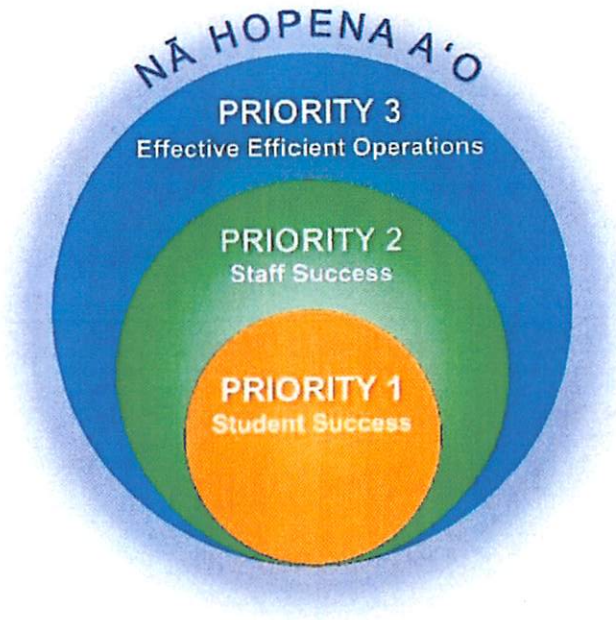




Momilani Elementary School Academic Plan SY 2024-2025

2130 Ho'oki'eki'e St
Pearl City, HI 96782
(808)307-5800

<https://www.momilani.k12.hi.us/>



Submitted by Principal Garrett Arakawa	
	4/10/24

Approved by Complex Area Superintendent Richard Fajardo	
	4/15/2024

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
No Comments		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Momilani Elementary School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board or Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 11/13/2023

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Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 01/29/2024.


Attested:

Garrett Arakawa
Typed name of school principal


Signature

03/06/2024
Date

Kendra Nip
Typed name of SCC chairperson


Signature

03/06/2024
Date



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	Into Reading	Ready Classroom	Teacher Created	Teacher Created
Grade 1	Into Reading	Ready Classroom	Teacher Created	Teacher Created
Grade 2	Into Reading	Ready Classroom	Teacher Created	Teacher Created
Grade 3	Into Reading	Ready Classroom	Teacher Created	Teacher Created
Grade 4	Read Side-by-Side	Ready Classroom	Teacher Created	Teacher Created
Grade 5	Read Side-by-Side	Ready Classroom	Teacher Created	Teacher Created
Grade 6	Read Side-by-Side	Ready Classroom	Teacher Created	Teacher Created



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	i-Ready	i-Ready



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: SY18-19, Next Full Self-Study: SY24-25
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1 **Student Need:** Attendance

Root/Contributing cause(s): 1) Impact from policies, experiences, and messaging from COVID-19, 2) Motivation to attend school

2 **Student Need:** Academic Achievement (SBA, HSA)

Root/Contributing cause(s): 1) Maintaining high performance, 2) HMTSS, 3) Core Curriculum and Instruction

3 **Student Need:** School Connectedness and Well-Being

Root/Contributing cause(s): 1) Reconnection to each other and school, 2) Focus on SEL, 3) Career Connected Learning



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- 1 **Targeted Subgroup:** All Students not performing academically on Grade Level
Identified Student Need(s): Small Group Instruction, HMTSS/RTI, Additional Classroom Supports, Positive Behavior Interventions
- 2 **Targeted Subgroup:** IDEA
Identified Student Need(s): Learning Acceleration, Inclusionary Activities, HMTSS/RTI
- 3 **Targeted Subgroup:** High Needs
Identified Student Need(s): Small Group Instruction, HMTSS/RTI, Additional Classroom Supports, Positive Behavior Interventions



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>	<p>Selected Kindergarten Readiness Assessment is required by the Department of Education.</p> <p>-Incoming kindergartener data will inform instruction, planning and advocacy.</p>	<p>The Kindergarten Readiness Assessment is provided to all entering Momilani Kindergarten students before the 30th day of the school year.</p> <p>Momilani will continue to utilize our own Kindergarten Entry assessment to support transition and academic planning</p> <p>[Kindergarten Teachers]</p>	<p>100% of incoming Kindergarteners are assessed by the 30th day of school</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

School environments that value and enhance the connection between all learners and their families and the school, support learning for student groups who are underperforming on traditional, summative measures.

- Provide training, professional development and resources to strengthen Curriculum, Instruction, Assessment, and Support Systems (eg. science of reading strategies, Math Manipulatives, PBL, HMTSS, Visible Learning, Tech Integration, Artificial Intelligence, Computer Science, curriculum implementation, etc)
- Implement Targeting Interventions and Instructional Support (RTI Staffing, tutoring, etc)
- Utilize Universal Screener 3 times a year
- Provide additional resources to support the diverse learning and social-emotional needs of our student population
- Enhance collaboration around student success supporting the academic growth of all students
- Support English Learners and Students with Special Education Services utilizing appropriate data collection systems and instructional supports

[Academic Coaches, Student Services Coordinator, Assistant Principal]

-i-Ready Universal Screener
-Smarter Balanced Assessment
-Articulation minutes

[Key Checkpoints ELA Prof in 3rd and 6th Grade \(SBA/ Univ. Screener\)](#)

[Math Prof in 3rd and 6th Grade \(SBA/ Univ. Screener\)](#)

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.

