

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Prairie Elementary	57727100000000	May 18, 2021	June 3, 2021

Purpose and Description

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

Schoolwide Program

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

The school community at Woodland Prairie Elementary has taken great care to build this School Wide Plan in accordance with the requirements of ESSA and align it with the WJUSD Local Control and Accountability Plan as well as other federal, state, and local programs. Overall, this needs assessment collected information on the academic achievement of students in relation to the challenging state academic standards, with particular attention paid to those students who are failing to make adequate progress or are at risk of school failure.

Based on the information collected through the needs assessment, the school community then developed this plan to support the needs of the students in the school. The plan categorizes the school's improvement efforts into larger categories. The categories include: strategies that focus on providing opportunities for all students to meet the challenging state academic standards; methods and instructional strategies that strengthen the academic program in the school by increasing the amount and quality of learning time and help enrich and accelerate the curriculum; and programs, activities, and strategies that provide a well-rounded education to all students, but particularly to those students who risk not meeting the challenging academic state standards.

The plan also addresses the need to encourage high quality parent and family engagement by conducting outreach to all parents and family members. Components of this outreach includes the development of a school and family engagement policy as well as a school and parent compact that addresses the shared responsibility between all stakeholders in regards to high student academic achievement and capacity building for parent involvement.

The School Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
- programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement through a variety of strategies.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Woodland Prairie Elementary's School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Woodland Prairie Elementary including ELAC (English Learner Advisory Committee), School Site Council, staff, and and with students. Each meeting included an in-depth review of the most recent California School Dashboard data for Woodland Prairie Elementary, students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student input was gathered through a survey focused on climate and safety, of which 209/451 students responded. Student focus groups were created, with a balanced representation of student groups. 27% of the school's total students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified both attendance and Mathematics instruction as their areas of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on Friday, May 7, 2020, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. The teachers and staff at Prairie met in a variety of different configurations to consider data and identify areas of concern. Dedicated staff meeting time, administration time with the Leadership Team, an attendance task force made up of both certificated and classified staff, and an attendance improvement experimental group made up completely of teachers all made contributions to the school community's understanding of the needs of Prairie students. They identified concern areas, engaged in analysis of these areas to identify their root causes, and then proposed strategies that could possibly serve as solutions. As various stakeholder groups added their voices to the conversation, a picture began to emerge. It became clear that the move to distance learning and other issues connected to the pandemic have had a profoundly negative effect on student attendance. This pattern in turn caused reductions in student/family connection to school, achievement across the board, and progress with English proficiency. Additional areas of concern included math instruction and parent involvement/parent capacity development.

Needs assessment meetings were also held with ELAC on 12/17/2020 and 2/18/21. During the initial meeting, the group reviewed data and identified improving attendance and providing academic interventions as primary and secondary school needs. They then put forth recommendations for strategies and also made requests around increasing the number and type of interventions offered to students to extend their day.

ELAC reviewed the SPSA on 5/13/21, and provided additional feedback. School site council reviewed the plan on 5/18, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 5/18/21.

Resource Inequities

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

Woodland Prairie Elementary does not currently meet the criteria for either Comprehensive Support and Improvement or Additional Targeted Support and Improvement. Because of this, this section of the Plan does not apply.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.39%	0.27%	1	3	2
African American	1.58%	1.45%	1.06%	12	11	8
Asian	8.28%	7.89%	8.09%	63	60	61
Filipino	0.39%	0.39%	0.53%	3	3	4
Hispanic/Latino	80.55%	81.45%	82.49%	613	619	622
Pacific Islander	0.13%	0.13%	0%	1	1	0
White	8.15%	7.24%	6.1%	62	55	46
Multiple/No Response	0.39%	0.79%	0.66%	3	6	6
Total Enrollment				761	760	754

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	141	143	104
Grade 1	118	109	118
Grade 2	100	118	114
Grade 3	116	101	115
Grade 4	92	111	94
Grade 5	95	88	118
Grade 6	99	90	91
Total Enrollment	761	760	754

Conclusions based on this data:

1. This year's Site Plan is the first one to document the shift in enrollment at Prairie. The changing trend comes as a result of reducing the size of the Dual Immersion program by 1 Kinder class and moving the Transitional Kindergarten to another site in order to accommodate the arrival of a Head Start preschool. The reduction in Kindergarten at Prairie will have an impact on staffing and possibly enrollment configurations for the next 2 years at least, requiring a primary staff member with a specialized credential and skill set to leave their grade level assignment in a specialty program and find a new one somewhere in the district. This is an important finding because recruitment of staff is always an issue in a Dual Immersion program and the possibility of combination classes in the intermediate grades reduces the school's competitiveness in terms of hiring folks. One solution to this would be dedicating resources to recruitment into the program for grades 3 and above. The school can reasonably plan on 2 classes of 24 moving from primary to intermediate after the 2021-22 school year. While this matches the Class Size Reduction Target in the primary grades, it is a barely viable enrollment number for an

intermediate class. Recruiting 9-10 new students into the program while a cohort is in second grade would raise the class size for third grade to 29, which is completely viable and would eliminate the possibility of combination classes in the upper grades. An analysis of the above narrative can be distilled into the following ideas:

1. The reduction of DI by one classroom at the primary has positive impacts, negative consequences, and unknown ramifications. It does, however, speak to the need for recruitment of students into the DI program at the 3rd grade level and beyond to make the classes viable

2. In addition to the considerations that come with its size, Woodland Prairie is also the district's most diverse school both linguistically and culturally. The student body speaks 16 different languages, including indigenous languages from the southern part of Mexico and the northern part of Guatemala. In order to best meet the needs of students at the school, families have the option of choosing a 50:50 model Dual Immersion program for Spanish and English or a Structured English Immersion model, which focus exclusively on English language acquisition. This is a model of instruction that is supported by research as a way to close the achievement gap for these students and reduce their risk of school failure. Considering this layout in the context of resources yields the following insights:

1. In order to maintain a high quality program that is based on California's academically challenging standards, the school must allocate resources for Spanish language materials, Spanish language intervention staff, and professional development that provides teachers and staff with training on how best to integrate the acquisition of language with the development of literacy, numeracy, and content knowledge.

3. One piece of important information that the enrollment numbers do not capture is the reality of Woodland Prairie as a school with 2 distinct strands: A Structured English Immersion (SEI) strand, and a Dual Immersion (DI) strand. These two programs each have strengths and needs which are unique, but together, they make Prairie Elementary into a powerhouse of an educational institution. One the one hand Prairie is a neighborhood elementary school capable of serving students from all over the world. On the other hand, the school is home to a district enrichment program whose core instructional design has been correlated to reductions in the achievement gap for Spanish speaking students, increases in standardized test performance for English speaking participants in the program, and increases in intellectual flexibility for all its students.

The SEI program serves as a neighborhood school with the city's largest Section 8 housing complex in its attendance area. The students in this program are much more varied and diverse in terms of language and country of origin than the students in the Dual Immersion program. The Structured English Immersion program is also characterized by high rates of transiency in families and high rates of students who have experienced trauma. All of these factors taken together mean that this program requires specialized supports and services in the area of English Language Development (ELD), academic acceleration, and socio-emotional learning. Building a program that addresses these components for this school program will provide a well-rounded education to all students, but particularly to those students who risk not meeting the challenging academic state standards.

In contrast, the Dual Immersion program is part of a district-wide program that draws students from all over the district and surrounding area. The students in this program are generally either native-born Americans or students from Spanish speaking countries. While there are a few exceptions to this rule, they are such a small population that they cannot be studied as a subgroup. Also, because the program is a specialty program, the student population is generally stable, with very small numbers in terms of transiency. This program, like the the SEI program, also has students who have suffered trauma, and this speaks to the school's need to allocate resources for socio-emotional supports to address a need which cuts across program. Challenges unique to the program include the difficulty of time when teaching content in two languages, finding time to collaborate with grade level partners around instruction, and the acquisition of Spanish language materials in order to provide authentic experiences for students in the program. Allocating resources for teacher collaboration time, professional development, and primary language materials in Spanish will help ameliorate these challenges.

This complex layout can be distilled into the following 3 ideas:

1. The size of the school and the division of the school into 2 distinct programs speaks to a need for resources devoted to collaboration within program and across program as well. These resources will include paid teacher time, supplemental materials and supplies and technological licenses.

2. The complexity of both program's goals require a budget for professional development in the areas of curriculum and instruction as well as second language acquisition. The topics and focii of the PD will vary according to what the data indicates about program needs.

3. The linguistic complexity of the school's population indicates both programs can ret the addition of supplemental staff who serve the unique needs of each strand.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	456	444	404	59.9%	58.4%	53.6%
Fluent English Proficient (FEP)	96	115	147	12.6%	15.1%	19.5%
Reclassified Fluent English Proficient (RFEP)	51	68	79	11.4%	14.9%	17.8%

Conclusions based on this data:

1. The information provided on English Learner (EL) enrollment reflects the same pattern of growth as the school as a whole, but last year's reclassification percentage shows a jump of over 4%. This is significant, and it can be attributed to a change in the landscape around English proficiency testing at the State level. California's move to the English Learner Proficiency Assessment of California (ELPAC) from the California English Language Development Test (CELDT) will cause a disruption to the process for reclassification at the local level. Prairie administration and staff were aware of this, and they made a concerted effort to identify every possible reclassification candidate as the State moved towards its new system.

In addition, Prairie has been an active pilot school in the development of an alternative reclassification process in the district for students who receive Special Education services, and used that system to reclassify multiple students. This work can be thought of as a strategy to provide opportunities for all students to meet the challenging state academic standards. As it stood previously, there was an inequity in the reclassification system that penalized students on 504 plans and Individual Education Plans (IEPs) for their disabilities because reclassification relied so heavily on the CELDT. For many students in this subgroup, the limiting factor for passing the test was cognitive, not linguistic. Prairie's participation in the process recognizes this and compensates by considering other data points. It is a process Prairie is proud of, and its continued success will require time for teachers to collaborate and receive professional development.

Key findings that emerge from an analysis of the data are:

1. The Prairie model for ELD (English Language Development) is working to get students reclassified before middle school and to have a calculable and positive effect on the EL achievement of the District as a whole. This indicates a need to identify the key components of the program for replication with programs that are having less success.
2. Although it is not specifically called out in this data set, EL students who receives Special Education services at Prairie are being reclassified at a rate much higher than the district average. While the raw numbers continue to be small, the trend indicates a need to continue examining and adjusting the alternative reclassification process to ensure access for our students who receive special education services.

2. Overall, analysis of this data set indicates that Woodland Prairie's approach to English Language Development (ELD) is working to move students towards English proficiency and suggests that the school should continue to devote resources to their model for ELD instruction. That model requires additional staff to keep the group size small during dedicated ELD time and provide intervention support designed to accelerate the acquisition of English through the use of supplemental ELD materials that fill gaps in the core adoption. It also requires staff time for professional development, coaching, and peer observations specifically in the area of ELD.

Reviewing this data picture leads inescapably to the following conclusion:

1. The model used by Prairie is having a positive effect, and based on data picture 1 on this page, it is extremely important that Prairie deploy additional staff to keep certain ELD groups low, provide teachers with time to review and analyze student achievement patterns, and provide professional development and coaching activities to create program coherence.

3. One other data point which bears mentioning but is not evident here is the fact that Prairie has 17% of WJUSD's total EL enrollment. This means that the achievement pattern of EL students at Prairie has a significant impact on

the district as a whole. The administrative team and the school staff take this responsibility seriously, and that can be seen in the way the school allocates resources. Each year the school holds a series of trainings for teachers at all grade levels who are teaching ELD. These trainings are designed with the goal that these teachers understand the teaching behaviors which leverage the greatest change in terms of language acquisition regardless of the specific program the students is participating.

