

# 2018-19 School Plan for Student Achievement

**School:** Woodland Prairie Elementary School Site Council  
**CDS Code:** 57727100000000  
**District:** Woodland Joint Unified School District  
**Principal:** Scott Clary  
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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## School Vision and Mission

### Woodland Prairie Elementary School Site Council's Vision and Mission Statements

Woodland Prairie Elementary is proud to be a part of the Woodland Joint Unified School District, and the school aligns itself with the WJUSD Local Control Accountability Plan (LCAP) as a roadmap for ensuring students move successfully through PK-12 and beyond. We wholeheartedly support the idea that our mission is to prepare and empower all students for a future of endless possibilities. While this is framed as the District mission, the school community understands that we are a part of a system larger than ourselves and that our efforts here at Woodland Prairie bolster and support the efforts of the district as a whole. Because of this, Woodland Prairie has adopted the goals in the WJUSD LCAP for this School Site Plan.

#### WJUSD Mission

The mission of Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities.

#### LCAP Goals

All students will be grade level proficient in literacy, numeracy, and 21st century skills through high quality, effective teaching and learning.

All students will graduate high school and be competitively college and career ready through personalized learning.

All students will be successful through the development of targeted and coherent systems of support.

Improve the English proficiency and academic achievement of English Learners.

Excellence for all students is supported through meaningful stakeholder engagement.

In addition to the Mission and Vision of the District and the LCAP goals, the school developed a Vision and Mission statement prior to the 2014-15 school year. This Vision and Mission Statement continue to frame the work here at Prairie, and the stated philosophies intersect and connect strongly with the WJUSD Mission, Vision and goals. One of our goals is to simplify and coordinate the two documents so that our entire school community understands the core values, beliefs and goals that are embodied in the WJUSD Vision, Mission, and goals as well as the local Vision and Mission statement from Prairie. The work of coordinating and simplifying the message for the entire school community is ongoing and will continue during the 2018-19 school year in multiple contexts and venues.

#### School Vision

At Woodland Prairie all students will develop the necessary academic, personal, and social skills to become self-directed, life-long learners.

Our school community is committed to providing students with a well rounded, academically rigorous, standards-based instructional program. In addition to core academics, our program includes the arts and fosters creativity, problem-solving, critical thinking skills, the joy of learning and the development of healthy habits for life.

Students, staff, parents and community members are committed to one another as we work together to maintain a positive, caring and inclusive learning environment. We encourage responsible citizenship, productivity and

collaboration. We affirm our diversity through multicultural education and act in ways that strengthen our community.

### School Mission Statement

It is the mission of Woodland Prairie School to educate each student by

- Working collaboratively to provide a high quality, articulated, standards based instructional program
- Ensuring that every student will continue to advance toward proficiency and beyond in the core academic subjects
- Developing students' ability to work independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems so that all students will succeed
- Developing home-school connections in support of student learning
- Using data to evaluate/improve school programs and to inform instruction

## Community and School Profile

### Community, District and School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 60,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, an adult school, and had over 10,000 students enrolled during the first month of the 2017-18 school year. The district prides itself on the progress it has made with English Language Learners in terms of reclassification and yearly progress, and all stakeholders at Prairie Elementary look forward to continuing this pattern of growth during the 2018-19 school year.

Woodland Prairie Elementary School operates on a traditional schedule, and during the first month of the school year, 757 students were enrolled in grades Transitional Kindergarten through six. The school's gender distribution is slightly weighted more towards males, with 410 boys and 347 girls. The school's largest ethnic group is Hispanic/Latino, with 81% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include Asian at 8.7%, White at 7.2%, African-American at 1.2%, Mutli-Ethnic at 1.2%, Filipino at .4%, American Indian/Alaskan Native at .4%, and Pacific Islander at .1%. There are 16 distinct languages represented among the families at Prairie, including indigenous languages and languages from small and scattered populations. This diversity is a source of pride at Woodland Prairie, and the school works to acknowledge the wide variety of life experiences our school's community members bring with them to the table.

The diversity of the families that Woodland Prairie serves is also reflected in the staff at the school. School personnel are multi-lingual, with 5 languages represented on staff, and a wide variety of life experiences in terms of personal history. Woodland Prairie has staff members who are native to Woodland as well as folks who have lived all over the world. This blend of experiences provides a unique context, and students have the opportunity to see successful adults who are both similar and different from themselves.

Woodland Prairie Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The school expended considerable time and resources during 2017-18 building on the relationships that have been cultivated since the arrival of the current administrative team during 2014-15. These strong connections to the parent and family community were nurtured and sustained through parent leadership activities, family fun nights, and informational events for parents. These efforts have paid off in a variety of ways. Attendance at ELAC meetings has been strong (25-75 people at every meeting). The school's Family Information and Entertainment Nights were well attended (at least three had over 100 participants) and provided information on topics as diverse as attendance, writing with your children, science and engineering, and staying connected to school. "Coffee and Conversation" with the principal was held every month, and the group of parents who attended met with invited guests such as the school nurse, the school psychologist, and members of the Public Health Department's Safe Routes to School team. These invited guests were chosen based on the requests of the group. A group of parents and teachers continued to build the school's PTA chapter and passed the \$50,000 mark in terms of their operating budget. They provided extensive support to classrooms and teachers in the form of field trip transportation subsidies and funding for the provision of performing arts programs after school. In addition, the school took on specific activities designed to build parent capacity by collaborating with the Central Office and UC Davis. The collaboration with the Central Office brought The Parent Institute for Quality Education (PIQE) to Prairie for the third year in a row. This year the focus for this group shifted from capacity building for parents to leadership development

for parents, with the idea that soon Prairie parents will be able to offer the PIQE workshops themselves. And finally, through a collaboration with UC Davis, first and second grade parents at Prairie who live in the apartment complex directly across the street can participate in a family literacy program that provides free books and help with activities designed to enhance student success in Language Arts. All of these things together are evidence of Prairie Elementary's continued efforts to strengthen its connections with the families the school serves and become the most responsive institution possible. We look forward to continuing to deepen these connections across the 2018-19 school year by continuing current efforts and expanding them.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As Woodland Prairie Elementary moves into the 2018-19 school year, the administrative team is evaluating the effectiveness of the core program and the supplemental services provided by the school. The supplemental services provided during the 2018-19 school year will be largely driven by data trends coming out of both State data (CAASPP) and local data (English and Spanish reading assessments) as well as the needs assessment done with parent groups as part of the development of the SPSA, and that process is described below.

In the meantime, the school is reviewing the data collected on supplemental programs and services that were provided over the course of the year. This data includes implementation data (records of attendance at intervention groups, number of students served, number of students case managed) as well as outcome data (improvements in literacy skills, improvements in numeracy skills, reductions in problematic behavior, and higher school attendance). All of these data points taken together indicate that both the core program and the supplemental services provided are having positive effects. These effects are visible at every level: school-wide culture, subgroup academic performance, and progress made by individual students. For these reasons, many of the activities undertaken this year will be continued into 2018-19 school year. Specifically, services like case management, our Response to Intervention program, and our extended day interventions by classrooms teachers will be provided. In addition, teacher development activities such as coaching, academic conferences around the common core standards, and supplemental planning time for teachers that is integrated into the day will be provided or expanded. The focus for these activities will shift to reflect the growth the school has made over the past three years, but the structures themselves are proving to be effective.

Getting input from the community is a critical part of continuing the school's forward progress, and giving members of the school community opportunities to voice their ideas, opinions, and concerns is an ongoing process. The principal has already surveyed the community of parents through a paper survey sent home to families. The results of that survey have been tabulated and shared with School Site Council, ELAC, and PTA. Representative comments from that survey are listed below.

Please tell us some of the things you appreciate about how we work with families here at Prairie.

The ASES program

I get great information from teachers through the Remind app. I love the weekly calls.

I use class dojo, the phone calls and the monthly schedules sent home.

I like having the Remind app to communicate with my child's teachers.

The school is very family oriented.

Prairie and the staff are awesome in every way!

Prairie offers opportunities for parents to become involved in groups such as PTA, PIQE, etc.

I appreciate everything you guys do for the school, especially the teachers.

When something happens to my child, they call me right away and fix the problem.

I love the Family Fun Nights.

I really appreciate the once a week phone calls informing parents of events and days off.

It is clear to that the teachers and Mr. Clary care about my son. Best school we have been to.

I like how we get notified for reminders and special events.

Weekly communication.

The phone calls are great.

I'm a busy mom with three small kids, and cannot participate in PTA. But I am grateful that my child's teacher communicates every activity with me.

I like the informational nights and the phone calls Sunday evenings about important reminders.

The principal's weekly call home with reminders.

Please tell us some ways we can improve how we work with families here at Prairie.

Sick children should not be allowed at school. I keep my grandchildren home when they are sick.

Provide newsletters through email.

Address parent concerns as soon as possible and in a good manner.

We need more teachers.

The pickup and dropoff area. Yikes!

You need more staff.

Update the website more often. I would like email messages rather than so much paper.

Sometimes there are Spirit Days such as pajama day and we don't know until the child gets home on the day it took place.

Sometimes our children forget to share and are sad they didn't participate.

Notifying parents more often about events.

My fifth grade son needs more help with math and reading.

Teachers should have a parent-teacher meeting every month.

More learning activities in the homework.

Notify parents whenever there are any problems with my child and other students. Also, when my child is having trouble with work.

Overall, these comments fit the patterns that administration and the staff at Prairie have noticed about families. Parents appreciate the varied and regular communication they receive although there is still room to improve and find new and creative ways to get information out to the community. They are also concerned about their children's academic progress and want to make sure that they have regular updates and that students are provided as much support as possible. This information helps drive the alignment of activities and expenditures to the school's goals.

In addition to that survey, the school holds face-to-face input sessions each year at a combined PTA/ELAC meeting and at a School Site Council meeting. The PTA/ELAC meeting is held at both 8:30 AM and 6:00 PM in order to provide access for people with different needs as far as schedule. These meetings are identical, and they are focused on giving parents the opportunity express their desires and concerns as far as the school's programs. The school provides both Spanish and Punjabi translators so that parents can participate in the survey and recommendation process in meaningful ways. Parents sit at tables which allow them to interact in groups of 3-4. During the first part of the survey process, parents are asked to discuss the types of resources they feel their children need in order to be successful. Parents have these discussions in small groups at their tables. At the end of the allotted time, table groups are asked to share out ideas they had. Once the idea has been charted, other groups are asked to raise their hands if they have that idea as well. This process allowed for meaningful parent voice and also allows the school administration to begin to prioritize the needs identified by this parent group. The list of items generated during this process is then used when generating specific activities aligned to the overall goals of the School Site Plan.

There were 5 small groups of parents in total at the morning PTA/ELAC meeting and one group at the evening meeting. Here is the list that was generated by those groups:

Personalized tutoring 5

Extended day classes or clinics for English 5

Keep providing after-school intervention and expand the areas for tutoring 5

Individualized tutoring that will come to the house in the evenings or on weekends - 4

Create book project clubs that get kids interested in reading (reader's theatre or author visits) - 5

More assemblies related to reading - 5

More of the small libraries like there is in the entrance. Put them around campus - 6

More support for reclassification - 6

Workshops for parents - 4

Conversational English classes for parents - 2

PM Session

Book Club for parents

Drop-in club for homework (parents come in with their kids, watch the teacher model the homework and then leave and finish)

Community presenters – Use Coffee and Conversation to have people from the community come and present  
Headsets for translation for meetings and events

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In keeping with the administrative team's professional learning, the administrative team at Prairie has set the goal of spending 1/2 of each day in classrooms, with extended time spent in each classroom as part of the visitation process. Instructional data from these walkthroughs is provided to teachers and staff and the principal shares specific coaching and suggestions with teachers through emails or informal conversations. Across the course of the year, Prairie teachers have demonstrated a high degree of collaboration, and several strong practices that are supported by research. These practices include the use of coordinated schedules in grade levels to allow for targeted instruction during shared instructional blocks, the use of similar discipline systems to ensure consistency in terms of behavioral expectations from adults, and the use of posted daily schedules to allow students get oriented to their day. In addition, teachers are providing students with instruction aligned to the Common Core State Standards and sentence frames for oral language practice and written language practice. Two additional instructional practices that are an ongoing focus and steadily improving are: a) the requirement that teachers explicitly teach the language functions embedded in the standards through a 6-component lesson plan, and b) the requirement that teachers use Structured Language Practice routines frequently during every one of their lessons. Evidence of these practices and strategies can be seen in the principal's notes from the walkthroughs, feedback in the daily bulletin, and in emails he sends to teachers after being in their class.

