

2018-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	VIRGINIA PRIMROSE ELEMENTARY 36-67710-6035893		SSC Approval Date: 10/8/18
School Address	751 N. Maple Avenue Fontana, CA 92336		Local Governing Board Approval Date: <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of Principal	Alejandro Lopez	Phone # and Email (909) 357-5790 Lopeab@fUSD.net	(909) 357-5790 lopeab@fUSD.net
Name of SSC Chairperson	Yolanda Clark	Phone # and Email (323) 345-9770 goldpath@verizon.net	(323) 345-9770 Yolanda Clark
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds			<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>Our mission is to prepare all students to become critical thinkers, readers, and writers in their journey for future college and career readiness. Virginia Primrose Elementary provides the state approved Common Core standards, which were approved by the Fontana Unified School District Board of Trustees and the California State Board of Education.</p> <p>In order to accomplish our mission, our staff adheres to collective commitments and implements clearly defined instructional routines to deliver high quality first best instruction. Our teachers have been provided purposeful professional development in academic discourse, productive partnering, close reading, Write from the Beginning, Number Talks, Wonders (ELA adoption), and My Math (Math adoption).</p> <p>The administration at Primrose operates from a servant leadership framework which seeks to first and foremost support our students, parents, and staff while fostering distributive leadership among our classified and certificated staff. Every grade level leader forms part of our Instructional Leadership Team (ILT) whose main purpose is to improve school wide instructional practices by making data-driven decisions.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Virginia Primrose Elementary School is a Title I school with grades K-5. Located in northeast Fontana right at the boundary with Rialto, our school is home to 440 scholars. In addition, we currently have 28 students enrolled in our Moderate-Severe Program and 12 students in our Special Education Early Childhood Program.</p> <p>At Primrose, we strive to provide high quality customer service to all parents, students, and staff by being highly visible and accessible to all stakeholders. We aim to build strong community relationships with all stakeholders to maximize student learning. Our school community follows three simple rules: <i>Be Safe, Be Respectful, and Be Responsible</i>. In addition, our school has implemented Character Counts along with positive behavioral supports to ensure our students feel safe and treat each other kindly. We are in planning year for Positive Behavioral Interventions & Supports (PBIS) and a high percentage of our teaching staff has attended Restorative Practice training.</p>

<p>SPSA HIGHLIGHTS (bullet points)</p>	<p>Highlight #1: Based on the California Assessment of Student Performance and Progress (CAASP) scores from 2018-2019 our school maintained in ELA but declined in math. However, a closer analysis of the CAASP Math data revealed that 2 out of 3 of the teams made improvement in percentage of students meeting standards. For example, 3rd grade improved percentage of students meeting standards from 13% in 2017 to 28% in 2018. The 5th grade team also improved percentage of students from 25% in 2017 to 32% in 2018. Over the past two years, our teachers in grades 2-5 have engaged in Lesson Study to support math practices in collaboration with a math professor from Cal State University, San Bernardino.</p> <p>Highlight #2: We support the needs of our English Learners (ELs) by providing extended learning opportunities via tutoring. Our teachers receive support from our district English Learner Teacher on Assignment (EL TOA) to support differentiation during the instructional day and support small group instruction during designated EL instruction.</p> <p>Highlight #3: Over the past two summers 9 Primrose teachers have attended the Professional Learning Communities (PLC) Conference in Santa Clara and Las Vegas. Currently, our grade level leaders are leading the instructional work alongside their colleagues to ensure growth in both English Language Arts (ELA) and Math. Our grade level teams work collaborative to analyze student work and respond to students needs based on common assessments.</p> <p>Highlight #4: Safety is a high priority at Primrose Elementary. Our school is in the planning year for PBIS implementation and our PBIS team has attended training at the San Bernardino County Office and FUSD to improve climate and culture on campus. Many of our teachers have attended Restorative Practice training to support our work with positive climate and culture. In addition, our school has utilized Second Step to deliver targeted lessons around the six pillars of character traits (Respect, Responsible, Trustworthy, Caring, Citizenship, and Fairness) and improve social emotional intelligence. Our counselor and administration provide ongoing expectation presentations (assemblies) to remind our students of the behavioral and academic expectations. This year, our aim is to have our counselor provide monthly social emotional learning guidance lessons in all classrooms.</p> <p>Highlight #5: Our school has increased opportunities for students to engage in a variety of student clubs on campus (Library Club, 20/20,</p>