Another trend that emerges from the data is the fact that the school has had a decrease in the percentage of students who have ever been classified as English Language Learners, although the raw numbers of these students has grown every year. This trend is caused by the growth in the Dual Immersion program. As the first cohort of students has moved towards sixth grade, more and more of them are reclassified. This creates an overall reduction in the percentage of English Learners school wide even though new students who are ELs arrive regularly during the course of the year.

The implication embedded in this data picture is powerful.

1. The achievement pattern of EL students at Prairie has a disproportionate effect on the achievement pattern of ELs at the district level. Prairie will be changing leadership for the year covered under this school plan. In order to ensure that the positive trend in achievement continues, it will be important to support the new administrative team in carrying over the elements of the ELD program that are supported by research and practice.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	113	101	88	110	97	88	110	97	100	97.3	96
Grade 4	95	91	113	93	91	110	93	91	110	97.9	100	97.3
Grade 5	96	93	90	93	92	90	93	92	90	96.9	98.9	100
Grade 6	90	97	89	88	95	89	88	95	89	97.8	97.9	100
All	369	394	393	362	388	386	362	388	386	98.1	98.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2358.	2371.	2397.	6.82	10.91	13.40	13.64	16.36	26.80	14.77	22.73	20.62	64.77	50.00	39.18
Grade 4	2423.	2433.	2426.	8.60	16.48	14.55	15.05	15.38	21.82	33.33	23.08	20.91	43.01	45.05	42.73
Grade 5	2496.	2511.	2501.	18.28	20.65	21.11	31.18	38.04	32.22	23.66	23.91	22.22	26.88	17.39	24.44
Grade 6	2479.	2503.	2510.	6.82	9.47	4.49	23.86	28.42	43.82	28.41	30.53	29.21	40.91	31.58	22.47
All Grades	N/A	N/A	N/A	10.22	14.18	13.47	20.99	24.23	30.57	25.14	25.00	23.06	43.65	36.60	32.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.41	12.84	15.46	34.09	34.86	52.58	62.50	52.29	31.96
Grade 4	9.68	7.69	15.45	51.61	61.54	46.36	38.71	30.77	38.18
Grade 5	25.81	25.00	25.84	45.16	52.17	39.33	29.03	22.83	34.83
Grade 6	9.09	10.53	11.24	46.59	50.53	50.56	44.32	38.95	38.20
All Grades	12.15	13.95	16.88	44.48	49.10	47.27	43.37	36.95	35.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.68	9.17	13.40	30.68	33.94	43.30	63.64	56.88	43.30
Grade 4	4.30	14.44	10.00	53.76	42.22	48.18	41.94	43.33	41.82
Grade 5	27.96	22.47	21.35	48.39	55.06	57.30	23.66	22.47	21.35
Grade 6	9.09	11.58	15.73	46.59	55.79	64.04	44.32	32.63	20.22
All Grades	11.88	14.10	14.81	45.03	46.21	52.73	43.09	39.69	32.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	11.93	11.34	55.68	58.72	70.10	39.77	29.36	18.56
Grade 4	8.70	13.19	17.27	72.83	65.93	51.82	18.48	20.88	30.91
Grade 5	15.05	15.22	19.10	56.99	61.96	66.29	27.96	22.83	14.61
Grade 6	12.50	6.32	12.36	52.27	69.47	67.42	35.23	24.21	20.22
All Grades	10.25	11.63	15.06	59.56	63.82	63.38	30.19	24.55	21.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.23	11.01	17.53	43.18	48.62	47.42	46.59	40.37	35.05
Grade 4	11.83	24.18	11.82	55.91	45.05	48.18	32.26	30.77	40.00
Grade 5	26.88	40.22	33.71	51.61	47.83	43.82	21.51	11.96	22.47
Grade 6	18.18	20.00	24.72	39.77	53.68	50.56	42.05	26.32	24.72
All Grades	16.85	23.26	21.30	47.79	48.84	47.53	35.36	27.91	31.17

Conclusions based on this data:

1. This first analysis box simply reprises last year's statements since there is no new data from 19-20 and 20-21 will be a year without CAASPP data as well.

A review of this data set on English Language Arts (ELA) performance is very encouraging and affirms the work of the Prairie staff over the span of the data. Students at Prairie have demonstrated increases in overall achievement over the past three years, and they have also demonstrated increases in achievement in every sub domain on the Language Arts section of the California Assessment for Student Performance and Progress (CAASPP). Although the data is not available in these tables, a review of the past 5 years worth of achievement data demonstrates that data from the last year continues to follow the same trend of positive improvement that began after the school's restructuring. This continues to indicate that Prairie should stay the course in terms of its focused approach on Tier I instruction in ELA. Under the current approach, the school allocates substantial resources to professional development and teacher collaboration time. One prong of this resource allocation is directed towards new staff, orienting them to the school's use of the functions embedded in the standards and providing regular times for them to meet as a "new teacher" group as well as with their grade level or program (Dual Immersion/Structured English Immersion) colleagues. It will be important for Prairie to maintain its current focus on the standards and their embedded language functions, using the curriculum as a resource to help students meet the challenging demands of the standards. Teachers will need to be given time to do the work of analyzing the curriculum in relation to the language functions embedded in the standards.

Another contributing factor to the positive trend in achievement is Woodland Prairie's Tier II system. This part of the instructional program is designed to catch those students most at risk of failure and get them back on the track to success. The school has developed a system that is robust and responsive in terms of identifying students in need of supportive instruction, providing it, and returning them back to Tier I as efficiently as possible. The school has historically used categorical money to hire credentialed staff to act as this team and support the core program. Their primary task has been to provide English Language Development (ELD) instruction and strategic interventions to those students who appear to be dropping behind and failing to meet the standards. These staff members also act as a review team for students who are experiencing achievement difficulties. They have regular meetings to talk about students and plan interventions. This helps to ensure that students who are escalated to Tier III are referrals that are appropriate and have followed the response to intervention model. For 2020-21, the school is reducing the number of staff hired for intervention work in response to budgetary reductions anticipated at the State level. The administration and staff are developing a resource reorganization plan. This plan envisions addressing Prairie students' need for Tier II interventions through short-term, high intensity interventions coupled with feedback

from the teacher. Both of these approaches are strongly correlated to acceleration of student learning by John Hattie, especially when provided within the classroom and connected to the core, which are two of the parameters defining the plan as it is created.

One other element that supports the trend in positive achievement is the school's dedication to extending learning time both vertically across the day and horizontally across the year. Each year, grade levels are provided with a budget to provided extended day intervention. In order to have their time sheets processed, teachers must turn in attendance records and progress monitoring records for the students they are serving. This practice also allows the School Site Council, Prairie's oversight body, to receive timely and important information about the effectiveness of the resources they allocate. This year, in part due to the savings from the reduction in Tier II FTE, Prairie is considering extending the school year through intersession intervention programs that run during the weeks before school starts in August, Winter Break, Spring Break, or the early parts of summer 2021.

2. Although we do not have new State level data, we do have data from local assessments through I-Ready, I-Station, and the adopted ELA curriculum. Unfortunately, the picture they paint indicates that young people who have been attending school during the first 2 years of the pandemic will likely be making up ground academically for years to come. They will require support in areas that range from their emotional well being to their ability to initiate and maintain student work and will include specific deficits in achievement that put them behind their peers in cohorts before the pandemic.

This reality requires that Prairie continue to invest in human resources to act as supports to the general education program. The need for reading intervention will be so high that the administrative team has opted support ELD with a new type of support person on campus, the Language and Leadership Specialist. The position is envisioned as a short-term need stemming from the pandemic. These folks will teach 2 sections of ELD daily and also be coordinators for youth development activities.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	113	101	88	113	98	88	113	98	100	100	97
Grade 4	95	91	113	94	91	112	94	91	112	98.9	100	99.1
Grade 5	96	93	90	96	91	89	95	91	89	100	97.8	98.9
Grade 6	91	97	89	91	96	89	91	96	89	100	99	100
All	370	394	393	369	391	388	368	391	388	99.7	99.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2387.	2396.	1.14	7.96	11.22	18.18	21.24	14.29	30.68	23.01	36.73	50.00	47.79	37.76
Grade 4	2436.	2436.	2422.	8.51	6.59	6.25	19.15	18.68	16.96	31.91	31.87	31.25	40.43	42.86	45.54
Grade 5	2473.	2490.	2473.	13.68	13.19	12.36	10.53	27.47	17.98	40.00	24.18	28.09	35.79	35.16	41.57
Grade 6	2474.	2473.	2495.	8.79	10.42	11.24	7.69	9.38	13.48	36.26	32.29	37.08	47.25	47.92	38.20
All Grades	N/A	N/A	N/A	8.15	9.46	10.05	13.86	19.18	15.72	34.78	27.62	33.25	43.21	43.73	40.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.68	15.93	17.35	37.50	31.86	37.76	56.82	52.21	44.90
Grade 4	13.83	17.58	10.71	25.53	26.37	29.46	60.64	56.04	59.82
Grade 5	15.79	23.08	21.35	41.05	32.97	24.72	43.16	43.96	53.93
Grade 6	9.89	12.50	13.48	28.57	22.92	38.20	61.54	64.58	48.31
All Grades	11.41	17.14	15.46	33.15	28.64	32.47	55.43	54.22	52.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.68	11.50	14.29	42.05	41.59	35.71	52.27	46.90	50.00
Grade 4	10.64	7.69	10.71	45.74	51.65	40.18	43.62	40.66	49.11
Grade 5	14.74	9.89	10.11	36.84	47.25	44.94	48.42	42.86	44.94
Grade 6	7.69	9.38	8.99	35.16	39.58	41.57	57.14	51.04	49.44
All Grades	9.78	9.72	11.08	39.95	44.76	40.46	50.27	45.52	48.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	14.16	16.33	50.00	48.67	47.96	43.18	37.17	35.71
Grade 4	10.64	15.38	10.71	51.06	38.46	41.96	38.30	46.15	47.32
Grade 5	12.63	15.38	8.99	40.00	52.75	49.44	47.37	31.87	41.57
Grade 6	9.89	10.42	15.73	40.66	38.54	39.33	49.45	51.04	44.94
All Grades	10.05	13.81	12.89	45.38	44.76	44.59	44.57	41.43	42.53

Conclusions based on this data:

1. This box is devoted to the same analysis done last year because we have no new State data in the area of mathematics.

The mathematics data for Woodland Prairie presents an achievement trajectory that is much less clear than the achievement trajectory for English Language Arts (ELA). From a schoolwide perspective, the trend indicates that student proficiency in math is improving but not quickly enough to close the gap before students leave and go to middle school. The percentage of students who met or exceeded the standard has increased from 22.0% to 25.8% in the last three years. This is a demonstrated trend of positive growth, but the growth rate is around 1% per year for the last three years, which is a decline in the rate of progress from the 4-5% growth rate when considering the years 2015-16 to 2017-18. This slowdown is a concern for all stakeholders in the school community, and it has been shared with parent leadership groups as well as staff and community.

In terms of strengths within the math program at Prairie, students at Woodland Prairie continue to demonstrate that they are strongest at Communicating Reasoning, which is their ability to support their mathematical conclusions. 57% of students across the school met or exceeded the standard in that domain. This is significant because Prairie has a tremendous focus on language and the use of language to express academic thinking. The staff and administration at Prairie believe that this skill is something that students have become able to apply across disciplines, which is exciting because it supports their continued success into middle school and beyond.