Areas of focus that have been identified through these classroom visits include: the setting of learning targets using questions that form the basis for students to demonstrate their learning; the use of structured language practice routines so students have practice with academic language and academic sentence structures; and the application of language functions from the Language Arts standards to mathematics instruction. 2017-18 was the fourth year that the Prairie administrative team has focused in the first two areas, but the shift to focusing on math instruction was a new addition. There are several pieces of evidence collected during class visitation that demonstrate progress in these areas. Framing questions are posted in classrooms with higher frequency than last year, students are using structured language practice routines more often than last year, and classroom walls contain artifacts from lessons that focus on specific language functions as they are expressed through the CCSS. Moving into the 2018-19 school year, the school will continue to focus on the development of student proficiency with the language functions embedded in the standards. Prairie will continue to focus on deepening teacher practice with these language functions and the use of structured language practice routines to provide students with scaffolded practice.

For 2018-19, teachers will receive the fifth edition of The Prairie Instructional Manual. Teachers were provided with the first edition of this manual in August of 2015, and they have continued to work on its development across the past four years in academic conferences. This year's work will be incorporated into the next edition of the manual, and this will serve as the Prairie Instruction and Program Manual for 2018-19 in conjunction with the District-adopted materials. This manual will be the framework that teachers can use to understand what the Prairie administrative team wants to see during classroom observations. Key components of the manual include the language functions demanded by the Common Core State Standards, 6-component lesson plans connected to those language functions, and a pacing guide to ensure that all functions are taught over the course of the year. This pacing guide is aligned to the adopted Language Arts programs, and it now will also contain the work that the staff has done on mathematics instruction during the 2017-18 school year.

### **Analysis of Current Instructional Program**

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

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)



Woodland Prairie relies heavily on the flow of data from student to teacher to grade level in order to make informed decisions about the school's instructional program. Regular data collection allows the school to track individual student progress, classroom level progress, grade level effectiveness, and the effectiveness of the school's program overall. Data sets include baseline and progress monitoring data from sources such as DIBELS, RESULTS, I-Ready, and the STAR Literacy growth report as well as summative data from sources such as the CST science test, the ELPAC, and the SBAC. Routine collection and analysis of this data allows the administrative team to look for program strengths and weaknesses, and it also allows grade level teams to make decisions about instruction. As Prairie continues to implement a multi-tiered system of academic support, the data is examined at the individual level to help determine how best to help students reach their potential. A comparison of the 2015-16 data to the 2016-17 data reveals the following:

2015-16 scores are listed first, and they are immediately followed by 2016-17 data on the same line and following the same format.

#### SBAC ELA

Grade Level - Exceeded Standard - Met Standard - Nearly Met Standard - Did Not Meet Standard

3 - 2.1% - 8.5% - 25.5% - 63.8% | 3 - 7% - 12.8% - 17.4% - 62.8%

4 - 12% - 22% - 26% - 40% | 4 - 6.8% - 15.9% - 30.7% - 46.6%

5 - 8.1% - 19.8% - 25.6% - 46.5% | 5 - 15.2% - 30.4% - 26.1% - 28.3%

6 - 5.1% - 33.7% - 32.7% - 28.6% | 6 - 6.6% - 24.2% - 28.6% - 40.7%

#### SBAC Math

Grade Level - Exceeded Standard - Met Standard - Nearly Met Standard - Did Not Meet Standard

3 - 2.2% - 10.8% - 26.9% - 60.2% | 1.2% - 16.5% - 30.6% - 51.8%

4 - 5% - 19% - 35% - 41% | 6.7% - 19.1% - 33.7% - 40.4%

5 - 3.5% - 7% - 31.4% - 58.1% | 11.8% - 9.7% - 40.9% - 37.6%

6 - 5.1% - 18.2% - 32.3% - 44.4% | 6 - 7.8% - 13.3% - 34.5% - 44.4%

Looking at the data sets for both of these years in the area of Language Arts indicates that Woodland Prairie students are continuing to perform well below grade level expectations for reading in all grade levels. Even though the overall trajectory for English Language Arts demonstrates improvement, students at Prairie still need extensive support to close the gap between their current performance and the expectations of the Common Core standards. The staff continues to find that basic decoding skills are the biggest roadblock for students in making growth. Large numbers of students demonstrate difficulties with phonics skills even at the intermediate grade levels, and this is a pattern that must be changed if students are to be successful in tackling the advanced vocabulary and thinking skills that the standards require.

In the area of math, scores remained essentially stagnant. For this reason, the Woodland Prairie staff has spent much of the 2017-18 school year getting professional development in the area of math instruction and sharing practices as a staff. Math must continue to be a focus moving forward although the staff anticipates that students will perform better this year because they are seeing improvements in student number sense at the classroom level.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Grade level teams meet regularly to discuss and monitor student progress. During the 2017-18 school year, grade levels 2 and 3 used this time to examine STAR literacy data (which is a program run by Renaissance and connected to Accelerated Reader) and the progress monitoring assessments to make adjustments to SIPPS groups so that students would continually progress in their understanding of phonics and their word attack skills. Grade levels K and 1 used BPST and alternate BPST data to see where to focus their guided reading efforts, and 4th, 5th, and 6th grade used STAR reading data as a more global measure to ensure that students were progressing at a quick enough pace to close the gaps in their achievement. In addition to these measures, teachers used information from I-Ready, a technology-based platform adopted by the district. As a means of supporting those conversations, Prairie Elementary has a data room in the conference room, and each grade level is provided with a white board on which student data in ELA can be placed and tracked. As a result of several conversations with grade levels, those boards are structured to align with the Shefelbine Literacy Framework in grades K-2 and with the CAASPP claims for grades 3-6. This helps grade levels with making instructional decisions and also decisions about allocating intervention resources.

In addition to starting the year with the data room in its current configuration, 2018-19 will be the fifth year of implementing a case management system that is designed to provide ongoing and consistent monitoring of student progress using both curriculum-embedded assessments and skill-based assessments. The data team (principal, vice principal, Rtl specialist for the target grade span, EL specialist, counselor, and if necessary, the psychologist, the attendance liaison, and/or the RSP teacher) meets with individual teachers to discuss student progress, diagnose next steps, and prescribe interventions. The data team works with a different grade level each week for three complete cycles, which means that the team can prescribe 6-8 week interventions and then come back together to see how students are responding to the prescribed interventions. Data from previous years indicates this process has resulted in increases in student achievement for case managed students at every grade level and with every subgroup.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The status of "highly qualified" staff is no longer one that applies in terms of ESEA now that ESEA has converted to ESSA.

During the 2017-18 school year, one teacher at Woodland Prairie is working on a short-term emergency permit. For the 2018-19 school year, Prairie anticipates having all teachers that are fully credentialed.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

During the 2018-19 school year, Prairie teachers will participate in professional development provided by the district in the areas of both Language Arts and Math. In addition, Prairie will continue to provide site-based professional development focused on the mathematical practices embedded in the standards as well as deepening teacher practice with the Language Arts standards.

In terms of "sufficiency of credentialed teachers," Prairie is experiencing the same situation that is happening all over the State of California. Recruiting and hiring qualified teachers has been made more difficult by a statewide teacher shortage. Luckily, Prairie has developed a relationship with the UC Davis Teacher Education program, and has student teachers placed at the site each year in both the Dual Immersion (DI) and Structured English Immersion (SEI) programs. This has formed a sort of pipeline for Prairie, and each of the past two years, the school has hired teachers from this pool of student teachers.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at Prairie for the 2018-19 school year will take the work around the Common Core ELA Standards that has been done over the past 4 years and focus on the areas of the core curriculum that need augmentation. Prairie teachers have now taught with the core adoption for a year, and they have the experience they need to make sure that students receive instruction that is completely aligned to the standards. Teachers who have been at Prairie since 2014-15 have now received close to 120 hours of professional development around the Common Core ELA standards and the ways in which they determine the language functions that should be taught at each grade level. Each year, as new teachers join the team, the administrative team takes them through an abbreviated series of trainings designed to "onboard" them with the material and provide them with the background they need in order to start working with their teams on classroom instruction. This means that the teaching staff at Prairie is well-positioned to adapt the newly adopted ELA program to the type of instruction Prairie students need.

After considering the achievement patterns in students, the administrative team has decided to focus on applying the ELA standards to the new adoption and applying the practices and techniques the staff has been using to the mathematical practices, which encompass all math standards.

Of specific note is the progress made by the EL subgroup at Prairie. This subgroup continues to perform better than the district average in terms of the "distance from proficient" measure, but the average is still too low to be considered satisfactory. Given that over 65% of Prairie's students are English Learners, ensuring that the Woodland Prairie Staff understands best practices for English Language Learners is one of the school's highest priorities for staff development. Another priority for staff development is in the socio-emotional domain. Many of the students at Prairie have experienced trauma, and the current systems the school has for responding to these students when they demonstrate inappropriate behavior is not currently their needs. The school has relied for the past three years on a framework for positive behavioral intervention, but staff experiences over the past two years in particular, indicate a need to identify a more effective model for working with the youth that Woodland Prairie serves. The administrative team at Prairie has begun considering this with a team of teachers and has tentatively identified a possible collaborative partner to work with in this area.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Prairie is in the process of growing the Dual Immersion Program. Because of this, the school will be adding a DI classroom each year as the program rises through the grade levels. This will create a 3 DI/2 ELM class split at K-2 and a 2 DI/2 ELM class split at 3-6 grades once the program is fully implemented. This growth will require the gradual addition of content experts, instructional coaches, and Rtl folks in order to accommodate the increasing population and some of the special requirements that come with having a Dual Immersion program.

During the 2017-18 school year, Prairie was provided with one Rtl Specialist through centralized LCAP funding, and the school supplemented that with 2 additional Rtl support teachers (a 1.0 FTE and a .8 FTE) who focus on English language intervention and support. In addition to these people, the school recruited 2 part-time (.6 FTE) reading support teachers for Spanish language intervention and support. This creates a total of 4.2 FTE dedicated to ongoing instructional assistance and support for teachers, and these folks are charged with three main responsibilities: 1)teacher capacity development through observation, peer coaching, feedback, and demonstration lessons; 2)case management through data collection, diagnosis, prescription, and progress monitoring; and 3)direct service in the form of work with small groups of students on skills or by providing the replacement core. For the 2018-19 school year, Prairie will need add another 1.0 FTE in order to support the expansion of the school's population.-

In addition to the Rtl positions, the school has been provided with 2.0 FTE in English Learner Specialist support through centralized LCAP funding. Given that Prairie has 30% of the district's English Learners (539 students when counting both ELL and R-FEP students), this allocation helps to make sure that students are identified, tested, placed appropriately, and monitored through the reclassification process and beyond. In addition, this allocation allows Prairie to provide designated ELD to students at the lower levels of proficiency in smaller groups by having the EL Specialists provide direct service during designated ELD/ALD time.

Three other staff members who act as teacher support are a part-time school counselor provided through the LCAP and supervised by PPS, a Marriage/Family Therapist Intern who works full time through a contract with Communicare, and a .2 Positive Behavior Intervention and Support coach who provides consultation with teachers and attends case management meetings. These people work together to help reduce some of the socio-emotional issues that get in the way of Prairie students meeting their potential.

For the 2018-19 school year, this team of people will act as an intervention department, helping to develop teacher capacity through coaching and demonstration lessons, track student achievement, and reduce or remove barriers to learning.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Prairie collaborate constantly. They are provided with early release days on Wednesdays, and they use at least two of those a month to do grade level planning and data analysis. In addition, teachers meet after school and during the natural breaks in their day to talk about students, strategies, and assessments.

As an adjunct to these times when teachers and grade level can collaborate independently, the administrative team also builds in time during the year when teachers and grade levels can collaborate with each other as well as the administrative team. These sessions take place at least three times a year during the school year, and usually grade levels are offered the opportunity to do an additional collaborative session during the summer through either site or centralized funding. In addition, the administrative team ensures that every staff meeting has dedicated time for some type of collaboration and professional learning, usually driven by teachers.

