2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Virginia Primrose Elementary 36 67710 6035893		SSC Approval Date: May 11, 2022
School Address	751 N. Maple Avenue, Fontana, CA 92336		Local Governing Board Approval Date: Pending Board Approval June 22, 2022 Original
Name of Principal		Phone # and Email	(909) 357-5790, lopeab@fusd.net
Name of SSC Chairperson		Phone # and Email	(909) 357-5790, MendMB@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND	
VISION AND MISSION	Our mission is to prepare all students to become critical thinkers, readers, and writers in their journey towards 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. 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 math lesson study, Pathways to Proficiency, academic discourse, productive partnering, close reading, Write from the Beginning, Number Talks, Wonders (ELA adoption), My Math (Math adoption). 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 schoolwide instructional practices by making data-driven decisions.
SCHOOL AND COMMUNITY PROFILE	Virginia Primrose Elementary School is a Title I school with grades K-5. Located in northeast Fontana right at the city boundary with Rialto, our school is home to 361 scholars. We currently have 30 students enrolled in our Moderate-Severe Program. 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 four simple rules: Be Safe, Be Respectful, Be Responsible, and Be Kind to ensure our students feel safe and treat each other kindly. We are currently in year 2 of Positive Behavioral Interventions & Supports (PBIS) implementation and a high percentage of our teaching staff has attended Restorative Practice training.
SPSA HIGHLIGHTS (bullet points)	Highlight #1: Early Literacy was identified by our school team and SSC team as an area of need and support. Moving forward, our at risk readers will be provided targeted small group group support to enhance reading outcomes for all students. A comprehensive schoolwide leveled library was acquired using Title 1 funds. Highlight #2: Safety is a high priority at Primrose Elementary. Our school is in the third year for PBIS implementation. Our PBIS team has attended trainings 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

SCHOOL BACKGROUND	
	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. We will be contracting with Suite 360 to provide students with digital access to character development and intervention/ Restorative Practices. Highlight #3: Our EL TOA will continue to support professional development with Pathways to Proficiency with the purpose of providing quality differentiated instruction to all our students and specifically our English Language Learners. This training will align our designated and integrated ELD instruction with our previous work with Thinking Maps and Write from the Beginning.
INCREASED OR IMPROVED SERVICES (bullet points)	Math- PLC teams will continue their work on identifying essential standards to teach those standards to mastery. We will aim to increase small group math support in all classrooms to differentiate learning (small groups and laptops. Our current resident sub provides additional math support for students in Grades 3-5th. Our aim was to provide foundational math support. Reading- Increase via small group instruction, targeted independent activities, and online learning (iReady & Literacy Pro). Healthy Environments: Primrose will increase lessons on social emotional learning by teaching bullying prevention and relevant social/emotional skills. • We are looking forward to increase the quantity of student clubs on campus to promote healthy environments (Leadership, Art Clubs, Technology, Dance, & Physical Education).
MOONSHOT	Our Moonshot: Multiple Pathways 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. 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 Bernardino.

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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 past few years, 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. In addition we partnered with Engineering for Kids to offer students the opportunity to participate in STEM through both in school engineering lessons and after school clubs.

We will continue our partnership with The Dance Collaborative and The Art Depot during the school year. We also hope to continue our partnership 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. Our PBIS team has worked to provide training to all staff regarding PBIS and have shared the schoolwide behavioral matrix and developed positive reinforcement systems. In continuing our work with teacher and student clarity we are working at becoming an AVID Elementary.

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 is 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.

1. Primrose Video Production Team : Create an elementary video production team. Last year we were able to begin the process of transforming a classroom into a production studio with a news desk and green screen. Our next 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

SCHOOL BACKGROUND	
	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 STEAM through hands on imaginative experiences: Primrose's goal is to provide students K-5 with various opportunities to explore STEAM. 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, 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 STEAM in order to create schoolwide sustainability. 3. Expose students to the arts through painting 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 though 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 art lessons during the school day as well as after school via an Art Club. We will work with Nicole Robinson, A.B. Miller High School's 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. 4. 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. This 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. Currently, our teachers collaborate every other week which is not sufficient time for PLC teams to consistently review student data, monitor learning, and discuss best practices.

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**
375	**93.6**	**28.0**	**1.1**
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	105	28.0
Foster Youth	4	1.1
Homeless	8	2.1
Socioeconomically Disadvantaged	351	93.6
Students with Disabilities	47	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	6.4
American Indian or Alaska Native	2	0.5
Asian		
Filipino	3	0.8
Hispanic	316	84.3
Two or More Races	12	3.2
Native Hawaiian or Pacific Islander		
White	18	4.8

These data points indicate:

1. 93.6% of our scholars are classified as socioeconomically disadvantaged. Our school plan will include evidence based practices to support the whole child (social, emotional, & academic) to ensure adequate growth for all students.
2. The English Learner Population is the largest student group at Virginia Primrose Elementary School comprising 28% of the population. Our plan will include evidence-based practices to meet the academic and linguistic needs of English Learners.
3. Students with Disabilities is the second largest student group at Virginia Primrose Elementary School comprising 12.5% of the population. Our plan will include evidence-based practices to ensure we are meeting the goals outlined in the individualized educational plans.

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.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

These data points indicate:

1. The suspension indicator is green. Suspension rates have improved and thus declined for all students with a suspension rate of 1.4%. Primrose will continue to implement PBIS and Restorative Practices to support positive student behavior and school culture.
2. The math indicator is yellow. Math achievement at Primrose Elementary improved with an increase of 3.5 points in mathematics. Primrose will continue to establish clearly defined instructional routines in math, provide rigorous instruction, and use differentiation strategies to support all students.
3. The ELA indicator is orange. ELA Achievement at Primrose Elementary did not improve and declined by 6.1 points in English Language Arts. Primrose will continue to strengthen Tier I core instruction and differentiation in ELA. Key instructional literacy strategies will be strengthened to promote effective Guided Reading, Close Reading, Path to Proficiency and Write from the Beginning. Targeted Professional Development will be provided to support underperforming student groups.

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.