In contrast, concepts and procedures is the domain in which Prairie students perform the weakest. This is not surprising to administration or staff because this issue has been a struggle for students ever since the current administration team arrived. Simply put, students at Prairie have significant weaknesses in their understanding of math as a language with predictable relationships and rules. They rely heavily on their ability to execute algorithms without an understanding of the rules that underlie the algorithms themselves. This makes them extremely limited in their ability to respond to questions that frame problems in novel ways, which is exactly what the Common Core demands. For the first two years, the administrative team focused on increasing fact fluency because that seemed to be such a barrier to student success. Based on professional development provided by WJUSD in the area of math, however, Prairie began shifting to an emphasis on understanding rules and relationships in math and increased its focus on the math practices three years ago. Students who came into first grade during that year have consistently received a program in which this new focus on rules and relationships is present. 2018-19 is the first year those students took the CAASPP, and the results are very encouraging. These students demonstrated a 55.1% rate for met or exceeded the standard in concepts and procedures. In contrast, students who came into that shift as they progressed through the grade levels showed this trajectory: Received 2 years with the new focus = 47.7% rate for met/exceeded, Received 1 year with the new focus = 43.1%.

Although it is only one data point, administration and school staff have finally gotten a glimpse of the pattern that is evident in language arts, a pattern that will allow students to close their gaps before middle school. For lack of a better term, Prairie staff identifies it as "compounding growth." Students who have only ever received a math program that focuses on concept development, rules, and relationships showed improvement rates at double the rate of previous cohorts.

2. As with every other area of student performance, COVID has had a negative impact on Prairie students' math achievement. Certainly, the more general negative impact on attendance, stamina, initiative and connection to school are present when considering the impact of COVID on Prairie student achievement. More worrisome, however, is the fact that the data does not provide clear direction as it does in the areas of ELA or ELD. It is true

that there were some promising data points 2 years ago, but it remains to be seen whether or not those have been sustained through distance learning. This points to the need for multiple data points for math assessment going into the 2021-22 school year. The staff and administration will need to devote time to vetting local assessment possibilities (including technology based ones) I-Ready and the adopted curriculum will for the core assessments, but it seems likely that Prairie will also continue to use the IXL program as a means of progress monitoring or gap filling. From a resource perspective, this mean allocating funds to technology licenses and teacher time to analyze these new sets of data and plan instructional responses collaboratively

3. In terms of direction, the data demands a continued focus on math in general, and suggests that the school would do well to focus on increasing teacher capacity across all grade levels in providing first best instruction around math. It also supports the move away from rote fluency practice and continued support for teachers to provide time for concept development and mathematical rules/relationships. Some initial work in this area seems to point towards the mathematical principles as a promising access point for teachers and students to develop their skills.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1429.1	1422.0	1435.5	1431.3	1414.2	1400.1	95	85
Grade 1	1453.9	1458.0	1453.6	1466.0	1453.8	1449.6	78	75
Grade 2	1494.2	1489.6	1493.4	1497.4	1494.7	1481.3	63	67
Grade 3	1484.5	1490.3	1481.4	1479.0	1487.2	1501.2	62	56
Grade 4	1514.9	1517.5	1510.5	1514.1	1518.9	1520.5	45	57
Grade 5	1515.3	1538.5	1504.6	1523.2	1525.4	1553.4	30	37
Grade 6	1500.0	1523.3	1492.7	1507.4	1506.8	1538.9	19	12
All Grades							392	389

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.74	5.88	25.26	49.41	30.53	37.65	*	7.06	95	85
1	33.33	16.00	29.49	45.33	19.23	26.67	17.95	12.00	78	75
2	44.44	16.42	46.03	43.28	*	35.82	*	4.48	63	67
3	*	17.86	43.55	28.57	32.26	42.86	19.35	10.71	62	56
4	24.44	28.07	60.00	42.11	*	19.30	*	10.53	45	57
5	*	27.03	53.33	51.35	*	10.81	*	10.81	30	37
6	*	8.33	*	58.33	*	25.00	*	8.33	19	12
All Grades	29.08	16.71	38.27	43.96	19.64	30.33	13.01	9.00	392	389

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.63	10.59	33.68	49.41	21.05	32.94	12.63	7.06	95	85
1	42.31	24.00	32.05	44.00	15.38	25.33	*	6.67	78	75
2	60.32	35.82	33.33	47.76		13.43	*	2.99	63	67
3	25.81	21.43	40.32	41.07	17.74	23.21	*	14.29	62	56
4	46.67	47.37	42.22	29.82	*	17.54	*	5.26	45	57
5	43.33	35.14	50.00	51.35		10.81	*	2.70	30	37
6	*	16.67	*	66.67	*	8.33	*	8.33	19	12
All Grades	40.56	26.99	36.48	44.73	12.24	21.59	10.71	6.68	392	389

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	52.63	15.29	41.05	77.65	*	7.06	95	85	
1	65.38	57.33	29.49	37.33	*	5.33	78	75	
2	80.95	40.30	17.46	53.73	*	5.97	63	67	
3	*	14.29	70.97	62.50	*	23.21	62	56	
4	42.22	40.35	53.33	50.88	*	8.77	45	57	
5	36.67	10.81	60.00	81.08	*	8.11	30	37	
6	*	16.67	*	75.00	*	8.33	19	12	
All Grades	50.00	30.85	43.11	59.90	6.89	9.25	392	389	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	26.32	11.76	54.74	72.94	18.95	15.29	95	85	
1	28.21	5.33	55.13	85.33	16.67	9.33	78	75	
2	63.49	28.36	30.16	68.66	*	2.99	63	67	
3	53.23	42.86	24.19	44.64	22.58	12.50	62	56	
4	73.33	43.86	*	47.37	*	8.77	45	57	
5	70.00	67.57	*	27.03	*	5.41	30	37	
6	63.16	25.00	*	66.67	*	8.33	19	12	
All Grades	47.45	28.28	38.27	62.21	14.29	9.51	392	389	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.11	2.35	69.47	89.41	*	8.24	95	85
1	39.74	30.67	34.62	41.33	25.64	28.00	78	75
2	53.97	11.94	33.33	62.69	*	25.37	63	67
3	*	14.29	51.61	46.43	45.16	39.29	62	56
4	*	10.53	75.56	59.65	*	29.82	45	57
5	*	27.03	43.33	59.46	*	13.51	30	37
6	*	0.00	*	66.67	68.42	33.33	19	12
All Grades	26.02	14.65	50.26	61.44	23.72	23.91	392	389

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.37	37.65	41.05	49.41	11.58	12.94	95	85
1	28.21	10.67	57.69	76.00	14.10	13.33	78	75
2	20.63	8.96	74.60	67.16	*	23.88	63	67
3	*	21.43	64.52	66.07	29.03	12.50	62	56
4	33.33	28.07	60.00	54.39	*	17.54	45	57
5	46.67	29.73	43.33	64.86	*	5.41	30	37
6	*	33.33	73.68	66.67	*	0.00	19	12
All Grades	29.08	22.88	57.40	62.72	13.52	14.40	392	389

Conclusions based on this data:

- As a standalone set of data, the scores for Prairie students on the ELPAC (English Language Proficiency Assessment for California) are only marginally helpful for guiding instruction and schoolwide improvement. This is the first year that students have two years of data for comparison purposes, but the test itself continues to go through significant adjustments as the California Department of Education works on improving it. The scores do provide some insight into the test itself, and what we can hope for as we acquire more and more data sets in the coming years.

In order to make any conclusions based on the data, it is important to identify what information is actually provided by the tables in this section. The top 2 tables show mean scale scores for domains, and they also show the number and percentage of students at each level of proficiency. While the total number of students at each grade level matches up between the tables, the number of students at each proficiency level does not add up to the total. This is because some students were reclassified after taking the test. It appears that those students who were reclassified are not included in the “Number and Percent at Each Level” table, but it is unclear whether or not their scores are included in calculating the mean scores. Another confounding factor is that numbers in the oral language distribution table do not add up to the numbers in written language distribution table. In the absence of an explanation for these differences, analyzing the data is difficult.
- One trend that is interesting is that students in the intermediate grade levels have mean scale scores that are stronger for written language than they are for oral language. This flies in the face of conventional wisdom in that oral language typically develops before written language can progress. A pattern like the one we see in this year’s data leads us to the idea that the demands of the oral language sections of the test are either unfamiliar to Prairie

students or much more difficult than our students are used to. This indicates that both staff and administration need to review the types of tasks students are asked to do and align them with the standards for both English Language Arts (ELA) and the standards for English Language Development (ELD). Providing regular practice with the types of language demands students will see on the test removes test format as a barrier to achievement and allows students to more accurately show what they understand because they do not have to expend cognitive energy on making sense of the task itself.

3. Another important piece of information provided by this data set is the distribution of students between levels based on their overall language scores. This data suggests that students who are enrolled in the ELD program at Prairie for their entire school career are likely to be reclassified before they go to middle school. This assertion is based on the pattern that is visible in Table 2. The number of total students who are classified as ELs drops across the grade levels, and their proficiency levels rise. Once this group of sixth graders took the ELPAC, none of them were identified as English Learners. The staff is incredibly proud of this commitment to elementary reclassification for students who are appropriate candidates. The research is clear that students who are reclassified in elementary school have much better access to A-G courses, and this access allows them to have choices about what they will do after high school graduation.

Overall, the school community believes that their delivery of both designated and integrated ELD is effective at moving students towards English proficiency. However, it has now been 7 years since the staff went through the initial trainings on the best practices for ELD instruction. With predictable turnover in staff, it is time to run another in-depth training series, and the administration anticipates offering this across the course of the 2021-22 school year. This will require line items in the budget for teacher PD (Professional Development) and materials.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
760	75.9	58.4	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students 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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	444	58.4
Foster Youth	7	0.9
Homeless	31	4.1
Socioeconomically Disadvantaged	577	75.9
Students with Disabilities	66	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.4
American Indian	3	0.4
Asian	60	7.9
Filipino	3	0.4
Hispanic	619	81.4
Two or More Races	2	0.3
Pacific Islander	1	0.1
White	55	7.2

Conclusions based on this data:

1. The student population data at Prairie provides a picture of a highly diverse and dynamic community with some specialized needs in terms of language acquisition and access to support services for families. One thing that jumps out right away is the sheer size. Prairie is currently the second largest elementary school in the district, but it will soon become the largest. This shift is occurring because the Special Day Class preschools have now been placed under the supervision and direction of the Prairie administrative team, and the Dual Immersion program completed its expansion during the 20-21 school year, with the first cohort of biliterate Kindergarteners heading off to middle school for the 2021-22 school year.

There are also a couple of important caveats to the data, and those are not visible on the surface. In order to unearth them, the administrative team has had to work with District-level administration to reconcile the reality at the

school with the profile provided to the State. The first of these incongruities is connected to the Socioeconomically Disadvantaged category. The data indicates that 75.9%% of students at Prairie meet the criteria for Free/Reduced Lunch. In fact, the staff and administration believe this percentage is much higher, and this was confirmed by the State and Federal programs department once the calculations were done for 2020-2021. Prairie is a Provision II school for Free/Reduced Lunch, which means all students receive free lunch without having to show their income eligibility. It also means the cycle for collecting income information happens triennially rather than annually. 2019-20 was a recertification year for Prairie, and the school received fewer forms back than anticipated. In speaking with families, it became clear that the political context of the times played a major role in their reluctance to return these forms. In spite of assurances from the principal, the classroom teachers, and the English Learner Specialists, families' fears about repercussions aimed at their immigration status was a significant factor. During 2020-21, the school made a concerted effort to get everyone to return their verification forms even if they did not think they would qualify. As a result, Prairie collected an additional 270 forms, and the number of folks who qualified also increased, resulting in a \$37,000 increase in Title I funds allocated to the school.

2. Another key data point in this set is the English Language Learner percentage, which is listed as 59.9%. That number is accurate in terms of English Learners who have not yet been reclassified, EL students require designated ELD as well as ELD integrated throughout the day, which has implications for program and for the budget. In addition, they must be monitored for progress regularly in order to ensure they are on track for reclassification.