## Teaching and Learning

### 8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Woodland Prairie Elementary administration and staff are committed to help every student meet or exceed his/her grade level standards. We ensure that all curriculum and instruction is aligned to State standards and that the instructional materials support our goal. 2017-18 was the first year in over 10 years that WJUSD provided teachers with an adopted curriculum aligned to the standards. Although the staff has spent the past three years working on deepening their understanding of the Language Arts standards and developing an in-house instructional manual, this year teachers made a school-wide agreement to use the adopted curriculum as suggested in the adopted pacing guide and make notes about its alignment to the standards and pacing in the Prairie Instructional Manual. Staff used collaborative time during academic conferences to dig deeply into the adopted Language Arts curriculum and examine the alignment between the student activities and the rigor of the standards. As a result, Woodland Prairie has a strong understanding of how the core program must be supplemented in order to provide students with true and complete access to the standards at the highest levels of rigor.

In addition, the school has a school-wide lesson plan template that has been used by grade level teams since the 2015-16 school year to develop lessons aligned to the language functions in the Common Core State Standards. This template has a focus on instructional objectives framed around language functions and incorporates checking for understanding strategies and techniques for having students work in all four instructional domains (listening, speaking, reading, and writing). These lessons have been aligned to the core adopted language arts program during the 2017-18 school year. As the school moves into the 2018-19 school year, these same types of lessons will be developed in the area of math, specifically with the mathematical practices.

### 9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Woodland Prairie teachers adhere to the recommended instructional minutes for ELA, ELD, Math, and physical fitness. Grade level schedules are collected to verify this expectation.

### 10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

For the 2017-18 school year, the school's Language Arts program follows the scope and sequence laid out by the adopted program. As a supplement to this program, teachers continue to use the Prairie Instructional Manual to ensure that standards which are either not covered by the adopted materials or not covered in sufficient depth

The school's math program follows the scope and sequence laid out by the adopted materials.

With the move to the Common Core State Standards, the district's currently previous ELA curriculum and its pacing became irrelevant. Woodland Prairie has taken the standards and created a local pacing guide that gives students access to the standards and builds their ability to use them in both ELA and other content areas. All grade levels follow the agreed upon pacing to ensure equitable access to the standards across the school. In terms of Math, WJUSD has developed a pacing guide for the adopted curriculum. However, implementation of this new pacing guide is still in the "adoption" phase. As a result, teachers at Prairie are currently using both the publisher-provided pacing as well as the district-adopted pacing. This varies by grade level, but it is uniform within grade levels.

For the 2017-18 school year, Prairie will continue to use the Math pacing as it existed during the 2016-17 school year. For Language Arts, however, WJUSD has now adopted a new curriculum. Prairie is planning on keeping the same pacing guide the school developed over the past three years for the standards and spending the bulk of the year lining up the resources in the new curriculum with the Prairie pacing guide. This will require an investment of time as well as professional development on the specific curriculum.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each subject area is supported by standards-aligned textbooks as well as supplemental materials for all student subgroups. These are available in all instructional settings.

Woodland Prairie Elementary is a school which receives an annual visit from the County as part of their monitoring for Williams Act compliance. Woodland Prairie has not been found to be out of compliance in terms of this area during the entire time the current administrative team has been at the school.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted instructional materials, including intervention materials for core instruction. The district is going into its third year with an SBE-adopted math program, and next year the district will have an SBE-adopted ELA program that aligns with the Common Core State Standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use targeted intervention time as part of their regular English Language Arts and Math blocks. They use the curricular resources provided by our adopted materials as well as techniques such as switching for targeted instruction in order to make sure that students who are currently underperforming receive the accelerated instruction they need to be able to catch up to the grade-level expectations. Examples of ways instruction is accelerated include small group from the teacher, the use of highly targeted skill-based lessons, and flexible grouping so that students can move fluidly between groups depending upon their needs. These techniques are working to increase the achievement of students at Prairie.

#### 14. Research-based educational practices to raise student achievement

Teachers at Woodland Prairie provide excellent first instruction by using Board-adopted materials and instructional techniques and strategies that are research based. The staff's work on the Prairie Lesson Plan template has resulted in common understandings around instruction. These include common understandings of: concept development, student engagement, checking for understanding, sentence frames, and content/language objectives. Regular collaboration and common understandings are two research-based techniques that support student progress. In addition, the staff will be working on simultaneous participation techniques as well as making sure that all domains of instruction (listening, speaking, reading, and writing) are present during every lesson.

In addition to the practices described above, the school has also implemented a "data room," a practice where student achievement is posted and tracked across the year. At the beginning of the year, students were categorized as urgent, intensive, strategic, or at/above grade level. However, after discussing the research on literacy with grade levels, the school shifted to data boards that categorize students in alignment with the Shefelbine Literacy Framework. This allows the school to track how students are progressing through the increasingly complex domains of reading. The new categories are phonics/word recognition, fluency, academic language, and comprehension. Since these skills build on each other, placing students in the area in which they are working will give teachers a sense of their needs and allow for better targeted prescription of interventions. In addition, it also moves away from a deficit model for data tracking and more towards an asset-based and skill development model. For students in the intermediate grades (3-6), the board has phonics and fluency as two domains, and then uses the claims data from the California Assessment of Student Progress and Performance to identify the weakest claims students have from their year-end testing. As students take the interim tests across the year, this information is updated and used to help determine the types of intervention they will receive.

Two other research-based practices used by teachers and students at Prairie include goal setting and the use of feedback to students. Teachers at Prairie work with students to help them set goals in the areas of attendance, reading, math, and personal improvement. They then help students track those goals by creating structures for monitoring and self-reflection. These structures vary by grade level, and the intensity of the goal setting activities and feedback range from the very broad (class level data on attendance and words read) to the very granular (CELDT proficiency examined by domain). This practice will continue to be a focus for students and teachers here at Prairie.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families at Prairie and the community as a whole are dedicated to helping their students achieve and have a high degree of interest in getting involved with the school to ensure their children are successful. Current community connections that support families and students include work with the Costco reader program which provides individualized reading intervention with students after school, the United Way Read to Succeed program which brings in community volunteers to provide targeted reading support, Mad Science which provided science enrichment classes to 1st and 2nd grade students, Young Engineers who provided engineering enrichment classes to 1st and 2nd grade students, the UC Davis Work-Study program which provides University students to act as supports to teachers and students in the classrooms, PIQE which provided parent leadership training, Adult Education which provided on-site ESL classes for parents, and the UC Davis School of Education which will provide a summer Family Literacy program to a targeted group of families in the neighborhood. These partnerships are only a few of the ways in which Prairie Elementary connected with families and the community to enhance the educational program students received during the 2016-17 school year, and the school looks forward to expanding these connections even more during 2017-18.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All of the stakeholders at Woodland Prairie Elementary are currently involved in the process of using venues provided by the school to plan, implement, and evaluate the ConApp programs at the school. ELAC, School Site Council, the PTA, and the "Coffee and Conversation" group (which gets together for coffee and pastries on the last Tuesday of the month) are all vehicles which parents have to provide input around their ideas for school improvement. In addition, the school has a form called the "Parent Concern Form" which parents can fill out and leave in the office so they can have their voice heard around specific issues of concern or ideas for improvement. The principal receives these forms and responds to parents individually. These two layers of communication provide families with both individual and group ways to meaningfully participate in the process of school improvement.

Teaching staff provide input on the planning, implementation, and evaluation of ConApp programs through the School Site Council, the Representative Leadership Team, and the Site Leadership Team. The Site Leadership team was created in order to set specific goals and activities associated with reaching them. Their job was then to monitor how the school was making progress towards the goals themselves. The Representative Leadership Team was an input group that followed a more traditional leadership team model. Each grade level sent one representative to these meetings as well as the folks who provided Tier II services (Rtl and counselor services) and those who provided Tier III services (Special Education teachers and the school's licensed therapist). The Representative Leadership team focus on more of the "nuts and bolts" issues associated with running a school and provides teachers with a venue for sending their input about ConApp programs (as well as a variety of other issues) to be considered.

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The categorical funds at Prairie are allocated to a combination of human, curricular, and technological resources so that teachers can provide the best instruction possible and students can achieve at the highest level possible levels. Peer coaching for teachers, case management for students, and direct services are the three main focal areas for the teachers who have been hired using categorical funds. In addition, the school has allocated resources for supplemental curriculum as well as software licenses and contracts so that students have access to high quality supplemental instruction and teachers have access to immediate data about their students' performance levels. Based on feedback from the 2016-17 ELAC and School Site Council, Woodland Prairie will also be allocating resources for extended-day enrichment classes in a wide variety of areas to help students become more "college and career ready."

18. Fiscal support (EPC)

Woodland Prairie has access to resources through Title I, the Local Control Funding Formula as distributed through the WJUSD LCAP, and ASES. All of these resources are combined together to provide excellent support to a strong program of first instruction.

#### **IV. Description of Barriers and Related School Goals**

The school faces a number of challenges, but none of these challenges are seen as insurmountable with the administration, staff, or parents. These challenges can be seen in four specific domains:

Attendance - Prairie Elementary students miss entirely too much school. Over the past three years, each year's attendance percentage has been higher than the previous year, but the number of students who have missed more than 10 days of instruction is unacceptable. The research tells us over and over again that students who miss school have much higher rates of dropout and are much less likely to complete high school college or career ready. Because of this, the Prairie administrative team and the School Site Council allocated money for a staff member to help track attendance and to call parents every day. This person calls the family of every student who is absent every day and reminds them about their child's number of missing days and the importance of strong



school attendance. The administrative team is already working to identify families for intervention during the 2018-19 school year based on their attendance during the 2017-18 school year. In addition, the school is continuing and expanding an attendance incentive program that is designed to incentivize coming to school every day ready to learn. The school has set a goal of 97% daily attendance, which is equal to 20 absences or less each day. While this is a lofty goal for a school with 775 students, Prairie staff does believe it is achievable. The Student Council now announces the attendance numbers for the school each day in the morning announcements. In addition, the school is now providing monthly recognition for perfect attendance in the hope that creating shorter cycle reinforcements will improve the attendance rate. The administrative team at Prairie continues to work closely with the District Attendance Liaison to improve the attendance of the school's most chronically absent students.

Core Program - While this has been a significant challenge for the past three years, especially in the area of Language Arts, things have changed significantly during the 2017-18 school year and will continue to improve during 2018-19. For years, the school has been without standards-aligned Language Arts program, so Prairie staff has undergone deep professional development around the Language Arts standards. This year, all schools in WJUSD received a full Language Arts adoption that is aligned to current standards. This is a tremendous step forward and helps fill a gap that presented challenges in terms of creating a coordinated program. Because of the work done by Prairie teachers around the Common Core Standards, grade levels are now able to analyze the adopted program for gaps in standards and fill them using resources from the staff-created Instructional Manual. The staff continues to have concerns about the phonics elements of the program, and the school is continuing to focus on getting systematic phonics instruction implemented in all primary grades using John Shefelbine's SIPPS program. Overall, however, this particular challenge has been much improved by the District's adoption of a core Language Arts program.

Parent Involvement - This area is not so much a challenge or barrier as it is ripe for opportunity. Parents at Prairie are incredibly invested in their children's success and have requested parent workshops, training, and volunteer opportunities. The administrative team worked in conjunction with several different partners to provide these workshops, information nights, and entertainment events during 2017-18. The school will continue to provide these activities based upon parent needs and requests during the 2017-18 school year. Specific highlights for the year include strong parent participation at PIQE for Level 3. In fact, the PIQE Level 3 class at Prairie was the largest in the District's history. The PTA has merged its meetings with the ELAC group, and those meetings continue to be well attended. The groups hold their meetings on the third Thursday of the month at both 8:30 AM and 6:00 PM. This is one example of how the parent leadership groups at Prairie work hard at making parent participation accessible for all parents, and as a result, the PTA now has considerable support and a budget of close to \$50,000. For the 2018-19 school year, Prairie will work with those groups and the parent community at large to identify next steps in terms of parent trainings and workshops.

Time - This area is always a challenge in terms of program improvement and implementation. In order to make the most efficient use of human and time resources, Prairie Elementary will continue to use a distributed leadership structure as a supplement to the school's Leadership Team. The school will have a Leadership team built using grade level representation, and this team will work as a conduit for information dissemination and problem identification and solution. In addition, the school will be creating three additional teams to help guide the work and allow teachers to take the lead in propelling the school forward. These teams will be focused on Language Arts, Math, and Socio-Emotional Learning. This is a significant change from the leadership structure of previous years, and it reflects the highest priorities for the school in terms of increasing academic achievement. Teachers will be asked to work on these committees as part of their adjunct duties (15 hours a year per the WEA Collective Bargaining Agreement), and work beyond that time will be compensated. Each committee will have a clearly defined scope of work and calendar for meetings and tasks. This distribution of work will allow the school to continue to move forward and help create sustainable improvement efforts.