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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	Orange	No Performance Color
38.7 points below standard	60.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.1 points	Declined Significantly -29.1 points	2
178	74	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	43.9 points below standard	65.7 points below standard
3	Declined -7.4 points	Maintained 0 points
	150	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 53.7 points below standard Increased ++3.6 points 23	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 37.9 points below standard Declined -5.1 points 141	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	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 7

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**
77.8 points below standard Declined Significantly -19.6 points 57	3.9 points below standard Declined Significantly -45 points 17	26.9 points below standard Increased ++10.6 points 98

These data points indicate:

1. Based on the 2019 CA Dashboard data, Primrose Elementary students were 37.9 points below standard in English Language Arts. Primrose will continue to strengthen Tier I core instruction and differentiation in ELA. Key instructional literacy strategies will be strengthened to promote effective Guided Reading, Close Reading, and Write from the Beginning.
2. Based on the 2019 CA Dashboard data, English Learners at Primrose Elementary declined significantly (-29.1 points) on their ELA State Assessment. Primrose will align ELD instruction with ELA Core to promote alignment of standards and skills to be utilized by English Learners. Teachers will be provided with Professional Development in Thinking Maps and Pathway to Proficiency. EL TOA will support with modeled lessons and lesson planning with PLC teams. Each PLC team will conduct data analysis per identified subgroups and progress monitor growth made by the identified groups.
3. Based on the 2019 CA Dashboard, Socioeconomically Disadvantaged students at Virginia Primrose declined (-7.4 points) on their ELA State Assessment. Primrose will utilize the MTSS framework to support socioeconomically disadvantaged students with improving attendance, timely and targeted extended learning opportunities, and tracking academic progress via common formative assessments.

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.

Academic Performance
Mathematics

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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	English Learners	Foster Youth
Yellow	Orange	No Performance Color
52.2 points below standard	67.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.5 points	Declined Significantly -20.5 points	2
178	74	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	57.7 points below standard	87.1 points below standard
3	Increased ++3.1 points	Increased ++11.4 points
	150	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 63.7 points below standard Increased ++8.9 points 23			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 51.1 points below standard Increased ++4.8 points 141	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 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 7

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**
84.5 points below standard Declined Significantly -16.4 points 57	11.6 points below standard Declined Significantly -21.5 points 17	45.7 points below standard Increased Significantly ++21.3 points 98

These data points indicate:

1. Based on the 2019 CA Dashboard data, Virginia Primrose Elementary students increased their math performance by +3.5 points. Primrose will continue to strengthen Tier I Core instruction and differentiation in Math. We will continue to support our staff with professional development to improve essential math routines; subitizing, number talks, and small group math instruction.
2. Based on the 2019 CA Dashboard data, Socioeconomically Disadvantaged students at Virginia Primrose Elementary increased by +3.1 points. Primrose will continue to strengthen differentiation in Tier I instruction and provide additional small group math support for at-risk learners.
3. Based on the 2019 CA Dashboard data, English Learners at Virginia Primrose Elementary declined significantly as a group by 20.5 points. Primrose will continue to strengthen differentiation in Tier I instruction and provide additional small group math support for English Learners.

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.

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

English Learner Progress
No Performance Color
47.3 making progress towards English language proficiency
Number of EL Students: 110
Performance Level: Medium

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
	32.7	3.6	43.6

These data points indicate:

1. Based on the English Learner 2019 CA Dashboard, 47.3% of English Learners are making progress toward English Language Proficiency. Primrose will incorporate online language programs to support English Learners, provide tutoring, and progress monitor growth made during designated ELD.

2. Based on the English Learner 2019 CA Dashboard, 43.6% percent of English Learners at Primrose progressed at least one ELPI Level. Primrose will incorporate online language programs to support English Learners, provide tutoring, and progress monitor growth made during designated ELD.

3. Based on the English Learner 2019 CA Dashboard, 3.6% of English Learners at Primrose maintained their ELPI Level 4. Primrose will incorporate online language programs to support English Learners, progress monitor growth made during designated ELD and provide tutoring to students.

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.

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	1	0

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

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
15.5	15.5	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.4	Increased +4	10
464	148	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
27.3	15.7	34.4
Increased +13.9	Increased Significantly +4.5	Increased +2.6
11	394	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	No Performance Color	No Performance Color
8.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.9	0	1	4
37			

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
16.2	27.3	Less than 11 Students - Data Not Displayed for Privacy	15
Increased Significantly +5.6	11	1	Increased +3.9
390			20

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	402	123	31.4
Female	191	60	31.9
Male	211	63	30.9
American Indian or Alaska Native	2	1	50.0
Asian	2	0	0.0
Black or African American	28	9	32.1
Filipino	3	0	0.0
Hispanic or Latino	336	104	31.6
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	12	5	41.7
White	19	4	22.2
English Learners	116	29	25.9
Foster Youth	7	0	0.0
Homeless	10	9	90.0
Socioeconomically Disadvantaged	375	115	31.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	65	27	44.3

These data points indicate:

1. Chronic absenteeism increased significantly for the all students due to the pandemic to a rate of 31.4%. This data reveals a need to support students and parents in understanding the importance of attending school regularly via frequent parent contact. Primrose will continue to address chronic absenteeism by engaging students in attendance support groups, setting up attendance meetings with parents, verifying absences with phone calls, and conducting home visits for students not attending.
2. Students with disabilities have the highest percentage of chronic absenteeism at 44.3%. Primrose will continue to work with our moderate and severe parents to increase parent communication regarding the importance of school attendance.
3. Chronic absenteeism has increased recently for our African-American students. Primrose will to continue to engage and support students and families about the importance of daily attendance.

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.

Conditions & Climate
Suspension Rate

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.4	0.6	0
Declined -0.6	Declined -0.6	Declined -4.2
509	161	19

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
0	1.6	1.3
Maintained 0	Maintained -0.2	Declined -2.7
15	431	76

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue		No Performance Color	No Performance Color
0		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.4		1	4
39			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
1.6	0	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +0.5	13	1	Declined -5.6
428			23

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.9	1.4

These data points indicate:

1. Primrose Elementary declined (-0.6) the percentage of suspensions for all students to 1.4%.
2. Suspensions for African American students declined by -5.4.
3. Our highest rate of suspension is with our socioeconomically disadvantaged subgroup at 1.6%.

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)	-0.93 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.37 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: iReady Data: change in % of students scoring at/above grade level from fall to winter diagnostic	9% increase
Site Specific Measures: Change in Average Score from Pre to Post Assessment from tutoring services	tutoring services will start on 2/7/22 and will continue through the beginning of May 2022

These data points indicate:

Based on MAP Schoolwide data, there is a greater percentage of students scoring in the bottom two performance bands in math (76%) than reading (62%). The most significant needs to accelerate learning in math are in 4th grade were (94%) of students fall into the low and low average percentile range. There are ethnicity and program groups (African-American, English Learners, Students with Disabilities, and Homeless) that demonstrated significantly higher percentages of students in the lowest achievement band compared to the overall student group in both reading and math.

Based on MAP Schoolwide data, students made less than one year of growth in reading, language, and math. In math, English Learners, female students, and students currently in 3rd and 4th grades demonstrate the greatest need for targeted support to accelerate growth. In reading, English Learners and students currently in 3rd and 4th grades need supports to accelerate growth. Students with Disabilities demonstrated greater growth than the schoolwide population in both reading and math. In reading, students in 4th and 5th grade last year made one year's growth during distance learning.

iReady data reveals that teachers in the upper grades have to fill in many early literacy gaps for students and provide daily small group reading to support decoding, fluency, and comprehension. iReady usage data also revealed that we need to increase iReady usage across all grade spans to ensure students are consistently using the program 30-40 minutes per week. Usage data has been shared with all staff to promote awareness.