Students who were once classified as English Learners but are now reclassified as Fluent English Proficient do not appear as a separate group on this page. They are, however, quite a sizable population at Prairie, and they have needs that are unique to their situation. They no longer require designated ELD. Instead, they require instruction on complex forms in English so that they have access to the core curriculum in science and social studies. They also need to have their progress monitored regularly in order to ensure their achievement does not slip without the ELD services they previously received.

The monitoring activities take teacher time and also require that the staff and administration be prepared to create and implement intervention activities for EL students who are not progressing. This means allocating money for teacher time, intervention materials, and support materials





3. The population of students with disabilities is another data point that merits some exploration. Prairie currently has 8.7% of its students identified as having a disability. This represents a full percentage point growth in the population in the last year, but the numbers still fall more than 3 percentage points below the California average and the average in Yolo County. The implication is that this is a population that is under identified and being under served at Prairie. Since many of the students at Prairie are English Language Learners, the school works very hard to separate language acquisition issues from learning issues before moving to assessment for special education. As a result, the number of students who go through the testing process for special education and are found not to qualify is a small fraction of the total number of students who are assessed. The exception to this are students whose parents write letters requesting special education assessment. The profiles of these students vary widely, and the percentage of students in that category who do not meet eligibility is much higher than students who go through the intervention and escalation process used by the school.

The data above suggests that next year would be a good time to apply the cycle of inquiry to the Response to Intervention process at Prairie. The Response to Intervention (RtI) process can lead to referrals for Special Education assessment. Applying the cycle of inquiry to it would highlight important questions and help provide some answers and direction in terms of refining the process. The goal is that staff and administration would be able to answer the question of why the qualification rate at Prairie is so much lower than the County and the State. That answer would then inform the next steps in terms of planning for improvement.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The data above provided a clear picture of strengths at Prairie two years ago, but this year's dashboard is not nearly as useful. All of the data is now 2 years old, but an analysis of the data for Prairie in academic metric areas (English Language Arts and Math) reveals that students are still generally underperforming in core subjects, but they have shown 6-10% growth each year. This trajectory is responsible for Prairie's yellow status in these areas because student scores would place the school in the red. The staff readily admits that student performance still has a long way to go to be considered acceptable, but they also understand that incremental growth is sustainable in ways that spikes in achievement are not. Unfortunately, due to COVID, academic achievement data will be reported using local measures, and the State has agreed not to include these on the dashboard.

Although there are encouraging patterns visible in the overall data, analysis of the data for subgroups of students provides direction to Prairie teachers and the administrative team on how to triage continuing improvement efforts. One group in particular, students who attend at least 2 elementary schools during their elementary school career, has an achievement pattern that creates great urgency around their instruction. The administrative team and teaching staff are acutely aware that the socio-emotional and instructional needs of this subgroup are complex. Frequently, these students have academic profiles which indicate a significant need for accelerated remediation and the development of below-grade level skills. This sounds straightforward, but progress in the academic arena is frequently hampered by behavioral profiles which indicate that students require work and instruction in the areas of self-regulation and perseverance. If Prairie can sustain the growth pattern visible in long-term stayers and continue improving the achievement of students with much shorter enrollment time, it will be possible to move into a stage of development where the overwhelming majority of students can demonstrate proficiency on the SBAC in Language Arts. The section of the plan dedicated to English Language Arts performance covers the school's plans to get to that phase.

One thing that is certain is that Prairie will need to budget significant resources towards re-engaging students. Insight on how to do this came through a series of surveys and focus groups done with students. Prairie Administration is especially excited about one component of this re-engagement work, the establishment of a Student Club Council as recommended by one of the intermediate focus groups. This Council is designed to complement the work of the Traditional Student Council by surveying students for interest in extracurricular clubs/classes/experiences and helping to bring those to campus. The group will have its own adult advisor (the Language and Leadership Specialist) who can help students navigate the process of bringing clubs to campus as well as its own budget.

2. When identifying areas for improvement, the Chronic Absenteeism metric in this dashboard is wildly misleading. Previously identified as a clear success, the Chronic Absenteeism indicator, jumped 2 levels based on the performance of our English Learner students and our Asian students. However, COVID and the move to distance learning has obliterated most of this growth. Technological difficulties at the start of the 2020-2021 school year put close to 250 families (almost 1/3 of the school population) on the path to being identified as chronically truant. In fact, when we control for September by eliminating families who had no further issues after September, the number drops to around 20%, which is still higher than a normal year but probably more reflective of the problem. What also is not captured here is the impact of distance learning and COVID on student/teacher relationships and family engagement, both of which have taken significant hits.
3. The one metric which is somewhat of a wild card is the suspension metric. Overall, the numbers went down from the previous year, but it is hard to predict how that will go from year to year because of the transiency in the Structured English Immersion program. In general, students who have been at Prairie for their entire school career or even multiple years have lower rates of suspension than those who arrive midway through the year or come late in their progress through elementary school. This, coupled with the fact that 0 students were suspended during distance learning at Prairie has been interpreted to mean that 2021-22 will be a baseline year for Prairie, allowing the school to collect information on chronic absenteeism and student connection to school.

Prairie, like all other elementary schools in WJUSD, now has access to a curriculum for socio-emotional learning (SEL). The program, Sanford Harmony, came online during the pandemic, so it has not yet received the amount of attention it deserves in terms of being treated like any other curricular area with regular sessions devoted to collecting and analyzing data for program improvement. Setting aside this time during the 2021-22 school year will ensure that SEL gets the attention it deserves given the population served by Prairie.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 26.1 points below standard Increased ++4.7 points 364	<p>English Learners</p>  Yellow 31.3 points below standard Increased ++4.8 points 270	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p>  Orange 29.3 points below standard Maintained ++2.8 points 306	<p>Students with Disabilities</p>  No Performance Color 128.1 points below standard Increased ++10.7 points 37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 11.6 points above standard Increased ++5.8 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.6 points below standard Increased ++7 points 302	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 37.3 points below standard Declined -12.4 points 21

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
86.7 points below standard Increased ++4.3 points 135	24.1 points above standard Maintained ++0.1 points 135	16.1 points below standard Increased ++6.6 points 86

Conclusions based on this data:

- All of this data is now 2 years old, and it has not previously been the practice at Prairie to disaggregate local assessment data. However, in order to fill in the gap left by 2 years without State testing, Prairie staff and admin will need to integrate protocols for disaggregation during academic conferences. The picture this data provides is encouraging to the Prairie staff. Every subgroup with a sufficient number of students to be counted as a subgroup by the State showed positive growth, most with growth in double digits. The fact that this trend has held for multiple years points to the conclusion that Prairie's approach to Language Arts instruction is effective at moving students rapidly towards proficiency. Elements of this approach include a framework for understanding the State Standards for ELA, an instructional approach that requires the deliberate planning of structured language practice routines for students, and a robust Response to Intervention system that address students in a comprehensive way that includes their families. These three elements can be seen in every goal of this plan.
- There are 2 exceptions to the pattern described above: Students with disabilities and White Students. These subgroups have 31 and 26 students respectively, which means individual changes in student performance have a profound impact on the achievement of the group as a whole. Digging more deeply into the White subgroup reveals that the majority of those students have been at Prairie a short time, and as discussed in the overview section, students who remain enrolled at Prairie for multiple years exhibit stronger performance than those who do not. However, enrollment history does not absolve a school of its responsibility to close the achievement gap for any student who struggles to meet the challenging demands of the State standards. In the case of these two exceptions,

addressing the problem will likely happen at the individual or small group level rather than the macro level since the program as a whole appears to meeting the needs of most of Prairie's students.

Our only remaining subgroup with a downward trajectory now is White Students. Small subgroup size contributed to this.

3. 2 exceptionally bright spots in this data are connected to the school's English Learner population. Both the "Current English Learners" and the "Reclassified English Learners" subgroups had increases that were higher than the school as a whole. Again, this supports the idea that the school's approach to English Language Development is effective at moving students towards proficiency with the standards as well as English Language Proficiency. Elements of the approach include building teachers' knowledge of the standards as a means of improving their ability to use an adopted curriculum, approaching lesson planning in a way that emphasizes active student participation and oral language development as a foundation for learning, and the maintenance of systems that respond quickly when students show difficulty in attaining mastery.

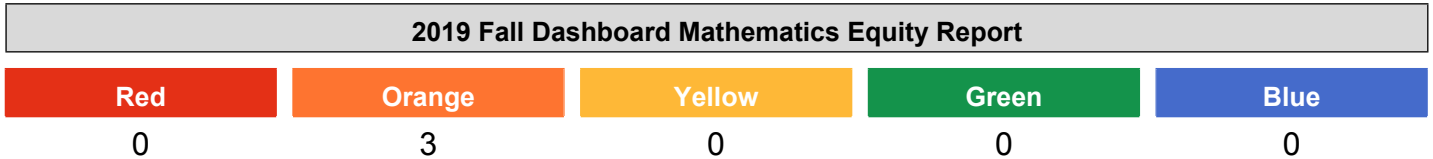
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 53.7 points below standard Maintained -2.6 points 362	<p>English Learners</p>  Orange 55.4 points below standard Maintained ++1.6 points 269	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p>  Orange 56.3 points below standard Maintained -2.1 points 304	<p>Students with Disabilities</p>  No Performance Color 137.4 points below standard Maintained ++0.1 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 19.4 points below standard Increased ++6.7 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.1 points below standard Maintained -0.7 points 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 55 points below standard Declined Significantly -29.1 points 20

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
92.3 points below standard Increased ++6.4 points 134	18.9 points below standard Declined -6.7 points 135	53.5 points below standard Declined Significantly -15.7 points 85

Conclusions based on this data:

- Overall, the data in this set shows positive trends in that almost every subgroup demonstrated an increase in achievement. Unfortunately, these increases come from a deplorable starting point in that most group averages are more than 50 points below standard. One additional consideration is the size of the increase for each subgroup. If the level of improvement held steady, student subgroups would require between 2 and 10 years to close the proficiency gap. Numbers like this create an urgency around mathematics instruction that has not been lost on the staff at Prairie. For the 2 years prior to the pandemic, mathematics instruction received increased attention and time at staff meetings, academic conferences, and collaborative work sessions. One issue that has emerged from these conversations is a need for deep changes in how teachers approach the development of mathematical fluency and flexibility in students. Previously, the administrative team measured and collected information which demonstrated accuracy with algorithms and automaticity with math facts. Unsurprisingly, teachers devoted energy to these same areas. The school's current approach has resulted in current levels of performance, and while it is true that the school is showing small gains, the overwhelming majority of the data says that it is time to make changes based on a different framework.

The framework that the school is moving towards is taking shape a result of the initial work done over the past 2 years by teacher leaders and the administrative team. It aims to build teacher understanding of the Standards for Mathematical Practice (SMP) so those standards can be applied to deepening student understanding of mathematical rules, relationships and principles. Then lesson planning can couple this new framework with the current planning

approach in use for Language Arts, allowing teachers to build lessons that focus on student exploration, making meaning through experience, and expressing their understanding through structured language practice. Getting this into place will require teacher time for planning, and time for professional development.

Math continues to be an area in which the Prairie staff is unsatisfied by student achievement patterns in terms of both raw numbers and rate of improvement.

2. The "Students with Disabilities" (SWD) subgroup and the "Current English Learner" subgroup are currently the weakest performing student subgroups in the school. As stated in the last section, the SWD subgroup has small numbers, and the layout for these students is complex since the subgroup is made up of students whose learning differences are wildly different from each other. Improvements in their performance will likely be accomplished at the individual or small group level rather than the macro level.

