

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.
- Parent survey through the California School Parent Survey

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 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 the English Learner Advisory Committee (ELAC), the School Site Council, the Student Advisory Council, and the Staff Leadership Committee. Each meeting included an in-depth review of the most recent California School Dashboard data (2019) and site level indicators for Woodland Prairie Elementary, with a focus on 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.

A Needs Assessment was completed by the following groups:

School Site Council: LCAP Goals #1 and #2: College & Career Readiness and Meeting Social-Emotional and Academic Needs (2/23/22 and 3/23/22)

English Learner Advisory Committee: LCAP Goal #3: Accelerate English Learner Achievement (2/17/2022 and 3/17/22)

Student Advisory Council: LCAP Goal #4: Engagement and Leadership Opportunities for Youth (3/22/22 and 4/5/22)

Site Leadership Team: LCAP Goals #1 and #2: College & Career Readiness and Meeting Social-Emotional and Academic Needs (2/17/22 and 3/24/22)

STUDENT INPUT:

Student input was gathered through a survey focused on climate and safety, of which 267/417 students responded. A Student Advisory Council was created, with a balanced representation of student groups. 11 students participated in Student Advisory Council. The Student Advisory Group is comprised of English, Spanish, and Punjabi speaking students, Latino, African-American and White students, English learners and Reclassified Fluent Proficient students, GATE students, students with disabilities, and students with no identified need from both our Dual Immersion program and Mainstream classrooms.

Students from the Student Advisory Council provided the following input, which was integrated into the strategies of the plan:

- in regards to concerns about rumors and drama causing fights students agreed that class meetings and conflict managers are helpful
- students discussed the value of i-Ready and suggested that creating class competitions and/or monthly awards for progress would help
- the students enjoyed enrichment VAPA activities, such as Beats Lab, Forxa Dance Academy, Band Class & Strings Class. In the discussion about the Dance Academy, students suggested that PE not be scheduled on the same days as dancing and that dance

practice take place as far away from the classrooms as possible to reduce the noise from the music during class.

All focus groups identified areas of concern, engaged in analysis of these areas to identify their root causes, and then proposed strategies that could possibly serve as solutions.

Members of the School Site Council provided the following input:

- continue with PBIS (Positive Behavior Intervention and Support)/Student Store
- Consider adding an intentional focus to our intervention plan
- spend more time analyzing i-Ready data, with particular attention to English Learners
- increase collaboration between teachers and after school program tutors

The Leadership Team provided the following input:

- the need to hire credentialed Special Education Teachers
- need to provide intervention for newcomer English Learners
- need to rebuild strong family and school partnerships after school closure and parent involvement limitations due to COVID-19.

ELAC reviewed the SPSA in May, and SSC reviewed and approved the SPSA on 5/11/22.

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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	143	104	107
Grade 1	109	118	105
Grade 2	118	114	106
Grade3	101	115	118
Grade 4	111	94	115
Grade 5	88	118	107
Grade 6	90	91	118
Total Enrollment	760	754	776

Conclusions based on this data:

1. Total enrollment has remained fairly consistent with a slight increase. Prairie will be adding a Transitional Kindergarten classroom for the 2022-2023 school year. One of the SDC preschool classrooms will be moved to another site to make room for TK. Not shown in the data, is the fact that approximately 16 students participated in the FLEX Academy online and did not attend in-person classes.
2. There was a decline in enrollment in 2nd grade and an increase in enrollment for 5th grade.
3. Our Dual Immersion classrooms are at full capacity with a district-wide wait list for most grade levels.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	444	404	389	58.4%	53.6%	50.1%
Fluent English Proficient (FEP)	115	147	147	15.1%	19.5%	18.9%
Reclassified Fluent English Proficient (RFEP)	68	79	47	14.9%	17.8%	11.6%

Conclusions based on this data:

1. The number of English Learners has declined since 2018-2019. Roughly 90% of our English Learners are Spanish-speakers. The remaining 10% speak 6 other languages.
2. The number of reclassified students declined this year by 6%. One possible reason for the drop in reclassification rate is due to the school closure in response to COVID-19, which negatively affected our students designated as English Learners during Distance Learning. Additionally, the state's redesignation criteria changed as of 2019-2020, possibly causing a reduction in eligibility.
3. Roughly 20% of the school district's English Learners attend Woodland Prairie (according to Data Quest). We have the largest number of English Learners of all the schools in the district. Prairie has at least twice as many ELs when compared to ALL other schools in the district.