	<p>Art, Music, and Leadership, and Engineering).</p>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>Math- PLC teams will work on identifying essential standards to teach those standards to mastery 2) Essential standards will be written in student friendly language in order to communicate learning targets and success criteria to all students and parents 3)Develop Common Formative Assessments to monitor growth 4) Deepen our implementation of FUSD curriculum using the adopted My Math program 5) Provide teacher support (PD and PLC time) to increase rigor in all classrooms 6) Increase small group math support in all classrooms to differentiate learning (small groups and laptops), 7) Participate in district supported professional development in math.</p> <p>Reading- Increase percentage of differentiated learning in all classrooms by restructuring literacy instruction to increase via small group instruction, targeted independent activities, and online learning (Lexia, AR, Moby Max).</p> <p>Healthy Environments: Increase the quantity of student clubs on campus to promote healthy environments (Leadership, Art Clubs, Technology, Dance, & Physical Education). In addition, Primrose will increase lessons on social emotional learning by teaching bullying prevention and relevant social/emotional skills.</p>
<p>MOONSHOT</p>	<p><i>Our Project: Multiple Pathways</i> <i>Our mission at Primrose is to prepare all scholars to become critical thinkers, readers, and writers in their journey for future college and career readiness. Our aim is to develop partnerships. both within and outside FUSD, to increase our students’ awareness and engagement in Science, Technology, Engineering, Art, and Mathematics (STEAM). Our project will encompass 4 pathways in the areas of Dance, Video Production, Engineering, and Art. Our overarching goal is to create the elementary school where students look forward to attending, and where kids have opportunities for self-expression via one of the STEAM mediums.</i></p> <p><i>Our current Instructional work</i> <i>For the past few years, our staff has identified mathematics, social emotional intelligence, and overall Tier I instruction as target areas. As a result, our site has taken advantage of the various support services offered through Teaching and Learning in the areas of literacy and numeracy. Just this past year, our 2/3 and 4/5 grade level teams participated in the Math Lesson Study partnership with Math Professors at Cal State, San</i></p>

Bernardino.

We have used site resources to invest in developing our collective teacher efficacy by encouraging our teachers to attend the Solution Tree PLC Conference. Over the last 2 summers, we have sent over 10 teachers and administration to the conference to improve the quality of our PLC meetings. In addition, we have also partnered with Kristin Anderson to provide Visible Learning foundational professional development in the areas of teacher clarity. (Essential Standards, Learning Target, Learning Progressions, Success Criteria). Last year, we sought to expose students to the Arts by partnering with Nicole Robinson, AB Miller Dance Consortium, and The City of Fontana, Art Depot. Mrs. Robinson provided students with the opportunity to participate in an afterschool dance program while the Art Depot offered students weekly afterschool art lessons.

*We will continue our partnership with The Dance Collaborative and The Art Depot during the 2019-2020 school year. We also hope to partner with Engineering for Kids and to develop a Video Production Studio to help provide students with opportunities in STEAM. In the area of social emotional intelligence, our staff has made a commitment to slowly introduce 2nd Step, attend the FUSD Restorative Practice Trainings, and establish a PBIS Team to get ready for year 1 PBIS Training in 2019-2020. In continuing our work with teacher and student clarity we are working at becoming an AVID Elementary. This summer we were able to send 3 teachers and our assistant principal to the AVID Institute. Our goal for the 2019-2020 school year is to promote **organization** with our students in grades 3-5. Teachers will focus on the organization of time, materials and thoughts. Our hope is to continue to train all staff K-5 in order to promote AVID skills across each grade level.*

Our Why: Rationale for Multiple Pathways

Student voice will serve as the overarching theme and research is clear that student voice is a powerful lever to improve student learning. Whether students choose art, dance, engineering, or video production, we want to use these as outlets for our scholars to express their own visions and talents while learning how to work collaboratively in teams to develop performances, works of art, compete in engineering competitions, or share their opinions via public service announcements. By ensuring our students have exposure to a multitude of options, our scholars will be able to make informed decisions about potential career pathways while simultaneously fostering their individual talents as scholars and team members.