Based on the iReady Reading Diagnostic from Fall 2021 to Winter 2022 we saw an overall increase of 9% except for Kinder students. 3rd Grade students made the biggest reading growth from 17% to 37% of students. Schoolwide our overall percentage in the iReady reading diagnostic increased from 14% in the fall to 23% in the winter diagnostic.

Schoolwide Fall (14%), Winter (23%)

K: Fall (42%) Winter (39%)
1st: Fall (9%), Winter (16%)
2nd: Fall (6%) Winter (20%)
3rd: Fall (17%), Winter (37%)
4th: Fall (2%), Winter (11%)
5th: Fall (18%), Winter (20%)

Academic Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.01 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.8
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.46 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Classroom Walkthrough Data: % of Classrooms showing consistent implementation of EL Strategies learned in PD.	50%
Site Specific Measures:	

These data points indicate:

English Learners demonstrated less growth in reading and math than the schoolwide group. This group needs targeted support in both reading and math to accelerate achievement and growth. 50% of classrooms are consistently implementing some of the EL strategies and our EL TOA will continue to support with classroom coaching.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
2020-2021 % by ELPAC Level	Level 4: 7% Level 3: 22% Level 2: 44% Level 1: 26%
2020-2021 ELPAC Listening Domain: % by Performance Level	21% - Well Developed 61% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	19% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	21% - Well Developed 59% - Somewhat/Moderately Developed 20% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	6% - Well Developed 36% - Somewhat/Moderately Developed 59% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	6% - Well Developed 53% - Somewhat/Moderately Developed 41% - Beginning Development
Site Specific Measures: Percent of classroom demonstration integration of language tasks in their learning targets for designated ELD	50%
Site Specific Measures:	

These data points indicate:

Across all grade levels and student groups, reading is the greatest area of need when looking at overall and composite scores for ELPAC Performance. When looking at the reading and writing composite score a greater number of students fall within the "beginning to develop" in reading than in writing, particularly in grades 3,4, and 5. This data reveals the need for increase support in the integration of ELD standards within the reading and writing instructional blocks. Teachers have received professional development provided by our EL TOA in the area of Pathways to Proficiency to support classroom teachers to scaffold instruction for English learners. 100% of teacher staff attended the multi-day PD training in Pathways to Proficiency to scaffold EL instruction.

As of February 2022 about 50% of classrooms are demonstrating an integration of language tasks in their ELD. Our EL TOA will continue to provide coaching and PD to support all classrooms.

Parent/Family Engagement	
School Metrics/Indicators	**Current Outcomes**
2021-2022 Household Participation Rate on Parent/Family Climate Survey	5%

Parent/Family Engagement	
Site Specific Measures: Participation rate on parent needs survey regarding parent workshops	less than 10%
Site Specific Measures:	

These data points indicate:

- This data indicates a decrease in parents completing the parent/family climate survey from 31% to 5%. This year has been difficult with parents filling out the survey. We have reached out with parent square to increase parent participation rates. In addition, we offered incentives to individual classrooms.
- This indicates that some of the incentives to increase parent response work and will continue to use them in the future.
- We will promote future surveys using fun incentives (parent/staff) to increase survey response rate.
- This data indicates that we must employ different strategies to increase parent participation in school events and surveys.
- Employ a multi-platform approach to reach all parents (Blackboard Connect, phone calls, home visits, social media, and teacher communication using Teams)
- Participation at parent workshops has been minimal.

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: -2.14 Fall 3rd to Fall 4th: -1.44
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: 64% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 63% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 12%
Site Specific Measures: A2i Data: % of Students Making Growth on Meeting End of Year Target Outcomes from Fall to Winter	Schoolwide 74% K- 56% 1- 76% 2- 87% 3- 78%

Site Specific Measures: iReady Reading Diagnostic Data: change in % of students that scored at/above grade level from fall to winter diagnostic	K: -3% 1: +7% 2: +14% 3: +20%

These data points indicate:

Based on MAP data, students made significantly less than one year of growth in reading during distance learning, particularly in 2nd grade. Nearly 2/3 of current 2nd and 3rd grade students are at-risk in reading. This indicates that a more targeted focus on phonemic awareness, phonics, vocabulary and comprehension foundational skills in the early grades is critically needed to close the academic reading gap. This gap is projected to decrease significantly with the 2024-2025 3rd grade cohort group.

iReady Data:
Schoolwide Fall (14%), Winter (23%)
K: Fall (42%) Winter (39%)
1st: Fall (9%), Winter (16%)
2nd: Fall (6%) Winter (20%)
3rd: Fall (17%), Winter (37%)

Overall, our students made growth on their iReady reading diagnostics from Fall (14%) to Winter diagnostic (23%). 3rd grade made the biggest growth in the iReady reading diagnostic (20% growth). Kinder students percentages dropped from 42% to 39% in Winter as many students took the first diagnostic in remote setting at home. This data points to the need for increase overall usage so that students have more frequent practice, and that teachers must analyze data reports in order to address literacy gaps based on multiple measures. There's a correlation between A2i data and iready data in relationship to Kinder growth from fall to winter. Next steps, would include supporting classrooms with Common Core TOA. Our Kinder have experience the highest enrollment with the classes averaging 27 students for 1 teacher.

Behavior	
School Metrics/Indicators	**Current Outcomes**
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

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.

In past years, Integrated ELD instruction has been implemented at Primrose Elementary. Teachers at Primrose have used the adopted Wonders ELA curriculum which includes supports and scaffolds for ELA/ELD. Our teachers used the following strategies to support English Learners during core instruction: response frames, sentences frames, thinking maps, productive partnering, vocabulary strategies, and previewing of lessons. Our bilingual aide supports the classroom teacher to review and scaffold learning from core (reading and math) by focusing on academic language production in small groups. In math, teachers use small group instruction to differentiate learning for all students with conceptual understanding of math. In addition, our teachers consistently use manipulatives to support abstract math concepts. Based on ELPAC results, 47.3% of our English Learners at Primrose are making progress towards English Language proficiency compared the 48.3% of English Learners in CA. Due to the pandemic, ELD services were impacted due to a shortened schedule. Teachers reported that they conducted small ELD groups during student support time. Bilingual Aide maintained her level of support throughout the entire year. Students also had access 24/7 to the Brain Pop ELL software.

Overall, some students made growth in ELPAC as evidenced in the English Language Performance Indicator. Schoolwide 47.3% of English Learners made growth, which falls near the state average of 48.3%. Teachers at Primrose integrated the use of Thinking Maps, Productive Partnering Routines, sentence frames, and increased rigor of critical thinking questions.

