

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Prairie Elementary	57727100000000	May 7, 2019	June 13, 2019

Purpose and Description

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

Schoolwide Program

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to capture data from the widest representation of school stakeholders, the Prairie administrative team adopted a multi-pronged approach. The school created 2 paper surveys, one for the parent community and one for teachers and school staff. These surveys provided opportunities for stakeholders to give input on topics such as partnerships between the school and families, their understanding of ELD and core programs, the methods they use for accessing information about school activities, and their priorities about strategies and methods currently used by the school.

In addition to the paper/pencil method for collecting data, the school offered several face-to-face input sessions for various stakeholders. These sessions were held at ELAC meetings on January 21 and March 28 and School Site Council on April 2. The school also held voluntary input sessions for school staff on February 6th and dedicated time at a staff meeting on April 17 for input based on data analysis. In general, the approach at these face-to-face sessions was to provide data sets, including the California Dashboard to the participants and guide them through a process of identifying areas of need, brainstorming strategies to address that need, and categorizing and prioritizing the strategies. The information and data collected during this process is a cornerstone of the plan and informed the selection of the school's focus areas for 19-20.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	0.13%	3	2	1
African American	1.4%	1.8%	1.58%	10	13	12
Asian	8.7%	7.6%	8.28%	62	55	63
Filipino	0.1%	%	0.39%	1		3
Hispanic/Latino	82.2%	82.1%	80.55%	585	598	613
Pacific Islander	%	0.1%	0.13%		1	1
White	6.6%	7.4%	8.15%	47	54	62
Multiple/No Response	0.3%	0.3%	0.39%	2	2	3
Total Enrollment				712	728	761

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	123	143	141
Grade 1	121	99	118
Grade 2	96	120	100
Grade3	92	86	116
Grade 4	97	95	92
Grade 5	88	97	95
Grade 6	95	88	99
Total Enrollment	712	728	761

Conclusions based on this data:

1. Woodland Prairie Elementary is currently in a state of growth. The Dual Immersion program was started during the 2014-15 school year, and has been rolling up every year since. At the end of the next two years, the program will have naturally grown up to 6th grade, adding 168 students over a 7-year period. This growth has implications in terms of school culture in that the school will add a new teacher to the staff every year in addition to the natural attrition of staff because of life events. In order to manage this change in size, the school must be deliberate and proactive with efforts to engage families and help students feel connected to the school as an institution. This means dedicating resources to creating a robust socio-emotional learning pathway that helps students develop empathy and celebrate diversity.
2. In addition the increasing size, Woodland Prairie is also the district's most diverse school both linguistically and culturally. The student body speaks 16 different languages, including indigenous languages from the southern part of Mexico and the northern part of Guatemala. In order to best meet the needs of Spanish speakers at the school,

families have the option of choosing a 50:50 model Dual Immersion program for Spanish and English. This is a model of instruction that is supported by research as a way to close the achievement gap for these students and reduce their risk of school failure. However, in order to maintain a high quality program that is based on California's academically challenging standards, the school must allocate resources for Spanish language materials, Spanish language intervention staff, and professional development that provides teachers and staff with training on how best to integrate the acquisition of language with the development of literacy, numeracy, and content knowledge.

3. One piece of important information that the enrollment numbers do not capture is the reality of Woodland Prairie as a school with 2 distinct strands: A Structured English Immersion(SEI) strand, and a Dual Immersion (DI) strand. These two programs each have strengths and needs that are unique, which requires a nuanced approach in terms of the allocation of resources and the analysis of data.

The SEI program serves as a neighborhood school with the city's largest Section 8 housing complex in its attendance area. The students in this program are much more varied and diverse in terms of language and country of origin than the students in the Dual Immersion program. The Structured English Immersion program is also characterized by high rates of transiency in families and high rates of students who have experienced trauma. All of these factors taken together mean that this program requires specialized supports and services in the area of English Language Development, academic acceleration, and socio-emotional learning.

