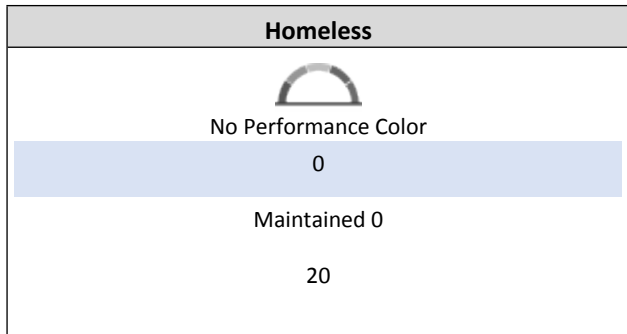
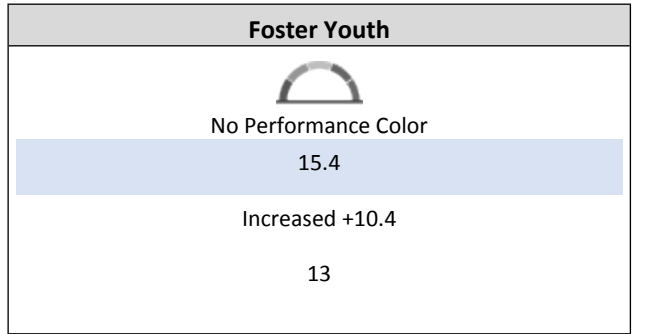
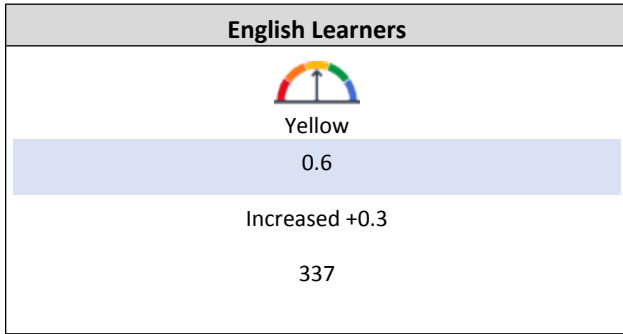
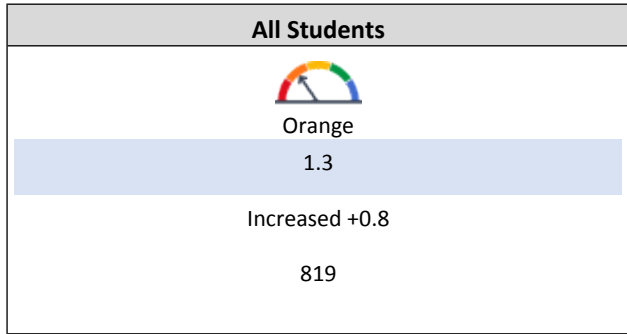


This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.3 Increased +9 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9 Increased +0.6 746	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 4.2 Increased +2.3 48

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	1.3

These data points indicate:

- Palmetto increased their suspension rate, especially in the area of students with disabilities.
- There is a critical need to support students with disabilities with adaptations to be successful, past actions include developing a behavior interventions on campus, starting a positive behavior interventions campus wide. This included a monitoring system of referrals, which declined from a daily rate of 2.4 to 1.1.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.67
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.09 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures:	
Site Specific Measures: A2i: School-wide average growth equivalency	School-wide: Grade Equivalency .58 and Age Equivalency .47

These data points indicate:

At Palmetto, as was the case districtwide, there is a majority of students scoring in the bottom two performance bands in Math and Reading. In addition, Palmetto shows a greater need in Math. In Math, the two grade levels showing the greatest strength were Kinder and Second. Conversely, in Reading the greatest strength was in Fifth and Kinder. When looking at our demographic data there was no significant differences between Male and Female performance compared to our school percentages. However, there were some notable findings in our student groups. Our Hispanic and White populations were similar to our school averages in both ELA and Math. However, our African American population was similar in performance in Reading but showed a significantly disproportionate need in Math.

When looking at growth from Fall 2020 to Fall 2021, it is evident that distance learning impacted the progress of our students. In Math 14 out of 18 classes made growth above the district average. However, out of those 14, 11 made a low average growth. In Reading 12 out of 18 classes made growth above the district average. Out of those 12 classes ; 2 made an average growth and 10 made a low average growth. In comparison to the National Norms, only 3 classes in Reading and 1 class in Math made expected growth.

Thus, we can determine that the learning gap did increase for our students in both Reading and Math. To address this we have implemented small group instruction in ELA, Math and ELD to target the differentiated needs and skills our students have.

When looking at our growth for A2i the following information depicts the growth our students have made:

Growth from AUG to DEC

Kinder: Grade Equivalency .17 and Age Equivalency .32

First: Grade Equivalency 1.4 and Age Equivalency .36

Second: Grade Equivalency 0 and Age Equivalency .5

Third : Grade Equivalency .66 and Age Equivalency .7

Thus, our students need to continue to use small group instruction to meet the needs of our students. For our fourth and 5th grade students we are tracking their growth and development with formative assessments similar to A2i. The findings are similar to those K-3; thus small group instruction needs to occur to close the gaps of learning for our students.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.44 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.7
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Observational Data: % of Classroom teachers using EL strategies	2020-2021 50% of classroom observations observed productive language strategies during instruction 2021-2022 Aug Dec 20%-63% depending on type of specific instructional strategies
Site Specific Measures:	

These data points indicate:

Our English Only students were average compared to our school average. Our Initially Proficient students did substantially better compared to the school average. Our current EL students showed a deficit in both Reading and Math. Conversely our reclassified student did significantly better in Reading and were modestly below the average in Math.