The issue of equity and access is essential in our plan since our aim to ensure all Eagle scholars experience the various pathways while completing their education in an inclusive environment at Primrose. Essentially, we want to create the elementary school where all kids wake up excited to be in class. This will ensure our students improve their overall attendance, overall student climate, and increase learning outcomes by developing engaging and rigorous learning experiences.

(Describe all intended goals and outcomes for the project in terms of teacher efficacy and student achievement.)

- 1. Primrose Video Production Team (Tech Ninjas):** Create an elementary video production team. The first goal is to train a selected group of 3rd through 5th grade students to create and produce content to express ideas. The production team will be tasked with developing digital public service announcements to

communicate important events happening at Primrose and the outside world. Students will experience various production roles such as director, camera work, video editing, and film writing.

2. **Provide students the opportunity to explore STEM through hands on imaginative experiences:** Primrose's goal is to provide students K-5 with various opportunities to explore STEM. Primrose would like to contract with Engineering for Kids to provide students with opportunities both within the school day and after school to explore concepts such as interactive engineering, robotics and technology and coding. Engineering for Kids would provide the activities and the lessons for the first year with Primrose staff serving as participants. Our goal is to identify teachers who are interested in working alongside Engineering for Kids and provide additional Professional Development in the area of STEM in order to create schoolwide sustainability.

3. **Expose students to the arts through painting, sculpting and dance:** We would like to provide students with the opportunity to explore the different mediums of art. Students will be taught how the 21st century skill of communication, collaboration, and creative thinking all play a role in the arts. Students will learn how to communicate and convey messages through both the construction of art pieces and the performing arts. Students will work together to choreograph and perform routines. Programs will assist students in nurturing their emotional intelligence through healthy self-expression, while providing an outlet for anxiety and stress. Primrose will contract with The Art Depot to provide students with weekly art lessons during the school day. In addition, we would like to develop an Art Club for students to participate in afterschool. We will work with Nicole Robinson, A.B. Miller High Schools dance teacher to bring the Districtwide dance and arts curriculum, the Dance Collaborative to Primrose. Mrs. Robinson's staff will work with teachers and students to teach them the fundamentals of dance during Year 1 on implementation. Year 2 we would like to hire a full-time credentialed dance teacher to service all students throughout the week.


4. **Primrose has old furniture that needs replacement.** All K-5 classrooms need a basic makeover. This will be a one-time expense. We would like to replace our current desk with collaborative desk. We would also like to purchase 1 whiteboard kidney table for each classroom to assist in small group instruction.


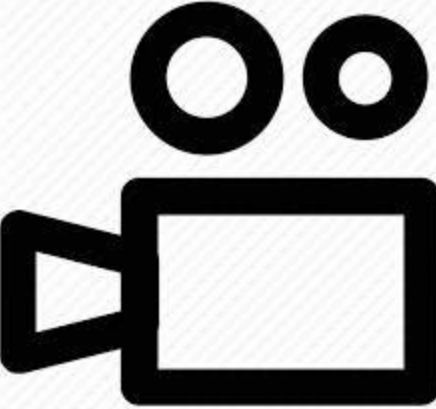
5. **PLC-** One way to support the PLC work is to provide additional release time for teachers to calibrate student work, develop common formative assessments (CFAs), and discuss progress on essential standards. Since we already employ science and music teachers, the only addition would be to hire elementary PE teachers. These team of three teachers would support sites to provide high quality weekly music, science, and PE instruction, while simultaneously providing release time to an entire grade level so that teachers can PLC. This will create the conditions under which teacher could consistently collaborate, thus support our efforts in building dynamic collaborative teams with the sole purpose of raising student achievement. Our current structure of PLCing


every other week doesn't create the conditions under which PLC teams can consistently monitor learning and create engaging lessons.

STRUCTURE/IMPLEMENTATION PLAN:

(Describe, the proposed event and logistics for implementation of the event.)