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	452	446	456	63.5%	61.3%	59.9%
Fluent English Proficient (FEP)	79	86	96	11.1%	11.8%	12.6%
Reclassified Fluent English Proficient (RFEP)	47	52	51	11.0%	11.5%	11.4%

Conclusions based on this data:

1. The information provided on English Learner (EL) enrollment reflects the same pattern of growth as the school as a whole, but it is important to notice that the school is maintaining a reclassification percentage of about 11% per year. This is an indication that Woodland Prairie's approach to English Language Development is working to move students towards English proficiency and suggests that the school should continue to devote resources to their model for ELD instruction. That model requires additional staff to keep the group size small during dedicated ELD time and provide intervention support designed to accelerate the acquisition of English. It also requires staff time for professional development, coaching, and peer observations.
2. Another trend that emerges from the data is the fact that the school has had a decrease in the percentage of students who have ever been classified as English Language Learners, although the raw numbers of these students has grown every year. This trend is caused by the growth in the Dual Immersion program. As the first cohort of students has moved towards sixth grade, more and more of them are reclassified. This creates an overall reduction in the percentage of English Learners school wide even though new students who are ELs arrive regularly during the course of the year.
3. One other data point which bears mentioning but is not evident here is the fact that Prairie has 17% of WJUSD's total EL enrollment. This means that the achievement pattern of EL students at Prairie has a significant impact on the district as a whole. The administrative team and the school staff take this responsibility seriously, and that can be seen in the way the school allocates resources.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2358.	2371.	1	6.82	10.91	9	13.64	16.36	27	14.77	22.73	63	64.77	50.00
Grade 4	2436.	2423.	2433.	13	8.60	16.48	23	15.05	15.38	26	33.33	23.08	38	43.01	45.05
Grade 5	2458.	2496.	2511.	8	18.28	20.65	20	31.18	38.04	26	23.66	23.91	46	26.88	17.39
Grade 6	2500.	2479.	2503.	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. A review of this data set on English Language Arts performance is very encouraging and affirms the work of the Prairie staff over the span of the data. Students at Prairie have demonstrated increases in overall achievement over the past three years, and they have also demonstrated increases in achievement in every sub domain on the Language Arts CAASPP. This indicates that Prairie should stay the course in terms of its focused approach on Tier I instruction in ELA. Under the current approach, the school allocates substantial resources to professional development and teacher collaboration time in order to on board new staff and orient them to the school's use of the functions embedded in the standards. With the adoption of a new curriculum, this need for the allocation of resources to buy teacher time is even greater. It will be important for Prairie to maintain its current focus on the standards and their embedded language functions, using the curriculum as a resource to help students meet the challenging demands of the standards. Teachers will need to be given time to do the work of aligning the curriculum with the current Prairie Instructional Manual.
2. Another contributing factor to the positive trend in achievement is Woodland Prairie's Tier II system that is designed to catch those students most at risk of failure and get them back on the track to success. The school has developed a system that is robust and responsive in terms of identifying students in need of supportive instruction, providing it, and returning them back to Tier I as efficiently as possible. The school uses categorical money to hire 4.0 FTE whose primary task is to provide ELD instruction and strategic interventions to those students who appear to be dropping behind and failing to meet the standards. These staff members also act as a review team for students who are experiencing achievement difficulties. They have regular meetings to talk about students and plan interventions. This helps to ensure that students who are escalated to Tier III are referrals that are appropriate and have followed the response to intervention model.
3. One other element that supports the trend in positive achievement is the school's dedication to extending learning time both vertically across the day and horizontally across the year. Each year, grade levels are provided with a budget to provided extended day intervention. In order to have their time sheets processed, teachers must turn in attendance records and progress monitoring records for the students they are serving. This practice also allows the School Site Council, Prairie's oversight body, to receive timely and important information about the effectiveness of the resources they allocate. Over and above the extended day interventions, the school also extends the year by providing a 3 week summer program focused on language functions embedded in the standards, and, when the budget permits, a Kindergarten Jump Start program that lasts 2 weeks