- Utilize the Pearl City High School and Highlands Intermediate School Graduate Profile and Academy Continuums to design learning and activities to support the flow of the Career Connected Construct and Academy Design
- Participate in planned articulation meetings between Pearl City elementary schools and Highlands Intermediate (HIS) and/or Pearl City High School
- Support transition to HIS via 6th grade visit to HIS
- New Student on-boarding

-Attendance of 6th grade visit
-Meeting Agendas/Minutes

KPI: programs for newly entering students

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year Academic Plan SY 2024-2025

CA Specific Desired Outcome (not part of 1.1.5)

Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects..

Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.

- All K-6 students will experience 2 Career-Connected PBL units
- PBL 101 training or similar will be provided to staff that may need the training
- Support the collaborative process for PBL development within our staff

-PBL Unit Plans for SY 24-25

-PD with Complex Area Lead

PWCA Teacher Implementation Survey Results

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant:___, \$
- Other:___, \$

TOTAL = \$



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities and Name of Accountable Lead(s) "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.</p>	<ul style="list-style-type: none"> Promote student attendance via Momilani Morning Miles, incentivizing participation and Celebrating attendance Promote attendance via positive behavioral supports Re-engaging our students and families with school-home events, timely communication Communicate the importance of regular attendance to families through regular promotional campaigns <p>Vice Principal</p>	<p>-90% of students attending 90% or more days of instructions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.</p>	<ul style="list-style-type: none"> ● Increase school-wide practices and interventions that address the well-being of students and support a positive school environment ● Continue to integrate and develop Choose Love/Choose Aloha concepts with our students to instill kindness and a spirit of aloha ● Continue to promote our Choose Love umbrella rules (love each other, love yourself, love this place) <p>School Counselor</p>	<p>-Discipline Data -Panorama Data</p> <p>KPI- % of parents agreeing school supports positive behaviors</p>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Globally Competitive, Locally Committed - strengthening our students' connection to Hawaii and our values</p>	<ul style="list-style-type: none"> ● Continue to develop relationships with business and community partners ● Deepen our students' connection to Hawaii via experiential learning, service learning and/or Project-Based Learning ● Promote our students as stewards of "this place"...."our 'ohana, our home" <p>Principal</p>	<p>-Panorama Data -ClimbHI use/Community Member Participation -Community Member attendance of Momilani Elementary School's Presentations of Learning</p>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
				<input type="checkbox"/>



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities</p>	<ul style="list-style-type: none"> • K-6 Students will experience 2 Career Connected PBL units per year. • Career Connected Field trips, Guest Speakers and Learning opportunities for students and staff (eg, Prince Waikiki, Hawaii FCU partnerships etc) • School-wide Service Learning experience. (Sustainable Coastlines partnership) • Strengthen Student Ambassador Program • School-wide Service Learning Field Trip <p>Academic Coaches</p>	<p>-PBL Units -# of field trip opportunities and guest speakers -ClimbHI data -Service Learning Participants</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>



<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.</p>	<p>How is your school addressing the Expose component for PWCA CCE and PBL Initiatives?</p> <p>Begin to think about how to integrate disciplines within PBL</p> <p>Academic Coaches</p>	<p>PBL 2x/Yr for each student</p> <p>1 career connection/PBL</p> <ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school	Provide Teachers with Professional development training to increase effectiveness. <ul style="list-style-type: none"> ● 21 Hours ● School PD ● National PD opportunities for Staff (travel to conferences) ● Induction and Mentoring Supports ● Adult Learning resources and exposure - (trainers, books for book study, collaborative resources) Communicate expectations and standards using Educator Effectiveness System Utilize systems to maintain prompt notification of new hires.	-21-hours documentation -National Conference TAF -School PD plan -EES results KPI #/% of first and second year teachers participating in	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$



	<p>priorities will increase their effectiveness</p>	<p>Assistant Principal</p>	<p>state I&M programs</p>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>Supporting teachers with opportunities , such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness</p>	<ul style="list-style-type: none"> • Provide Support Staff with Professional development training to increase effectiveness and productivity • Utilize monitoring systems (eg. PAS, Time Sheets) to support growth for Classified and Casual employees <p>Assistant Principal</p>	<p>-PAS -Meeting Minutes</p> <p># of pd opportunities for support staff</p> <ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Momilani School Community Council is essential creating a cohesive, connected School 'ohana</p>	<ul style="list-style-type: none"> Increase recruitment of SCC Members and clearly share role and function of Momilani's SCC <p>Principal</p>	<p>-SCC Minutes -SCC Membership</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Momilani Elementary School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* 1092

Did your school submit a SCC Waiver Request Form? Please explain.

Yes - 1 Waiver Day to comply with School Safety Training

Bell Schedule: https://docs.google.com/spreadsheets/d/1kmpR9fbvwmB30R_CLdleAFYqceyQ80_WXBQ1laz0-3U/edit#gid=1663527314

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School Safety Committee, School CSSS Cadre

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6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 01/29/2024.


Attested:

Garrett Arakawa
Typed name of school principal


Signature

03/06/2024
Date

Kendra Nip
Typed name of SCC chairperson


Signature

03/06/2024
Date

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