Adjustments: 1) One essential adjustment is to progress monitor the growth made by ELs in their districtwide assessments and PLC CFAs. 2) Revisit ELD instructional routines to support ELs during integrated time (Productive Partnering, previewing academic vocabulary, use of sentence frames, & use of response frames). 3) Professional development in the areas of language objectives and provide Pathway to Proficiency training to incorporate thinking maps with EL strategies. 4) EL TOA will work with teachers to integrate ELD standards and to utilize the EL questions/strategies incorporated in their Wonders adoption.

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

Teachers reported that they conducted small ELD groups during student support time. Bilingual Aide maintained her level of support throughout the entire year. Students also had access 24/7 to the Brain Pop ELL software.

Designated ELD has been implemented at all grade levels Kinder through 5th grade. Our master schedule reflects that all students at Primrose receive 40 minutes of designated ELD instruction 4 times a week in grades 1-5. Kinder students received 30 minutes of designated ELD instruction 4 times per week.

Based on classroom walkthroughs, some grade level teams coordinate instruction to differentiate learning for English Learners via small group instruction. Areas of improvement in our designated ELD block includes the following: progress monitoring for growth made during designated ELD, alignment between ELD curriculum and ELA Core instruction, visibility of English Learning Teachers on Assignment, and effective data reports to guide and monitor our EL growth. Currently, our districtwide NWEA Map reports don't designate EL students in in their data reporting system. Based on ELPAC results, 47.3% of our English Learners at Primrose are making progress towards English Language proficiency compared the 48.3% of English Learners in CA.

Adjustments: 1) One essential adjustment is to progress monitor the growth made by ELs in their districtwide assessments and PLC CFAs. 2) Revisit ELD designated instructional routines to support ELs during designated time (productive partnering, reviewing academic vocabulary, use of sentence frames, and use of response frames). 3) EL TOAs will work with teachers to strengthen ELD routines during the designated ELD time.

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.

The Key adjustment that needs to be made is the alignment of assessment, curriculum, and instruction. Many of our teachers have expressed that our ELD curriculum is not aligned to the ELA Core and current pacing standards. In looking at the ELD curriculum, some stories and standards don't match what is currently being covered in Wonders. We truly need to have our ELD designated time to provide the skills, scaffolds, and strategies that students will see during the core ELA block. Other important adjustments to improve outcomes for ELs:

1) All districtwide reports must incorporate data that breaks down information by student group (EL, RFEP, EO, IEP). We should be able to run group reports for whole school, grade level, and teacher level.
2) Alignment of ELA with designated ELD- Students should be provided support during designated ELD to experience success during ELA time.

3) Improve our progress monitoring systems for EL students. We will be monitoring the growth made by various subgroups (ELs, RSP students, & McKinney-Vento)

4) Professional Development- Thinking Maps- Speaking off the Thinking Map- Path to Proficiency and Language Objectives.

5) Online Programs to support language and academic needs for English Learners.

6) Tiered Interventions provided during designated ELD.

7) EL TOA support the monitoring of EL growth and collaborates with site leaders

8) Extended Learning Opportunities for English Learners.

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	
Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).	Our students were invited to participate in the Social-Emotional Learning survey conducted in the Fall of 2021. We had 119 (55.4%) student responses in Grades 3-5. Areas of Strength: • 72% of students responded favorably to their sense of belonging as they felt welcomed at school. • 83% of students indicated having supportive relationships • 73% of students indicated that positive teacher to student relationships. Two areas of need indicated in the Fall SEL survey included self-efficacy (50%) and emotion regulation (47%). This data will help support staff (counseling and administration) work with students to provide guidance lessons to strengthen these two areas. Our students also participated in the 2021 Annual student climate survey. We had 55 (26.6%) student responses in grades 3-5. Areas of strength: • 90% of students indicated to have supportive relationships. • 84% of students had a favorable impression of inclusion efforts at Primrose. Two areas of need indicated in the 2021 Annual student climate survey included a need for students to have more input on the type of class and school activities and how often students felt sad. Our families also participated in the 2021 Annual Family Climate Survey. Our response rate was not high as we only had 16 responses which was a decrease from 31 from the previous year. We had a 5% response rate and we did not meet the district goal of 25%. This indicates that we will need to reach out to parents via parent square, social media, and etc. to increase our

Analysis of Qualitative Data	
	parent engagement. Family Survey Highlights • 100% of our families responded favorably to being aware of our policies. • 94% of our families responded favorably that we promote a positive environment for all students. • 94%% of our families responded favorably about our inclusive efforts at Primrose. Two areas of need indicated in the 2021 Annual Family Climate survey were involvement in school fundraisers and how confident parents are in their own abilities to support their child's education. Administrator at Primrose engages in weekly informal conversations and gathers teacher input at staff meeting. . Teachers are reporting that they need additional planning time for PLC work, training with performance matters and support with finishing the learning units with teacher clarity. Teachers have also voice their concerns about improving the SIT process and clarify eligibility requirements for special education.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	On average classroom visits were conducted bi-weekly. Due to being short staff, some weeks were spend on supporting special education classrooms and supporting students with social emotional concerns and classroom visits were done on a monthly basis. Purpose of observations was to observe learning targets, effective ELD strategies, math routines, and RTI structures. Walkthroughs and teacher feedback revealed the following: • Increase our integration of language into learning targets tasks to build receptive and productive language to increase student achievement. • Teachers need to explicitly communicate kid friendly success criteria and learning objectives so that students can express what they are learning. • Additional training in the areas of small group instruction (guided reading) and progress monitoring with running records. • Additional PLC time to develop consistent learning activities based on learning targets and success criteria. • EL Strategies during integrated and designated ELD time. • 10/14 classrooms demonstrated consistent use of EL strategies. • 11/14 classrooms demonstrated consistent evidence of thinking maps leading into writing (write from the beginning) structures.

Analysis of Instructional Program

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

• Not meeting performance goals

- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	CAASP, NWEA Data, A2i, and iReady reports are used to monitor the growth and progress towards meeting the literacy and numeracy goals identified in the SPSA. Both Fall and Winter NWEA data reports provide predictions to target potential outcomes for the Spring CAASP. PLC teams utilize the fall and winter NWEA data to adjust their units of study in the event that some essential standards have to be re-taught. Areas of Improvement: 1) Conducting deeper data dives with grade level math common formative assessments to to identify areas of focus for ELA core, math, and ELD. 2) Provide the summative IAB interim assessments in Fall and Winter to track progress towards meeting SBAC goals. District Wide data analysis protocols could analyze growth and respond to address any patterns and areas to target. 3) Data chats using MAP Winter to analyze SBAC Spring Projections and adjust curriculum planning and support.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	At the site level, we use ELPAC data to establish initial ELD groups. Grade level PLC teams utilize the current language development levels to provide scaffolds during integrated ELD and designated ELD. CAASP data becomes available during Summer and Fall and provides trends on students meeting performance standards in ELA and Math. PLC Teams utilize data from grade level common formative assessments to differentiate learning for all students. Areas of Improvement: 1) Progress monitoring of EL students 2) CFA's for EL students. 3) Aligned ELD curriculum to ELA Core 4) Professional Development in the areas of lesson design to incorporate best practices for EL's.
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.	School Site Council monitored SPSA actions and services for implementation and outcomes in March 2022. Majority of actions and services were implemented with the exception of tutoring due to unavailability of personnel. ELAC met quarterly to review data to discuss program implementation. ELAC members shared the following recommendations; differentiation via small group instruction, increasing parent engagement, continue professional development in the areas of Path to Proficiency, & improve instructional routines in designated ELD block.