When considering all the data our goal is to continue small group instruction in ELA, Math and ELD to address the gaps in skills that our students have demonstrated. The site will monitor key performance areas and demographics in both formal and informal assessments to make sure the disproportionate findings are being resolved.

Data breakdown of classroom walkthroughs are :

175 Walkthroughs this year

177 Support Interactions with TOA

63% of the time small group instruction was present

20% of small group is productive language based

25% of small group ELA is Code and 20% is meaning

Thus, there is a gap between language development and the meaning of language. Therefore, Palmetto needs to continue its strategies to develop the bridge between language and its meaning.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 6% Level 3: 37% Level 2: 42% Level 1: 15%
2020-2021 ELPAC Listening Domain: % by Performance Level	20% - Well Developed 65% - Somewhat/Moderately Developed 15% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	32% - Well Developed 58% - Somewhat/Moderately Developed 10% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	5% - Well Developed 57% - Somewhat/Moderately Developed 38% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	9% - Well Developed 62% - Somewhat/Moderately Developed 29% - Beginning Development
Site Specific Measures: Observational Data: % of Classroom teachers using EL strategies	2020-2021 50% of classroom observations observed productive language strategies during instruction 2021-2022 Aug Dec 20%-63% depending on type of specific instructional strategies
Site Specific Measures: 2020-2021 ELPI Level Progress	21% Decreased 38% Maintained 41% Made Progress

Language Acquisition Data – English Learners (EL)

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These data points indicate:

1. When looking at the ELPI progress from Spring 2020 to Spring 2021, 41% of Palmetto's EL's made progress; thus EL cohorts of students are making gains in English Language Proficiency.
2. When looking at our ELPAC 3 year domain data it is evident that our EL's have the most gains in their oral language ; conversely the most need in the written language.
3. When looking at our ELPAC domain data most of Palmetto EL students remain at Level 2- somewhat/moderately developed. To make progress and reclassify student need to make gains in their written language.
4. Data breakdown of classroom walkthroughs are :
 175 Walkthroughs this year
 177 Support Interactions with TOA
 63% of the time small group instruction was present
 20% of small group is productive language based
 25% of small group ELA is Code and 20% is meaning
 Thus, there is a gap between language development and the meaning of language. Therefore, Palmetto needs to continue its strategies to develop the bridge between language and its meaning.

Parent/Family Engagement

School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	20%
Site Specific Measures: Number of parent engagement opportunities offered	15
Site Specific Measures: Parent Square Participation : Parent Contactable Rate	99%

These data points indicate:

Palmetto makes a balanced effort to inform and engage the community. This can be seen in our Parent Square participation data which shows that 99% of parents are contactable. In addition, 48% of parents use the app with 41% of those using the app are actively receiving notifications. Likewise, 73% of parents use email and 26% use text messaging to communicate with the school. In addition to parent square, the participation rate in our family survey is the same as

last year, which is lower than historical percentages. This can be due to current pandemic setting, and limited family participation for online events and surveys. However Palmetto makes a concerted effort to communicate regularly with families and provide opportunities for them to participate. Our parent survey showed our greatest increase was in our learning model and our greatest strength was in inclusion efforts. Our area of need is in family engagement, but there was some improvement in this area over the previous years data. Given this, Palmetto needs to continue to find ways to engage with the community and provide more opportunities for families to engage. This year we were able to hold 10 opportunities that have occurred online; 4 in person student events with a at-home family participation extension; and 1 in-person event. Our most popular events have been those which are hybrid activities and our pep rally awards which have been virtual.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.64 Fall 3rd to Fall 4th: -0.29
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 55% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 48% 24-25 3rd Gr. Cohort (21-22 Kinder): 35%
Site Specific Measures: A2i: School-wide average growth equivalency	School-wide: Grade Equivalency .58 and Age Equivalency .47
Site Specific Measures:	

These data points indicate:

When looking at growth data our 2nd grade students showed a vast regression in their progress with only 23% of students making expected growth; conversely 36% of third grade and 45% of fourth grade students made expected growth. Based on the CGI, 2nd grade students made significantly less than a year growth last year and significantly less growth than 3rd grade students. Additionally, nearly 50% or more of students at each grade level in 1st-3rd are currently at risk for not reading at grade level by the end of their 3rd grade year. When looking at the academic need our current second grade students need the most critical intervention to make progress in their reading and get back on track for reading at grade level by the end of 3rd grade; followed by 1st and 3r. Therefore our implementation of A2i with fidelity is crucial to supporting our students in closing their gaps. Thus, we can determine that the learning gap did increase for our students in both Reading and Math. To address this we have implemented small group instruction in ELA, Math and ELD to target the differentiated needs and skills our students have. When looking at our growth for A2i the following information depicts the growth our students have made:

Growth from AUG to DEC

Kinder: Grade Equivalency .17 and Age Equivalency .32

First: Grade Equivalency 1.4 and Age Equivalency .36

Second: Grade Equivalency 0 and Age Equivalency .5

Third : Grade Equivalency .66 and Age Equivalency .7

Thus, our students need to continue to use small group instruction to meet the needs of our students.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: Average Daily Referral Rate	2018-2019: 2.4 2019-2020: 1.4 2020-2021: .08 (most of the year virtual) Aug- Dec 21-22 : 1.03
Site Specific Measures: Average Monthly Referral Rate	2018-2019: 41.59 2019-2020: 22.8 2020-2021: 1.4 (most of the year virtual) Aug- Dec 21-22 : 18.8
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Palmetto has shown a decrease since 2018 in it's daily and monthly referral data.