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2376.	2387.	1	1.14	7.96	11	18.18	21.24	28	30.68	23.01	60	50.00	47.79
Grade 4	2439.	2436.	2436.	5	8.51	6.59	20	19.15	18.68	36	31.91	31.87	39	40.43	42.86
Grade 5	2445.	2473.	2490.	4	13.68	13.19	7	10.53	27.47	32	40.00	24.18	58	35.79	35.16
Grade 6	2484.	2474.	2473.	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. The mathematics data for Woodland Prairie presents an achievement trajectory that is much less clear than the achievement trajectory for English Language Arts. From a schoolwide perspective, the trend indicates that student proficiency in math is improving. The percentage of students who met or exceeded the standard has increased from 18% to 28.4% in the last three years. This represents a 4-5% growth each year, which is encouraging and sustainable. However, in terms of raw numbers, the data shows that math instruction at Prairie is not yet strong enough to help students meet the challenging academic standards of California. School wide, only 29% of students at Prairie demonstrate proficiency in math. None of the stakeholders in the Prairie community are satisfied with the current level of proficiency.

Digging deeper into the data shows a picture that is more complex in terms of achievement trajectories. Third and fifth grade demonstrate significant positive trends across the last three years, while fourth and sixth grades have essentially remained flat, with a small decline (-3 points on mean scale score). This pattern indicates that the delivery of the program in those grade levels needs improvement across the board. This has implications as far as the type of support that each grade level could benefit from in terms of math instruction.

2. In terms of strengths within the math program at Prairie, students at Woodland Prairie demonstrate that they are strongest at Communicating Reasoning, which is their ability to support their mathematical conclusions. 59% of students across the school met or exceeded the standard in that domain. This is significant because Prairie has a tremendous focus on language and the use of language to express academic thinking. The staff and administration at Prairie believe that this skill is something that students have become able to apply across disciplines, which is exciting because it supports their continued success into middle school and beyond.

In contrast, concepts and procedures is the domain in which Prairie students perform the weakest. This is not surprising to administration or staff because this issue has been a struggle for students ever since the current administration team arrived. Simply put, students at Prairie have significant weaknesses in their understanding of math as a language with predictable relationships and rules. They rely heavily on their ability to execute algorithms without an understanding of the rules that underlie the algorithms themselves. This makes them extremely limited in their ability to respond to questions that frame problems in novel ways, which is exactly what the Common Core demands. For the first two years, the administrative team focused on increasing fact fluency because that seemed to be such a barrier to student success. Based on professional development provided by WJUSD in the area of math, however, Prairie has now switched to an emphasis on understanding rules and relationships in math and increased its focus on the math practices. Anecdotal evidence suggests that this shift is having a positive effect on math understanding for Prairie students.

3. In terms of direction, the data demands a continued focus on math in general, and suggests that the school would do well to focus on increasing teacher capacity across all grade levels in providing first best instruction around math. Some initial work in this area seems to point towards the mathematical principles as a promising access point for teachers and students to develop their skills.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1429.1	1435.5	1414.2	95
Grade 1	1453.9	1453.6	1453.8	78
Grade 2	1494.2	1493.4	1494.7	63
Grade 3	1484.5	1481.4	1487.2	62
Grade 4	1514.9	1510.5	1518.9	45
Grade 5	1515.3	1504.6	1525.4	30
Grade 6	1500.0	1492.7	1506.8	19
All Grades				392

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	33	34.74	24	25.26	29	30.53	*	*	95
Grade 1	26	33.33	23	29.49	15	19.23	14	17.95	78
Grade 2	28	44.44	29	46.03	*	*	*	*	63
Grade 3	*	*	27	43.55	20	32.26	12	19.35	62
Grade 4	11	24.44	27	60.00	*	*	*	*	45
Grade 5	*	*	16	53.33	*	*	*	*	30
Grade 6	*	*	*	*	*	*	*	*	19
All Grades	114	29.08	150	38.27	77	19.64	51	13.01	392