School and Student Performance Data

CAASPP Results English Language Arts (ELA) /Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	113	101	119	110	97	0	110	97	0	97.3	96	0.0
Grade 4	91	113	111	91	110	0	91	110	0	100	97.3	0.0
Grade 5	93	90	106	92	90	0	92	90	0	98.9	100	0.0
Grade 6	97	89	115	95	89	0	95	89	0	97.9	100	0.0
All Grades	394	393	451	388	386	0	388	386	0	98.5	98.2	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2371.	2397.		10.91	13.40		16.36	26.80		22.73	20.62		50.00	39.18	
Grade 4	2433.	2426.		16.48	14.55		15.38	21.82		23.08	20.91		45.05	42.73	
Grade 5	2511.	2501.		20.65	21.11		38.04	32.22		23.91	22.22		17.39	24.44	
Grade 6	2503.	2510.		9.47	4.49		28.42	43.82		30.53	29.21		31.58	22.47	
All Grades	N/A	N/A	N/A	14.18	13.47		24.23	30.57		25.00	23.06		36.60	32.90	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.84	15.46		34.86	52.58		52.29	31.96	
Grade 4	7.69	15.45		61.54	46.36		30.77	38.18	
Grade 5	25.00	25.84		52.17	39.33		22.83	34.83	
Grade 6	10.53	11.24		50.53	50.56		38.95	38.20	
All Grades	13.95	16.88		49.10	47.27		36.95	35.84	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.17	13.40		33.94	43.30		56.88	43.30	
Grade 4	14.44	10.00		42.22	48.18		43.33	41.82	
Grade 5	22.47	21.35		55.06	57.30		22.47	21.35	
Grade 6	11.58	15.73		55.79	64.04		32.63	20.22	
All Grades	14.10	14.81		46.21	52.73		39.69	32.47	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.93	11.34		58.72	70.10		29.36	18.56	
Grade 4	13.19	17.27		65.93	51.82		20.88	30.91	
Grade 5	15.22	19.10		61.96	66.29		22.83	14.61	
Grade 6	6.32	12.36		69.47	67.42		24.21	20.22	
All Grades	11.63	15.06		63.82	63.38		24.55	21.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.01	17.53		48.62	47.42		40.37	35.05	
Grade 4	24.18	11.82		45.05	48.18		30.77	40.00	
Grade 5	40.22	33.71		47.83	43.82		11.96	22.47	
Grade 6	20.00	24.72		53.68	50.56		26.32	24.72	
All Grades	23.26	21.30		48.84	47.53		27.91	31.17	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students at Prairie have demonstrated an increase in overall achievement in ELA from 2017-2018 to 2018-2019.
2. Reading is the area with the highest percentage of students below standard. Listening has the lowest percentage of students below standard.

3. Spring 2022 i-Ready Diagnostic scores for reading suggest that 49% of our students will score below standard on CAASPP Reading Assessment for 2021-2022, which will be a significant decline in performance. This decline in performance could be due to the school closure/distance learning in response to COVID. One possible solution would be to increase the implementation of i-Ready personalized instruction lessons for reading.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	113	101	119	113	98	0	113	98	0	100	97	0.0
Grade 4	91	113	111	91	112	0	91	112	0	100	99.1	0.0
Grade 5	93	90	106	91	89	0	91	89	0	97.8	98.9	0.0
Grade 6	97	89	115	96	89	0	96	89	0	99	100	0.0
All Grades	394	393	451	391	388	0	391	388	0	99.2	98.7	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2387.	2396.		7.96	11.22		21.24	14.29		23.01	36.73		47.79	37.76	
Grade 4	2436.	2422.		6.59	6.25		18.68	16.96		31.87	31.25		42.86	45.54	
Grade 5	2490.	2473.		13.19	12.36		27.47	17.98		24.18	28.09		35.16	41.57	
Grade 6	2473.	2495.		10.42	11.24		9.38	13.48		32.29	37.08		47.92	38.20	
All Grades	N/A	N/A	N/A	9.46	10.05		19.18	15.72		27.62	33.25		43.73	40.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.93	17.35		31.86	37.76		52.21	44.90	
Grade 4	17.58	10.71		26.37	29.46		56.04	59.82	
Grade 5	23.08	21.35		32.97	24.72		43.96	53.93	
Grade 6	12.50	13.48		22.92	38.20		64.58	48.31	
All Grades	17.14	15.46		28.64	32.47		54.22	52.06	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.50	14.29		41.59	35.71		46.90	50.00	
Grade 4	7.69	10.71		51.65	40.18		40.66	49.11	
Grade 5	9.89	10.11		47.25	44.94		42.86	44.94	
Grade 6	9.38	8.99		39.58	41.57		51.04	49.44	
All Grades	9.72	11.08		44.76	40.46		45.52	48.45	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.16	16.33		48.67	47.96		37.17	35.71	
Grade 4	15.38	10.71		38.46	41.96		46.15	47.32	
Grade 5	15.38	8.99		52.75	49.44		31.87	41.57	
Grade 6	10.42	15.73		38.54	39.33		51.04	44.94	
All Grades	13.81	12.89		44.76	44.59		41.43	42.53	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A higher percentage of students (40.98%) scored below standard in Math in 2018-2019, as compared to Reading (32.90%).
2. The area of greatest need in 2018-2019 was Concepts & Procedures with 52.05% below standard.
3. Spring 2022 i-Ready Diagnostic scores for math suggest that 62% of our students will score below standard on CAASPP Math Assessment for 2021-2022, which will be a significant decline in performance. This decline in performance could be due to the school closure/distance learning in response to COVID. One possible solution would be to increase the implementation of i-Ready personalized instruction lessons for math during 2022-2023.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1429.1	1422.0	1432.2	1435.5	1431.3	1449.9	1414.2	1400.1	1390.7	95	85	61
1	1453.9	1458.0	1421.1	1453.6	1466.0	1444.9	1453.8	1449.6	1396.7	78	75	58
2	1494.2	1489.6	1474.4	1493.4	1497.4	1481.9	1494.7	1481.3	1466.4	63	67	71
3	1484.5	1490.3	1486.1	1481.4	1479.0	1495.0	1487.2	1501.2	1476.9	62	56	61
4	1514.9	1517.5	1503.1	1510.5	1514.1	1510.9	1518.9	1520.5	1495.0	45	57	65
5	1515.3	1538.5	1517.9	1504.6	1523.2	1522.5	1525.4	1553.4	1512.9	30	37	50
6	1500.0	1523.3	1529.5	1492.7	1507.4	1537.7	1506.8	1538.9	1520.7	19	12	41
All Grades										392	389	407