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

After analyzing the English Learner Progress, it is evident that a little over half of our English Language Learners made progress. Thus, leaving 30% of our student maintaining progress and another 16.4% of students declining in their progress. Therefore, there is a need to improve the effectiveness the Integrated ELD model at Palmetto Elementary. With the support and guidance of our EL TOA and our academic TOA, teachers have included various strategies to support EL students (graphic organizers, sentence frames, visuals, etc). Integrated ELD will need to be strengthened in the area of writing and teachers will need to utilize thinking maps and Write from the Beginning to support our EL students. Additional training and coaching will be administered using our EL TOA and academic TOA.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

After analyzing the domain data in our ELPAC, it is evident that the learning gap widens throughout K-5 in reading and writing domains for students. Although a little over half of our students are making progress another 16.4% and 30% are not. Thus, there is a need to improve the effectiveness of the Designated ELD model at Palmetto Elementary. Designated ELD has been implemented this year during small group rotations. Teachers and our TOA have been working on how best to differentiate for students so that they are showing growth in that area. During small group instruction opportunities, the bilingual aide will be integrated in order to support the needs of our EL students.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

To address the deficits and areas of need Palmetto is going to do the following actions:

- Increase small group differentiated instruction
- Increase purposeful strategies that engage students in collaborative conversations
- Provide targeted instruction related to writing development
- Provide opportunities for students to have targeted interventions and designated supports throughout the school day
- Increase language focused opportunities , focused skill practice opportunities and facilitated language interactions in their daily instruction
- Increase PD and targeted instructional support
- Provide strategic implementation of Bilingual Aide support
- Focused observations of implementation of the above strategies and supports

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s).</p>	<p>Parent surveys are conducted at designated points throughout the year. These district-wide surveys are reviewed with staff and stakeholders to address concerns and needs that have been raised. In addition, next steps are frequently drafted to support the community feedback that is gained from these surveys. The survey identified three areas of growth being in the area of Learning Supports, Providing information and supporting our At risk student population. Palmetto identified three areas of growth in the 20-21 school year, which included: Keeping our community well informed, increasing parental involvement and awareness of student diversity. Each of these areas showed improvement in the 21-22 school year, and continue to be a focus area.</p> <p>Administration works regularly with staff to obtain feedback that is needed to support their instructional needs. When staff surveys are conducted the information is reviewed with the administration team and the Instructional Leadership Team to determine next steps for support. In addition, the PLC data analysis collects information and feedback from the staff that can identify areas of growth, need and support. This information is reviewed and analyzed to make sure the needs of the staff and instructional program are being met.</p> <p>A Student survey was administered in Fall 2021, Palmetto had 96 responses; which increased from 13 those that were completed last year. Numbers are lower due to the on-going pandemic and the continue hurtles of online parent engagement. Palmetto will work to increase survey participation in surveys that are conducted. As for students; our student SEL survey showed that 92% had a favorable response to Supportive Relationships; 85% had a favorable response to Teacher-Student Relationships and 79% had a favorable sense of belonging. These areas were also our goal areas for 20-21 and 20-22. Student survey indicates that students enjoy the activities and initiatives we have started in response to making these areas an area of focus.</p>

Analysis of Qualitative Data	
	<p>Parents and teachers usually identify similar needs. Parents and teachers identified a need for continued support for intervention, differentiation, and small group instruction for students. All of these area showed to be growing in strength and performance in the 21-22 school year. For students, the identified areas of need are based around school climate and relationships. These showed growth and improvement this year and continue to be a focus area for the school.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Classroom observation and monitoring happen frequently on a weekly basis throughout the year. A classroom observation tool is used and feedback is shared with staff immediately to help improve the instructional practice or to highlight areas of success in the instructional program. Professional development and staff commitment to a growth mindset has been established and classroom visits are a regular function of the school site and its dedication to development. The data obtained from the observations are shared with administration, SSC, ILT, ELAC and staff to ensure transparency as we move through the implementation of our actions in our schoolwide plan for student achievement.</p> <p>These walkthroughs revealed the following data: More than 175 Walkthroughs this year 319 Support Interactions with TOA 39% of the time Guided Practice was seen 33% of the time Collaboration was seen 33% of the time Direct Instruction 18% were ELA and 18% Math 63% of the time small group instruction was present 20% of small group is productive language based 25% of small group ELA is Code and 20% is meaning 47% of small group math is Fluency based and 35% is measurement based</p> <p>Given this information we have a continued need to support for intervention, differentiation, and small group instruction.</p>

Analysis of Instructional Program
<p>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 student subgroups as well as individual students who are:</p> <ul style="list-style-type: none"> • Not meeting performance goals • Meeting performance goals • Exceeding performance goals <p>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.</p>