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	31	32.63	32	33.68	20	21.05	12	12.63	95
Grade 1	33	42.31	25	32.05	12	15.38	*	*	78
Grade 2	38	60.32	21	33.33			*	*	63
Grade 3	16	25.81	25	40.32	11	17.74	*	*	62
Grade 4	21	46.67	19	42.22	*	*	*	*	45
Grade 5	13	43.33	15	50.00			*	*	30
Grade 6	*	*	*	*	*	*	*	*	19
All Grades	159	40.56	143	36.48	48	12.24	42	10.71	392

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	29	30.53	13	13.68	43	45.26	*	*	95
Grade 1	25	32.05	20	25.64	16	20.51	17	21.79	78
Grade 2	26	41.27	24	38.10	*	*	*	*	63
Grade 3	*	*	15	24.19	22	35.48	24	38.71	62
Grade 4	*	*	24	53.33	*	*	*	*	45
Grade 5	*	*	12	40.00	*	*	*	*	30
Grade 6	*	*	*	*	*	*	*	*	19
All Grades	95	24.23	111	28.32	104	26.53	82	20.92	392

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	50	52.63	39	41.05	*	*	95
Grade 1	51	65.38	23	29.49	*	*	78
Grade 2	51	80.95	11	17.46	*	*	63
Grade 3	*	*	44	70.97	*	*	62
Grade 4	19	42.22	24	53.33	*	*	45
Grade 5	11	36.67	18	60.00	*	*	30
Grade 6	*	*	*	*	*	*	19
All Grades	196	50.00	169	43.11	27	6.89	392

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	25	26.32	52	54.74	18	18.95	95
Grade 1	22	28.21	43	55.13	13	16.67	78
Grade 2	40	63.49	19	30.16	*	*	63
Grade 3	33	53.23	15	24.19	14	22.58	62
Grade 4	33	73.33	*	*	*	*	45
Grade 5	21	70.00	*	*	*	*	30
Grade 6	12	63.16	*	*	*	*	19
All Grades	186	47.45	150	38.27	56	14.29	392

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	21	22.11	66	69.47	*	*	95
Grade 1	31	39.74	27	34.62	20	25.64	78
Grade 2	34	53.97	21	33.33	*	*	63
Grade 3	*	*	32	51.61	28	45.16	62
Grade 4	*	*	34	75.56	*	*	45
Grade 5	*	*	13	43.33	*	*	30
Grade 6	*	*	*	*	13	68.42	19
All Grades	102	26.02	197	50.26	93	23.72	392

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	45	47.37	39	41.05	11	11.58	95
Grade 1	22	28.21	45	57.69	11	14.10	78
Grade 2	13	20.63	47	74.60	*	*	63
Grade 3	*	*	40	64.52	18	29.03	62
Grade 4	15	33.33	27	60.00	*	*	45
Grade 5	14	46.67	13	43.33	*	*	30
Grade 6	*	*	14	73.68	*	*	19
All Grades	114	29.08	225	57.40	53	13.52	392

Conclusions based on this data:

- As a standalone set of data without a prior year for comparison, the scores for Prairie students on the ELPAC are only marginally helpful for guiding instruction and schoolwide improvement. The scores do, however, provide some insight into the test itself, and what we can hope for as we acquire more and more data sets in the coming years.

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

standards for ELD. Providing regular practice with the types of language demands students will see on the test removes test format as a barrier to achievement and allows students to more accurately show what they understand because they do not have to expend cognitive energy on making sense of the task itself.

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
761	77.8%	59.9%	0.4%

This is the total number of students enrolled.