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	34.74	5.88	21.31	25.26	49.41	39.34	30.53	37.65	24.59	*	7.06	14.75	95	85	61
1	33.33	16.00	3.45	29.49	45.33	31.03	19.23	26.67	36.21	17.95	12.00	29.31	78	75	58
2	44.44	16.42	5.63	46.03	43.28	50.70	*	35.82	36.62	*	4.48	7.04	63	67	71
3	*	17.86	6.56	43.55	28.57	37.70	32.26	42.86	42.62	19.35	10.71	13.11	62	56	61
4	24.44	28.07	11.11	60.00	42.11	41.27	*	19.30	33.33	*	10.53	14.29	45	57	63
5	*	27.03	18.00	53.33	51.35	26.00	*	10.81	42.00	*	10.81	14.00	30	37	50
6	*	8.33	14.63	*	58.33	36.59	*	25.00	34.15	*	8.33	14.63	19	12	41
All Grades	29.08	16.71	11.11	38.27	43.96	38.27	19.64	30.33	35.56	13.01	9.00	15.06	392	389	405

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	32.63	10.59	34.43	33.68	49.41	39.34	21.05	32.94	16.39	12.63	7.06	9.84	95	85	61
1	42.31	24.00	18.97	32.05	44.00	36.21	15.38	25.33	24.14	*	6.67	20.69	78	75	58
2	60.32	35.82	22.54	33.33	47.76	52.11		13.43	22.54	*	2.99	2.82	63	67	71
3	25.81	21.43	32.79	40.32	41.07	49.18	17.74	23.21	13.11	*	14.29	4.92	62	56	61
4	46.67	47.37	42.86	42.22	29.82	36.51	*	17.54	11.11	*	5.26	9.52	45	57	63
5	43.33	35.14	34.00	50.00	51.35	44.00		10.81	12.00	*	2.70	10.00	30	37	50
6	*	16.67	31.71	*	66.67	43.90	*	8.33	17.07	*	8.33	7.32	19	12	41
All Grades	40.56	26.99	30.86	36.48	44.73	43.21	12.24	21.59	16.79	10.71	6.68	9.14	392	389	405

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.63	15.29	32.79	41.05	77.65	54.10	*	7.06	13.11	95	85	61
1	65.38	57.33	31.03	29.49	37.33	53.45	*	5.33	15.52	78	75	58
2	80.95	40.30	21.13	17.46	53.73	76.06	*	5.97	2.82	63	67	71
3	*	14.29	37.70	70.97	62.50	55.74	*	23.21	6.56	62	56	61
4	42.22	40.35	47.62	53.33	50.88	42.86	*	8.77	9.52	45	57	63
5	36.67	10.81	26.00	60.00	81.08	62.00	*	8.11	12.00	30	37	50
6	*	16.67	17.50	*	75.00	70.00	*	8.33	12.50	19	12	40
All Grades	50.00	30.85	31.19	43.11	59.90	58.91	6.89	9.25	9.90	392	389	404

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.32	11.76	34.43	54.74	72.94	50.82	18.95	15.29	14.75	95	85	61
1	28.21	5.33	20.69	55.13	85.33	58.62	16.67	9.33	20.69	78	75	58
2	63.49	28.36	25.35	30.16	68.66	70.42	*	2.99	4.23	63	67	71
3	53.23	42.86	40.98	24.19	44.64	52.46	22.58	12.50	6.56	62	56	61
4	73.33	43.86	42.86	*	47.37	47.62	*	8.77	9.52	45	57	63
5	70.00	67.57	66.00	*	27.03	22.00	*	5.41	12.00	30	37	50
6	63.16	25.00	51.22	*	66.67	43.90	*	8.33	4.88	19	12	41
All Grades	47.45	28.28	38.77	38.27	62.21	50.86	14.29	9.51	10.37	392	389	405