Standards, Assessment, and Accountability

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>During the 2021-2022 school year, teachers used MAP, A2i assessments, Formative assessment, previous CAASPP data and ELPAC assessment domain data in regular PLC meetings to engage in strategic thinking to plan next steps in each grade level. Each PLC worked with their ILT representative and our TOA to create their next steps and supports for their students. Our school site had designated PLC pull out days and timelines to monitor the implementation and impact of school initiatives with student progress. As a site, we focused on implementing small group instruction for ELA, ELD and Math. Each grade level worked with our TOA and used formative assessment data to track student progress and growth. Grade levels then worked accordingly to adapt their planning and supports to the needs of our students. A common analysis revealed a need for formative skill building to address the learning gaps that occurred in both ELA and Math during the time that all students were engaged with online learning. Teachers determined what to reteach by examining data and discussing best practices to implement with the guidance of our TOA. They also collaborated with our Multilingual Specialist to select certain scaffolds for our EL students, while the TOA provided general scaffolds to use with the entire class during reteaching.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>During the 2021-2022 school year, teachers used reclassification data, formative assessment and ELPAC data to analyze the support that needed to be provided during integrated and designated ELD. On-going support from our Teacher on Assignment (TOA) and professional development were used to develop strategies and supports to implement in their ELD blocks. A new site initiative was placed into effect where students used differentiated small group instruction to better serve the needs of our students. Teachers also engaged in discussion about how ELD rotations and support should be offered to enhance the intervention to our student groups at each level. Strategic support was provided by the addition of our two bilingual aides who helped support in core instruction.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>Palmetto regularly communicates with all stakeholders through chat with the Principal and ILT to engage in the analysis, monitoring, and evaluation of the implementation of our programs and their impact on student achievement. Our SSC meets at least one time a month to discuss progress on implementing and analyze our School Wide Plan for student achievement. We as a representative stakeholder body, look at student achievement, implementation of actions and how they are impacting our students. Our certificated staff works during designated PLC days and during designated professional development periods to analyze data (school-wide, grade level and classroom level) , programs and instructional next steps to improve student achievement. Our teachers document their data progress and next steps on the data analysis document they keep and update throughout the year. Areas and topics that are specifically talked about are intervention and strategies to support learners who are struggling or at risk of not closing their achievement gap.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>Palmetto regularly communicates with all stakeholders to engage in the analysis, evaluation and monitoring of the implementation of our programs and their impact on student achievement. Our ELAC meets one time a month to discuss and analyze our School Wide Plan for student achievement. We as a representative stakeholder body, look at student achievement, implementation of actions and how they are impacting our EL students; specifically around reclassification and supports for our new comers. Our certificated staff works on during designated PLC days and during designated professional development periods to analyze data , programs and instructional next steps to improve student achievement. Our teachers document their data progress and next steps on the data analysis document they keep and update throughout the year.</p>

Identified Needs based on Findings:

Based on these findings our needs are :

- * Continued access to small group differentiated instruction that is focused on literacy skills and mathematical practices that will help student progress in their learning
- * Opportunities for student to have targeted intervention and designated supports throughout the school day and after the school day
- * Language focused opportunities that will develop student's ability to practice the English Language

Standards, Assessment, and Accountability

- * Access to extended learning opportunities to students that allow students to learn and practice skills that they are learning
- * All students need access the curriculum through enrichment, acceleration, intervention, or remediation; with a focus on targeted supports that are based on student data.
- * Students and teachers will need to be supported by materials and professional development that are needed for these opportunities This includes facilitating, integrating and providing multiple activities/ programs through the school site.
- * Professional Development and designated PLC supports/ time to work on creating a rigorous and differentiated environment where all students have access and support to close their achievement gaps

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	During the 2021-2022 school year teachers used both formative and summative assessments to plan and support their instruction. Grade levels worked with the TOA and site administration regularly to identify needs, growths and supports that were needed for the students. In addition, on-going professional development and supports were put into place to support site initiatives for small group differentiated instruction. Each PLC worked with their ILT representative and our TOA to create their next steps and supports for their students. Our school site had designated PLC pull out days and timelines to monitor the implementation and impact of school initiatives with student progress. As a site, we focused on implementing small group instruction for ELA, ELD and Math. Each grade level worked with our TOA and formative assessment data to track student progress and growth. Grade levels then worked accordingly to adapt their planning and supports to fir the needs of our students. A common analysis reviled a need for formative skill building to address the learning gaps that occurred in both ELA and Math during the time that all students were engaged with online learning.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	During the 2021-2022 school year there was multiple supports that went into support our instructional staff. At Palmetto there was regular support through classroom observations and coaching through the evaluation cycles. In addition, our Teacher on Assignment worked regularly with staff to model, collaborate and analyze next steps or actions plans put out by the grade level or school wide implementation of programming. Additional planning and PLC days were put into place to allow teachers extra time to analyze needs, plan and collaborate on the needs of the grade level. Consistent data and instructional initiatives were closely monitor by PLC's and administration to monitor student success.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers collaborate in a PLC model during site designated time and days. During the PLC time and Professional development times the site focuses on data to engage in collaboration and next steps for students to achieve milestones towards closing the achievement gap. PLC's look at SIT practices and intervention needs of students to make sure current instruction is targeted to the support students needs and gaps.

Identified Needs based on Findings:

Based on these findings our needs are:

- * Professional Development and designated PLC supports/ time to work on creating a rigorous and differentiated environment where all students have access and support to close their achievement gaps
- * Teachers need support and materials to address the needs of a differentiated model in blended learning format. Both teachers and students need access to materials and supplies.
- * The school site will need a consistent approach to monitor students growth will be monitored through the site monitoring tool to make sure these populations are seeing growth.

Staffing and Professional Development

- * Professional development and collaboration around adaptations to the program will be addressed through a needs assessment and supports will be implemented to support our learners.
- * Provide opportunities for students to have targeted interventions and designated supports throughout the school day including small group instruction, language focused opportunities, focused skill practice opportunities and facilitated language interactions in their daily instruction.
- * Professional Development and designated PLC supports/ time to work on creating a rigorous and differentiated environment where all students have access and support to close their achievement gaps

Teaching and Learning

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

Teachers received school-wide and district-wide materials that ensure that pacing, curriculum are aligned to appropriate state standards. Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science, and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts, and History Social Science:

TK-5th grade My Math, McGraw Hill

TK-5th grade Wonders, McGraw Hill

TK-5th Social Studies Alive! TCI

*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

Teachers received individualized or grade level support through district-led professional development that was facilitated at the site and district level. This includes the integrated support of aides and TOA's. In addition, specific professional development targeted the need to highlight the fidelity to district and state adopted materials, pacing guides and standards. Additional support materials and supplies were offered to help sustain, support, and differentiate the program materials that are implemented district wide. Classroom observations and district staff conduct learning walks to target areas of need in the implementation of programs, curriculum and initiatives. These included specific trainings and support for the following implementations: A2i, Inclusion, Write from the Beginning, PBIS/ Character counts, Visible Learning and Clarity and Collaborative structures.