All of the goals in this School Plan are designed to move student achievement forward by providing high quality first instruction, responding quickly and effectively when students do not learn during first instruction, and developing relationships with parents and community so that Prairie students have access to the widest range of resources possible to ensure their success.

## V. School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	92	88	113	90	88	110	90	88	110	97.8	100	97.3
Grade 4	96	95	91	95	93	91	95	93	91	99	97.9	100
Grade 5	88	96	93	85	93	92	85	93	92	96.6	96.9	98.9
Grade 6	95	90	97	95	88	95	95	88	95	100	97.8	97.9
All Grades	371	369	394	365	362	388	365	362	388	98.4	98.1	98.5

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2350.7	2358.5	2371.0	1	6.82	10.91	9	13.64	16.36	27	14.77	22.73	63	64.77	50.00
Grade 4	2436.3	2423.9	2433.0	13	8.60	16.48	23	15.05	15.38	26	33.33	23.08	38	43.01	45.05
Grade 5	2458.8	2496.3	2511.2	8	18.28	20.65	20	31.18	38.04	26	23.66	23.91	46	26.88	17.39
Grade 6	2500.8	2479.6	2503.3	5	6.82	9.47	34	23.86	28.42	33	28.41	30.53	28	40.91	31.58
All Grades	N/A	N/A	N/A	7	10.22	14.18	22	20.99	24.23	28	25.14	25.00	44	43.65	36.60

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	0	3.41	12.84	41	34.09	34.86	59	62.50	52.29			
Grade 4	12	9.68	7.69	44	51.61	61.54	44	38.71	30.77			
Grade 5	14	25.81	25.00	32	45.16	52.17	54	29.03	22.83			
Grade 6	6	9.09	10.53	48	46.59	50.53	45	44.32	38.95			
All Grades	8	12.15	13.95	42	44.48	49.10	50	43.37	36.95			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	5.68	9.17	39	30.68	33.94	60	63.64	56.88
Grade 4	12	4.30	14.44	56	53.76	42.22	33	41.94	43.33
Grade 5	11	27.96	22.47	48	48.39	55.06	41	23.66	22.47
Grade 6	14	9.09	11.58	59	46.59	55.79	27	44.32	32.63
All Grades	9	11.88	14.10	51	45.03	46.21	40	43.09	39.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	4.55	11.93	67	55.68	58.72	31	39.77	29.36
Grade 4	15	8.70	13.19	65	72.83	65.93	20	18.48	20.88
Grade 5	8	15.05	15.22	69	56.99	61.96	22	27.96	22.83
Grade 6	16	12.50	6.32	66	52.27	69.47	18	35.23	24.21
All Grades	10	10.25	11.63	67	59.56	63.82	23	30.19	24.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	10.23	11.01	42	43.18	48.62	54	46.59	40.37
Grade 4	15	11.83	24.18	56	55.91	45.05	29	32.26	30.77
Grade 5	16	26.88	40.22	56	51.61	47.83	27	21.51	11.96
Grade 6	22	18.18	20.00	57	39.77	53.68	21	42.05	26.32
All Grades	14	16.85	23.26	53	47.79	48.84	33	35.36	27.91

**Conclusions based on this data:**

1. The participation rate for students at Woodland Prairie in Language Arts CAASPP testing is not a concern. For the most part, students who do not participate in Language Arts testing are newcomers, and they are exempted from testing by State law. Prairie did not receive any parent exemption requests for 2016-17 CAASPP testing.
2. In terms of overall scores, Prairie is demonstrating an upward trend towards proficiency. The mean scale score for grades 3 and 5 increased while the mean scale score for grades 4 and 6 declined. The administrative team was not surprised by the results in grades 4 and 6 and took measures to help address concerns before the end of the 2016-17 school year. In terms of performance level data, it is noteworthy that the percent of students exceeding the standard schoolwide has increased while the number of students who met the standard, nearly met the standard, and did not meet the standard all declined. Staff at the school interprets this as positive data in that it appears students are experiencing a ripple effect in that they are gradually moving from one performance level to the next across multiple years. This is an encouraging trend.

As far as implications for program planning and activities, this data indicates that Prairie should continue the course it has been on for the past 3 years. This means allocating resources that focus on supplementing and strengthening our core language arts program. These resources include time for teacher professional development on the standards, instructional techniques and instructional strategies; time to collect and analyze data and do program planning; and human and material resources to provide and track interventions for students who are performing below grade level.

3. At the claim level for CAASPP, the data is more mixed. The percentage of students who exceeded the standard rose in each claim, but the percentage of students who perform at/near the standard and below the standard does not follow a discernible pattern.

This data set has implications for program planning activities in that it demonstrates a need to continue to develop teacher understanding of what the claims demand so instruction can focus on helping students demonstrate those skills and abilities. Prairie already tracks student performance at the claim level through the summative CAASPP testing as well as through Interim CASPP testing. We know how our students are responding in each claim, but we need to strengthen our understanding what we should prescribe in terms of first best instruction and intervention for students at each level. Again, this means allocating resources that focus on supplementing and strengthening our core language arts program. These resources include time for teacher professional development on the standards, instructional techniques and instructional strategies; time to collect and analyze data and do program planning; and human and material resources to provide and track interventions for students who are performing below grade level.

## V. School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	92	88	113	90	88	113	90	88	113	97.8	100	100
Grade 4	96	95	91	95	94	91	95	94	91	99	98.9	100
Grade 5	88	96	93	85	96	91	85	95	91	96.6	100	97.8
Grade 6	95	91	97	95	91	96	95	91	96	100	100	99
All Grades	371	370	394	365	369	391	365	368	391	98.4	99.7	99.2

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2356.1	2376.8	2387.8	1	1.14	7.96	11	18.18	21.24	28	30.68	23.01	60	50.00	47.79
Grade 4	2439.9	2436.6	2436.3	5	8.51	6.59	20	19.15	18.68	36	31.91	31.87	39	40.43	42.86
Grade 5	2445.9	2473.4	2490.9	4	13.68	13.19	7	10.53	27.47	32	40.00	24.18	58	35.79	35.16
Grade 6	2484.2	2474.3	2473.9	5	8.79	10.42	18	7.69	9.38	33	36.26	32.29	44	47.25	47.92
All Grades	N/A	N/A	N/A	4	8.15	9.46	14	13.86	19.18	32	34.78	27.62	50	43.21	43.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	5.68	15.93	21	37.50	31.86	71	56.82	52.21
Grade 4	8	13.83	17.58	38	25.53	26.37	54	60.64	56.04
Grade 5	8	15.79	23.08	21	41.05	32.97	71	43.16	43.96
Grade 6	7	9.89	12.50	37	28.57	22.92	56	61.54	64.58
All Grades	8	11.41	17.14	30	33.15	28.64	62	55.43	54.22

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.68	11.50	41	42.05	41.59	54	52.27	46.90
Grade 4	11	10.64	7.69	42	45.74	51.65	47	43.62	40.66
Grade 5	2	14.74	9.89	35	36.84	47.25	62	48.42	42.86
Grade 6	4	7.69	9.38	46	35.16	39.58	49	57.14	51.04
All Grades	5	9.78	9.72	41	39.95	44.76	53	50.27	45.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	6.82	14.16	42	50.00	48.67	52	43.18	37.17
Grade 4	9	10.64	15.38	46	51.06	38.46	44	38.30	46.15
Grade 5	4	12.63	15.38	33	40.00	52.75	64	47.37	31.87
Grade 6	9	9.89	10.42	56	40.66	38.54	35	49.45	51.04
All Grades	7	10.05	13.81	45	45.38	44.76	48	44.57	41.43

**Conclusions based on this data:**

1. For mathematics, the participation rate is higher. This is because newcomer students are not exempted from CAASPP testing in this area as they are from Language Arts testing. This resulted in a participation rate of higher than 99% during the 2016-17 school year.

2. When considering overall scores for mathematics, Prairie demonstrates the same pattern as it did in Language Arts. Grades 3 and 5 showed increases while grades 4 and 6 showed decreases, although the decreases were not as pronounced in math for these grades as they were for Language Arts. The administrative team believes that it has taken corrective action to remedy these declines and is hopeful that scores this year will reflect more growth.

The performance level data in math is actually more encouraging than it is for Language Arts. The number of students performing at the below standard level dropped schoolwide while the number of students in every other category rose. While those gains were not spread evenly across grade levels, it does appear that performance in math across the school is rising.

In terms of program planning and activities, the data indicates a continued need for strengthening both the core math program and the intervention program for math. The administrative team at Prairie believes this can be accomplished by allocating time for professional development on the math standards and practices; time to collect and analyze data; and human and material resources to support intervention for students who struggle to meet the demands of the math standards.

3. At the claim level, the data is also encouraging. The percentage of students who exceed the standard in every claim rose, and in 2 out of the 3 claim areas, the percentage of students who performed at either at/near the standard also rose. The one claim area where that percentage dropped is in the area of problem solving/data analysis. This indicates that professional development and analysis needs to be undertaken in this area. The percentage of students performing below standard in all three areas dropped for every claim, which affirms the work the Prairie staff has been doing in the area of math.

When considering how to respond to the claim level data set, it appears that resources need to be provided using the same framework as the school uses for Language Arts. This means allocating resources that focus on supplementing and strengthening the core math program, especially in the area of problem solving. These resources include time for teacher professional development on the standards, instructional techniques and instructional strategies; time to collect and analyze data and do program planning; and human and material resources to provide and track interventions for students who are performing below grade level.

## V. School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>	6	11		6	11		19	50		38	17		31	11	
<b>1</b>	5	8		23	18		45	47		20	23		8	4	
<b>2</b>	2	2		13	20		40	40		32	27		14	10	
<b>3</b>	2	2		26	20		45	44		10	24		17	10	
<b>4</b>	8	8		23	27		52	35		9	16		8	14	
<b>5</b>	8	16		67	37		21	33		3	2		3	12	
<b>6</b>	5			49	26		38	61		3	9		5	4	
<b>Total</b>	5	6		28	23		41	42		16	19		11	9	

## Conclusions based on this data by levels:

1. California is currently transitioning to a new English proficiency test called the ELPAC. Given the pace of language acquisition for children, the data provided above is outdated and no longer useful for program or instructional planning. In addition, the arrival of the new test will make cross-year comparisons invalid because of the differing nature of the tests and the new proficiency levels that the State will use. However, the research is clear about best practices for students at differing performance levels for English proficiency:

Beginning and Early Intermediate (This will likely transition to "Beginning" under the new system)

These students need a tremendous amount of support in Speaking and Listening as a precursor to a focus on English reading and writing. This is one reason that Prairie spends a significant amount of instructional time integrating high levels of structured language practice opportunities such as "Lines of Communication" or "Talking Stick Triads" or "Numbered Heads Together." These strategies, when coupled with sentence frames that address English syntax and grammar, allow students to express themselves orally with their peers before being asked to write. This approach helps these students, who still have very foundational English, navigate academic language and academic content successfully. The six component lessons developed by teachers for the Prairie Instructional Manual make explicit reference to these structured language practice opportunities, which benefit all students, but especially EL students at the Beginning and Intermediate levels. In terms of resource allocation, Prairie has invested money in human resources to support smaller sized groups during universal ELD/ALD time, software licenses and supplemental resources to accelerate the acquisition of English, and teacher time to collaborate around data analysis and planning.

Intermediate (This will likely transition to "Bridging" under the new system)

This level of proficiency can easily become the "doldrums" of English language acquisition in that students who are stuck at the intermediate level of proficiency for multiple years run the risk of becoming Long-Term English Learners (LTELs). LTELs are at higher risk for school failure than their counterparts who are progressing because they frequently need remedial classes, which can reduce their ability to leave high school as college and career ready individuals. The big focus for these students must be on bridging their increasing oral fluency to complex reading and writing tasks. This is part of the reason that Prairie's six component lesson plans include deliberate plans for moving from oral discussion of content to strong reading and written expression in the content areas. Students are expected to use the sentence frames from discussion in their writing, which increases their comfort level when attacking complex academic tasks. In terms of resource allocation, Prairie has invested money in human resources to support smaller sized groups during universal ELD/ALD time, teacher time for extended day interventions, software licenses to continue moving students through proficiency levels, and contracts with writing experts to offer "Young Writer's Camps" during the school year and during the summer.