Standards, Assessment, and Accountability	
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	ELAC met quarterly to review data to discuss program implementation. ELAC members shared the following recommendations; differentiation via small group instruction, increasing parent engagement, continue professional development in the areas of Path to Proficiency, & improve instructional routines in designated ELD block.

Identified Needs based on Findings:

1. Primrose needs a full time assistant principal to assist with the day to day support to address behavioral, special education, and educational needs of the site. This would ensure principal and assistant can provide timely high quality feedback to teachers on a weekly basis, assist with high profile, multi-faceted IEPS, support teachers in writing legally defensible IEPs, and support the overall general student body to ensure a safe and rigorous learning environment. We also have a high rate of behavior incidents, poor attendance, and limited parent engagement that directly impact the educational outcomes for students. We have experience significant shortage in our personnel support staff which creates the need for daily and consistent administrative support within our educational program. Shortages in moderate-severed SDC classrooms creates challenges that directly impact daily instruction and student safety. These shortages pull administration away from the instructional leadership work.
2. Primrose needs a full time counselor to support regular attendance and students social emotional needs. Our site require intensive TIER I, TIER II, TIER III PBIS structures to ensure students thrive and receive the appropriate support. Administration has supported in modeling appropriate interactions with students when students become escalated. We have earned PBIS Silver Status but a full time counselor would ensure we build effective and consistent TIER II and TIER III behavior interventions and provide daily counseling support for our scholars.
3. PLC teams need additional time to properly function as a PLC. Our current collective bargaining agreement is not structured to provide weekly PLC time for teachers. PLC teams are only able to meet during admin directed time. Administration time is also impacted by any pertinent information that needs to be shared with staff which diminishes PLC time for teachers.

- PLC teams need the extra time to conduct deep data dives with available local, state assessments, and PLC assessments to identify areas of focus for ELA core, math, and ELD.
- Monthly progress monitoring of EL students (writing, reading, and math)
- Aligned ELD curriculum to ELA Core
- Professional development in the areas of lesson design to incorporate best practices for ELs
- Provide the summative IAB interim assessments in Fall and Winter to track progress towards meeting SBAC expectations. District Wide data analysis protocols could analyze growth, identify patterns and determine areas to target.

Staffing and Professional Development	
Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Common Core TOA will follow up with individual PLC teams to work on learning targets, success criteria, and backwards planning.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	• Common core TOA will work with PLC teams to provide support with backwards planning, lesson plan design, United to Read, success criteria, learning targets, and increase student engagement via distance learning. • Common core TOA will assist with gathering impact data (math, reading, and writing) to help with facilitation of data chats with teachers. • EL TOA will work with teachers to model effective EL instructional practices during integrated and designated ELD. EL TOA will provide a 6-hour training for all teachers on the Pathway to Proficiency Training.

Staffing and Professional Development	
	• EL TOA will assist with gathering EL data (math, reading, and writing) to help with facilitation of data chats with teachers to support ELs.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Our teachers meet twice a month in Professional Learning Communities to plan lessons, discuss data, and create common assessments.
Identified Needs based on Findings: Additional professional development and teacher collaboration in the following areas: • Backwards planning, creating success criteria, and creating targeted assessments • Adding language intentions to the learning targets and success criteria to support English Learners	

Teaching and Learning	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers at all grade levels use the California Common Core Standards including the Frameworks for ELA/ELD, 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. Our school has partnered with visible learning consultants to unpack standards, create student friendly learning targets, and develop learning units at each grade level. Instructional strategies are supported by professional development provided by consultants, EL TOA, and Common Core TOA. Instructional strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignments provide grade level and individual support with curriculum guides, frameworks, lesson planning, and coaching. Al online programs (iReady, AR, Lit Pro, Brain Pop) are aligned to our school goals in order to meet the needs of our students.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	In addition to the district adopted curriculum, supplemental instruction materials are also incorporated in the instructional day for students who are identified as performing below grade level in reading and or math. Through the Response to Intervention (RTI) model, students are provided additional assistance using the following intervention programs: WonderWorks, SIPPS, Guided Reading, Close Reading, Mental Math, TouchMath and math groups.

Teaching and Learning
Identified Needs based on Findings: Additional professional development and teacher collaboration in the following areas: • Backwards planning, creating success criteria, and creating targeted assessments • Effective use of curriculum guides with appropriate pacing for important units of study. • Adding language intentions to the learning targets and success criteria to support English Learners

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	All students had access to the core instructional program. All students participated in daily grade level tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students were grouped by identified academic needs. Tier 2 services provided by the regular program that enable underperforming students to meet standards include: • Instructional Support Teacher • Math Support Instructional Aide (grades K-3) • WonderWorks/Guided Reading • Tutoring in mathematics/reading • PBIS Framework including Restorative Practices • Small group differentiated instruction • Response to Intervention as outlined in the master schedule • iReady in reading in mathematics All students who do not meet grade level reading status are provided targeted instruction through the Response to Intervention model. This tiered level of support can be provided by the classroom teacher during a designated 40 min time block. The Instructional Support Teacher(IST), provides further intensive support using WonderWorks and Guided Reading to support our at-promise students. Students not making growth will be referred to our Student Intervention Team (SIT). This team approach of educators allows the student, teacher and family needs to be address so that the desired outcomes are achieved. Here academic goals will be established and monitored for growth. Students that need extended learning opportunities will be offered academic tutoring.
Student groups for whom there exist disparities in achievement and summary of the root causes.	English Language Learners, students with disabilities, African-American students, and socioeconomically disadvantaged and homeless students at Primrose perform below grade level standards. There is an achievement gap between these student groups and our overall student group scores. English Learners require targeted differentiated small group instruction, integration of language demands in learning targets, and explicitly taught strategies integrated into their learning throughout the day, especially within the context of ELA and Mathematics. Students with Disabilities need to be taught strategies in line with the modifications and accommodations listed in their IEPs that will help them in core ELA and Mathematic content.