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	22.11	2.35	8.20	69.47	89.41	73.77	*	8.24	18.03	95	85	61
1	39.74	30.67	10.34	34.62	41.33	34.48	25.64	28.00	55.17	78	75	58
2	53.97	11.94	12.68	33.33	62.69	63.38	*	25.37	23.94	63	67	71
3	*	14.29	1.64	51.61	46.43	49.18	45.16	39.29	49.18	62	56	61
4	*	10.53	3.17	75.56	59.65	52.38	*	29.82	44.44	45	57	63
5	*	27.03	12.00	43.33	59.46	48.00	*	13.51	40.00	30	37	50
6	*	0.00	12.20	*	66.67	21.95	68.42	33.33	65.85	19	12	41
All Grades	26.02	14.65	8.40	50.26	61.44	50.86	23.72	23.91	40.74	392	389	405

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.37	37.65	31.15	41.05	49.41	37.70	11.58	12.94	31.15	95	85	61
1	28.21	10.67	0.00	57.69	76.00	48.28	14.10	13.33	51.72	78	75	58
2	20.63	8.96	4.23	74.60	67.16	66.20	*	23.88	29.58	63	67	71
3	*	21.43	8.20	64.52	66.07	67.21	29.03	12.50	24.59	62	56	61
4	33.33	28.07	9.52	60.00	54.39	57.14	*	17.54	33.33	45	57	63
5	46.67	29.73	18.00	43.33	64.86	64.00	*	5.41	18.00	30	37	50
6	*	33.33	12.20	73.68	66.67	78.05	*	0.00	9.76	19	12	41
All Grades	29.08	22.88	11.60	57.40	62.72	59.01	13.52	14.40	29.38	392	389	405

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students scored significantly higher in listening and speaking, when compared to reading and writing. The number of students at the beginning level for listening & speaking remained relatively stable, but significantly increased for reading and writing in 2020-2021.
2. There was a decline in the percentage of students scoring at a level 4 in 2020-2021: from 29.08% to 11.11%. This decline in performance could be due to the school closure/distance learning in response to COVID.
3. For the year of 2020-2021, first grade had the highest percentage of students (51.72%) who scored at the beginning level.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
776	71.0	50.1	0.5
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	389	50.1
Foster Youth	4	0.5
Homeless	7	0.9
Socioeconomically Disadvantaged	551	71.0
Students with Disabilities	78	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
American Indian or Alaska Native	2	0.3
Asian	64	8.2
Filipino	5	0.6
Hispanic	628	80.9
Two or More Races	9	1.2
Native Hawaiian or Pacific Islander	2	0.3
White	51	6.6

Conclusions based on this data:

1. Our largest student group is Hispanic/Latino at 80.9%, with 628 students.

2. 71% of our student population is socioeconomically disadvantaged. That is 551 students.
3. The students with disabilities group increased from 8.7% in 2020-2021 to 10.1% in 2021-2022. This is an increase of 12 students, which is an increase in caseload for our Special Education Case Managers. It has been a challenge to hire and retain credentialed Special Education teachers this school year.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 areas of greatest concern in 2019 were suspension rate and mathematics performance.
2. Increasing incentives and parent involvement are necessary to further reduce chronic absenteeism. This area was significantly impacted during the 2021-2022 school year due to COVID.
3. School-wide implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) for Tier I behaviors, as well as Restorative and Trauma-Informed Practices to address Tier II behaviors, will support a reduction in suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

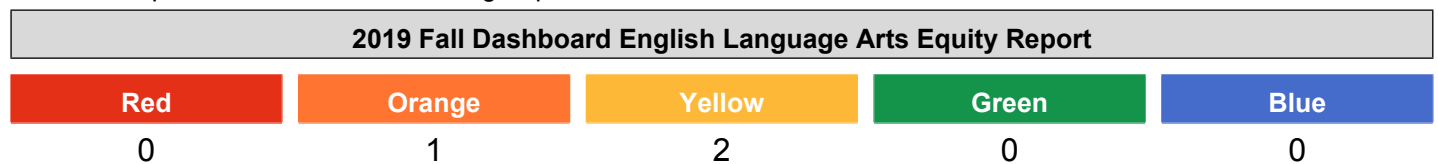
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 26.1 points below standard Increased ++4.7 points 364		 Yellow 31.3 points below standard Increased ++4.8 points 270		 No Performance Color Less than 11 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students		 Orange 29.3 points below standard Maintained ++2.8 points 306		 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	 No Performance Color Less than 11 Student	 No Performance Color 11.6 points above standard Increased ++5.8 points 29	 No Performance Color Less than 11 Students
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	 No Performance Color Less than 11 Students	 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:

1. While all student groups increased in performance in ELA in 2019, the socioeconomically disadvantaged student group was the one group that maintained. The Asian student group is the only group that performed above standard. All other groups performed below standard.
2. Results from the spring 2022 i-Ready diagnostic suggest that English Learners (EL's) will perform significantly lower than non-ELs in reading on CAASPP this year. i-Ready projects that 68% ELs will score below standard, compared to 29% of students not identified as EL. This student group was disproportionately impacted by the school closure/distance learning due to COVID because their exposure to robust academic instruction in English was limited.
3. Performance for White students was the only group that declined in 2019.