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

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	456	59.9%
Foster Youth	3	0.4%
Homeless	7	0.9%
Socioeconomically Disadvantaged	592	77.8%
Students with Disabilities	58	7.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.6%
American Indian	1	0.1%
Asian	63	8.3%
Filipino	3	0.4%
Hispanic	613	80.6%
Two or More Races	3	0.4%
Pacific Islander	1	0.1%
White	62	8.1%

Conclusions based on this data:

1. The student population data at Prairie provides a picture of a highly diverse community with some specialized needs in terms of language acquisition and access to support services for families. One thing that jumps out right away is the sheer size. Prairie is currently the second largest elementary school in the district, but it will soon become the largest because of the expansion of the Dual Immersion program all the way up through grade 6. There are also a couple of important caveats to the data, and those are not visible on the surface. In order to unearth them, the administrative team has had to work with District-level administration to reconcile the reality at the school with the profile provided to the State. The first of these incongruities is connected to the Socioeconomically Disadvantaged category. The data indicates that 77.8% of students at Prairie meet the criteria for Free/Reduced Lunch. In fact, the staff and administration believe this percentage is much higher. This assertion is based on Prairie's status as a Provision II school for Free/Reduced Lunch. Once the population at Prairie qualified under this

provision, the cycle for collecting income information changed to triennially rather than annually. During the intervening years, the Department of Food Services does not use Federal Lunch program applications to verify how many families meet the eligibility guidelines. Instead, there is an alternative form, and the importance of that form has not been well communicated to parents. By focusing on getting the word out in the community about the need to make sure every family has an income verification form on file for every school year, school staff anticipates seeing the numbers in this subgroup rise.

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

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






3. The population of students with disabilities is another data point that merits some exploration. Prairie currently has 7.6% of its students identified as having a disability. This is more than 4 percentage points below the California average and the average in Yolo County. The implication is that this is a population that is under identified and being under served at Prairie. Since many of the students at Prairie are English Language Learners, the school works very hard to separate language acquisition issues from learning issues before moving to assessment for special education. As a result, the number of students who go through the testing process for special education and are found not to qualify is a small fraction of the total number of students who are assessed. The exception to this are students whose parents write letters requesting special education assessment. The profiles of these students vary widely, and the percentage of students in that category who do not meet eligibility is much higher than students who go through the intervention and escalation process used by the school

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

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. The data above provides a clear picture of strengths at Prairie as well as providing some direction in terms of the biggest area for improvement. The State currently assigns a color to each metric based on the level of student performance in that area and the change in performance from year to year. An analysis of the data for Prairie in academic metric areas (English Language Arts and Math) reveals that students are still generally underperforming in core subjects, but they have shown 6-10% growth each year. This trajectory is responsible for Prairie's yellow status in these areas because student scores would place the school in the red. The staff readily admits that student performance still has a long way to go to be considered acceptable, but they also understand that incremental growth is sustainable in ways that spikes in achievement are not.

Over the past 4 years, the school has demonstrated a consistently upward trajectory, moving from 1:10 proficient to 1:5 proficient then 1:4 proficient in English Language Arts. This year, performance data in this area demonstrated that 1:3 students were proficient. The numbers are even more encouraging when the data set is limited to students who have been at Prairie continuously for 3 years. For those students, it appears that they are actually more likely to meet the demands of the Language Arts standards than not.

In practice, however, there is a segment of the school population that is much more transient. The administrative team and teaching staff are acutely aware that the socio-emotional and instructional needs of this subgroup are complex. Frequently, these students have academic profiles which indicate a significant need for accelerated remediation and the development of below-grade level skills. This sounds straightforward, but progress in the academic arena is frequently hampered by behavioral profiles which indicate that students require work and instruction in the areas of self-regulation and perseverance. If Prairie can sustain the growth pattern visible in long-term stayers and continue improving the achievement of students with much shorter enrollment time, it will be possible to move into a stage of development where the overwhelming majority of students can demonstrate

proficiency on the SBAC in Language Arts. The section of the plan dedicated to English Language Arts performance covers the school's plans to get to that phase.