Opportunity and Equal Educational Access	
	The root causes are basic reading comprehension skills, English language acquisition skills, math skills (both in terms of number sense and the ability to comprehend and solve math word problems), and chronic absences.
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.	We are continuing to work towards implementing actions and services to ensure that we are meeting the needs of all our students. The SPSA actions and services partially met the needs of students. Students with chronic absenteeism have needs that have not been met, primarily due to lack of attendance. Small group instruction has met the individual needs of students needing support in literacy and numeracy.

Identified Needs based on Findings:

- Continue to focus on high quality small group instruction.
- Students need strategic interventions to address academic and linguistic needs of English Learners and Reclassified English Learners.
- School site needs to provide tiered interventions that decrease chronic absenteeism for all student groups.
- School site needs improved data systems to track growth and performance of English Learners on a monthly basis.
- School site needs strategic intervention to address fluency and comprehension needs of all students.
- Students need additional extended learning opportunities to address academic needs in the areas of numeracy and literacy.

Parental Engagement	
Resources available for families to support their child(ren's) education and assist under-achieving students.	1. Primrose will send out a monthly newsletter to keep families informed about health updates, school events, and strategies to support students in the home. 2. Regular communication was provided through parent square to promote active parent engagement. 3. We will provide digital information so that parents are kept informed on a monthly basis. This is a time to keep parents informed on important school data and to listen to our parent base. 4. Regular ELAC and SSC Meetings - Primrose meets with the following parent groups to engage all stake holders in the decisions that are made in our school. 5. Parenting Classes - Primrose provided virtual parents workshops to support behaviors and academics via parent empowerment network.

Identified Needs based on Findings:

Here are some needs that have been identified by Primrose:
1. Increase parent engagement through student performances and activities
2. Disseminate school information via podcast/video

Parental Engagement
3. in partnership with CWA, conduct home visits to support students that are disengaged 4. Work with our MTSS department to provide mental health support for any students/families in need 5. Parent training dealing with mental health, positive discipline and computer technology

Funding	
Services provided by state and local funds that enable underperforming students to meet standards.	Primrose offered a number of programs and opportunities for our underperforming students to meet grade level standards: 1. District uses state and local funds to fund a RSP teacher to support students with meeting their IEP goals. 2. Televisions were purchased to increase access to instruction and support instructional routines (must do's and may do's) during RTI.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Primrose provided the following services to help underperforming students to meet Common Core Standards. 1. The District provided a Title I Instructional Support Teacher for Literacy Intervention- Provide literacy support to At Promise students. All students who do not meet grade level reading expectations are provided targeted instruction through the Response to Intervention model. This tiered level of support is provided by the classroom teacher during a designated 40 min time block. The Instructional Support Teacher (IST) provides further intensive support using Wonder Works and Guided Reading to support our at-promise students. 2. Instructional software and materials to support small group differentiated instruction- All students were provided small group differentiated instruction during their English Language Arts and Math time. 3. Tutoring based on identified needs was provided to targeted students in math and literacy. 4. Collective Teacher Efficacy- Title I funds were utilized to hire a consultant to provide additional training with learning targets, progressions, and success criteria to support teacher clarity. 5. Parent Empowerment workshops to support parents at home. 5. We purchased the guided reading school wide library to address literacy needs for all K-5 students.

Identified Needs based on Findings:

Based on our data analysis, Primrose has identified the following as areas of need:

1. Primrose needs a full time assistant principal to assist with high profile, multi-faceted IEPS, as well as supporting teachers in writing legally defensible IEPs. We also have a high rate of behavior incidents, poor attendance, and limited parent engagement that directly impact the educational outcomes for students. We have experience significant shortage in our personnel support staff which creates the need for daily and consistent administrative support within our educational program. Shortages in moderate-severed SDC classrooms creates challenges that directly impact daily instruction and student safety. These shortages pull administration away from the instructional leadership work.
2. Primrose needs a full time counselor to support regular attendance and students social emotional needs. Our site require intensive TIER I, TIER II, TIER III PBIS structures to ensure students thrive and receive the appropriate support. Administration has supported in modeling appropriate interactions with students when students become escalated. We have earned PBIS Silver Status but a full time counselor would ensure we build effective and consistent TIER II and TIER III behavior interventions and provide daily counseling support for our scholars.

Funding
3. Primrose needs additional office support in the areas of enrollment, attendance, budgeting, providing customer support to address community needs. 4. Primrose needs to increase attendance by providing regular access to enrichment and increase student celebrations around attendance. 5. Primrose needs promote the importance of regular school attendance in our community. 6. Primrose needs to continue differentiated small group instruction in the areas of literacy (fluency and reading comprehension) to support at risk students. 7. Primrose will continue to offer tutoring to at risk student, English Learners, Reclassified English Learners to promote growth in literacy and numeracy. 8. Primrose needs to provide additional PLC collaboration time planning time for teachers to collaborate in PLC. 9. Primrose needs to complete the purchasing of televisions to improve access to instruction. 10. Continue to increase engagement/enrichment for student.

Stakeholder Involvement	
Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	In March ELAC and SSC conducted progress monitoring on the SPSA actions and services and made recommendations to continue previous actions. ELAC team made recommendations to progress monitor reading and writing. In April School Site Council (SSC) met to evaluate the identified needs of students. The SSC team determined to continue most actions and services from the previous plan. In May SSC reviewed and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

- Continue to utilize parent square to disseminate information to all families regarding actions and services for students. Input will be shared with ELAC and SSC.
- Identify the next cadre of parents to participate in ELAC and School Site Council.

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	• Implement Guided Reading in all K-3 classrooms & progress monitor using A2i assessments and running records • Improve Response of Intervention (RTI) using PLC created common formative assessments to group students • Ensure full implementation of essential math instructional routines (subitizing, number talks, & rigorous lesson) • Provide differentiation via small group instruction in math and literacy • Ensure all students in K-3 are provided guided reading three times a week & At Promise Students • Ensure all students are reading daily and meeting the recommended usage minutes on their online programs PLC Grade level team will develop the following: • Select Essential Standards and Deconstruct each standard • Develop Learning Intentions, Progressions, and Success Criteria • Add language intentions to their learning targets and success criteria • Develop CFAs and engage in data analysis to support the learning • Teach all students about growth mindset, the learning pit and the power of yet Implement PBIS structure to support social emotional intelligence • Consistent behavioral structures whole school • Implementation Second Step & PBIS Rewards to support students character development and social emotional learning	• Reading 2/3 times a week August-May • RTI is programmed in 6 week intervention cycles Common Formative Assessment (4-6 weeks) October-May • Mathematical Routines (all year) • Differentiated small group (all year) • Tutoring (August-May) (4-6 weeks) October-May • PBIS (August-May) • PLC meet bi-weekly (August-May)
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	Align support for at promise students to match content and rigor of the grade level standards and extend tutoring services Implement STEAM related experiences for all students • Video Production & Dance, ASB Leadership	• STEAM Enrichment (September-May)

courses necessary to provide a well-rounded education		
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	Ensure all students in K-3 are provided guided reading three times a week & At Promise Students. Small group interventions at all Tiers (TIER I, TIER II, TIER III) to address reading fluency, comprehension, number sense, and behaviors. Provide extended learning (tutoring) for targeted students. Document SIT interventions for all at-risk students (Blue Folders).	• Reading 2/3 times a week August-May PLC (August-May) • Tutoring (August-May) (4-6 weeks) October-May • SIT (August-May) • RTI is programmed in 6 week intervention cycles