School and Student Performance Data

Academic Performance Mathematics

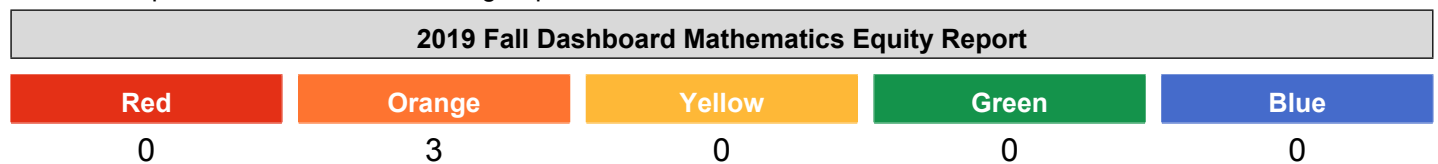
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 53.7 points below standard Maintained -2.6 points 362		 Orange 55.4 points below standard Maintained ++1.6 points 269		 No Performance Color Less than 11 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students		 Orange 56.3 points below standard Maintained -2.1 points 304		 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	 No Performance Color Less than 11 Students	 No Performance Color 19.4 points below standard Increased ++6.7 points 29	 No Performance Color Less than 11 Students
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	 No Performance Color Less than 11 Students	 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:

1. All student groups maintained in Math performance, except for White students which significantly declined, Asian students increased.
2. Although most student groups showed improvement in 2019, they remain below standard.
3. Results from the spring 2022 i-Ready diagnostic suggest that English Learners will perform significantly lower than non-ELs in math on CAASPP this year. i-Ready projects that 73% ELs will score below standard, compared to 50% of students not identified as EL. This student group was disproportionately impacted by the school closure/distance learning due to COVID because their exposure to robust academic instruction in English was limited.

School and Student Performance Data

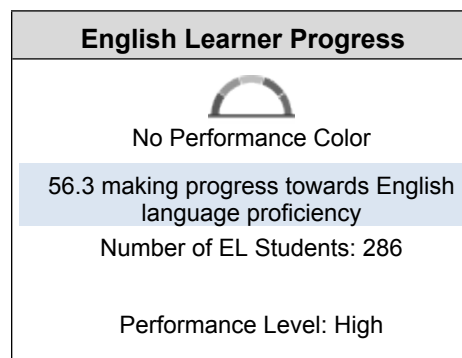
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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:

- 51.3% of English Learners progressed one level in English proficiency in 2019.
- 17.4% of English Learners decreased one level in English proficiency in 2019.
- Staff will benefit from ongoing training and implementation of the English Learner Roadmap (EL Roadmap).

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

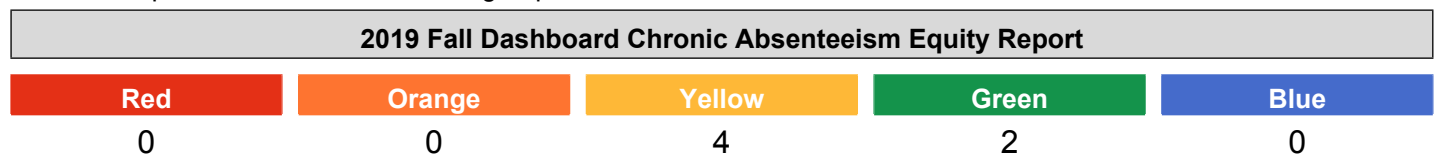
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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				
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2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 9.1 Declined -24.2 11	American Indian  No Performance Color Less than 11 Students	Asian  Green 7.8 Declined -4 64	Filipino  No Performance Color Less than 11 Students
Hispanic  Yellow 11.7 Declined -2.5 639	Two or More Races  No Performance Color Less than 11 Students	Pacific Islander  No Performance Color Less than 11 Students	White  Yellow 13.6 Declined -5.8 59

Conclusions based on this data:

1. English Learners had the greatest decline in chronic absenteeism in 2019. Attendance for all student groups increased in 2019.
2. African American and Homeless students had the greatest decline in chronic absenteeism in 2019, although they are two of the smallest student groups.
3. Attendance continues to be a target area for improvement for Prairie. In 2021, students proposed the idea of the Student Club Council to increase student engagement and connection to school which might directly correlate to improved attendance. Efforts have been made toward implementing the Student Club Council during the 2021-2022 school year. The current Student Advisory Council believes this is a promising strategy to increase student engagement and wishes to expand club opportunities for the 2022-2023 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. This category does not apply to Woodland Prairie.