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

All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans. In the 2018-2019 our site received specific materials to support the inclusion model that was incorporated on site, as well as materials and supplies needed for the implementation of the A2i/ United to Read programming. Additional materials and supplies were invested in to help teachers and students access the curriculum and programs that were implemented throughout the school site. Technology was also purchased to support the blended learning and Moonshot that the site was incorporating into the educational setting

Teaching and Learning

Identified Needs based on Findings:

Based on these findings our needs are:

- * Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- * Provide teachers will support to deliver small group, differentiated instruction in a Blended Learning Model.
- * Teachers need support and materials to address the needs of a differentiated model in blended learning format. Both teachers and students will have access to materials and supplies that facilitate this goal.
- * Access to supplemental technology supports, materials and programs that support the curriculum
- * Provide support for teachers and students to have access to be able to provide enrichment opportunities that focus on skills and practices in the classroom
- * Provide support for teachers and students to have access to be able to provide targeted support in the form of acceleration, intervention or remediation; especially in the areas of literacy and mathematical practices.
- * Access to materials and supplies that help facilitate access and support to the implemented structures, programs, and initiatives the site has adapted to support the needs of its learners and their learning gaps.
- * Professional Development and designated PLC supports/ time to work on creating a rigorous and differentiated environment where all students have access and support to close their achievement gaps

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students had access to the core instructional program. All students participated in daily grade level interventions throughout the day and during a designated times to target specific needs as apart of our tier 1 multi-tier system of supports (MTSS). During the instructional day, students were grouped by identified academic needs. All students in kindergarten through third grade participated in the United 2 Read literacy initiative. All student progress was monitored on an ongoing basis and instructional supports were adjusted as needed.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Performance data indicates that students are making progress in despite of the pandemic. At Palmetto, as was the case districtwide, there is a majority of students scoring in the bottom two performance bands in Math and Reading. In addition, Palmetto shows a greater need in Math. In Math, the two grade levels showing the greatest strength were Kinder and Second. Conversely, in Reading the greatest strength was in Fifth and Kinder. When looking at our demographic data there was no significant differences between Male and Female performance compared to our school percentages. However, there were some notable findings in our student groups. Our Hispanic and White populations were similar to our school averages in both ELA and Math. However, our African American population was similar in performance in Reading but showed a significantly disproportionate need in Math.</p> <p>Given this information, we can determine that the learning gap did increase for our students in both Reading and Math. When we look at our monitoring data, for this concentrated area, we can see the growth for A2i for our Kindergarten through third grade students. Thus, our students need to continue to use small group instruction to meet the needs of our students. For our 4th and 5th grade students, we are tracking their growth and development with formative assessments similar to A2i. The findings are similar to those K-3; thus small group instruction needs to occur to close the gaps of learning for our students.</p>

Opportunity and Equal Educational Access

	<p>When looking into our EL development we came to similar conclusions. Our English Only students were average compared to our school average. Our Initially Proficient students did substantially better compared to the school average. Our current EL students showed a deficit in both Reading and Math. Conversely our reclassified student did significantly better in Reading and were modestly below the average in Math. When considering all the data our goal is to continue small group instruction in ELA, Math and ELD to address the gaps in skills that our students have demonstrated. The site will monitor key performance areas and demographics in both formal and informal assessments to make sure the disproportionate findings are being resolved.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>Based on our data, although our students have made gains in English Language Arts and Math, all student groups continue to need targeted supports and differentiated instruction to demonstrate strong academic progress and meet standards. As a result, we must continue to provide strategic actions and services to meet the various needs of our students, in each of our student groups. Our English Learners and Students with Disabilities continue to need targeted intervention and program accommodations to scaffold the learning so they can have educational access. Small group differentiated supports in English Language Arts, Math , ELD and interventions periods are vital to meeting the wide and diverse population needs at the school site. Our teachers will need continued support to help plan and strategize what supports will be best for our students based on their data.</p>

Identified Needs based on Findings:

Thus our data, both qualitative and quantitative in addition to those stated below Palmetto needs to the following :

- * According to our CAASPP and MAP data students need small group, differentiated instruction in a Blended Learning or Distance Learning Model that is focused in differentiated areas of literacy and mathematical practices.
- * Teacher survey data and feedback indicated that teachers need support to address the needs of a differentiated model in blended learning or Distance Learning format that are focused around instructional practices that support our students groups in the areas of Literacy and mathematics that include PLC time, Professional Development, and materials.
- * CAASPP and Map data show that students need extended learning opportunities to students that allow students to learn and access the curriculum through enrichment, acceleration, intervention, or remediation.
- * ELPAC and CAASPP data indicate that Palmetto needs to provide opportunities for students to have targeted interventions and designated supports throughout the school day including small group instruction, language focused opportunities , focused skill practice opportunities and facilitated language interactions in their daily instruction.

Parental Engagement

<p>Resources available for families to support their child(ren’s) education and assist under-achieving students.</p>	<p>Palmetto makes a balanced effort to inform and engage the community. This can be seen in our Parent Square participation data which shows that 99% of parents are contactable. In addition, 48% of parents use the app and receive immediate receiving notifications. Likewise, 73% of parents use email and 26% use text messaging to communicate with the school. Through this communication, we give opportunities to communicate resources available to our students. This has included 1-1 tutoring for literacy, Paper tutoring for all students, and parent extended learning opportunities to engage in with their families. for example Palmetto has had some parent workshops related to literacy and math that are recorded so parents may access them at their convience. Palmetto has continual parent resource meetings online and have recorded them to ensure</p>
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Parental Engagement

parents and families have what they need to navigate in our current COVID setting. Additional morning announcements are always recorded and made available to families to access through teams, to continue to build a culture of community engagement. On-going specific student information is available to parents in 1-1 meetings with the purpose to help student engagement, support and student intervention if needed.