Early Advanced and Advanced (this will likely transition to "Expanding" under the new system)

Students at these levels of proficiency are well on their way towards English language proficiency and academic success. Having made it through the intermediate level of proficiency, these students can now focus on reading increasingly complex text and responding in increasingly sophisticated ways in terms of syntax, grammar and style. As a means of continuing growth for these students, Prairie teachers assign projects and work that ask students to apply the language functions they learn in Language Arts to content areas across the curriculum. Because these students have gotten a solid foundation at the earlier levels of English fluency, they are able to operate at higher levels in terms of their depth of knowledge, which sets them up for future success in middle and high school. In terms of resource allocation to support these students, Prairie has invested money in enrichment activities that extend the day, human resources to support smaller sized groups during universal ELD/ALD, and software licenses that allow for acceleration, collaboration and project-based learning.



## V. School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>	1	2		2	4		18	21		30	26		49	47	
<b>1</b>	5	9		22	17		43	44		19	23		11	6	
<b>2</b>	1	2		13	22		37	40		34	27		15	9	
<b>3</b>	2	2		24	20		44	43		11	23		19	13	
<b>4</b>	7	7		25	29		49	33		9	16		9	15	
<b>5</b>	7	14		63	33		22	33		2	4		5	16	
<b>6</b>	7			46	23		37	58		2	8		7	12	
<b>Total</b>	4	5		23	19		36	36		18	21		19	19	

## Conclusions based on this data by levels:

1. Because of the format of this data, the analysis is the same here as it is in the previous section.

While this data is helpful in terms of providing a retrospective snapshot of student performance, it does not make sense to use it for program planning or instructional purposes.

### Beginning and Early Intermediate

These students need a tremendous amount of support in Speaking and Listening as a precursor to a focus on English reading and writing. This is one reason that Prairie spends a significant amount of instructional time integrating high levels of structured language practice opportunities such as "Lines of Communication" or "Talking Stick Triads" or "Numbered Heads Together." These strategies, when coupled with sentence frames that address English syntax and grammar, allow students to express themselves orally with their peers before being asked to write. This approach helps these students, who still have very foundational English, navigate academic language and academic content successfully. The six component lessons developed by teachers for the Prairie Instructional Manual make explicit reference to these structured language practice opportunities, which benefit all students, but especially EL students at the Beginning and Intermediate levels. In terms of resource allocation, Prairie has invested money in human resources to support smaller sized groups during universal ELD/ALD time, software licenses and supplemental resources to accelerate the acquisition of English, and teacher time to collaborate around data analysis and planning.

### Intermediate

This level of proficiency can easily become the "doldrums" of English language acquisition in that students who are stuck at the intermediate level of proficiency for multiple years run the risk of becoming Long-Term English Learners (LTELs). LTELs are at higher risk for school failure than their counterparts who are progressing because they frequently need remedial classes, which can reduce their ability to leave high school as college and career ready individuals. The big focus for these students must be on bridging their increasing oral fluency to complex reading and writing tasks. This is part of the reason that Prairie's six component lesson plans include deliberate plans for moving from oral discussion of content to strong reading and written expression in the content areas. Students are expected to use the sentence frames from discussion in their writing, which increases their comfort level when attacking complex academic tasks. In terms of resource allocation, Prairie has invested money in human resources to support smaller sized groups during universal ELD/ALD time, teacher time for extended day interventions, software licenses to continue moving students through proficiency levels, and contracts with writing experts to offer "Young Writer's Camps" during the school year and during the summer.





### Early Advanced and Advanced

Students at these levels of proficiency are well on their way towards English language proficiency and academic success. Having made it through the intermediate level of proficiency, these students can now focus on reading increasingly complex text and responding in increasingly sophisticated ways in terms of syntax, grammar and style. As a means of continuing growth for these students, Prairie teachers assign projects and work that ask students to apply the language functions they learn in Language Arts to content areas across the curriculum. Because these students have gotten a solid foundation at the earlier levels of English fluency, they are able to operate at higher levels in terms of their depth of knowledge, which sets them up for future success in middle and high school. In terms of resource allocation to support these students, Prairie has invested money in enrichment activities that extend the day, human resources to support smaller sized groups during universal ELD/ALD, and software licenses that allow for acceleration, collaboration and project-based learning.

## School and Student Performance Data

### Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	5
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	2
Mathematics (3-8)		3	0

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. Suspension rate - The Fall 2017 suspension rate report reflects a change in status from the Spring 2017 report, which is not provided in this document. Prairie's suspension rate moved from red to orange in the window between 2016-17 and 2017-18. This is an improvement, but a designation of "orange" means the school still has a ways to go in terms of reducing the number of students who are removed from school for dangerous, disruptive, or inappropriate behavior. The administrative team at Prairie as well as the staff believe that this approach must be multi-pronged. Students must be provided with the skills for self-regulation and self-monitoring; teachers must be provided with the skills to deal with and redirect behavior that is counterproductive to learning; and parents must be provided with supports and information to help their children develop into well-adjusted adults.

In terms of program planning and implementation, the administrative team took a team of 14 teachers to the Innovative Schools Summit in Florida this year and identified a model that focuses on student skill development, teacher capacity building, and parent support and development. The program is called Responsibility-Centered Discipline, and the school will be directing resources towards beginning implementation of this model next year as part of this plan based on this data point.

2. English Learner Progress - The Fall 2017 English Learner Progress report reflects a change in status from the Spring 2017 report, which is not provided in this document. Prairie's students perform in the "medium" range, and demonstrated a drop of less than 1.5% from 2016-17 to 2017-18. This 1.5% drop did not move Prairie out of the "medium" range overall. As the State moves into the implementation of the ELPAC, Prairie is continuing to focus on reclassification rate and student performance on local assessments as data points to inform program planning and instruction.

In terms of program planning and implementation, Prairie will continue to focus on language development and acquisition as a major goal. Components of this focus area will include teacher professional development, data collection and analysis of student performance, and the provision of excellent first instruction and coordinated intervention efforts for students who are struggling to make progress.

3. Subject Area Competence (English Language Arts and Math) - The Fall 2017 performance reports for English Language Arts and Math show no change from Spring 2017, which is not provided in this document. This data is provided in the aggregate, but an examination of student group data for English Language Arts reveals that all students are continuing to perform in the low range, and did not move more than 5 points in either direction. For Math, all student groups are performing in the low range, but every group demonstrated improvements of less than 10 points.


In terms of program planning and implementation, this data suggests that Prairie needs to continue to focus on both areas of the core program for improvement. Elements of this focus will include teacher professional development, data collection and analysis of student performance, and the provision of excellent first instruction as well as coordinated intervention efforts for students who are struggling to make progress. Of specific concern are basic literacy skills and basic numeracy skills in the primary grades. While these grades are not tested on the CAASP, their work to build the foundations is critical to later success. As of now, local assessments indicate that a number of students require both reading and math intervention at the higher grades. Providing additional support to teachers in grades TK-2 around reading instruction and numeracy development will result in increased gains in the upper grades.

## School and Student Performance Data









### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		787	High 5.5%	Increased +0.9%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		787	High 5.5%	Increased +0.9%
English Learners		479	High 3.8%	Maintained 0%
Foster Youth		8	*	*
Homeless		79	High 3.8%	Declined Significantly -1.7%
Socioeconomically Disadvantaged		698	High 6%	Increased +1.2%
Students with Disabilities		66	Medium 3%	Declined Significantly -10.9%
African American		15	Very High 6.7%	Declined Significantly -5.1%
American Indian		3	*	*
Asian		61	High 3.3%	Increased Significantly +3.3%
Hispanic		638	High 4.9%	Maintained +0.2%
Pacific Islander		1	*	*
Two or More Races		3	*	*
White		64	Very High 14.1%	Increased Significantly +8.7%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. Overall, the suspension rates for all student groups at Prairie is too high. This stems from a combination of factors identified by the Prairie administrative team and staff. These factors include high levels of trauma in the student population which makes it hard for students to self-monitor and self-regulate; high numbers of students who enter school with weak academic skills and/or very foundational levels of English proficiency, which makes it hard for students to access instruction and the core curriculum and results in disruptive behavior based on avoidance of tasks that are perceived to be too challenging; and a linguistically, culturally and behaviorally complex set of students in every class which presents teachers with significant challenges when planning core instruction and interventions. These factors taken together mean that many students wind up being removed from their educational setting for behaviors which are rooted in complex issues. Responding to those sets of issues requires a comprehensive safety net that includes positive behavior intervention and supports (PBIS) as well as academic supports and community supports for families.
2. Behavioral Support for Students - Based on this data set and other data such as office referrals and case management meetings, the Prairie administrative team and the staff have identified a need for a coordinated and coherent PBIS program that provides all students with solid Tier I instruction (specifically around emotional regulation and monitoring) and then provides more intensive support for students who demonstrate difficulty managing their own behavior and accessing learning.

In terms of program planning and activities, this means allocating resources for a socio-emotional curriculum that is coherent and articulated as well as a space for students to work on these skills outside the classroom when needed with staff who are trained to provide socio-emotional support. The curriculum will help build skills in all students and help create a common language for staff and students. In addition, this will help create a schoolwide focus around specific growth areas and skills based on the data. As a companion to this, the school would like to create a space for students to be able to do work in the socio-emotional domain when they are having difficulty in class. This space would be dedicated to helping students develop self-monitoring and self-regulating skills with a trained adult and help them put together plans for practicing those skills in the larger school environment. Staff would include a classified employee for regular supervision and certificated personnel such as therapists, counselors, or school psychologists.


3. Capacity Development for Adults - Another need that surfaces when analyzing this data is the need to build capacity in all of the adults who are in the lives of Prairie students. Helping teachers develop their own skills in supporting student development in this area requires both training and coaching in order to be effective. This same training and similar support should also be provided to parents so that they can work in tandem with the school. Providing coordinated training in this way to both groups of stakeholders will help create consistency and help students build their skills in this area faster.

## School and Student Performance Data





### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		398	Medium 69.3%	Declined -1.9%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.8%	Maintained 0%
English Learner Progress (1-12)		Medium 69.3%	Declined -1.9%
English Language Arts (3-8)		Low 47.3 points below level 3	Declined -3.8 points
Mathematics (3-8)		Low 57.3 points below level 3	Increased +8.9 points

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. The Suspension rate indicator for English Learners is actually lower than the rate for the school overall, which leads staff and administration to believe that the program planning considerations described under the suspension indicator will be equally (if not more) effective for this group of students as they will be for the school as whole. These activities include the development and delivery of a coordinated socio-emotional curriculum, the provision of a support space for students who require more intensive instruction and intervention in these areas, the development of a trained staff of personnel who can help students develop the skills they need, and training for all stakeholders so that students receive consistent messages across environments.
2. The English Learner Progress indicator demonstrates a definite need for improvement, but it does not capture the progress English Learner students have made over the past 2 years in these areas. Given the number of English Learner students at Prairie, a 1.9% decrease actually represents 3 students, which suggests that the program as a whole is continuing to improve student proficiency in English as well as improve the ability of students to access the core and meet the demands of the Common Core. The school's focus on language development as the key to English Learner success will be maintained in the upcoming year, and the school is looking forward to seeing the data from the Fall of 2018.

3. The English Language Arts indicator and the Math indicator both show relatively little change, although Math shows a more pronounced increase than the decline seen in English Language Arts. It is important to note, however, that the mean for Math scores at Prairie is 10 points lower than the mean for English Language Arts scores, which indicates a significant need to continue focusing on Math instruction at all grades. In terms of the academic program overall, the 3-year trend for Prairie English Learners continues to be positive even with this slight dip in scores. Because of this, the school will continue its efforts to align core academic instruction, provide interventions based on data, and deepen teacher professional practice in the area of the Common Core Standards for both English Language Arts and Math.