School and Student Performance Data

Conditions & Climate Suspension Rate

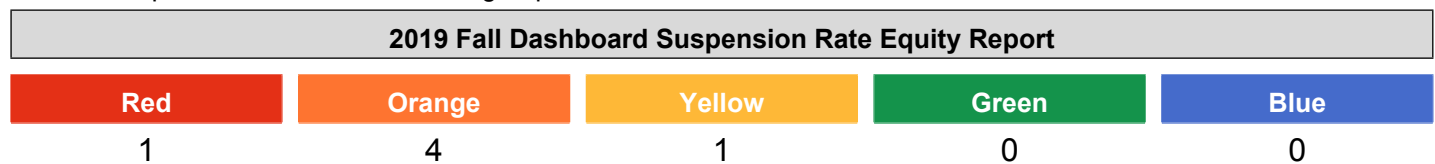
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		
All Students  Orange 4.3 Increased +1.5 807	English Learners  Orange 3.4 Increased +1.4 464	Foster Youth  No Performance Color Less than 11 Student
Homeless  No Performance Color 3.2 Increased +3.2 31	Socioeconomically Disadvantaged  Orange 4.4 Increased +1.2 618	Students with Disabilities  Red 15.8 Increased +15.8 76

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 18.2 Increased +10.5 11	American Indian  No Performance Color Less than 11 Students	Asian  Orange 1.5 Increased +1.5 65	Filipino  No Performance Color Less than 11 Students
Hispanic  Orange 4 Increased +1.5 655	Two or More Races  No Performance Color Less than 11 Students	Pacific Islander  No Performance Color Less than 11 Students	White  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:

1. In 2019, suspensions increased for all student groups, except for White which declined.
2. Suspensions for students with disabilities increased the most in 2019.
3. Prairie staff believes that a thorough review of the Prairie Handbook for staff, students and families will increase consistency of implementation and therefore improve student behavior. There is a need for professional development in restorative and trauma-informed 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

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

After reviewing our academic and school climate data during the needs assessment process, and in consideration of our district's graduate profile, Prairie stakeholders identified a need to improve the student's feeling of connectedness to school and to focus on the Graduate Profile competencies of "creative" and "communication", by increasing access to Visual and Performing Arts experiences and opportunities for students to build leadership, problem-solving, and self-advocacy skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA) during and outside the school day.	170 students (4-6) participated in Elementary Music (27 in band, 143 students in strings) 430 students (3-6) participating in 10 days of Beats Lab 738 students (K-6) participated in 8 days of Dance Academy	All students will have equitable access to meaningful and culturally responsive arts education in at least three of the five arts disciplines: dance, media arts, music, theater, or visual arts. All students will have the opportunity to participate in lessons from at least one VAPA discipline area per trimester. All 4-6 graders will continue to have the opportunity to participate in instrumental band or strings.
Number of Pathway awards for Biliteracy for Dual Immersion students.	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 2022-2023 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. All students in the Dual Immersion program with a specific focus on under performing students who are at risk of school failure.

Strategy/Activity

Prepare students to be college and career ready, through VAPA experiences, assemblies, field trips, materials, supplies, copies, and alternative learning experiences. Provide access and opportunities for students in K-6 to participate in VAPA instruction. TK-6 will receive one VAPA lesson per trimester within the school day provided by classroom teacher or art instructor. Interpreters will be available, if needed, and communication tools provided to ensure all families are aware of opportunities.

Provide pathway awards in 3rd grade and 6th grade for students demonstrating biliteracy as measured by CSA (California Spanish Assessment) and CAASPP (California Assessment of Student Performance and Progress) or other local assessments.

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)

50015

5,200.00

Source(s)

Supplemental/Concentration

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

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.

With the additional enrichment funds we were given for 2021-2022, we were able to contract with outside vendors to provide students with VAPA instruction in dance (K-6) and music (3-6). All students participated in a dance performance that was recorded and shared with families. Students surveys show that students valued these experiences.

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

Prairie was given additional funds for enrichment opportunities for 2021-2022 which freed up money budgeted from Title I and Supplemental/Concentration. This money was moved to Goal 2

for intervention. Last year's plan included money for teacher collaboration, including data analysis, program alignment, peer observation & coaching under Goal 1. Unfortunately, teachers were not able to take advantage of this collaboration time due to other district initiatives & responsibilities and a substitute teacher shortage.

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.

We would like to continue to provide VAPA opportunities. Additional monies will be added to this goal to expand our VAPA program. It is our hope to build in and protect teacher collaboration time for the 2022-2023 school year, but move it to LCAP Goal #2.