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)	-38.7	>= -23.7
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-52.2	>= -37.2
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.93 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.37 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	5%	>= 25%

Identified Need(s):	Math NWEA Map Winter 2021-22 • 1st- Map data indicates that number and operations is the highest are of need as 47% of students scored in the 21 and below percentile range. • 2nd-Map data indicates that measurement and data is the highest are of need as 70% of students scored in the 21 and below percentile range. • 3rd- Map data indicates that operations and algebraic thinking is the highest are of need as 60% of students scored in the 21 and below percentile range. • 4th- Map data indicates that measurement and data and geometry are the highest are of need as 62% of students scored in the 21 and below percentile range. • 5th- Map data indicates that geometry is the highest area of need as 58% of students scored in the 21 and below percentile range. Reading NWEA Map Winter 2021-22

	• Kinder- MAP data indicates that language and writing is the highest area of need as 42% of students scored in the 21 and below percentile range. • 1st- MAP data indicates that language and writing is the highest area of need as 48% of students scored in the 21 and below percentile range. • 2nd- Map data indicates that informational text is the highest are of need as 61% of students scored in the 21 and below percentile range. • 3rd- Map data indicates that informational text is the highest are of need as 41% of students scored in the 21 and below percentile range. • 4th- Map data indicates that informational text is the highest are of need as 60% of students scored in the 21 and below percentile range. • 5th- Map data indicates that vocabulary is the highest area of need as 42% of students scored in the 21 and below percentile range. Based on MAP results, walkthrough data, and iReady reports teachers need to deliver differentiated small group instruction on a daily basis. • Increase number of behavior incidents indicate a need for additional personnel support with supervision • Parent surveys indicate a need for workshops in early literacy development and behavioral support to support learning in the home. • Attendance data indicates a need for targeted attendance interventions to support students with chronic absences. • Attendance and Engagement data indicates the need for celebrating academic/attendance success to motivate students to improve their academic achievements.

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
1.A: Deliver small group differentiated instruction to increase academic achievement in the areas of literacy and numeracy. • Instructional and organizational materials • Supplemental printing • Instructional technology- document cameras/headphones/laptops/televisions, electric charging stations • contracted services	Growth on iReady	All K-5 students	Teachers CC TOA Administration Tutor Monitor	6,472	6,494

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
• tutor monitor for additional support • instructional software • books, magazines, and digital resources • flexible seating • academic fieldtrips					
1.B: Provide small group tutoring to support literacy and numeracy. • Certificated Hourly • Classified Hourly • Printing • contracted services	Pre and Post Assessments	Tier II and Tier III at-risk students	Tutoring Teachers, Classified Staff, & Administration	3,000	2,000
1.C. Provide additional time for Professional Learning Communities to focus on the 4 key questions: What do students need to learn? How will we know they have learned? what will we do when they have already learned? what will we do when they have not learned? • Administration Directed Wednesdays • Certificated hourly • Contracted services • Travel and conference related fees • Workshops	• classroom walkthroughs	All K-5 students	Teachers & Administration	2,000	
1.D. Provide Professional Development on language intentions, purposeful formative assessments, cooperative learning, and effective instructional strategies for literacy	• classroom walkthroughs	All K-5 students	Teachers & Administration	3,000	5,000

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
and math • Professional Books • contracted services/professional development materials • Teacher Hourly/Sub Release Time • Travel and conference related fees • Workshops	• teacher survey				
1.E. Implement PBIS, SEL, and enrichment opportunities schoolwide to increase student engagement and achievement • Academic Awards-Certificates, pencils, bookmarks, books • Sensory items/adaptive equipment/specialized furniture • PBIS awards • Teacher hourly for enrichment (video production team, engineering, dance, art) • STEAM instructional materials • Social emotional learning(software, instructional resources) • Contracted services • Instructional materials (video, art, dance, engineering) playground equipment and games. • academic fieldtrips	• Panorama Survey	All K-5 students	Teachers & Admininistration	3,000	3,000
1.F. Provide parent workshops/resources to promote home to school connection to assist students and parents with academic and	• Panorama surveys	All K-5 families	Community Aide & Administration	$2,000	

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
behavioral strategies, college and career pathways. • Student Planners • contracted services/ materials • Certificated Additional Hourly • Classified Additional Hourly • Magazines, books, and subscriptions • Organizational materials, furniture, and technology for parent center • Childcare	• Sign in sheets				
1.G Implement AVID to increase student achievement • Conferences Fees and Travel • Workshops • AVID t-shirts • Instructional resources and organization materials • Teacher Hourly • Sub Coverage • Contracted services	• Winter MAP data • AVID Binder Checks	3-5 Students	Teachers 3-5	2,000	
1.H Improve reading fluency and comprehension by increasing access to engaging texts (fiction and nonfiction) • Classroom Library Books/ Read Alouds • instructional software • Library Books • Audio Books • Magazine subscriptions (fiction and non-fiction)	Star Reading (2-5) High Frequency Words (K-1)	K-5	Teachers Librarian	3,000	

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
			Total Estimated Cost for This Goal:	24,472	16,494

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 ELs: **English Learners will demonstrate improved academic growth and achievement in literacy and numeracy.**		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-60.8	>= -45.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-67.8	>= -52.8
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.01 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.8	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.46 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	• MAP data indicates that K-5th English Learners need intensive support in the areas fluency and reading comprehension. • MAP data indicates that K-5th English Learners grade students need additional support to develop number sense and base ten. Staff input and comprehensive needs data highlighted the following academic needs for English Learners: • Teachers require professional development in the areas of differentiation for English Learners to address the language needs of English Learners. • PLC teams must add language intentions to their success criteria and learning targets. • Align ELA/ELD Standards on our instructional master schedule. • TOA to provide PD on effective instructional routines for English Learners during integrated and designated instructional time.