## School and Student Performance Data





### Status and Change Report

#### English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		324	Low 41 points below level 3	Increased +4 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		324	Low 41 points below level 3	Increased +4 points
English Learners		225	Low 47.3 points below level 3	Declined -3.8 points
Foster Youth		2	*	*
Homeless		27	Low 60.2 points below level 3	Declined -5.2 points
Socioeconomically Disadvantaged		305	Low 43 points below level 3	Increased +3.7 points
Students with Disabilities		28	Very Low 107.7 points below level 3	Increased +6.4 points
African American		5	*	*
American Indian		1	*	*
Asian		22	Medium 2.4 points above level 3	Increased +13.1 points
Hispanic		269	Low 45.3 points below level 3	Maintained +2.4 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		24	Low 23.3 points below level 3	Declined -9.7 points

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.





Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	100	High 11.9 points above level 3	Declined -11.5 points
EL - English Learner Only	125	Very Low 94.6 points below level 3	Declined Significantly -25.3 points
English Only	86	Low 36.2 points below level 3	Increased Significantly +17.9 points

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. In the aggregate, Prairie students demonstrated a slight increase in the mean score for "distance to proficient." This indicates that the school's overall approach to building student proficiency with the Common Core Standards continues to move the school in the right direction. A deeper analysis of the data reveals that students in the primary grades are still arriving at third grade without their reading skills developed enough to be successful, which is a data point that will drive the school's efforts to improve student skills in phonics and fluency so that they are able to focus on comprehension skills as they move into the upper grades.

Key components of the school's approach that will be continued for 2018-19 include: professional development for teachers around the standards as well as instructional techniques and strategies; teacher time for data analysis and instructional planning; the use of coaches and support professionals to improved instruction as well as provide direct services to students who are struggling with skill mastery; and the provision of supplemental materials to fill in gaps in the adopted curriculum.

2. English Learners, Homeless students, and White students are all groups of students that showed declines in their mean scores for "distance to proficient." All of these groups are performing in the low range, which seems to confirm the school's hypothesis that most of the achievement problems demonstrated by Prairie students are related to deficits in basic skills for reading. In order to address these achievement gaps, the school will be increasing its focus on reading in the primary grades and adding human resources in the form of a coach to help establish a coherent reading instruction program from grades TK-3. Previously, the school has provided human resources for intervention but has not focused so intensely on teacher coaching in this area. By adding this piece, the school hopes to close the reading gaps currently demonstrated by students as they move from the primary grades to the intermediate grades.

3. The section on additional assessment information for English Language Arts shows a mixed pattern of achievement. By far the most successful group of students at Prairie are students who have been reclassified to Fluent English Proficient. These students have a mean score that is 11 points above proficient, indicating that they are being served quite well by the program at Prairie. The English Learner group has the lowest mean score for "distance to proficient," which indicates a definite need for a focus on meeting the needs of these students as they progress towards English proficiency. One thing that is not evident from this data point, however, is the fact this group actually represents a very diverse set of instructional profiles for students, and each profile has its own specialized needs in terms of their movement towards English proficiency. English Only students have a mean score below proficient, but they also demonstrated the highest growth of any group in this category.


When considering these groups in terms of long-term growth, one thing that stands out is that they have all demonstrated positive growth across a three-year trajectory even though they demonstrated a drop during the 2017 CAASP testing. Because of this, Prairie is staying on course in terms of its approach to English Language Arts. The school will continue to devote resources towards improving core instruction through teacher professional development and filling in gaps in the adopted curriculum; providing interventions that address skill gaps identified in student performance data; and providing time for teachers to analyze data to improve instruction at the classroom, grade, and school levels.

## School and Student Performance Data





### Status and Change Report

#### Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		323	Low 57 points below level 3	Increased +9.4 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		323	Low 57 points below level 3	Increased +9.4 points
English Learners		224	Low 57.3 points below level 3	Increased +8.9 points
Foster Youth		2	*	*
Homeless		27	Low 79.2 points below level 3	Declined -4.3 points
Socioeconomically Disadvantaged		304	Low 58.6 points below level 3	Increased +9.9 points
Students with Disabilities		28	Very Low 126.5 points below level 3	Increased +12.4 points
African American		5	*	*
American Indian		1	*	*
Asian		21	Medium 23 points below level 3	Increased Significantly +22.5 points
Hispanic		269	Low 59.8 points below level 3	Increased +7.7 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		24	Low 42.5 points below level 3	Increased +5.6 points

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	100	Medium 18.5 points below level 3	Maintained -1.5 points
EL - English Learner Only	124	Low 88.6 points below level 3	Declined -3.4 points
English Only	86	Low 62.1 points below level 3	Increased +7.4 points

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

- Overall, Math achievement at Prairie is improving, although the long-term improvement pattern has lagged behind the school's three-year trajectory for English Language Arts. While students are continuing to perform in the Low range overall, every group of students besides Homeless students demonstrated positive growth this year. The Prairie Administrative team and teachers believe that these increases are related to a combination of factors: 1)Overall improvement in academic language and English proficiency for students, which provides them with more tools to make sense of the language demands associated with Common Core Math; 2)An increase in focus on basic computational skills during the 2016-17 school year through schoolwide agreements about routine practice of computation; and 3)The provision of a technology-supported method (I-Ready) for providing differentiated math instruction to students.
- The disaggregated data for Prairie reflects the same trends for subgroups as it does for the school as a whole, which means scores below proficient and positive growth during the 2016-17 school year. The one notable exception to this is the Homeless group of students. Because the number of students in this group is small, the Administrative Team is planning on working to identify specific needs for students in this category. While the need for academic intervention is clear, the staff suspects that their may also be a need for other supportive services that remove barriers to students receiving their education.
- The section on Additional Assessment Data for English Learners shows a mixed pattern of performance. Reclassified students continue to be our strongest performers in this group, and they essentially maintained their performance levels. English Learners have a much lower mean score for "distance to proficient" but this is not surprising given what a varied group this is. They demonstrated a small drop in their performance, which indicates a need for further analysis to determine the roots of the decline and determine how to address it. English Only students are also performing at the low level, but they showed a slight increase in their mean score for "distance to proficient." Overall, given the mixed results for this group of performers, it seems important to maintain the school's current focus on language development across all curricular areas while attending specifically to the demands of the Common Core Math Standards.

In terms of program planning and activities, this means continuing professional development for teachers; ensuring that classroom instruction is aligned to the standards; providing time to analyze students' responses to instruction and plan interventions; and providing supplemental resources that address gaps in the curriculum or provide more intensive instruction in areas of deficit.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	71.2%	69.3%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	45.1 points below level 3	41 points below level 3
Mathematics	66.4 points below level 3	57 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

#### English Language Arts

#### Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. The data points provided here provide insight into program effectiveness over multiple years although the group of students represented in all groups are so broad that these results alone should not be used to drive program planning. In brief, fewer English Learners in 2017 demonstrated year-over-year progress than they did in 2016. However, the dip was small, and does not reverse the 3-year trend that Prairie has shown for increases in English Learner achievement. The mean score for "distance to proficient" has increased in both English Language Arts and Math, but again, the groups represented in this schoolwide trend are tremendously diverse and have significantly different needs. Even given the broadness of the data, it is encouraging to see scores improve in both areas.

2. When focusing in on English Learner achievement data, it is important to understand the size and diversity of Prairie's English Learner population. This group contains students from 16 different language backgrounds, and high numbers of students who speak more than one language besides English. In addition, the students in this group range from absolute newcomers who have been in the country less than a month to students who have been in U.S. schools for over 5 years. Because of this, it is difficult to pinpoint the exact cause of the drop in year-over-year achievement for this group. Reviewing the school's progress with this group of students over the last 3 years, however, provides a picture of gradual and sustainable improvements in achievement, which points towards a need to continue the work Prairie is already doing in the areas of designated English Language Development and integrated English Language Development.
3. The academic indicator data provided is encouraging, but again, the group of students represented within the category is so diverse as to make it impossible to use this data point for specific direction. Instead, the data suggests overall that Prairie's approach to addressing the standards is working and should be sustained. This means the school will continue to provide professional development for teachers, time for program analysis and planning, strategic interventions that are driven by data, and materials and other resources that are intended to close the gaps in the core program.

## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	4.6% (35)	5.5% (43)

#### Conclusions based on this data:

1. This data accurately reflects one of the difficulties that Prairie faces in terms of school climate. The school has a PBIS program in place that has clear expectations which are deliberately taught, an acknowledgement system that is aligned with those expectations, and a scope and sequence for teaching the LifeLong Guidelines and LifeSkills program as a socio-emotional curriculum. In addition, the school has a part-time counselor and a full-time MFT therapist. In spite of this, a number of Prairie students still struggle to control behaviors that result in their removal from the classroom. In considering this challenge, the school has identified possible roots for the problem as well as gaps in coordination which are making the school's efforts in this area less effective.
2. Whole-School Climate - The staff and administration at Prairie have arrived at two conclusions this year: 1)Our current behavior expectations (Safe, Respectful, and Responsible) are too broad to be effective in helping students develop real skills they need for self-regulation, and they are not aligned with more specific skills our students lack (Perseverance, Integrity, Self-Control). In addition, our current model for responding to students who become disruptive is not effective for changing behavior. For the most part, it relies on exclusion or loss of privileges but it does not support students in reflecting on their behavior, and it is time-based, which means students can wait out the consequence rather than working hard to solve the problem they have created through their behavior. In response to these realizations, Prairie has been piloting the creation of a staffed space where students can go to reflect on their behavior and work on their own plans for repair. Initial data coming out of this pilot is promising, and the school would like to expand it for the upcoming year.
3. Capacity Building for Adults - Another pattern that has emerged in working with families across this past year is that both the school and the families it serves could benefit from coordinating the language and approaches they use when working with students to help them develop healthy skills in the socio-emotional arena. Because of this, the school would like to ensure that whatever program it ultimately uses in this area has a parent involvement component that will help build consistency in approaches both at home and at school



# School and Student Performance Data

## Detailed Report

### Academic Engagement

Graduation			
Indicator	2015	2016	2017

#### Graduation

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#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:** Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

- Overall, this set of data points is not surprising to either Prairie administration or the staff. The administrative team and grade levels review English Learner progress data and academic data regularly throughout the year, and continue to focus on skill development in reading as well as overall language development. The suspension indicator data is also not surprising because of trends observed over the course of year in terms of student behavior and disciplinary referrals.
- Academically, Prairie believes these indicators point to a need to continue current efforts towards the improvement of student achievement in English Language Arts and Math. There has been slow steady growth over the past three years, but there is still a substantial gap between current student performance and the level of performance required by the Common Core Standards. The administrative team at Prairie believes that these gaps can be addressed by continuing the program of teacher professional development, providing time to focus on student data and make plans based on that analysis; and provide strategic interventions that accelerate learning for students who demonstrate struggles in achieving the standards.

3. In terms of school climate, the administrative team has come to the conclusion that it is time to make some significant changes to the school's current approach. Revamping the school's expectations to line up with identified skill deficits of students, reworking the acknowledgement program so that it aligns more closely with what motivates Prairie students, and providing common training to parents and school staff are all ways in which the school would like to move towards improvement in the area of school culture.