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

Based on a review of the California Dashboard, internal assessments and i-Ready Diagnostic data during the needs assessment process with stakeholder groups, Prairie has identified the need to improve ELA and Math performance overall (with specific focus on vocabulary & comprehension in Reading and concepts & procedures in Math).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	Woodland Prairie Elementary received a rating of Yellow for English Language Arts(ELA) and a rating of Orange for Math on the California School Dashboard in 2019.	We expect to see a decline in SBAC scores for 2021-2022 due to COVID related learning loss, but moving into 2022-2023 we expect to make incremental progress in order to return to pre-pandemic performance levels.
Performance level on English Learner Progress Indicator (ELPI)	Prairie had a rate of 56.3% in the "Making progress" indicator, which earns it a rating of "High" on the California School Dashboard in 2019.	The number of students who increase 1 level on the ELPI will increase by 5. Maintain or exceed 56.3% of students making progress.
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 in 2019 for English Language Arts, 43.47% of all students in all grades who took the test met or exceeded the standard.	We expect to see a decline in SBAC scores for 2021-2022 due to COVID related learning loss, but moving into 2022-2023 we expect to make incremental progress in order to return to pre-pandemic performance levels.
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.	We expect to see a decline in SBAC scores for 2021-2022 due to COVID related learning loss, but moving into 2022-2023 we expect to make

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		incremental progress in order to return to pre-pandemic performance levels.
Number of students who are chronically absent	The number of students who are chronically absent during the 2020-21 school year is 175. This represents 22.1% of Prairie students who are identified as chronically absent. The student groups with the greatest percentage of chronically absent students were Foster Youth and White students.	The number of students identified as chronically absent will decrease by 7%, which means less than 111 will be identified as chronically absent. This translates into 15% of the student body classified as chronically absent.
Student sense of safety and school connectedness	Only 47 of 120 fifth graders took the survey (39% participation). 75% felt connected to school, and 72% felt safe at school all or most of the time. Only 36% reported "Yes, most/all of the time" to "meaningful participation at school".	Increase participation in the CHKS (California Healthy Kids Survey) to 75% and increase responses to "meaningful participation in school" to 75% "yes".
Suspension rate	Prairie had an overall suspension rate of 0.1% during the 2020-2021 school year, during Distance Learning.	Suspension rates will maintain at the minimal amount.
Percentage of students who reach growth targets on i-Ready in Reading and Math (elementary only)	36% of students at Prairie Elementary made their growth targets for Reading in I-Ready in March. 35% of students at Prairie Elementary made their growth targets for Math in I-Ready in March.	The percentage of students at Prairie who make their growth targets for Reading on I-Ready will increase by 14% to 50%. The percentage of students at Prairie who make their growth targets for Math on I-Ready will increase by 15% to 50%.

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

Provision of high quality instruction, intervention, and enrichment (academic and behavioral) through data-driven cycles of inquiry. This includes services, supplies and materials.

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)
181,099.00	Title I Part A: Basic Grants Low-Income and Neglected
33,860.00	Supplemental/Concentration
2,216.00	Title I Part A: Parent Involvement

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.

A significant amount of money was budgeted for the refinement of current parent engagement activities. This was a difficult school year to implement this strategy given COVID restrictions. Families were not allowed on campus and large crowds were avoided. English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings were held via Zoom. Because of this, ELAC participation declined. Another significant amount of money was budgeted for extended day intervention. Some teachers elected to teach after-school intervention. We also contracted with an outside vendor for online tutoring to offer reading intervention to 4th-6th grade students at-risk. We were fortunate to be able to hire four retired teachers to teach reading intervention part-time during the school day.

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 plan intended for a Special Education parent liaison, but this was eliminated with the addition of the Community and Family Engagement Specialist position.

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 will continue to focus on providing high-quality instruction, intervention and enrichment. i-Ready assessment data shows that student performance has declined significantly since returning to in-person learning after the school closure and distance learning due to COVID. Students are not meeting standards in English Language Arts (ELA) and Math. Math scores are lower than ELA.

Therefore, Prairie will dedicate time and resources to providing intervention in both reading and math.

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

In reviewing the 2021-2022 i-Ready Diagnostic data with our educational partners, we identified a need to improve ELA (English Language Arts) and math performance of our English Learners. Parent Engagement was the area of greatest need identified on the English Learner Roadmap Self-Assessment. A focus on parent engagement will support improvement in student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	During 2020-2021 school year, Prairie reclassified 46 students. The reclassification rate was 11.4%. The reclassification rate for the state of California was 6.9%	We expect to meet or exceed the state's reclassification rate and then continue to increase the reclassification rate for 2022-23 and beyond.
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 2019 California Dashboard. The district rate was 44.9%	The number of students who increase 1 level on the ELPI will increase by 5. 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 Leadership Team assigns the school an overall 3 based on the descriptors in the EL Roadmap Self-Reflection Rubric, with a score of 2 in the area of building strong family and school partnerships.	Prairie Elementary will move to a 3 on Principle 1, element D of the English Learner Roadmap Self Assessment: Schools value and build strong family and school partnerships.

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

Refinement of current Parent Engagement Activities. Develop meaningful opportunities for families to be involved in their children's learning experience. Create targeted strategies and proactive supports for two-way engagement with families.

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)

2440.00

Source(s)

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.