Identified Needs based on Findings:

Based on findings discussed above ongoing support continues to be needed to maintain and foster growth in parent involvement.

Overall Need : Provide translation, training, and community support for our families and students to stay engaged/ informed in our school community and their student's educational programing. Continued recording resources, workshops and extended learning opportunities for families.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

During the school year our site was able to use our state funding to address several needs for our students.

Our state funds were used to support the initial integration of our United to Read Program in second and third grade and small group instruction for all grade levels in ELA, Math and ELD. This included organizational materials and supplies to support small group instruction, as well as extra hourly to support the planning and professional development that was needed support small group instruction. This funding was specifically used to have intensive differentiated instruction to close the learning gaps that have arisen since the onset of the Pandemic. Additional funding was provided to kinder to 3rd grade for instructional materials to increase increase literacy.

Additional state funds were used to support our integration of STEM activities on campus that allowed our school to provide extended learning opportunities to students that allowed students to learn and access the curriculum through enrichment. Students participated in Engineering Labs to enhance and apply a variety of science and mathematical practices that were included throughout their instructional programs.

Funding went to support our blended learning model with inclusion supports for our students with disabilities and students with increasing learning gaps. Some of these purchases included technology that allowed students to have boarder and blended 1-1 access to technology that allowed them to have differentiated programs and services. This included purchases of TV's , hoover cameras and Vimeo; to allow teachers to recorded lessons for students to have at a later date. Finally, we offered parent support in the form of extra hourly for translation and workshops to support our families in addressing the unique needs of our students.

The district provided us with an Resource Specialist who serviced the learning gaps of our students with disabilities. Our Resource specialist worked in conjunctions with our teachers and our instructional assistance to help all students who have been identified or are in the process of being identified as a student with a disability. Furthermore, the district also provided us with two bilingual aides serviced our students who are 1's and 2's in developing their English Language.

Funding

<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Our Title I funds were designated to support our underperforming students with after school tutoring to close their gaps in literacy. We focused on 1-1 support for students who are struggling in key academic foundational skills in Language Arts. Palmetto continued to support the United to Read Program that helps differentiate and target specific literacy skills are students needed to close their literacy gap. These purchases included supplemental materials specific to the unique needs of the students to make sure their small group instructional materials were appropriate to close their literacy gaps. We also had designated staff who provided support for our at promise students for specific intervention and to access the core instructional model during literacy instruction.</p> <p>Additionally, our site provided extra time for our grade levels to work as Professional Learning Communities to review data, collaborate, strategize, and develop a plan to change instruction to meet the needs of our students who were underperforming throughout the year. During these hours teachers identified needs and supports for their students to access and close the gaps in both Language Arts and Mathematics. In addition, our Instructional Support Teacher worked with our staff and students to address specific literacy gaps.</p> <p>Parent engagement funds were spent to make sure our community receives resources and engagement opportunities with the school. This included STEM, Literacy and Math events that were available to all families. In addition recorded workshops and parent meetings were available to all families. On-going interpretation and translation support for student success meetings were available to our families.</p>
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Identified Needs based on Findings:

Thus our data, both qualitative and quantitative in addition to those stated below Palmetto needs to the following :

- * Current data indicated a continued need for small group differentiated instruction in Literacy and Mathematics.
- * Current data indicated a continued need for small group differentiated instruction and supports during designated instruction for all of our EL students.
- * Current data show a need for target intervention periods and integrated supports.
- * Teacher survey data, and feedback showed a need for continued professional development and materials to address specific learning gaps in literacy and foundational math fluency.
- * Teacher feedback indicated a need for additional time for them to work as Professional Learning Communities to analyze data and adapt their instruction to meet the needs for the students.
- * Data showed that students need extended learning opportunities to learn and access the curriculum through enrichment, acceleration, intervention, or remediation.

Stakeholder Involvement

<p>Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary</p>	<p>Consistently throughout the 21-22 school year, Palmetto conducted meetings with School Site Council and ELAC. At least two of these meetings were held jointly, to make sure feedback and parent involvement was gathered to share student development and progress. In addition, these meetings were held so parents could give input into additional needs and</p>
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Stakeholder Involvement

schools, SSC and ELAC members in the SPSA evaluation and development process.

services that our students may have. School Site Council conducted progress monitored the implementation and outcomes of the SPSA actions and services.

In April 2022, ELAC and SSC evaluated SPSA actions and services and determined which actions to continue, modify, or discontinue based on anticipated student needs for the 22-23 school year.

In May 2022, SSC reviewed and approved the 22-23 SPSA actions, services, and related budget.