The performance and trajectory of the "Current English Learners" subgroup is surprising and disconcerting for multiple reasons. For one, the distance from standard is worse in math than it is in Language Arts. This contradicts some assumptions about the relationship between language fluency and math (which say that math performance should improve as language skill improves) as well as some assumptions about the universality of numbers and operations (which say students should do better in Math than Language Arts because students can understand and complete operations even if they can't read English). By adopting the approach used in Prairie's Language Arts instructional planning with an application of the Standards for Mathematical Practice to every lesson, Prairie hopes to address both of the incongruities described above.

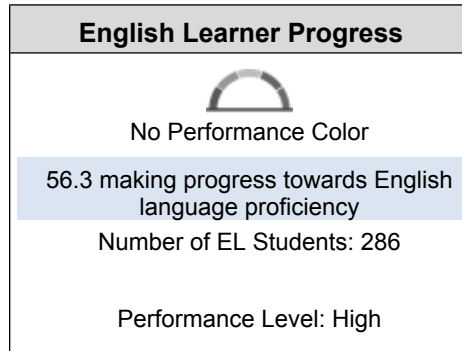
3. In terms of bright spots, the performance of even the strongest subgroups warrants acknowledgement, but not yet celebration. The "Reclassified English Proficient" subgroup outscored every other subgroup of students, and they came in with an average distance from proficient of 12.5 points below. This reflects an improvement of 6.3 points. The "White" student subgroup was ranked next by this same measure, with an average of 25.8 points below standard. Their score, however, reflected an increase of 16.1 points. The "English Only" subgroup showed the highest growth of any subgroup with a climb of 24.4 points, but their group average was still 37.8 points below the standard. All of this data taken together points to an urgent need for substantial changes in math instruction at Prairie.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.4	26.2	4.8	51.3

Conclusions based on this data:

- Adequate yearly progress of 56.3% puts Prairie in the High performing category, indicating that the school's adopted methods for designated and integrated ELD are having the desired effect. In the absence of more than a single year's set of data or the breakdown of these levels into grades, there isn't much to be gleaned from these numbers other than what it indicates about the deployment of resources. Based on this distribution, Prairie will need to deploy more support for students at Level 3 and 4 rather than Levels 1 and 2. This does not mean moving away from the school's commitment to keep numbers low in foundational level ELD groups. Instead, it means considering changing the way support is provided to intermediate grade students who are performing at Levels 3 and 4.
- One possible change would be to have intervention teachers, special education teachers, and English Learner Specialists provide more in-class support with a special focus on students with moderately or well developed English proficiency skills.
- In addition, the data calls for deeper investigation into which students make up each proficiency level group. With that information, Prairie educators can begin to build a more complete profile of students at each level as they move through the grades. One area in which this work could be undertaken would be with students who are both English Learners and receive Special Education services.

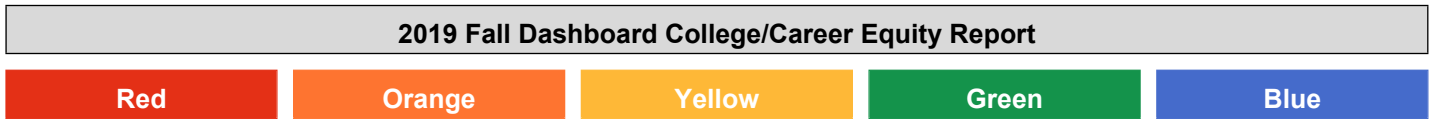
School and Student Performance Data

Academic Performance College/Career

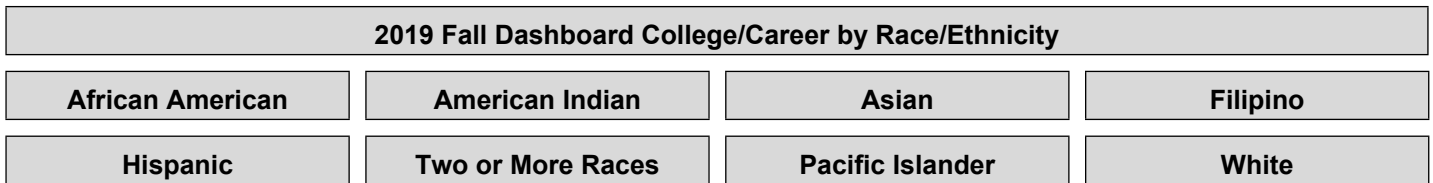
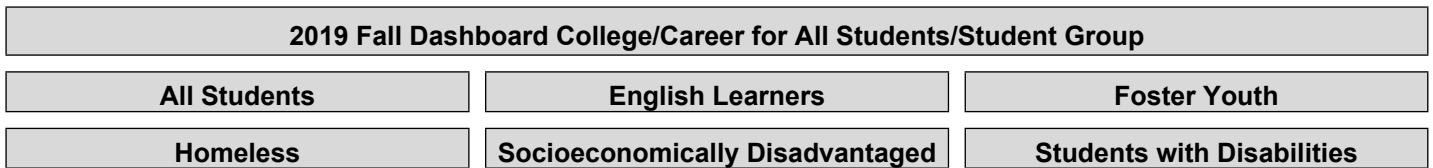
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. This section does not apply to Woodland Prairie Elementary.
- 2.

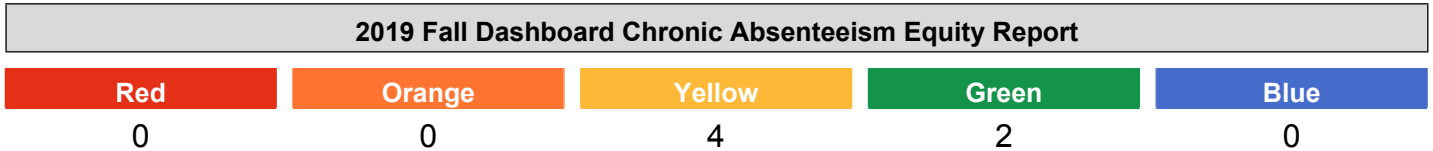
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 11.7 Declined Significantly -3 788	<p>English Learners</p>  Green 9.4 Declined Significantly -4.9 457	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<p>Homeless</p>  No Performance Color 29 Declined -17.6 31	<p>Socioeconomically Disadvantaged</p>  Yellow 12.5 Declined -1.7 608	<p>Students with Disabilities</p>  Yellow 15.8 Declined -1.4 76

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Declined -24.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 7.8 Declined -4 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.7 Declined -2.5 639	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 13.6 Declined -5.8 59

Conclusions based on this data:

1. This particular data set is so dated as to no longer be useful. However, applying the lens of equity to our own local attendance data shows that the COVID pandemic has exacerbated what was already a problematic situation at Prairie. The Prairie Administrative team was able to come to that conclusion based on the work of the Prairie Attendance Team, which regularly reviews various forms of attendance data. In a nutshell, Prairie's socioeconomically disadvantaged students, Latino students, students with disabilities have all been disproportionately impacted by Covid. Since virtually all the students at Prairie fall into one of those subgroups, this make attendance a prime target for school improvement. In addition, this is an area which was identified by several stakeholder groups as needing improvement.
2. In order to put together a plan to improve student attendance patterns at Prairie, the school needed to know some things about who makes up the group of chronically absent students. Coming to understand the nuances of the group as a whole has revealed 3 distinct groups of students so far, and it appears there may be even more that Prairie administration will be able to identify as they continue with the work. The three groups so far are: 1)The Truly Chronic - Students in this group miss over 18 days in a school year. There is sometimes a pattern to the absences (ie. misses Fridays and Mondays). 2)The Vacationer Chronic - Students in this group generally earn their chronic status because of a large number of absences connected to an international trip. They may miss days across the year, for the most part it is the combination of a few days during the year and a single long trip that moves them past the 18 day mark; 3)The COVID/Distance Learning Chronic - Students in this group had technical difficulties with their computer at the beginning of the year and could not connect. For many of them, working out the issues took the entire month of September, and that resulted in their movement into Chronic Attendance status. Students in this group do not demonstrate attendance problems across the rest of the year. The identification of these three groups calls for different measures to address their varied attendance patterns.
3. In order to decide on the approaches Prairie will take to remedy the attendance situation, the administrative team went to the students themselves. In a series of conversations with students who did not have attendance problems and individual interviews with students who had been identified as chronically absent. ideas for an incentive program around attendance gradually began to take shape. In addition, the students pointed out that if there were more interesting clubs or other extended day activities that were not focused solely on intervention, students might feel more connected to school and be more excited about coming. This led to the idea of the Student Club Council, a body of students who support the work of the Student Council by getting input from their peers around desired clubs, working with an adult advisor to make those clubs into offerings at school, and ensuring that they stay within the yearly budget of the Club Council.

School and Student Performance Data

Academic Engagement Graduation Rate

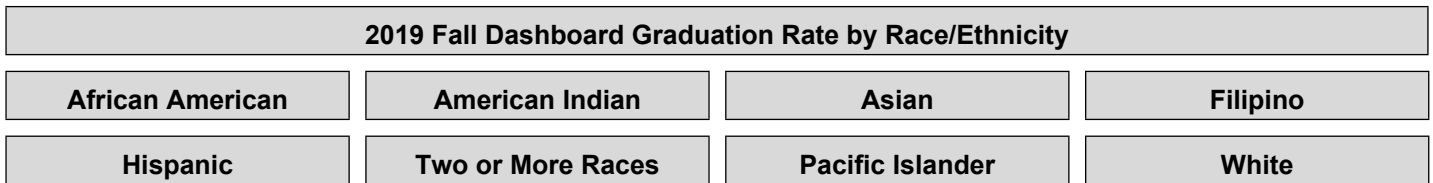
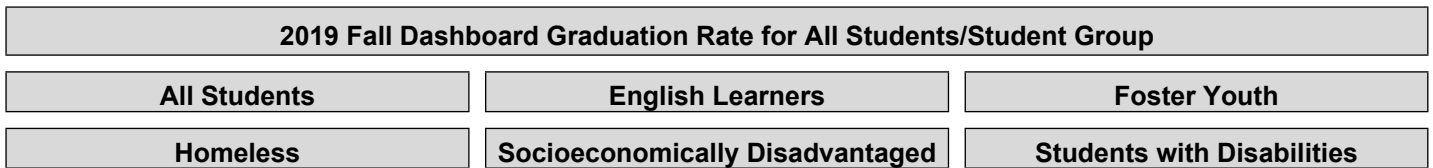
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

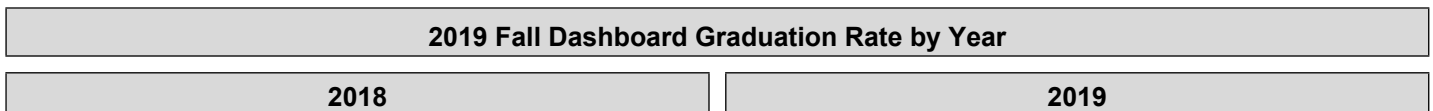
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This category does not apply to Woodland Prairie.
- 2.