## VI. Planned Improvements in Student Performance

### All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LEA GOAL:</b>
Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills through high-quality, effective teaching and learning.
<b>Data Used to Form this Goal:</b>
<p>Prairie has chosen this goal in order to align itself with the District LCAP, Mission, Principles, and Practices. This goal is an example of the way in which the Prairie Mission and Vision Statement intersects and aligns with the District Strategic priorities. SBAC data was used to identify the high numbers of students who are unable to meet the grade level standards for their grade. STAR Literacy data was used to hone in on which of the students who did not meet the standard have reading problems. BPST and DIBELS data were used to identify the specific domains of reading in which students are having difficulty. This layered process allows the school to provide diagnosis and prescription that is targeted exactly to what reading domain students need support in to be successful.</p> <p>It is also important to note that the administrative team believes this goal has a very specific parent involvement component in that parents need to understand the expectations for their children based on grade level, understand their child's current performance and what the school is doing to address and gaps, and understand what they can do to support their child's achievement. The activities found in Goal 5 are designed to support and enhance this goal.</p>
<b>Findings from the Analysis of this Data:</b>
An analysis of the longitudinal data for Prairie indicates a need for higher levels of proficiency among all subgroups of students, especially in the areas of phonics and decoding, reading comprehension, vocabulary, number sense and math reasoning.
<b>How the School will Evaluate the Progress of this Goal:</b>
Going forward, implementation data for this goal will be collected and monitored through informal classroom walkthroughs, formal observations, and reports from technology-based support programs. Student performance data will be collected by teachers and RtI Specialists and analyzed by grade level teams during collaborative times. For students who are not demonstrating progress towards mastery, further data analysis resulting in diagnosis and prescription will be done during collaborative Wednesdays, academic conferences, and case management meetings which will be held weekly on the following cycle: TK/K, 1, 2, 3, 4, 5, 6.. Teachers will be released by roving subs in order to meet with the data team about specific students during these case management times.
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1 Data Analysis to Guide Instruction</p> <p>1. Data sources - All teachers will use multiple measures to assess student progress towards grade level proficiency in literacy and numeracy. These measures will include paper/pencil assessments, 1:1 performance assessments, and technology-based assessments. Teachers will create intervention and enrichment plans for students based upon the results of data analysis</p> <p>2. Analysis protocols and procedures - Teachers will engage in ongoing data analysis using specific protocols. They will look at data for their entire grade level, their specific classes, and the data for specific students. These data analysis sessions will take place both during and outside the school day.</p> <p>3. Administration will set schoolwide goals for academics and teachers will set goals for themselves and also for their students. Development of these goals will be done in collaboration with the students.</p>	7/1/2018 through 6/30/2019	All Teachers, Specialists Administrative Team	<p>Data Sources - Licenses for technology-based practice and assessment programs (IXL, AR/STAR, Imagine Learning, etc.)</p> <p>Analysis protocols and procedures - Academic conferences for data analysis - Sub pay for teacher release</p> <p>Analysis protocols and procedures - Sub pay for case management</p> <p>Data Sources - Sub Time for data collection</p> <p>Data Sources - Sub Time for data collection</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>28000</p> <p>2003</p> <p>1600</p> <p>4000</p> <p>2874</p>
<p>1.2 Aligning Instruction for Accelerated Learning</p> <p>1. Instructional Planning - Teachers will collaborate regularly both within the school day and outside the school day to align their instruction in accordance with grade level and site agreements. This alignment will include core instruction, student</p>	7/1/2018 through 6/30/2019	All Teachers, Specialists, Administrative Team	<p>Instructional Planning - Teacher time for analysis of the adopted curriculum in relation to the demands of the standards</p> <p>Instructional Products - Supplies, materials and copies to support the instructional program</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>4500</p> <p>5000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>groupings, and the use of instructional strategies.</p> <p>2. Instructional Planning - Teachers will align their instruction to the Common Core State Standards in ELA by analyzing the adopted Language Arts curriculum in relation to the standards</p> <p>3. Instructional Planning - Teachers will designate 1 hour to ELA instruction in kindergarten.</p> <p>4. Instructional Planning - Teachers will designate 2.5 hours to ELA instruction in grades 1-3 and 2 hours of ELA instruction in grades 4-6.</p> <p>5. Instructional Planning - Teachers will designate 30-45 minutes (strategic intervention time) to target the needs of students who are at different levels of grade level proficiency in ELA.</p> <p>6. Instructional Planning - Teachers will align their instruction to the Common Core State Standards in Math by following the pacing for the district-adopted curriculum.</p> <p>7. Instructional Planning - Teachers will designate 30 minutes of math instruction in kindergarten.</p> <p>8. Instructional Planning - Teachers will designate 60 minutes of math instruction in grades 1-6.</p> <p>9. Instructional Planning - Teachers will designate 15 minutes (strategic intervention time) across grade levels to ensure that math standards are met for underperforming students.</p> <p>10. Instructional Planning - Teachers will use the math adoption to ensure that math standards are taught at each grade level for all subgroups.</p>			Instructional Products - Supplies, materials and copies to support the instructional program	Title I Part A: Basic Grants Low-Income and Neglected	9556
			Instructional Products - Supplies, materials and copies to support the instructional program	Site Discretionary	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>11. Instructional Planning - Teachers will use the publisher-provided Math Pacing Guide to assure that essential standards by grade level are taught and mastered.</p> <p>13. Instructional Products - Teachers will develop lesson scope and sequence guides for addressing any identified gaps in the adopted curriculum.</p> <p>14. Instructional Products - Teachers will consider, pilot, and evaluate supplemental materials to support universal access to the California Standards.</p>					
<p>1.3 Professional Development to Ensure High-Quality Teaching and Learning</p> <p>1. Needs identification - Teachers will be provided professional development based on identified areas of need as determined by teacher input and data analysis.</p> <p>2. Professional development activities - The EL Specialist and Vice Principal will support teachers in analyzing student data around performance in relation to the ELD levels for language acquisition. Activities related to this will include coaching support, data gathering, program implementation and professional development.</p> <p>3. Professional development activities will take place both within and outside the school day.</p> <p>4. Professional development resources - Professional development will be provided through a</p>	07/01/2018 through 06/30/2019	All Teachers, Administration, Specialists	<p>Professional development activities - Teacher time for coaching and professional development activities related to the Common Core Standards (reading instruction, writing instruction, and developing bilingualism).</p> <p>Professional development activities - Contracts to support professional learning around core instruction</p> <p>Professional Developer for Instructional Tutors</p> <p>Reading Coach</p> <p>Reading Coach</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>2000</p> <p>2000</p> <p>1950</p> <p>48026</p> <p>39914</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>combination of human and technology-based resources with follow-up coaching</p> <p>5. Professional development resources - Supplies and materials will be used to provide professional development aligned to identified need areas</p>					
<p>1.4 Prairie Elementary will use the library services program as a support for a positive school culture and for boosting enthusiasm for academics</p> <p>1. All teachers will take their students to the library at least one time per week.</p> <p>2. The library will order reading materials including books, periodicals, and online resources that support a positive school climate</p> <p>3. The library will be the clearinghouse for all supplemental materials and will maintain an inventory and cataloging system so that teachers can use these materials in the most efficient way possible.</p>	7/1/2018 through 6/30/2019	Administration Librarian	Collection development - Purchase of books and other materials to support the instructional program	Site Discretionary	50



## VI. Planned Improvements in Student Performance

### All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LEA GOAL:</b>
Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
Goal 2: All students will graduate high school and be competitively college and career ready through personalized learning
<b>Data Used to Form this Goal:</b>
<p>The demographics at Woodland Prairie reflect high levels of poverty, a wide variety of parent education levels, and high levels of English Language Learners. All of these factors taken together indicate that the school needs to provide an early start for students and families in terms of providing information about the pathways to higher education. In addition to providing information about the pathways, students also need the opportunity for enrichment activities and extended learning activities so that they can develop a sense of what is available in terms of future possibilities and the aptitudes and interests they have that may push them towards specific careers. This means that students need to participate in engaging activities related to science, technology, and the arts as an adjunct to their day.</p> <p>For this goal, Prairie also believes there is a specific family involvement component in that parent training and capacity building must be part of the equation in order to support parents as the endeavor to support their children. For this reason, parent involvement activities are also included under this goal.</p>
<b>Findings from the Analysis of this Data:</b>
A review of student enrollment records and demographic data for Prairie indicates that Prairie serves a community that is perfect for a Spanish/English Two-Way Immersion because so many families are already bilingual. In addition, students need to continue developing their technology skills in the areas of collaboration, 3-D printing, video production, and work in the area of world languages and cultures.
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will use enrollment records, achievement records, enrichment class attendance and projects from enrichment classes to monitor progress towards this goal.
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1 College and Career Readiness</p> <p>1. Career Exploration - Prairie Elementary will provide students with opportunities to discover and explore their own interests and aptitudes.</p> <p>2. Career Exploration - Prairie Elementary will provide students with opportunities to expand their vision of career options available to them and develop realistic expectations about attaining those careers.</p> <p>3. College Readiness - Prairie Elementary will provide families the opportunity to visit institutions of higher learning to learn about college entrance requirements, resources available to them, and possibilities for courses of study.</p>	7/1/2018 through 6/30/2019	School Counselor Administrative Team	Career Exploration - Contracts or licenses for programs that help students discover their interests and aptitudes.	Supplemental/Concentration	500
			Career Exploration - Contracts or licenses for programs that help students learn about specific professions and trajectories towards those professions.	Site Discretionary	500
<p>2.2 Skill development for College and Career</p> <p>1. Linguistic development - Prairie will offer students the chance to study languages besides English both within and beyond the school day.</p> <p>2. Interest development - Prairie Elementary will offer extended day enrichment classes in a variety of areas ranging from technology to science to the performing arts.</p>	7/1/2018 through 6/30/2019	Administration, Staff, Community Partners	Career Exploration - Contracts with outside providers for extended day enrichment classes	Supplemental/Concentration	5000
			Career Exploration - Instructor time for extended day classes	Supplemental/Concentration	1000
			Supplemental Human and Material resources for college and career readiness activities within and beyond the school day	Supplemental/Concentration	1000

## VI. Planned Improvements in Student Performance

### All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LEA GOAL:</b>
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Goal 3: All students will be successful through the development of targeted and coherent systems of support
<b>Data Used to Form this Goal:</b>
<p>Over the past two 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, SBAC 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 academics.</p> <p>Another 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 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.</p>
<b>Findings from the Analysis of this Data:</b>
<p>In terms of academic achievement, Prairie has demonstrated the following trajectory in the past two years in terms of SBAC data. Results from 2015-16 are listed first and 2016-17 are listed second:</p> <p>SBAC ELA Grade Level - Exceeded Standard - Met Standard - Nearly Met Standard - Did Not Meet Standard 3 - 2.1% - 8.5% - 25.5% - 63.8%   3 - 7% - 12.8% - 17.4% - 62.8% 4 - 12% - 22% - 26% - 40%   4 - 6.8% - 15.9% - 30.7% - 46.6% 5 - 8.1% - 19.8% - 25.6% - 46.5%   5 - 15.2% - 30.4% - 26.1% - 28.3% 6 - 5.1% - 33.7% - 32.7% - 28.6%   6 - 6.6% - 24.2% - 28.6% - 40.7%</p> <p>SBAC Math Grade Level - Exceeded Standard - Met Standard - Nearly Met Standard - Did Not Meet Standard 3 - 2.2% - 10.8% - 26.9% - 60.2%   1.2% - 16.5% - 30.6% - 51.8% 4 - 5% - 19% - 35% - 41%   6.7% - 19.1% - 33.7% - 40.4%</p>

5 - 3.5% - 7% - 31.4% - 58.1% | 11.8% - 9.7% - 40.9% - 37.6%  
6 - 5.1% - 18.2% - 32.3% - 44.4% | 6 - 7.8% - 13.3% - 34.5% - 44.4%

In terms of socio-emotional competence and self-regulation, the following data points indicate a need for a robust program for skill development in the area of self-regulation and self-control for students as well as a need for teacher capacity building in the area of trauma-informed care and helping students develop socio-emotional skills:

The California School Accountability Dashboard has given Prairie a rating of "red", which is the lowest performance rating possible, and the data shows a suspension rate of 3.9%, with a substantial increase in the last year.

Prairie staff has had to make more than 20 referrals to Child Protective Services in the past year for suspected cases of child abuse or neglect.

The Communicare clinician has received more than 15 referrals for therapy for students, and there are more than 30 students who have been identified as eligible candidates for that service.

Looking at both academic and socio-emotional data reveals that students and families at Prairie continue to need systems of support that supplement the core program as well as school-linked services that help families address socio-emotional issues which may be impediments to student success.