Identified Needs based on Findings:

Maintain the option to participate virtually and when safe to do so in person to allow full participation of all members.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	The provisions will be accomplished by: A. Effective 1st instruction utilizing adopted core curriculum by all teachers B. Implementing a blended learning model for instruction that provides targeted evidence based instruction for all students in all content areas. C. Professional Development opportunities in the following areas: Social Justice and Culturally Relevant Pedagogy	A and B. Daily Aug 2022- May 2023 C. Monthly August 2022-May 2023
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	A. Deliver small group, differentiated instruction that is focused in the areas of literacy, writing, English Language Development, and mathematical practices, where our students will have access and be supported with materials that address the components of the differentiated model. B. Teachers will receive support to address the needs of a differentiated model that are focused around instructional practices that support our students groups in the areas of literacy, writing and mathematics that include PLC time, Professional Development, and materials. C. Provide opportunities for students to have targeted small group instruction and integrated and designated ELD D. Extended learning opportunities in ELA, ELD, Math, Science, Social Studies, and STEAM that allow students to practice and synthesize the skills they have learned. E. Opportunities for students to extend their learning into the community, for example a Social Service Projects	A,B,C. Daily Aug 2022-May 2023 B. Weekly Aug 2022-May 2023 C. Daily Aug. 2022-May 2023 D. Afterschool September 2022-May 2023 E. 6-8 weeks October 2022-May 2023
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	Student identified needs are related to increasing student achievement by implementing intensive intervention with evidence based interventions in ELA, Math, and ELD. A. Provide extended learning opportunities for acceleration with at-risk students in ELA, Math, and ELD. B. Provide targeted small group instruction based on student learning gaps as evidenced in student performance data. C. Implement daily school-wide intervention to address additional student needs and provide Tier 3 students with targeted intervention.	A. Afterschool weekly September 2022-March 2023 B. Daily Aug 2022-May 2023 C. Daily Aug 2022-May 2023

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-37.6	>= -22.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-44.5	>= -29.5
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.67	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.09 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	20%	>= 25%

Identified Need(s):	<p>Map data indicates Palmetto students need to work on their development of literacy through the practice of small group instruction that is culturally responsive and engaging.</p> <p>Map data indicate Palmetto students need to further develop their literacy (code and meaning), math fluency, and basic foundational skills (reading, writing, speaking, listening) in order to access the core instruction.</p> <p>Parent survey and feedback indicate families need translation, training, and community support for to stay engaged/ informed in our school community and their students educational needs.</p> <p>Panorama Survey indicates a need for more opportunities for peer interactions and connectedness on campus.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A: Provide professional development around cooperative learning to increase engagement.</p> <p>Expenditures: Teacher additional hourly Professional development materials Contracted services</p>	<p>Participation Feedback, Surveys Classroom Visits</p>	All Students	<p>Classroom Teachers Administration Program Staff TOA</p>	3000	
<p>1B. Provide a Blended Learning Environment that supports differentiated instruction through multiple platforms, methods, and models.</p> <p>Expenditures: Instructional Software Hover Cams, document cameras headphones Video editing programming or software, for example Vimeo Web-cams, Projectors, Computers TV, TV install Flexible seating Additional technology that supports the integration or function of the blended learning environment Power strips or power bar or power tower for classroom charging Contracted services Subs to release teachers for professional development in instructional technology</p>	<p>Classroom Visits Software Data</p>	All Students	<p>Classroom Teachers Administration</p>	2500	5000
<p>1C: Provide time for Professional Learning Communities to collaborate, plan and conduct learning walks together to</p>	<p>Pathblazer Data PLC Minutes</p>	All Students	<p>Classroom Teachers Administration Program Staff</p>	7,000	5000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
strengthen instructional programs and supports so students can make progress towards closing their achievement gaps. Expenditures: Teacher additional hourly Contracted services			TOA's ILT Team		
1D: Deliver small group, differentiated instruction Expenditures: Magazines Digital Subscriptions Classroom and school library books Manipulatives Organizational Materials Instructional materials Printing costs Additional certificated/classified hourly	Fall-to-Winter MAP Data	All Students	Library Staff Classroom Teachers Administration TOA	4000	4000
1E: Provide enrichment activities for students that extend and promote application of learning. Expenditures: Contracted services and resources Instructional materials Certificated Additional hourly	Project Completion Participation Rates	All Students	Classroom Teachers Administration	2121	3000
1F: Provide small group or 1-1 tutoring to students to target skill deficits in literacy and math.	Curriculum embedded assessment or pre and post test	At-Promise Students	Certificated Staff Classified Staff providing the tutoring	3000	3000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Expenditures: Teacher additional hourly Classified additional hourly Instructional materials Contracted Services			Principal		
1G: Cultivate authentic partnerships with our families to support their student's educational progress. Expenditures: Additional hourly (Classified / Certificated) Contracted Services and related materials Translation Home to school communication supplies Workshop/Training materials	Participation Feedback Sign-In Sheets	All Students	Teachers Administration Community Support Staff	2500	2500
1H: Support the whole child using a school-wide academic, behavioral, and social-emotional system of supports (PBIS) to promote school connectedness. Expenditures: Instructional Materials Student awards and PBIS store items Certificated/Classified hourly Annual PBIS Apps/SWIS subscription Contracted Services and related materials	Monthly Behavior Reports Observational Data	All Students	Certificated Staff Classified Staff Administration PBIS Team	2500	2500
1I: Provide professional development around culturally responsive pedagogy to increase opportunities for students to connect with content.	Classroom Visits Fall-to-Winter MAP Data	All Students	Classroom Teachers Administration TOA	3000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Expenditures: Teacher additional hourly Professional development materials Contracted services					
Total Estimated Cost for This Goal:				29,621	25,000

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in writing through meaningful small group instruction.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-53.2	>= -38.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-50.9	>= -35.9
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.44 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.7	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	Map and CAASPP data show that Palmetto English Learners need to work on their development of their writing skills. Teacher feedback shows teachers need professional development to support writing instruction for ELs.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a-1: Provide professional development around writing instruction. Expenditures: Instructional Materials Teacher additional hourly Professional development materials Contracted services	Classroom Visits	EL Students K-5	Teachers TOA (EL) TOA (Academic)	4000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a-2: Deliver small group, differentiated instruction to target writing instruction during designated ELD and integrated ELD. Expenditures: Magazines Digital Subscriptions Instructional Software Classroom and school library books Manipulatives Organizational Materials Instructional materials Printing costs Additional certificated/classified hourly	A2i/ United to Read Classroom Visits Fall-to-Winter MAP Data	EL Students K-3	Teachers Administration	4500	
Total Estimated Cost for This Goal:				8,500	