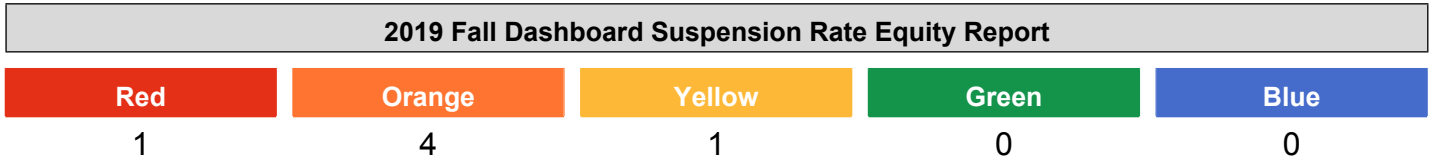
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 4.3 Increased +1.5 807	<p>English Learners</p>  Orange 3.4 Increased +1.4 464	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data not displayed due to privacy
<p>Homeless</p>  No Performance Color 3.2 Increased +3.2 31	<p>Socioeconomically Disadvantaged</p>  Orange 4.4 Increased +1.2 618	<p>Students with Disabilities</p>  Red 15.8 Increased +15.8 76

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Increased +10.5 11	 No Performance Color Less than 11 Students - Data not displayed due to privacy	 Orange 1.5 Increased +1.5 65	 No Performance Color Less than 11 Students - Data not displayed due to privacy
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4 Increased +1.5 655	 No Performance Color Less than 11 Students - Data not displayed due to privacy	 No Performance Color Less than 11 Students - Data not displayed due to privacy	 Yellow 5 Declined -2.2 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	4.3

Conclusions based on this data:

- Prairie Elementary administrative team has reviewed data from suspensions for multiple years, and it swings wildly from one year to the next. However, one thing that has come to light in conversations with students is that it is time to do a refresh on the schoolwide expectations. The amount of time that students have been operating outside of school means that students need more direct practice, and this provides the school community with a chance to revisit the current behavioral expectations and see how they might be changed to reflect the needs of students in the new post-pandemic context.
- In order to continue the trend of suspension reduction, Woodland Prairie is committed to a set of approaches that is both preventative and responsive. On the preventative side, the school is proposing a continued investment in human resources that can focus on socio-emotional learning and support services such as counseling or therapy. In order to ensure equitable delivery of these services and rapid responses to referrals, Woodland Prairie includes resources for staff time to work as a team with a focus on system improvement as well as the connection of students to specific services.

The preventative piece described above must also be coupled with Prairie's continued efforts to develop a system that responds to disciplinary incidents in ways that focus on restoration and learning rather than punishment and isolation. The school community places a premium on ensuring that the school atmosphere is both physically and emotionally safe. All school stakeholders must believe that negative behaviors will not be allowed to disrupt the learning process. The administrative team at Prairie believes that one way to accomplish this is by responding to incidents of inappropriate behavior by working with students to reflect on that behavior, develop their own plan to remedy the behavior, and learn the skills they need to implement their own plan. The infrastructure required to respond in this way includes human and material resources that give students time with an adult who can help them go through the process.
- The two components described above definitely allow for the school to respond to emerging mental health, behavioral, or trauma-related issues, but they do not address the question of how to approach the development of school climate

and culture from a programmatic perspective. WJUSD does not currently provide elementary schools with a curriculum for socio-emotional learning, and teachers have received very little training on how to implement this educational component in their classrooms. The research is clear that investing in this area of a school's program helps to build skills in students, and it also indicates that this type of work should be undertaken in a systematic way and include all stakeholders. For this reason, the School Plan allocates resources for the acquisition and implementation of an SEL program and also for staff and consultant time to work with staff, parents, and students on building a healthy climate that focuses on skill building and the use of behavioral errors as teaching tools.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

The WJUSD Graduate profile document is powerful in its simplicity and conviction. In a single sentence, WJUSD commits to graduating "students who are: academically literate, creative, responsible and productive, civic-minded and culturally aware, communicators and critical thinkers, and problem solvers. Each element is described in terms of how it will appear in the individual's relationship to the community in which they live, and it is an impressive list, a set of qualities that gives one hope for future generations. The committee that generated the document showed remarkable restraint in stopping there. Institutions are filled with excellent ideas that were ruined by the pages and pages of uninspiring explanation that followed them. There is something elegant in simply stating, "We will do this," and saying no more. It sends the message that we have faith in our ability to find our way to the goal even as we stay open to the idea that there are many ways to reach it.

One of the functions of this plan is to outline how Prairie Elementary will do its part to move students towards that day in June when they finish their K-12 education in Woodland. None of them will miraculously transform into fully formed individuals who demonstrate the descriptors in the graduate profile on the final day of their senior year. The process of developing and integrating those traits into their character will take Prairie students years of hard work. It will be punctuated by celebrations of success and moments of quiet support when they miss the mark. Prairie Elementary sees its role as setting a strong foundation for students so they can go forward with everything they need into middle school. For Prairie students, this means addressing the Graduate Profile Elements (GPEs) by:

1. building a solid, broad-based academic foundation in all students. Currently, student results on the CAASSP and local assessments indicate a need for more robust literacy and numeracy skills, which can be best achieved by continuing to support teachers in improving their collective efficacy.
2. feeding the natural creativity our students bring with them, specifically through structured experiences in the Visual and Performing Arts (VAPA). A review of student instructional pathways at Prairie reveals a dearth of VAPA experiences in general and no evidence of a coordinated VAPA program K-6. In this context, it is abundantly clear that Prairie students require much greater access to learning experiences designed to expose them to different branches of the arts. Not only will this decision round out their education, it will also stimulate students' natural creativity and build their problem solving skills. In order to maximize the return on this investment, the 2021-22 VAPA work will focus on developing a scope and sequence for arts education at Prairie, with the idea that nurturing their development across the grade levels, strengthening it like a muscle.

3. guiding students to find and shape their own locus of control in response to external factors. The California Dashboard provides clear evidence of weak attendance for Prairie students as a whole group and shockingly high numbers of chronic absentees when the data is disaggregated. Embedded in the absence days are days of suspension. That category of absence actually gets its own rating (the Suspension Rate element), and there are 2 aggregate data points in particular that require addressing. First, Prairie's overall rating is Orange, which is below the expectations of all stakeholders in the school community. Second, the suspension rate jumped from 2.8 to 4.3 in a one year period. This trend changed during the pandemic, but there is no reason to believe that the change is permanent without a deliberate response on the part of administration and the school community. While it is ultimately the students themselves who have to take control of their own participation at school and their decisions and personal choices, it is incumbent upon the school to set the conditions for improved attendance and reduced suspensions.

4. Demystifying their own unique pathway to educational success as an English Learner and taking pride in the unique part their families play in the evolution of their community. Demographic records tell us that over 70% of Prairie's students live in bilingual or multilingual homes and well over 50% are first or second generation immigrant families. It is no secret that these students are the ones populating the wrong side of the achievement gap in California and the nation. It is also not really a secret that high quality ELD and academic acceleration are two of the most powerful strategies correlated with long-term success. A third strategy is enrollment in a high quality Dual Immersion program, which leads to improved academic achievement for both EOs (English only) and students dominant in the target language as well as a more positive self-image. Honoring and building on the linguistic and cultural diversity within the Prairie community through the application of these strategies will help students develop the skills and the self-confidence they will need to excel in the face of any systemic barriers they encounter.

5. developing the skills they need to express their ideas and opinions clearly verbally and in writing in as many languages as they can learn. The California Dashboard for English Learner progress is a specific point of pride for the Prairie community because it validates the school's alignment with best practices in the area of English Language Development (both designated and integrated). The application of these practices to classroom instruction is building student facility with language and preparing them for the more arduous demands of middle school. Longitudinal data following cohorts of Prairie students through middle school indicates that their performance is comparable to the student body mean in terms of D/F rates, GPA (grade point average), and attendance. Based on this data set, Prairie has defined the preservation of its ELD model as the school's largest consideration as the administration changes over the summer.

6. honing their powers of logic and critical thinking. Prairie students must be able to describe their own thought processes and construct compelling arguments around the validity of their reasoning before they leave for middle school. They must also be able to listen attentively in order to critique the arguments of others and become sophisticated consumers of media. These skills exist in the math practices, and CAASSP achievement data as well as local and supplemental assessments indicate that Math instruction is a content area worthy of focus because of its embedded exercise of logical and linear thinking. Given this, developing a math focus will begin during 2021-22 through extensive data reviews.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mean Distance to Proficient on CAASPP Language Arts and CAASPP Mathematics for grades 3-6 as well as K-2 performance on I-Ready Reading and Math diagnostics.	2021-22 will be the first year to collect this information because the CAASPP has not been administered since 2018-19	Prairie will move to "Yellow" on the California Dashboard for
Number of students who participate in Visual and Performing Arts during and outside the school day.	During the 2020-2021 school year, Prairie had 36 students participate in the performing arts through the elementary music program. Specifically, 19 students were enrolled in strings and 18 students were enrolled in band. Students in ASES (After School Education and Safety) received 1 lesson.	During the 2021-2022 school year, Prairie will have at least 100 students enrolled in strings and offer band during the instructional day. Prairie will have at least 25 students enrolled in band.
Number of school-community partnerships focused on visual and performing arts and number of students served by partnership offerings.	During the 2020-21 school year, Prairie was able to maintain a very limited partnership with the Yolo County Arts Council, which served approximately 35 staff members and all students in the ASES program.	During the 2021-22 school year, Prairie will cultivate a class community partnerships with arts organizations for the purpose of bringing VAPA activities to the school.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	During the 2020-21 school year, the method for awarding the Pathway to Biliteracy was not defined. This work will be completed during 2021-2022.	During the 2021-2022 school year, Prairie will make students, parents, and families aware of the Pathway to Biliteracy criteria. This will be baseline data collection year for the award.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a specific focus on under performing students and students who are at risk of school failure.

Strategy/Activity

1.1 Improvement of collective teacher efficacy (addresses GPEs 1, 4, 5, and 6) : School staff will collaborate to ensure that the core program of study is robust and addresses identified gaps in student knowledge as well as gaps in how curricular adoptions address the standards in all curricular areas. Collaboration activities will include:

- data analysis using multiple measures, including paper-and-pencil, performance, and technologically based tasks
- planning for program alignment through a set of collaboration activities that includes data chats, lesson reviews, peer observation and coaching.
- planning for schoolwide alignment through a set of collaboration activities that include data chats, lesson reviews, peer observation and coaching

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16320	Title I Part A: Basic Grants Low-Income and Neglected
17658	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a specific focus on under performing students and students who are at risk of school failure.

Strategy/Activity

1.2 Development of a VAPA pathway (addresses GPEs 2, 6): Prairie teachers and staff will design and implement a VAPA pathway from PreK-6 that includes experiences both within and beyond the school day. VAPA experiences will be developed through the use of district resources as well as strategic community partnerships. Key components of this initiative will be:

- Inclusion of student voice through surveys, direct participation and representative participation
- Articulation of predictable experiences from Prek-6 that build student skills and appreciation for a diversity of artistic media
- Development of strategic partnerships and collaboration partners to leverage funds and bring in expertise

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a specific focus on under performing students and students who are at risk of school failure.

Strategy/Activity

1.3 Supplement current offerings for Youth Engagement and Leadership (addresses GPE 3, 5) : Prairie Elementary will develop structured opportunities for students to consider ways in which they can be of service to their community, act on their service ideas, and reflect on the effects of their effort. These opportunities will vary and may include: 1. the development of service learning opportunities; 2. the creation of youth committees, councils or boards to address specific issues; 3. the use of student leadership positions for both short- and long- term projects.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

17930

Title I Part A: Basic Grants Low-Income and Neglected

6300

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Key components of the strategies and activities in this goal included: 1.Participation in the cycle of inquiry; 2.Use of multiple data sources; 3.Professional development; 4.Action Research to support innovation. All of the activities and strategies were implemented, although none of them were implemented fully because of the ways in which COVID impacted education. In fact, the first 3 (cycle of inquiry, multiple data sources, and professional development) were implemented, but in surprising ways that came as a direct result of the pandemic. Teachers and grade levels regularly used the cycle of inquiry with multiple data sources to determine the effectiveness of attendance improvement strategies and student engagement strategies. Unfortunately, the most pronounced finding to come out of this work is that no single strategy works in either area, and while parents value their children's education, they must frequently triage adult employment above their children's school participation. The strategy which was least implemented was the action research component. This was due in large part to the amount of energy teachers needed to expend on the most basic process

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

The major difference that can be noted in the budget for this goal is the movement of a substantial portion of the Research project budget into a line item for a supplemental intervention curriculum. Since the research money was designed to identify ways to improve student performance in distance learning, its use for intervention curriculum seemed appropriate and aligned with the original intention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, Goal 1 is aligned with the Graduate Profile, which is completely new territory. The only strategies that remain intact are the use of the cycle of inquiry and multiple data sources. The new strategies and activities can be found in the budget lines, traced back to the Strategy/Activity description, then followed to the identified need section in each goal. The data sets and analysis that informed the identified need can be found in the analysis sections of the Performance pages.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

The Prairie school community has reason to be proud of its progress over the last 5 years, but current achievement levels are still too low to ensure success for all. Based on the achievement trajectory of the school and the needs assessment work done with all the school's stakeholders, the administrative team has been able to identify the strongest steps Prairie can take to continue raising the achievement of students and increasing their ability to meet California's challenging academic standards. These steps are designed to supplement the core program and provide additional support to the school population's students and families with the highest needs.