**How the School will Evaluate the Progress of this Goal:**

Suspension reports  
Referral reports  
School attendance

**First Interim Analysis:**

**Second Interim Analysis:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1 Academic Supports - Prairie students will be provided with a targeted system of support that is designed to address gaps in achievement.</p> <p>1. Data Analysis for Identification of Achievement Gaps - Prairie teachers will meet regularly to monitor student progress and plan interventions.</p> <p>2. Provision of Interventions - Staff will provide direct services to students during the school day through either push-in or pull-out support designed to address gaps in skills.</p> <p>3. Provision of Interventions - Prairie students will receive extended day interventions that are designed to address gaps in skills.</p> <p>4. Provision of Interventions - Prairie students will receive interventions designed to address gaps in skills that extend beyond the school year.</p> <p>3. Parent Involvement for Remediation - Prairie families will receive information about the types of interventions their children receive as well as information on actions they can take to support their child's achievement.</p>	7/1/2018 through 6/30/2019	Teachers Staff Principal	<p>Supplemental Intervention Specialist for 4/5/6</p> <p>Supplemental Intervention Specialist for 1/2/3</p> <p>Spanish Supplemental Intervention Specialist for K/1</p> <p>Spanish Supplemental Intervention Specialist for 2/3/4</p> <p>Extended day interventions</p> <p>Supplemental Intervention Specialist for 4/5/6</p> <p>Supplemental Intervention Specialist for 1/2/3</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>16275</p> <p>30000</p> <p>20000</p> <p>20000</p> <p>7500</p> <p>20787</p> <p>6590</p>
<p>3.2 Socio-Emotional Supports - Prairie Elementary will develop student capacities in the areas of self-regulation and pro-social behavior.</p> <p>1. All classes will hold class meetings using an adopted curriculum.</p> <p>2. The school counselor will</p>	7/1/2018 through 6/30/2019	Teachers Staff Counselor Administrative team	<p>Class meetings - Human resources, supplies, and materials</p> <p>Conflict Manager Program - Human resources, supplies, and materials</p>	<p>Site Discretionary</p> <p>Site Discretionary</p>	<p>2500</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>implement a Conflict Manager program.</p> <p>3. The school will provide a space for students to develop their skills for self-regulation and self-control. This space will be staffed by a trained staff member who will help students regain self-control when they have lost it so they can return to class and access the curriculum.</p> <p>4. A classroom teacher will run the Student Council program as a means of developing student leadership capacity.</p> <p>5. Teachers will be provided with professional development and coaching on supporting student socio-emotional development</p>			<p>Self Regulation - Human Resources to support student with self-regulation instruction and support</p> <p>Self Regulation - Professional development for teachers on supporting student socio-emotional development</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>20000</p> <p>2350</p>
<p>3.3 School Safety - Prairie Elementary will continue to make the school safer through physical plan improvements and the provision of supervision</p> <p>1. Prairie Elementary will make improvements to the physical plant of the school that improve cleanliness, safety, and instructional compatibility. These improvements will make the school a more welcome and inviting place for parents.</p> <p>2. Prairie Elementary will make improvements to the school for increased security.</p> <p>3. Prairie Elementary will provide supervision throughout the school day from dropoff in the morning through pickup in the afternoon.</p>	7/1/2018 through 6/30/2019	Administrative Team Custodian Teachers	<p>Security improvements (for example, cameras or fencing)</p> <p>Additional Supervision</p>	<p>Site Discretionary</p> <p>Site Discretionary</p>	<p>500</p> <p>8343</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.4 Parent Support - Prairie Elementary will remove barriers to parent involvement by increasing outreach to parents in their home languages, providing child care, and providing support to parents in terms of meeting the requirements for volunteering</p> <p>1. Prairie will hire a Parent Liaison to increase parent access to information strengthen the home-school connection</p> <p>2. Prairie will conduct all meetings in English (School Site Council, ELAC, PTA, Back-To-School Night, Kinder Orientation), but will provide interpreting for both Spanish and Punjabi.</p> <p>3. Prairie will provide child care for all events to increase parent</p> <p>4. Prairie Elementary will provide opportunities for parents to participate in school policy creation, the improvement of school culture, and leadership activities through monthly informal "Coffee with the Principal" events, monthly "Family Information and Entertainment Meals", and leadership groups such as ELAC, PTA, and the School Site Council.</p> <p>5. Prairie Elementary will hire a social worker to work with families in order to help them remove barriers to their children's learning.</p>	7/1/2018 through 6/30/2019	Administrative Team Parent Liaison Community Partners	<p>Parent Liaison</p> <p>Parent Liaison</p> <p>Parent Liaison</p>	<p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>1635</p> <p>4000</p> <p>5000</p>
<p>3.5 Comprehensive After-School Support - Prairie will provide an ASES after-school program to meet the needs of students and families.</p>	7/1/2018 through 6/30/2019	Administration ASES staff Teacher Reading Coach	<p>ASES Coordinator</p> <p>ASES Tutors</p>	<p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p>	<p>29640</p> <p>73791</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1. The ASES program will provide academic support, enrichment activities, and physical activity to participants daily 2. The ASES tutors and staff will receive training and coaching on providing targeted academic intervention 3. The ASES program will work with community partners to provide enrichment activities to all participants		Community Partners	Enrichment Music Teacher	After School and Education Safety (ASES)	11000
			Intervention Coach for staff	After School and Education Safety (ASES)	2000
			Contracts for enrichment activities	After School and Education Safety (ASES)	1000
			Materials and Supplies	After School and Education Safety (ASES)	9547.23



## VI. Planned Improvements in Student Performance

### Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LEA GOAL:</b>
Performance Goal 1A, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Improve the English proficiency and academic achievement of English learners.
<b>Data Used to Form this Goal:</b>
<p>Because the population at Prairie is almost 72% English Language Learner and Prairie has 30% of the total English Language Learners in the District, Prairie really does not consider the provision of services to ELL students as a separate issue. Instead, the school makes sure to consider English Language Learners in every conversation about instruction and achievement. The trend at Prairie is encouraging in that the school had the highest number of reclassified students in the District.</p> <p>However, it is important to note that Prairie does consider parent involvement to be a specific component of this goal in that parents must understand the importance of reclassification, understand their own child's progress towards the goal of reclassification, and be able to monitor their child's progress towards the goal of reclassification. For this reason, parent meetings are specifically mentioned as an activity in this goal.</p>
<b>Findings from the Analysis of this Data:</b>
Analyzing the data from CELDT as well as the profile of students who get stuck at the earliest levels of English proficiency reveals an interesting conundrum. Most students who are in Prairie's English Language Development program for over 5 years are moving into fluent English proficiency at the expected rate of progress according to the District's Master Plan for English Learners. The students who are stuck at early levels of language proficiency even after being in the program for multiple years are frequently also identified as students receiving special education services. This speaks to the need for further research into how we can help students who have language-based disorders continue their progress into English.
<b>How the School will Evaluate the Progress of this Goal:</b>
Prairie Elementary School will routinely evaluate the progress of English Learners using several measures, including ELD assessments, end-of-unit assessments, curriculum-embedded assessments, writing assessments, and specific skill-based assessments. Students who demonstrate mastery of the standards by scoring proficient or advanced on these assessments will be celebrated. Students who are having difficulty demonstrating mastery of the standards will be routed through the school's case management system in order to diagnose problems, prescribe remediation, and monitor for success.
<b>First Interim Analysis:</b>
English Learners at Prairie are doing quite well. This year, Prairie's English Learner subgroup jumped 11% in terms of proficiency on the SBAC. This allowed that subgroup to surpass both the District and the County average and bring the school in line with the State average. In addition, Prairie is outperforming the district in AMAO 1 and AMAO 2 "5 Years or More." However, students at Prairie who have received English instruction for under 5 years are getting reclassified at rates lower than the district average. This is an area which needs more scrutiny and more data collection. Data sources for this will include: case studies for students approaching the 3-4 year mark for English instruction, research reviews on accelerating English Language acquisition, and data analysis conversations among the staff. Overall, however, the data from both State and local

assessments indicate that the Prairie Instructional program is serving English Language Learners well.

**Second Interim Analysis:**

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.1 Data and Curriculum Analysis</p> <p>1. Analysis protocols and procedures - Teachers, the Rtl specialist, and the EL Specialist will monitor student progress in terms of English Language Development and acquisition of English. Students will be identified for intervention and support services as indicated by the data.</p> <p>2. Sharing data with stakeholders - Teachers and administration will share important achievement and progress data with all stakeholders (students, parents, support providers, and other teachers).</p> <p>3. Instructional Supplements - Prairie teachers will identify gaps in the curriculum for English Language Learners and identify and procure materials to close those gaps</p>	7/1/2018 through 6/30/2019	Administration Teachers Intervention Department	Data Sources -Supplemental materials for English Language Development	Supplemental/Concentration	2000
<p>4.2 Instructional Planning and Delivery - Teachers will teach English Language Development (ELD) for a minimum of 30 minutes in Kindergarten and 45 minutes in grades 1-6 on a daily basis.</p> <p>1. Reducing group size - In order to provide more intensive instruction to students at lower levels of proficiency in English, Prairie will provide human resources to reduce those group sizes.</p>	7/1/2018 through 6/30/2019		Supplemental Intervention Specialist for grades 4/5/6 Supplemental Intervention Specialist for grades 1/2/3	Supplemental/Concentration Supplemental/Concentration	21000 29200

## VI. Planned Improvements in Student Performance

### Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LEA GOAL:</b>
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement
LCAP Goal 6: Increase parents'/guardians' engagement with their children's education 6.1 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in district sponsored parent education activities. 6.2 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in actively supporting their children's education at home. 6.3 Increase the percentage of parents/guardians from currently underrepresented subgroups engaged in district/school committees and advisory groups.  Parental Involvement The number of parents attending parent meetings and school functions will increase by 10% year-to-year.
<b>Data Used to Form this Goal:</b>
LCAP Goal 6: 6.1 Increase in the type of district sponsored parent education activities and the number/percentage of parents/guardians participating. 6.2 Parent surveys. 6.3 Increase in parents participating in district/school committees and advisory groups  Data were gathered from attendance sheets at all school functions
<b>Findings from the Analysis of this Data:</b>
Anecdotal data such as conversations with parents and informational data such as sign-in sheets and minutes of meetings indicate there is a strong need for parent outreach and a schoolwide focus on building home-school relations. This approach needs to include basic family entertainment and informational evenings as well as workshops and conferences for parents that engage them in capacity building.
<b>How the School will Evaluate the Progress of this Goal:</b>
Sign-in sheets at school functions
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>5.1 Parent Access Support - Prairie Elementary will provide translation services for all communications, meetings, and presentation events. Prairie will also provide support such as child care to remove barriers to parent participation.</p> <p>1. Translation services - Prairie will provide translation for Spanish, Punjabi, and Urdu as well as other languages when needed and possible.</p> <p>2. Child Care services - Prairie will provide child care for events</p>	7/1/2018 through 6/30/2019	Administration Office Coordinator District translators and child care providers	Translation services Child Care Services Translation services Child Care Services	Supplemental/Concentration Supplemental/Concentration Site Discretionary Site Discretionary	2500 1000 1000 1000
<p>5.2 Parent Capacity Development and Training - Prairie will provide training and informational events for parents that are designed to support their ability help their children be successful.</p> <p>1. Training for Academic Support - Prairie will partner with district and community resources to provide parent development activities around supporting students' academic success.</p> <p>2. Training for Socio-Emotional Support - Prairie will partner with district and community resources to provide parent development activities around supporting students' socio-emotional growth.</p>	7/1/2018 through 6/30/2019	Administration District Office Staff	Parent Trainings for Socio-emotional support	Supplemental/Concentration	2000

## VIII. Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
After School and Education Safety	125,780.00	-1,198.23
Supplemental/Concentration	202,783.00	-7,161.00
Site Discretionary	29,217.00	0.00
Title I Part A: Basic Grants Low-Income	154,342.00	-15.00
Title I Part A: Parent Involvement	1,601.00	-34.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	126,978.23
Site Discretionary	29,217.00
Supplemental/Concentration	209,944.00
Title I Part A: Basic Grants Low-Income and Neglected	154,357.00
Title I Part A: Parent Involvement	1,635.00

## VIII. Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1: All students will be proficient in literacy, numeracy,</b>	161,473.00
<b>Goal 2: All students will graduate high school and be</b>	8,000.00
<b>Goal 3: All students will be successful through the</b>	292,958.23
<b>Goal 4: Improve the English proficiency and academic</b>	52,200.00
<b>Goal 5: Goal 5: Excellence for All students is supported</b>	7,500.00

## **IX. Title I: Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and video game playing and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### **Parents Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework.
- Monitor my child's TV viewing and video game playing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

### **Staff Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.



## X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Scott Clary	630-662-2898		X				
Pedro Alvarez	630-662-2898	2018				X	
Jennifer Broussard	630-662-2898	2018				X	
Selyna Leach	630-662-2898	2018				X	
Blanca McAnelly	630-662-2898	2018				X	
Fabiola Delgadillo	630-662-2898	2018				X	
Claudia Barba	630-662-2898	2019		X			
Maria Lewis	630-662-2898	2018		X			
Marjory Watkins	630-662-2898	2018		X			
Jessica Cueva	630-662-2898	2019			X		
<b>Numbers of members of each category:</b>			<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

## XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/24/2018.

Attested:

Scott Clary

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Scott Clary

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date