	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
<p>Dance</p>  <p>Time: Instructional Day Audience: All K-5 students</p>	<ol style="list-style-type: none"> 1. <i>Develop a rotation schedule for Dance Class</i> 2. <i>Secure a Dance Teacher (3x per week)</i> 3. <i>Provide PD for teachers to integrate Dance</i> 4. <i>Schedule a Spring Dance Performance</i> 5. <i>Design and build dance studio on campus</i> 	<ol style="list-style-type: none"> 1. <i>Develop a rotation schedule for Dance Class</i> 2. <i>Secure a Dance Teacher (3x per week)</i> 3. <i>Provide PD for teachers to integrate Dance</i> 4. <i>Schedule a Winter & Spring Dance Performance</i> 	<ol style="list-style-type: none"> 1. <i>Develop a rotation schedule for Dance Class</i> 2. <i>Secure a Dance Teacher (3x per week)</i> 3. <i>Continue PD for teachers to integrate Dance</i> 4. <i>Co-Teach Lessons with Dance Teacher</i> 5. <i>Schedule a Winter & Spring Dance Performance</i>
<p>Engineering for Kids</p>	<ol style="list-style-type: none"> 1) <i>Develop a rotation schedule for Engineering Class</i> 2) <i>Secure funding for Engineering Class (1x per week)</i> 3) <i>Provide PD for teachers (Easy Tech & Ozobots)</i> 	<ol style="list-style-type: none"> 1) <i>Develop a rotation schedule for Engineering Class</i> 2) <i>Secure funding for Engineering Class (1x per week)</i> 3) <i>Provide PD for teachers (Easy Tech & Ozobots)</i> 4) <i>Establish a competition team</i> 	<ol style="list-style-type: none"> 1) <i>Develop a rotation schedule for Engineering Class</i> 2) <i>Secure funding for Engineering Class (1x per week)</i> 3) <i>Provide PD for teachers (Easy Tech & Ozobots)</i> 4) <i>Establish a competition team</i>

 <p>Time: Instructional Day/ After School Program Audience: All K-5 Students</p>	<p>4) <i>Purchase Ozobots class sets</i> 4) <i>Establish a competition team for Robotics</i></p>	<p><i>for Robotics</i></p>	<p><i>for Robotics</i></p>	
 <p>Time: Instructional Day Audience: Students in grades 3-5</p>	<p>1. <i>Purchase equipment for Video Production Team</i> 2. <i>Train students to use equipment, create, record, edit, and produce 1 video</i> 3. <i>Design and build student production studio</i></p>	<p>1. <i>Train new group of video production team</i> 2. <i>Train students to use equipment, create, record, edit, and produce 1 video</i> 3. <i>Students learn techniques for producing public service announcements</i></p>	<p>1. <i>Train new group of video production team</i> 2. <i>Train students to use equipment, create, record, edit, and produce 1 video</i> 3. <i>Students learn techniques for producing public service announcements</i></p>	

	<p>ART Class</p>  <p>shutterstock.com • 1247247169</p> <p>Time: Instructional Day/ After School Program Audience: All K-5 Students</p>	<ol style="list-style-type: none"> 1. <i>Develop a rotation schedule for Art Class</i> 2. <i>Secure an ART Teachers (1x per week)</i> 3. <i>Provide PD for teachers to integrate Art</i> 	<ol style="list-style-type: none"> 1. <i>Develop a rotation schedule for Art Class</i> 2. <i>Secure an Art Teacher 1x per week)</i> 3. <i>Provide PD for teachers to integrate Art</i> 4. <i>Schedule Spring Art Festival Performance</i> 	<ol style="list-style-type: none"> 1. <i>Develop a rotation schedule for Art Class</i> 2. <i>Secure an Art Teacher (1x per week)</i> 3. <i>Provide PD for teachers to integrate Art</i> 4. <i>Schedule Spring Art Festival Performance</i> 	

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-21.7	-41.6
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-40.6	-55.6
NWEA MAP Reading: % of students who meet expected fall to fall growth	54%	47.20%
NWEA Math: % of students who meet expected fall to fall growth	52%	47.27%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	30%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A: Instructional Technology to support differentiated learning in classrooms	\$26,871.63 \$9,000	\$2,624.79	ELA Maintained- 1 point Math- Declined MAP Reading- Fall to Fall Growth- 47.20% MAP Math- Fall to Fall Growth= 47.27%	Continue
1B: Tutoring	\$3,381.12		Growth based on Pre and Post MAP Data MAP Reading- Fall to Fall Growth- 47.20%	Maintain