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 small group tutoring for English Learners to develop academic vocabulary in numeracy and literacy. • Certificated Additional Hourly • Classified Additional Hourly • Supplemental Instructional Materials (blingual books)	Pre and Post Assessments	English Learners Grades K-5	Teachers & Bilingual Aide	2,000	
1a.2 Revised: Provide professional development & coaching support with Path to Proficiency and Write from the Beginning.	Growth on Writing Assessments	English Learners Grades K-5	English Learner TOA & Teachers	0	
1a.3. Deliver differentiated instruction to support academic/language needs of English Learners. • Instructional Software	Classroom Walkthroughs	English Learners	English Learner TOA, Teachers & Bilingual Aide	2,000	
			Total Estimated Cost for This Goal:	4,000	

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 1b Designated ELD: Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive and productive language by using academic vocabulary across the content areas.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	47.3%	>= 50.3%

Identified Need(s):	• English Learner Progress Indicator from CA Dashboard indicates a need to focus on receptive and productive language for English Learners who have decreased 1 ELPI level. • MAP data indicates that K-5th English Learners need intensive differentiated small group support in acquiring academic vocabulary in the areas of literacy, writing, and numeracy. • Walkthrough data shows that K-5th teachers need additional coaching with implementing GLAD strategies, language objectives, and ELD routines. • Walkthrough data shows that English Learners and Reclassified Learners need additional small group support to meet grade level standards.

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.1 Provide professional development to integrate language functions into build receptive and productive language to increase academic achievement • Supplemental instructional materials. • Software Licenses	Walkthrough data: Students communicate learning target(what) and success criteria (how) that incorporate language functions.	English Learners and Reclassified English Learners (K-5)	EL TOA, Teachers, & Administration	0	

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
• Teacher hourly/sub release • Contracted services					
1b.2 Provide leveled small groups during designated ELD using appropriate ELD strategies and resources via a four day model. • Supplemental instructional materials. • Software Licenses • organizational materials • Teacher hourly/sub release for lesson planning	Walkthrough Data; Evidence of small group instruction during designated ELD time	English Learners and Reclassified English Learners (K-5)	EL TOA, Teachers, & Administration	0	
Total Estimated Cost for This Goal:				0	

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	27.8%	>= 30.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-42.0	>= -27.0
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: -2.14 Fall 3rd to Fall 4th: -1.44	>= 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: 64% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 63% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 12%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 54% 22-23 3rd Gr. Cohort (22-23 3nd Gr.): 53% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 25% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 2%

Identified Need(s):	Students need additional support in addressing literacy gaps (fluency and comprehension) in guided reading groups Provide more time during the day to develop academic vocabulary and writing skills Provide strategies to increase exposure and acquisition of academic vocabulary throughout the day Increase exposure to targeted independent reading materials (fiction and nonfiction) at their instructional level

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**
2.A. Provide small group, differentiated instruction to address literacy needs and strengthen students' decoding, fluency, and reading comprehension. Expenditures: • Guided Reading Materials • Student headphones	A2i data iReady	K-5th	Teachers & Administration	2,000	

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 instructional materials • Supplemental printing • Instructional Software • Teacher Sub Release/hourly					
2.B. Provide professional development to create effective small group guided reading groups, running records, close reading, reciprocal teaching, & literature circles. • Teacher Hourly • Substitute release day • Contracted services	Classroom Walkthroughs Running Records	K-5th	Common Core TOA, teachers, & admin	0	
Total Estimated Cost for This Goal:				2,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1.E. Implement PBIS, SEL, and enrichment opportunities schoolwide to increase student engagement and achievement • Academic Awards-Certificates, pencils, bookmarks, books • Sensory items/adaptive equipment/specialized furniture • PBIS awards • Teacher hourly for enrichment (video production team, engineering, dance, art) • STEAM instructional materials • Social emotional learning(software, instructional resources) • Contracted services • Instructional materials (video, art, dance, engineering) playground equipment and games. • academic fieldtrips • student workout equipment	Kinder-5th Grade	20,000	Teachers and Admin
1.A. Deliver small group differentiated instruction to increase academic achievement in the areas of literacy, numeracy, and social-emotional learning. Expenditures: student laptops, sensory items/adaptive equipment/specialized furniture, instructional technology (laptops, headphones, document cameras, televisions in classroom), instructional materials/resources to support math and reading	Kinder-5th Grade	20,000	Teachers and Admin
1.H Improve reading fluency and comprehension by increasing access to engaging texts (fiction and nonfiction) • Classroom Library Books/ Read Alouds • instructional software • Library Books • Audio Books • Magazine subscriptions (fiction and non-fiction)	Kinder-5th Grade	10,000	Teachers and Admin

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1.F. Provide parent workshops/resources to promote home to school connection to assist students and parents with academic and behavioral strategies, college and career pathways. • Student Planners • contracted services/ materials • Certificated Additional Hourly • Classified Additional Hourly • Magazines, books, and subscriptions • Organizational materials, furniture, and technology for parent center • Childcare	Kinder-5th Grade	$10,000	Teachers and Admin
1.D. Provide Professional Development on language intentions, purposeful formative assessments, cooperative learning, and effective instructional strategies for literacy and math • Professional Books • contracted services/professional development materials • Teacher Hourly/Sub Release Time • Travel and conference related fees • Workshops	Kinder-5th Grade	$10,000	Teachers and Admin

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.	30,472
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).	1,340
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)	16,494
X	**SUPC Carryover**	
Total amount of state and federal funds allocated to this school		46,966
Total amount of state funds spent (SUPC)		16,494
Total amount of federal funds spent (Title I)		30,472
Total amount of state and federal funds spent		46,966
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
Alejandro B. Lopez	Principal	Not-Applicable	Not-Applicable	1
Alma Amado	Classroom Teacher	2 year	June 2023	1
Dawn Juhas	Classroom Teacher	2 years	June 2022	1
Melissa Mendoza	Classroom Teacher	2 years	June 2022	1
Yanet Ramos	Other Staff Member (Specify): Billingual Aide	2 years	June 2022	1
Mayra Moreno	Parent/Community Member	2 years	June 2022	1
Myla Rodil	Parent/Community Member	2 years	June 2022	1
Maria Rosas	Parent/Community Member	2 years	June 2022	1
Blanca Valenzuela	Parent/Community Member	2 years	June 2023	1
Lidia Tercero	Parent/Community Member	2 years	June 2022	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 .

Attested:

IX. Announcements

Presented by Chairperson/President or Principal

Discussion/Comments: Click here to enter text.

X. Adjournment — Time: 2:00

Presented by SSC Chairperson/President

Dawn Juhas **motioned to** adjourn the meeting.

Motioned seconded by Alma Amado

Action Taken: ☒ Passed ☐ Failed ☐ No Action Taken **Vote Count:** 8 **Ayes** 0 **Nays** Select # **Abstained** Select #

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

Name of School: Primrose 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: 5/11/22.

Attested:

Alejandro Lopez	Alejandro Lopez	5/19/22
Typed name of School Principal	Signature of School Principal	Date
Alma Vanessa Arredo		5/19/22
Typed name of SSC Chairperson	Electronic Signature of SSC Chairperson	Date