At the most basic level, students across the grade levels at Prairie still do not have the foundational reading skills they need in order to meet the demands of the standards in the area of Language Arts. This is true in both Spanish and English, and it also has an impact on Science and Social Studies content areas. These difficulties in reading have an impact on Math proficiency, which is compounded by students' weak understanding of basic number sense and how to apply the principles embedded in the Standards for Mathematical Practice. This combination of difficulties has meant that growth in the area of Mathematics has been much slower than growth in English Language Arts. In fact, student achievement in the area of Mathematics has essentially remained flat across the 5 years of the current administration.

While the school has made tremendous progress in Language Arts, difficulties with decoding, fluency and comprehension continue to extend beyond the primary grades and into the intermediate grades. This trend has been identified and confirmed through reviews of CAASPP data as well as reviews of local literacy data such as the BPST (Basic Phonics Skills Test), DIBELS (Dynamic Indicators of Basic Literacy Skills) and i-Ready. Taken together, the data provides a clear indication that Prairie should continue its current approach of building a culture of literacy development at the primary grades with a focus on decoding, helping students transition to developing their comprehension skills in the intermediate grades, and ensuring that the school provides a literacy safety net for students who demonstrate insufficient progress to meet the demands of their grade level. In terms of considerations which are outside the classroom but impact learning, Prairie students missed entirely too much school before the pandemic and the numbers from the 2020-21 school year are shocking. These data points all reflect a need for a robust set of approaches designed to improve school attendance for all. This set of approaches must include incentives as well as supports and corrective actions.

One other element that impacts student achievement is the number of students who have experienced significant trauma outside of school. These students struggle to exercise self-control

and demonstrate behaviors that are an impediment to learning for themselves and others. Evidence for this can be seen in the school's suspension rate, disciplinary referrals, and referrals to agencies such as Child Protective Services. This layout indicates a need for teacher and parent capacity building in the area of socio-emotional learning and trauma-informed care as well as a need for trained staff who can provide direct services to students and families.