			MAP Math- Fall to Fall Growth= 47.27%	
1C: Educational Fieldtrips		\$2,500 \$2,680	All students participate in 1 academic fieldtrip	Discontinue (use other funds)
1D: Supplemental Instructional Materials <ul style="list-style-type: none"> Books (library, classroom, magazines) Printing (\$2,109,56) 	\$3,341.53 \$2,500	\$4,201.73 \$1,021.73	Support materials were purchased to support CLOSE Reading and increase the number of books in the library MAP Reading Data 47.27% of students met goals Fall to Fall 2018-2019- Students using Lexia gain an average of 80 units	Maintain
1E: Literacy & Numeracy Recognition <ul style="list-style-type: none"> Bi-weekly, semester, and end of the year recognition for Reading and Math 		\$800	School held monthly assemblies to support growth in literacy and numeracy	Discontinue (use other funds)

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		
Maintain or increase English Learner Reclassification rate	≥12.6%	9.9%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-48.7 = 2018 Site EL DFS + 10 points	-87.4 DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-64.1 = 2018 Site EL DFS + 6 points	-92 DFS

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A: English Learner Tutoring	\$986.16		<ul style="list-style-type: none"> 9.9 Reclassification Rates 7/7 Students receiving tutoring support demonstrated growth in Wonders Fluency Test (pre and post) <p>Average growth was 24 words per minutes Highest growth was 48 words per minute. Lowest growth was 4 words per minute.</p>	Maintain

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career readiness activities: College Fieldtrip	1 fieldtrip for 4/5 grade students	1 fieldtrip for 4/5 grade students

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A: PLC Collaboration Time <ul style="list-style-type: none"> • Sub Release Time • Professional Books Instructional Materials	\$ 8,550 \$4,480		ELA- Decreased by 10 points Math – Maintained by 1 point MAP Reading- Fall to Fall Growth- 47.20% MAP Math- Fall to Fall Growth= 47.27%	½ day release subs (4 per grade level)- Develop unit, learning targets, progressions, and success criteria
4B: PROFESSIONAL DEVELOPMENT Planning/Coaching/Training Time for Trainers to lead professional development (20 hours)		\$939.20 \$2,364.20	Teachers have attended PLC Conference Restorative Practice Math Lesson Study 2-5 grade teachers Math MAP scores MAP Reading- Fall to Fall Growth- 47.20% MAP Math- Fall to Fall Growth= 47.27%	Continue
4C: PROFESSIONAL DEVELOPMENT CONFERENCES	\$ 2,109.56		Teachers have attended PLC Conference Restorative Practice Math Lesson Study 2-5 grade teachers	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	0%	1.4%
	FY (homeless)	0%	0%
	Hisp	0%	1.6%
	ELL	0%	0.6%
	AA	0%	0%
	Sped	0%	1.3%
Expulsion rate		0%	0%
Attendance Rate		96.4%	95.54%
Chronic Absenteeism Rate		10%	15.4%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A: Proactive supervision ✓ Increase school aide hours- 1 hour per day		\$1,676	Reduced campus referrals	Discontinue

<ul style="list-style-type: none"> ✓ Supervision schedule for staff 				
<p>5B: Student Climate</p> <ul style="list-style-type: none"> ✓ Engage staff to support Other Means of Correction ✓ Student Climate Survey- Pre and Post ✓ Attendance Fieldtrip ✓ Social Emotional Learning Curriculum ✓ Bi-weekly, semester, and annual celebrations (Behavior, Attendance) ✓ Classroom Furniture ✓ Purchase STEAM/STEM Materials to support Instructional Program ✓ Special Education Enrichment Room 		<p>\$2,021.28</p>		<p>Discontinue (if available use SUP C funds)</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement **Sites to complete this table**

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8 events	16 events
Parent Engagement and Local Climate Survey	25%	37%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A: Conduct Monthly Parent Meetings (Snacks/Light Refreshments) ✓ ELAC ✓ Coffee/Ice Cream with Principal ✓ Hot Chocolate with Counselor	\$450		ELAC (9/28, 11/2, 3/1, 5/3), EL Parent Workshop (4/4, 4/11, 4/18), Coffee with Principal (8/14, 10/19, 12/7, 2/1), SSC (8/21, 9/10, 10/4, 12/6, 2/7) 37% of households completed surveys	Continue
6B: Parent Center ✓ Furniture ✓ Technology (Printer)	\$900		Parent center was established 60 parents visited the parent center.	Continue
6C: Parent Trainings ✓ Math Family Night ✓ Science Family Night ✓ Literacy Night	\$469.60		Primrose hosted Math Night Science Night, Family Literacy Night, Family Picnics, Trunk or Treat, Harvest Festival/BMX Show, Family Holiday Dinner, Lunch with Grandparents Number of Participating Families- 1658	Continue
6D: Increase Family & Community Events ✓ Fall Family Picnics ✓ College Day ✓ Fall Festival			Primrose hosted Math Night, Science Night, Family Literacy Night, Family Picnics, Trunk or Treat, Harvest Festival/BMX Show, Family Holiday Dinner, Lunch with Grandparents Number of Participating Families- 1658	Continue