Prairie consistently Implemented a Research-Based Instructional Model for Designated ELD (English Language Development). Time as well as daily integrated ELD for all EL students. Classes were leveled by grade and language fluency. Special needs classes (Newcomers and ELs with Special Education Services) had small group sizes and were matched to instructors with expertise in their special needs. Instructional groups were flexible, allowing students to move as they progress.

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

Prairie was able to implement reading intervention for English Learners as written in the plan. The plan also indicated that time would be dedicated to Professional Learning Communities (PLC) and Professional Development. Teachers were not able to engaged in PLC work to the extent planned due to a shortage in substitutes and other district initiatives and responsibilities. Teachers participated in districtwide EL Rise professional development.

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.

Funds allocated for reading intervention for English Learners will be moved to goal 2. Funds for 2022-2023 will be allocated to the refinement parent engagement activities targeted toward our EL families. Parent Engagement the area of greatest need according to our EL Roadmap Self-Assessment. We will continue to implement designated and integrated ELD daily. We will also

engage in professional development through our work with Project PROMESA. This will be year 2 of implementation of this grant.

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

As part of the needs assessment, the administrative found a need to increase opportunities for meaningful participation in school.

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 partnered with Yolo Farm to Fork who provided lessons/resources and opportunities to engage with the school garden. Prairie also partnered with UC Davis EAOP to provide presentations about college to 60 students across four 6th grade classrooms who would benefit from this support.	During the 2022-23 school year, Prairie will expand partnership with a community agency or other program to provide students with engagement or leadership opportunities.
Number of extracurricular programs offered	We contracted with Forxa Dance Academy (K-6) and Beats Lab (4-6) to provide engagement opportunities for our students. We offered 3 after-school student clubs: Art, Cheer-leading & Indian Dancing. Students also had the opportunity to participate in Student Council and/or Conflict Managers	During the 2022-2023 school year, Prairie will hire a Club coordinator and increase the opportunities to participate in clubs during lunch recess and after school. We will continue to offer Student Council and Conflict Managers.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	267 students completed input surveys for the SPSA. This represents 64% of eligible students. Administration reviewed the results with the Student Advisory Council for input.	During the 2022-23 school year, we will increase our response rate to 75% of 3-6 graders providing input via surveys. We will do this by adding metrics to track teachers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>We established a Student Advisory Committee and held 4 meetings including students that represent our school population in terms of gender, special education status, EL status and primary language.</p> <p>11 students participated representing the following identities:</p> <p>3 English Only students</p> <p>4 English Learner students (3 LTEL)</p> <p>2 Reclassified English Proficient students</p> <p>1 Initially Fluent English Proficient student</p> <p>2 Punjabi-speaking students</p> <p>3 Spanish-speaking students</p> <p>2 Dual Immersion students</p> <p>2 African-American students</p> <p>3 Special Education students</p> <p>1 GATE student</p> <p>7 Latino students</p> <p>2 South Asian students</p>	During the 2022-23 school year, Prairie will continue to develop the Student Advisory Council that represent the school's percentages in terms of gender, special education status, EL status, and primary language.

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

Establish structures that promote youth engagement and integrate youth leadership into school policy team conducted focus groups of students. During the 2020-2021 school year, students proposed the idea of after-school clubs as a strategy that could possibly reduce chronic absences and improve student behavior. They developed 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 Club will require a Coordinator, as well as extra-duty pay for certificated and classified staff to supervise student clubs.

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)
18,650.00	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.

Last year's plan outlined a plan to promote youth engagement and integrate youth leadership into school policy. One of the strategies was to create 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. We were able to provide opportunities for engagement and leadership through Student Council, Student Advisory Committee and Conflict Managers.

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

Due to a shortage in staffing, we were not able to hire an advisor for the Club Council. We were able to hold three student-led clubs with the help of teachers and staff.

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.

Students responded positively to student clubs. We have had numerous proposals for new clubs and strong interest in the existing clubs. The needs assessment process revealed that students feel a lack of meaningful experiences at school. Students like the idea of joining and leading clubs that provided activities that are meaningful to them.

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	\$188,515
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	\$293,480.00

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	\$186,299.00
Title I Part A: Parent Involvement	\$2,216.00

Subtotal of additional federal funds included for this school: \$188,515.00

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	\$104,965.00

Subtotal of state or local funds included for this school: \$104,965.00

Total of federal, state, and/or local funds for this school: \$293,480.00

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
Kelly Schevenin	Principal
Beth Anselmi	Classroom Teacher
Alejandro Delgadillo	Classroom Teacher
Michele Joyce	Classroom Teacher
Stephanie Velgara	Other School Staff
Geovanni Linares	Parent or Community Member
Jeff Goettsch	Parent or Community Member
Matthew Davis	Parent or Community Member
Erik Ortega	Parent or Community Member
Albert Yllescas	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:


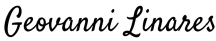
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 05/19/2021.

Attested:

	Principal, Kelly Schevenin on 05/11/2022
	SSC Chairperson, Giovanni Linares on 05/11/2022