This plan includes actions and strategies that are designed to supplement the core program and provided support to the students who are most at risk of not meeting the standards. These actions on the academic side include the purchase of supplemental technological licenses for the collection of data points and progress monitoring, the purchase of teacher time through subs or extra duty for analysis of data using the cycle of inquiry, the purchase of teacher time through subs or extra duty in order to align instruction both across grade levels and vertically through programs, and the provision of credentialed staff to provide supplementary reading instruction to students identified through data analysis as at risk for not meeting the challenging State standards. On the socio-emotional and behavioral side, allocations include behavioral or socio-emotional intervention services for students whose behavior or emotional state puts them at risk for school failure.

~~~~~

The school community at Prairie Elementary believes that supporting students as they move towards their full potential is a multi-faceted process. At its most core level, the process is based in caring relationships with students and their families where interactions are characterized by respect. With that solid foundation in place, the school-family team must then have access to accurate and meaningful data to inform the feedback provided to students and develop a plan to meet those needs. Every year, Prairie's resource layout is different, so the plan should reflect current resources and give a realistic appraisal of the frequency, intensity, and locus of responsibility for each planned support. It is especially important to mention here that every person in a child's life can play a role in their development. Building in the participation of family members, teachers, support staff, and administration is frequently critical to success. With all those pieces in place, the last step is to involve everyone in monitoring a child's progress and check in regularly as a team to see how the student is doing. This approach is supported by the research of John Hattie, specifically his work around the effect size of feedback to students. It also uses Joyce Epstein's research and her framework on types of parent involvement at school. The approach itself requires the following activities:

### Annual Measurable Outcomes

| Metric/Indicator                                        | Baseline/Actual Outcome                                                                                                                              | Expected Outcome                                                                                                                                                                                 |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance level on ELA and Math Academic Indicator.   | Woodland Prairie Elementary currently receives a rating of Yellow for English Language Arts and a rating of Orange for Math on the California School | Prairie Elementary will demonstrate growth of at least 5 points in the mean distance from proficient for ELA and Math across all demographic subgroups.                                          |
| Performance level on English Learner Progress Indicator | Prairie currently has a rate of 56.3% in the "Making progress" indicator, which earns it a rating of "High" on the California Dashboard.             | The number of students who decreased 1 level on the ELPI will decrease by 5. This represents a 10% reduction in this category of students. Maintain or exceed 56.3% of students making progress. |

| Metric/Indicator                                                                                                                             | Baseline/Actual Outcome                                                                                                                                                                            | Expected Outcome                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts. | After the last administration of the SBAC for English Language Arts, 43.47% of all students in all grades who took the test met or exceeded the standard.                                          | The number of students who will meet or exceed the standard on the SBAC for English Language Arts for all students in all grades will increase to 45%.                                                                                       |
| Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.                  | After the last administration of the SBAC for Mathematics, 25.75% of all students in all grades who took the test met or exceeded the standard.                                                    | The number of students who will meet or exceed the standard on the SBAC for Math for all students in all grades will increase to 28%.                                                                                                        |
| Number of students who are chronically absent                                                                                                | The number of students who are chronically absent during the 2020-21 school year is 145. This represents 19% of Prairie students who are identified as chronically absent.                         | The number of students identified as chronically absent will decrease by 10%, which means 131 students will be identified as chronically absent. This translates into 17% of the student body classified as chronically absent.              |
| Student sense of safety and school connectedness                                                                                             | 64% of Prairie 5th grade students report "most of the time" or "all of the time" to questions which ask them to rate the frequency with which they identify with school connectedness descriptors. | Woodland Prairie will demonstrate a 5% increase in the number of 5th grade students who answer "most of the time" or "all of the time" to questions which ask the frequency of their positive experience of school connectedness indicators. |
| Suspension rate                                                                                                                              | Prairie had an overall suspension rate of 4.3 on the California School Dashboard.                                                                                                                  | Prairie Elementary will demonstrate a 1% reduction in suspension rate for all students, which translates into a suspension rate of 3.3.                                                                                                      |
| Parent/family satisfaction on Healthy Kids Survey, on key indicators                                                                         | The number of parents responding to the Healthy Kids Survey was too small to be counted statistically.                                                                                             | The number of Prairie families who respond to the California Healthy Kids Survey will be large enough to generate statistical information about school culture.                                                                              |
| Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)                                              | 43% of students at Prairie Elementary made their growth targets for Reading in I-Ready.<br><br>63% of students at Prairie Elementary made their growth targets for Math in I-Ready.                | The percentage of students at Prairie who make their growth targets for Reading on I-Ready will increase by 7% to 50%.<br><br>The percentage of students at Prairie who make their growth                                                    |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome                                        |
|------------------|-------------------------|---------------------------------------------------------|
|                  |                         | targets for Math on I-Ready will increase by 7% to 70%. |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students, with a particular emphasis on those students who are at risk for school failure or failure to meet the demands of California's challenging academic standards

### Strategy/Activity

2.1 Refinement of current Parent Engagement Activities (addresses GPEs 1, 3, 4): Prairie Elementary staff will work with families to refine the school's current approach to parent and family engagement. This work will include:

- evaluating and improving the school's current communication strategies directed at families
- identifying needs and gaps in the current set of engagement and capacity building offerings for parents
- working with site staff such as the CAFE specialist, centralized services like the CAFE office, and external partners to connect parents and families around topics of relevance.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)                                             |
|-----------|-------------------------------------------------------|
| 19135     | Title I Part A: Basic Grants Low-Income and Neglected |
| 1173      | Title I Part A: Parent Involvement                    |
| 36810     | Supplemental/Concentration                            |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students, with a particular emphasis on those students who are at risk for school failure or failure to meet the demands of California's challenging academic standards

### Strategy/Activity

2.2 Provision of high quality instruction, intervention, and enrichment through data-driven cycles of inquiry (addresses GPEs 1, 4. 5. 6). Prairie Elementary administration and staff will use cycles of inquiry to drive the allocation of resources for student supports

1. Prairie Elementary will engage in the coordination of Tier II services to ensure effectiveness and efficiency as well as avoid redundancy. This coordination will be provided by a staff member who will run case management meetings and serve as the liaison between teachers and the Tier II intervention teams at school.

2. In keeping with the research on the effectiveness of teacher-based intervention rather than intervention provided by an outside source, grade levels will be provided with a budget for extended day interventions. The scheduling of the interventions is flexible based on student need, family ability to transport, and teacher availability. All extended day interventions will use data to drive the goal of the group, take attendance at every session and report pre- and post- data on the data-driven goal.

3. Additional intervention services will be considered and provided based on ongoing assessment of student needs in the academic and socio-emotional areas.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

63130

Title I Part A: Basic Grants Low-Income and Neglected

42690

Supplemental/Concentration

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All students with a particular focus on those who are at risk for failing to meet the demands of the challenging academic standards.

Strategy/Activity

2.3 Supporting the development of a positive identity

1. Positive leadership activities
2. Service activities
3. Intervention to assist with positive decision making

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)



# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Implementation of most of these strategies did not take place due to COVID>

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

Late hiring and unused intervention money are behind most of the budget discrepancies. Getting students to attend intervention groups was an exceedingly challenging task.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See strategies above:

This plan includes actions and strategies that are designed to supplement the core program and provided support to the students who are most at risk of not meeting the standards. These actions on the academic side include the purchase of supplemental technological licenses for the collection of data points and progress monitoring, the purchase of teacher time through subs or extra duty for analysis of data using the cycle of inquiry, the purchase of teacher time through subs or extra duty in order to align instruction both across grade levels and vertically through programs, and the provision of credentialed staff to provide supplementary reading instruction to students identified through data analysis as at risk for not meeting the challenging State standards. On the socio-emotional and behavioral side, allocations include behavioral or socio-emotional intervention services for students whose behavior or emotional state puts them at risk for school failure.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

## Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

## Identified Need

Over the past six years, the Prairie administration has spent considerable resources in terms of both people and materials in order to provide remediation and support for students who are not meeting the academic expectations for their grade level. While this is resulting in gap closure, CAASPP data indicates that there are still very high numbers of students who struggle with reading and math, which is impeding their ability to access the standards. This pattern is true in both of the school's instructional strands: the Structured English Immersion program and the Dual Immersion program. The fact that the academic achievement gap is closing is encouraging and indicates that Prairie must maintain these resources as well as a focus on providing a targeted and coherent support system for both designated and integrated English Language Development (ELD).

Prairie Elementary has the highest number and percentage of English Learners of any elementary school and both middle schools in the district. The staff in both the SEI strand and the Dual Immersion strand pride themselves on understanding language acquisition deeply and using best practices to approach designated and integrated ELD. This idea is supported by the school's results in terms of English Learner Progress. 83% of Prairie's EL students either maintained or grew a level on the ELPI last year and Prairie had the highest number of reclassified ELs in the district. Given this layout, Prairie is committed to keeping key components of both the designated and integrated ELD programs as they appear in the body of research and the daily practices at the school.

## Annual Measurable Outcomes

| Metric/Indicator                           | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                  | Expected Outcome                                                                           |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Reclassification rate for English Learners | During 2019-20 school year, Prairie reclassified 68 students. WJUSD reclassified 345. This means Prairie has 19.7% of the district's reclassified students. The school had a total EL population of 434 elementary students. The district had an elementary EL population of 1443, and a K-12 EL population of 3235 students. This means Prairie has 30% of the District's Elementary EL | The reclassification rate at Prairie will increase by .7%, maintaining a rating of "High". |

| Metric/Indicator                                                                 | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Expected Outcome                                                                                                                                                                                 |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  | Learners and 13.4% of the District's total EL population. The district reclassified 186 elementary students and 345 K-12 students (which includes elementary). This means that the reclassification rate for Prairie (15.6%) is higher than the district's elementary reclassification rate (12.8%) and the District's overall reclassification rate (10.6%). Because 30% of the District's EL students are at Prairie, the net impact of the school's work with EL Learners is a positive one for both Prairie and the district as a whole. |                                                                                                                                                                                                  |
| English Learner Progress Indicator (ELPI)                                        | Prairie currently has a rate of 56.3% in the "Making progress" indicator, which earns it a rating of "High" on the California Dashboard.                                                                                                                                                                                                                                                                                                                                                                                                     | The number of students who decreased 1 level on the ELPI will decrease by 5. This represents a 10% reduction in this category of students. Maintain or exceed 56.3% of students making progress. |
| School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment | Currently, the Prairie Elementary EL Roadmap team assigns the school a 2 based on the descriptors in the rubric.                                                                                                                                                                                                                                                                                                                                                                                                                             | Prairie Elementary will move to a 3 on Principle 1 of the English Learner Roadmap Self Assessment.                                                                                               |

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Learner Students

#### Strategy/Activity

3.1 Implementation of Research-Based Instructional Model for Designated ELD Time (addresses GPE 1, 5, 6): Prairie Elementary will provide daily integrated ELD for all EL students. The instructional model will include the following elements:

- Classes will be leveled by grade and language fluency
- Special needs classes (Newcomers and ELs with Special Education Services) will have small group sizes and be matched to instructors with expertise in their special needs
- Instructional groups will be flexible, allowing students to move as they progress
- Instruction will focus on forms and functions of language and emphasize oral language development as a precursor to all other language skills.
- Scope and Sequence for ELD instruction will be driven by the Grammatical Forms Matrix (Duttro, Prestridge, and Herrick, 1999)

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)                                             |
|-----------|-------------------------------------------------------|
| 52930     | Title I Part A: Basic Grants Low-Income and Neglected |
| 6300      | Supplemental/Concentration                            |

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learner Students

**Strategy/Activity**

3.2 Provision of professional development and training for ELD (addresses GPEs 1, 4, 5, 6): Teachers and staff at Prairie Elementary will be provided professional development activities focused on both Integrated and Designated ELD. This professional development will include lesson development and review by collaborative work groups, peer coaching, and observations. Specific activities will include:

- Teacher seminars on the elements of effective Designated and Integrated ELD instruction
- Collaboration time with other ELD teachers
- Release time for observations and demonstration lessons

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)                  |
|-----------|----------------------------|
| 3810      | Supplemental/Concentration |

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Learner Students and students who are at risk for school failure or failure to meet the demands of California's challenging academic standards

### Strategy/Activity

3.3 Establishment of Supports for Parent Engagement and Capacity Building (addresses GPE 1,3): Prairie Elementary will provide support and mentorship for English Learner parents whose children receive special education services. This support will be focused on increasing parent understanding of the special education identification and service process, parental rights under Special Education, and how to interpret IEP (individual Education Plan) documents.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)                                             |
|-----------|-------------------------------------------------------|
| 3827      | Title I Part A: Basic Grants Low-Income and Neglected |
| 1174      | Title I Part A: Parent Involvement                    |

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The pandemic had a tremendously disruptive effect on Prairie's EL program, but it also gave the school some unexpected insights into the needs of some of Prairie's most vulnerable families. The designated ELD block at Prairie was designed for an in-person context. The State's decision not to administer the ELPAC made leveling across a grade level by language fluency virtually impossible. Focusing on oral language development through structured language practice was untenable because of the limitations created by the online environment. Daily ELD was still offered at Prairie, but for the most part, classroom teachers taught all fluency levels in their classroom themselves. In addition, the cognitive load teachers and administration needed to navigate just to provide basic classroom instruction meant that activities such as peer observations and coaching were by and large abandoned.

One bright note in all of this was the work of a reassigned Noon Duty Supervisor. When the pandemic hit, all Individualized Education Plan meetings for students in special education had to be held virtually. For our English Learner families, this presented a barrier that seemed almost insurmountable because it required a level of technological proficiency that most Prairie families did not have. That was when Prairie decided to deploy a previous Noon Duty Supervisor as a support and mentor to these parents. She taught them how to log on to attend the meetings, spoke with them about their rights, and ensured that parents understood the decisions they were making during the IEP. She also taught them how to navigate an entirely virtual signature and affirmation

process. Within the first week of her taking on this role, this pattern of disconnection began to turn around.

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

Because of the population Prairie serves, English Language Development instruction continued even though all elements of the program could not be put in place. This meant that there were no major differences between the intended implementation and the expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Prairie's long-term data over the past 7 years indicates that staying the course is the best of all options going forward. While implementing the model has been challenging over the past 18 months, staff believes that this is a temporary situation and that a return to normalcy will offer an opportunity to once again implement the full suite of best practices.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

## Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

## Identified Need

Opportunities for youth engagement and leadership have always been a part of the landscape at Prairie Elementary. In general, they have been offered by staff as extra or adjunct duty time, through contracts with external providers, or as extensions of the ASES after-school program. Offerings have included everything from Student Council and lunch bunch activities during the day to enrichment classes, clubs, and sports offered beyond the school day. The widely held perception has been that these types of activities may be fun or interesting additions to the school's core program, but that they are tangential to the school's mission at best. The result has been a well intentioned but disjointed collection of activities that appear and disappear across the year with only anecdotal evidence of impact. The menu of offerings has varied widely from year to year, and in total, they have typically allowed for the participation of 20-30% of the student body. This situation translates into the following needs:

1. Prairie Elementary needs a set of leadership opportunities and youth development activities that is envisioned as a coordinated effort rather than a
2. The program should be made up of components that explicitly and deliberately support the core program as well as components that reflect student voice and choice in the selection.
3. All students at Prairie should have access to some form of youth engagement and leadership activities each year that are age appropriate.

This year's Site Plan aims to change all that by beginning work on a program of youth engagement and leadership development that will address the identified needs above using a twist on traditional model of leadership that actually came directly from Prairie students. As part of the needs assessment process, the administrative team conducted focus groups of students. In one group of fifth grade students, the idea of after-school clubs came up as a strategy that could possibly reduce chronic absences and improve student behavior. By the end of their session, they had come up with the idea of a "Club Council," a representative group of students based on the Student Council model who would run the entire club program under the guidance of an adult advisor. The group will be charged with soliciting student input about club/class/activity offerings, analyzing the results of the input, identifying and selecting offerings for each trimester, and staying within their budget while still meeting the identified needs of the school.

The creation of a Club Council of students who can actually perform the tasks above is an ambitious goal, and it will require more of the adult advisor than any adjunct duty. Also, 2021-22 will be a year for building the infrastructure: community partnerships, learning modules for the council members and a scope and sequence for part of the program offerings, Prairie has identified

resources to support a 15 hr./week position for a teacher/coordinator/advisor for the program. In addition to the coordinator, the project identifies resources for contracts with class/club/activity providers, materials and supplies to support the clubs/classes/activities themselves

## Annual Measurable Outcomes

| Metric/Indicator                                                                                                      | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                             | Expected Outcome                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of partnerships with the community and other programs that provide students with opportunities to get engaged. | Prairie Elementary had 0 partnerships with the community and other programs that provided students with engagement or leadership opportunities.                                                                                                                                                                                     | During the 2021-22 school year, Prairie will have 1 partnership with a community agency or other program to provide students with engagement or leadership opportunities.                                                                                                                                                                 |
| Number of extracurricular programs offered                                                                            | Prairie offered 0 extracurricular programs during the 2020-21 school year.                                                                                                                                                                                                                                                          | During the 2021-22 school year, Prairie will offer at least 3 extracurricular programs (one each trimester).                                                                                                                                                                                                                              |
| Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys      | 184 students completed input surveys for the SPSA. This represents 41% of eligible students.                                                                                                                                                                                                                                        | During the 2021-22 school year, Prairie will increase the number of students participating in the survey to 225. This will equal 50%.                                                                                                                                                                                                     |
| Number and percent of students by representative demographic providing input to the SPSA through focus groups         | During the 2020-21 school year, Prairie had the following students in the following representative groups:<br>6 students who receive special education services,<br>6 students from South Asia,<br>4 white students,<br>12 Latino students,<br>4 indigenous students,<br>8 EO students,<br>5 Punjabi speakers,<br>2 Nepali speakers | During the 2021-22 school year, Prairie will establish focus groups that represent the school's percentages in terms of gender, special education status, EL status, and primary language. Because these numbers change each year, the school commits to gathering a representative sample +/- 2% along the above dimensions of identity. |

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity



4.1: Establish structures that promote youth engagement and integrate youth leadership into school policy (addresses GPEs 2, 3, 5): Prairie Elementary will develop structured opportunities for students to consider the ways in which they can serve their communities through responsive leadership. This strategy will use the following activities:

- Develop service learning opportunities
- Create committees, councils or boards to address specific issues
- Provide leadership development activities around relevant topics for youth involved in committees, councils, or boards
- Use student leadership positions for both short- and long-term projects

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)                                             |
|-----------|-------------------------------------------------------|
| 17930     | Title I Part A: Basic Grants Low-Income and Neglected |
| 9366      | Supplemental/Concentration                            |

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

This is a new goal and as such, it was not implemented last year.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

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

## Budget Summary

| Description                                                             | Amount       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$193,549    |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$316,483.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs                                      | Allocation (\$) |
|-------------------------------------------------------|-----------------|
| Title I Part A: Basic Grants Low-Income and Neglected | \$191,202.00    |
| Title I Part A: Parent Involvement                    | \$2,347.00      |

Subtotal of additional federal funds included for this school: \$193,549.00

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

| State or Local Programs    | Allocation (\$) |
|----------------------------|-----------------|
| Supplemental/Concentration | \$122,934.00    |

Subtotal of state or local funds included for this school: \$122,934.00

Total of federal, state, and/or local funds for this school: \$316,483.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members        | Role                       |
|------------------------|----------------------------|
| Scott Clary            | Principal                  |
| Marisa Garcia-Fuentes  | Classroom Teacher          |
| Socorro Lizarraga      | Classroom Teacher          |
| Marjory Watkins        | Classroom Teacher          |
| Stephanie Velgara      | Other School Staff         |
| Francisco Icaza Vargas | Parent or Community Member |
| Jeff Goettsch          | Parent or Community Member |
| Giovanni Linares       | Parent or Community Member |
| Maria Rodriguez        | Parent or Community Member |
| Mohammad Sialvi        | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature          | Committee or Advisory Group Name   |
|--------------------|------------------------------------|
| <i>Emma Zavala</i> | 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 5/18/21.

Attested:

|                         |                                              |
|-------------------------|----------------------------------------------|
| <i>Scott Clary</i>      | Principal, Scott Clary on 5/18/21            |
| <i>Geovanni Linares</i> | SSC Chairperson, Giovanni Linares on 5/18/21 |