✓ Multicultural Festival ✓ Family BBQ				
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2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	41%	19.2% of students met HFZ

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A: Increase opportunities for Student Clubs on Campus ✓ 20/20 Club- 4 th & 5 th grade female students ✓ ASB Leadership- 4 th & 5 th grade students ✓ Dance Club- Afterschool enrichment Club ✓ Art Club -Afterschool enrichment Club ✓ Elementary Drumline		\$2,500	Primrose increase opportunities to engage in various student clubs	Continue (use VAPA funds)
7B: Student Climate ✓ Purchase social emotional learning curriculum 1. Train Staff 2. Implement SEL curriculum ✓ Provide additional school aide hours to support supervision of outdoor physical fitness activities ✓ Purchase items for positive behavior room ✓ Purchase playground equipment Increase Positive Behavior Supports ✓ Other Means of Correction		\$1,000	Second Step was purchase and counselor is currently providing monthly guidance lessons to support social emotional intelligence in all classrooms	Continue (Use FUSD PBIS funds)

✓ Student Climate Survey- Pre-Post ✓ Character Count Lessons Counselor & Teachers				
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2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The evaluation was conducted sharing data with all stakeholders (teachers, parents, and students) at parent meetings, staff meetings, and student assemblies. SSC went through various meetings to evaluate impact from previous year's actions, identify needs, and create a plan to address the needs depicted in the data. SSC approved the plan</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>Our school met many of the actions that we set out to accomplish. Under Goal 3, all 4/5th graders visited a college as we sought to raise awareness about college and career. Our students also participate in 2 days of college and career presenters at Primrose. In addition, our school counselor provided guidance lessons so that students could understand the GPA needed for entrance and to help identify local colleges in our area. Under Goal 4, our teachers have received support in attending professional conferences such as the PLC conference to increase collective teacher efficacy. In addition, our 2-5 teachers participated in lesson study to support them with math instruction. Under Goal 5 Primrose demonstrated growth in the area of chronic absenteeism as our rate dropped to 11.17%. We are most proud of the enrichment opportunities provided to the students as our campus student clubs have increased and now incorporate dance, art, music, sports, and engineering.</p> <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <p>Based on CAASSP scores we did not meet our metrics from GOAL 1. Money budgeted for fieldtrips did not make a difference in relationship to student performance. Based on data analysis and SSC discussions it was determined that funding should be allocated to provide more opportunities for individualized learning and differentiation. A decision was made to increase the number of devices in each classroom to support a blended learning model.</p> <p>In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?</p> <p>Our CAASSP data in ELA and Math was consistent across our various student subgroups. We did notice that for student engagement and</p>

attendance our special education students had higher rates of absences.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

Based on all the input received from all stakeholders, we understand that our growth is dependent on the collective teacher efficacy of our grade level teams. One important conclusion is that we need to improve and increase differentiation via small group instruction. Our teachers feel that it's important to increase the number of devices in the classroom to increase access to our online academic programs. In addition, SSC approved the need to provide planning time for grade level teams to develop common lessons, analyze student work, and respond to the needs of our students. As a site we have set out to revamp our intervention structure to ensure support personnel is aligning their work with the essential standards from each one of the grade levels. As a site we understand that time is our most valuable resource and finding time for grade level teams to meet is an important support that our teachers need.