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English Language proficiency growth in their productive language by developing their speaking skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	53.5%	>= 56.5%

Identified Need(s):	ELPAC, MAP and CAASPP data indicate that Palmetto English Learners need to use and develop collaborative and/or productive conversation skills. Teacher feedback indicate a need professional development to understand key instructional strategies that focus on building productive language.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b-A Provide professional development for strategies and instructional practices related to collaborative and/or productive conversation skills. Expenditures: Certificated Extra Hourly Professional Development materials Kagan Materials Contracted Services	Classroom Visits	EL Students	EL TOA Academic TOA Teachers	2500	
1b-B Incorporate student collaboration and productive language key practices during Designated ELD.	Teacher Lesson Plans Classroom Visits	EL Students	Administration Teachers	2000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Expenditures: Certificated Extra Hourly Professional Development materials Kagan Materials Contracted Services					
Total Estimated Cost for This Goal:				4,500	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	38.9%	>= 41.9%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-33.0	>= -18.0
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.64 Fall 3rd to Fall 4th: -0.29	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 55% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 48% 24-25 3rd Gr. Cohort (21-22 Kinder): 35%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 38% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 45% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 38% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 25%

Identified Need(s):	MAP data shows Palmetto students need to work on their development of literacy through the practice of small group instruction that focuses on code and meaning that promote literacy. MAP data also indicates Palmetto students need to receive small group instruction that targets areas in reading fluency and literacy development.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A: Deliver small group, differentiated instruction to target literacy instruction around code and meaning Expenditures: Magazines and books Manipulatives Organizational Materials	Common Formative Assessment or A2i Data MAP Data	Students K-3	K-3 Teachers Administration TOA	4000	1162

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Supplemental materials, resources, and supplies Instructional materials Printing costs					
2B: Provide small group or 1-1 tutoring to students to target skill deficits in literacy. Expenditures: Teacher additional hourly Instructional materials Contracted Services	Curriculum embedded assessments or pre/post tests	students K-3	Certificated staff providing tutoring Administration	2500	
Total Estimated Cost for This Goal:				6,500	1,162

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1D, 2A: Deliver small group, differentiated instruction</p> <p>Expenditures: Magazines Digital Subscriptions Classroom and school library books Manipulatives Organizational Materials Instructional materials Printing costs Additional certificated/classified hourly</p>	All Students	80,000	Administration Teachers
<p>1E: Provide enrichment activities for students that extend and promote application of learning.</p> <p>Expenditures: Contracted services and resources Instructional materials Certificated Additional hourly</p>	All Students	50,000	Administration Teachers
<p>1A, 1C: Increase Professional Learning Communities (PLCs) and Professional Development</p> <ul style="list-style-type: none"> • Substitute release time • Additional hourly • Professional reading/books • Substitutes • Training Manuals • Consultant Agreements • Workshops/ Trainings / Conferences 	All Students	40,000	Administration Teachers
<p>1G: Cultivate authentic partnerships with our families to support their student's educational progress.</p>	All Students	20,000	Administration Community

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Expenditures: Additional hourly (Classified / Certificated) Contracted Services and related materials Translation Home to school communication supplies Workshop/Training materials			Support Staff Teachers
1H: Support the whole child using a school-wide academic, behavioral, and social-emotional system of supports (PBIS) to promote school connectedness. Expenditures: Instructional Materials Student awards and PBIS store items Certificated/Classified hourly Annual PBIS Apps/SWIS subscription Contracted Services and related materials	All Students	40,000	Certificated Staff Classified Staff Administration PBIS Team
1a-1 & 2: Provide professional development around writing instruction and small group instruction related to writing development in designated ELD. Expenditures: Instructional Materials Teacher additional hourly Professional development materials Contracted services	EL Students	40,000	Teachers Administration

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	49,121
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	2,160
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	26,162
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		75,283
Total amount of state funds spent (SUPC)		26,162
Total amount of federal funds spent (Title I)		49,121
Total amount of state and federal funds spent		75,283
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Andrea L. Secoff	Principal	Not Applicable	Not Applicable	1
Ashley Candelvaria	Classroom Teacher	2 Years	May 2023	1
Diana Fisher	Classroom Teacher	2 Years	May 2022	1
Santiago Alvarez	Classroom Teacher	2 Years	May 2023	1
Maria Peiten	Another Staff Member (Clerk):	2 Years	May 2023	1
Geovana Betancourt	Parent/Community Member	2 Years	May 2023	1
Rema Akroush	Parent/Community Member	2 Years	May 2022	1
Jasmine Lopez	Parent/Community Member	2 Years	May 2022	1
Baverly Acosta De Reyes	Parent/Community Member	2 Years	May 2022	1
Yamira Alvarez	Parent/Community Member	2 Years	May 2023	1

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

English Learner Advisory Committee

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 11/19/2020.

Attested:



Principal, Andrea L. Secoff on

SSC Chairperson, Santiago Alvarez on

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Palmetto Elementary

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:

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

English Learner Advisory Committee


Electronic Signature

Other committees established by the school or district (specify) _____

Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/12/22

Attested:

Ms. Andrea Secoff
Typed name of School Principal


Signature of School Principal

5/16/22
Date

Mr. Santiago Alvarez
Typed name of SSC Chairperson


Electronic Signature of SSC Chairperson

5/17/22
Date