2017-2020 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)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-41.6 DFS	-31.6 DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-54.5 DFS	-39.5 DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	47.20% met expected growth	54%
NWEA Math: % of students who meet expected fall to fall growth	47.27% met expected growth	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	DOK 1- 40% DOK 2- 30% DOK 3- 25% DOK 4- 5%	DOK Levels 1-3 – all at 33%

Identified Need(s):	<p>Teachers need supplemental resources to differentiate instruction Teachers need collaboration time to meet as a grade level PLC to develop pacing, CFAs, analyze student data, and develop intervention to address learning gaps.</p> <p>Students need access to laptops to create individualized learning pathways in reading, writing, and math Students need increased access to differentiated instruction for enrichment and remediation Students need additional time to learn and access content standards through enrichment, acceleration, or remediation</p>
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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	<ul style="list-style-type: none"> • Implement guided reading in all K-3 classrooms • Support teachers with math instructional routines (subitizing and number talks) • Provide differentiation via small group instruction • Align support for at risk students to match content and rigor of grade level • Ensure all students in K-3 are meeting their Lexia minutes 	August 2019- May 2020
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	PLC Grade level team will develop the following: <ul style="list-style-type: none"> • Select Essential Standards and Deconstruct each standard • Develop Learning Intentions, Progressions, and Success Criteria • Develop CFAs and engage in data analysis to support the learning Implement STEAM related experiences for all students	August 2019- May 2020
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	Provide Guidance lessons to increase social emotional intelligence and problem Solving Small group interventions at all Tiers (TIER I, TIER II, TIER III).	August 2019- May 2020

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A: Deliver Small Group Differentiated Instruction in a Blended Learning Model <ul style="list-style-type: none"> • Instructional software • Student laptops, headphones • Supplemental instructional materials • Supplemental printing 	AR Word Count Report Lexia-Units Gained MAP Growth (Fall to Spring) PLC (Evidence of Essential targets, Learning Targets, & Success Criteria)	K-5	Admin Teachers	\$16,702.90
1B: Provide Extended Learning Opportunities <ul style="list-style-type: none"> • Standards based tutoring • Academic enrichment and intervention (Academic Fieldtrips, STEAM) 	CFA's (Pre and Post)	2-5	Admin Teachers	\$4,908
Total Estimated Cost for This Goal:				\$21,610.90

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	9.9%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	DFS -87.4	-77.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	DFS -92	-86

Identified Need(s):	<ul style="list-style-type: none"> • Students need extended learning opportunities in the form of afterschool tutoring to support acquisition of literacy and numeracy skills • EL students needs differentiate instruction in small group settings to increase number of students meeting reclassification criteria • Delivery of consistent in ELD instruction daily that is integrated in curriculum and designated for all English Learners
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

2A. Provide Extended Learning Opportunity for Vocabulary Development and Writing <ul style="list-style-type: none"> • Additional Hourly Teacher (10 hours) 	<ul style="list-style-type: none"> • Pre and Post Assessment • Lexia Units Gained 	K-5	A. Cueto	\$483.89
Total Estimated Cost for This Goal:				\$483.89

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career readiness activities: Host 1 college event	4	5

Identified Need(s):	<ul style="list-style-type: none"> • Students need exposure to increase awareness of career pathways • Students need exposure to increase awareness of college pathways • Lessons to support understanding of college and career awareness
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Increase the number of college and career readiness activities	Documented number of college activities	440 students	Teachers Administration	

Total Estimated Cost for This Goal:				

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient, Advanced
Instructional Leadership Team Rating	Proficient	Proficient, Advanced

Identified Need(s):	<ul style="list-style-type: none"> • Provide PLC collaboration time for grade level teams to maintain consistency in their units of study and increase collective teacher efficacy. • Teachers need collaboration time to meet as a grade level PLC to develop pacing, CFAs, analyze student data, and respond to learning needs. • Teachers need professional development in the areas of literacy and numeracy via attending professional conferences, on site professional development, and reading of professional books.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. Collective Teacher Efficacy/PLC <ul style="list-style-type: none"> • Substitutes for release time • Additional Hourly 	<ul style="list-style-type: none"> • Development of Essential Standards • Evidence of Student Friendly Standards • Learning Targets, Progressions, and Success Criteria • CFA's for Units of Study 	K-5	Admin Teachers	\$5,779.71

4B. Professional Development <ul style="list-style-type: none"> Professional Books Conferences, Workshops, Travel 	DOK Levels- walkthrough form Growth on MAP Scores from Fall to Fall; Fall to Winter			\$4,447.50
Total Estimated Cost for This Goal:				\$10,227.21

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	1.4%	0%
	FY (homeless)	0%	0%
	Hisp	1.6%	0%
	ELL	0.6%	0%
	AA	0%	0%
	Sped	1.3%	0%
Expulsion rate		0%	0%
Attendance Rate		95.54%	96%
Chronic Absenteeism		15.4%	12%

Identified Need(s):	<ul style="list-style-type: none"> Implementation of PBIS school wide to improve school culture and climate for students
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	<ul style="list-style-type: none"> • Conduct attendance meetings with families to address attendance concerns and provide support • Provide counseling services in the form of guidance lessons, groups, and individual counseling for students needing support. • Increase number of clubs on campus to support various interests (Art, Dance, Performance, Engineering)
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
Conduct attendance meetings with families to improve attendance	Attendance reports	440	Teachers Clerk Administration	
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	16 events were held at Primrose	18 events
Parent Engagement and Local Climate Survey	37% of parent completed survey	40%

Identified Need(s):	<ul style="list-style-type: none"> • Increase parent presence at all meetings • Establish a parent center room on campus to provide a space for parent meetings, support, and to support teachers on campus.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A. Strengthen Family and Community Engagement by Developing of Parent Center <ul style="list-style-type: none"> • Furniture, Equipment, Technology • Books 	Sign In Sheets	420	Admin School Community Aide	1,385
Total Estimated Cost for This Goal:				1,385

Unfunded School Site Council Priorities

	Pupils to be served	Person Responsible	Estimated Cost
Transportation for College Fieldtrip (4th-5th Grade)	180	Teachers (4/5) Principal	2,000
Instructional Technology	420	Teachers Principal	20,000
Engineering Equipment	420	Teachers Principal	5,000
STEAM Materials	420	Teachers Principal	5,000
Supplemental Materials (Classroom & Library)	420	Teachers Principal	5,000

Programs Included in this Plan *Sites are not to edit this page.*

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	\$33,707.00
<input checked="" type="checkbox"/>	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).	\$1,385.00
Total amount of federal funds allocated to this school		\$33,707.00

The following site-level supports are included in the district’s 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state’s Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams

<p>Goal 4</p>	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
<p>Goal 5</p>	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
<p>Goal 6</p>	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
<p>Goal 7</p>	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites • Increase opportunities for Student Clubs on Campus ✓ 20/20 Club- 4th & 5th grade female students ✓ ASB Leadership- 4th & 5th grade students ✓ 100 mile club- Eagle Runners 1st-5th ✓ Reading Club (Before School/Recess)- 1st-5th ✓ Choir ✓ Music • Proactive supervision <ul style="list-style-type: none"> ✓ Increase school aide hours- 1 hour per day ✓ Supervision schedule for staff • Student Climate <ul style="list-style-type: none"> ✓ Engage staff on Other Means of Correction ✓ Student Climate Survey- Pre and Post ✓ Character Count Lessons- Counselor & Teachers

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
Alejandro B. Lopez	Principal	Not-Applicable	Not-Applicable	1
Jennifer Nycum	Classroom Teacher	2 years	June 2021	1
Jason Coffield	Classroom Teacher	2 years	June 2020	1
Samuel Maestas	Classroom Teacher	2 years	June 2020	1
Anabel Oliveros	Other Staff Member (Specify): Community Aide	2 years	June 2020	1
Sub Total: 5				
Yolanda Clark	Parent/Community Member	2 years	June 2020	1
Rhoda Bowers	Parent/Community Member	2 years	June 2021	1
Mayra Moreno	Parent/Community Member	2 year	June 2020	1
Amani Alqam	Parent/Community Member	2 years	June 2020	1
Noemi Valenzuela	Parent/Community Member	2 years	June 2020	1
Sub Total: 5				
				Total: 10

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:

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:

Required:

English Learner Advisory Committee  _____
Signature

Recommended:

Special Education Advisory Committee _____
Signature

Optional:

Other committees established by the school or district (specify) _____
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. 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.
6. This SPSA was adopted by the SSC at a public meeting on: **10/10/2019.**

Attested:

Alejandro B. Lopez
Typed name of School Principal


Signature of School Principal

12/3/19
Date

Yolanda Clark
Typed name of SSC Chairperson


Signature of SSC Chairperson

12/3/19
Date