Math data shows the same general trend, but progress is much slower. As a school, student performance is in the low range, but the school's movement upward has earned a yellow indicator rather than red. During 2017-18, Prairie students hit 1:4 proficient. This is abysmally low, but moving in the right direction from the school's proficiency rate when the current administration started, which was close to 1:10. The section of this plan dedicated to mathematics performance covers the school's plans to move forward in more detail .

2. When identifying areas for improvement, the Chronic Absenteeism metric stands out far beyond every other metric on the dashboard. Before analyzing the data in detail, it is important to be clear: the school staff and administration acknowledge that the percentage of students who meet the criteria as chronically absent is unacceptably high. However, two of the most alarming increases in the data set, the chronic absenteeism rates for African-American and homeless students, can be explained by small sample numbers and changes to the monitoring of Homeless status at the District level. In terms of actual students, the number of chronically absent homeless students went up by 1 and chronically absent African-American students went up by 2. This resulted in increases of 38.8% and 19% respectively.

As part of the data analysis and input process for the development of this plan, all stakeholders had an opportunity to review chronic absenteeism data and generate possible solutions. Many of these approaches appear in the section of the plan for Goal 3, which states that all students will be successful through targeted and coherent systems of support.

3. The one metric which is somewhat of a wild card is the suspension metric. Overall, the numbers went down from the previous year, but it is hard to predict how that will go from year to year because of the transiency in the Structured English Immersion program. In general, students who have been at Prairie for their entire school career or even multiple years have lower rates of suspension than those who arrive midway through the year or come late in their progress through elementary school. In addition, a data point which does not appear in the State's data is that Prairie has one of the highest number of open CPS cases. This points to many of Prairie's students having experienced trauma, which calls for a specialized approach to discipline and school culture.

Prairie, like all other elementary schools in WJUSD, does not have an adopted curriculum for socio-emotional learning (SEL). The school has adopted some innovative approaches to schoolwide discipline, but the Tier I structures are still relatively basic and they are not part of a district-wide system. Goal 3 addresses the school's improvement efforts in this area.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 30.8 points below standard Increased 10.2 points 370 students	<p>English Learners</p>  Yellow 36.1 points below standard Increased 11.2 points 266 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Socioeconomically Disadvantaged</p>  Yellow 32.1 points below standard Increased 10.8 points 321 students	<p>Students with Disabilities</p>  No Performance Color 118.9 points below standard Declined -11.2 points 31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 5.8 points above standard Increased 3.4 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.7 points below standard Increased 9.6 points 307 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 24.9 points below standard Maintained -1.6 points 26 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91 points below standard Increased 3.6 points 139 students	24.1 points above standard Increased 12.2 points 127 students	22.7 points below standard Increased 13.6 points 96 students

Conclusions based on this data:

- The picture this data provides is encouraging to the Prairie staff. Every subgroup with a sufficient number of students to be counted as a subgroup by the State showed positive growth, most with growth in double digits. The fact that this trend has held for multiple years points to the conclusion that Prairie's approach to Language Arts instruction is effective at moving students rapidly towards proficiency. Elements of this approach include a framework for understanding the State Standards for ELA, an instructional approach that requires the deliberate planning of structured language practice routines for students, and a robust Response to Intervention system that address students in a comprehensive way that includes their families. These three elements can be seen in every goal of this plan.
- There are 2 exceptions to the pattern described above: Students with disabilities and White Students. These subgroups have 31 and 26 students respectively, which means individual changes in student performance have a profound impact on the achievement of the group as a whole. Digging more deeply into the White subgroup reveals that the majority of those students have been at Prairie a short time, and as discussed in the overview section, students who remain enrolled at Prairie for multiple years exhibit stronger performance than those who do not. However, enrollment history does not absolve a school of its responsibility to close the achievement gap for any student who struggles to meet the challenging demands of the State standards. In the case of these two exceptions, addressing the problem will likely happen at the individual or small group level rather than the macro level since the program as a whole appears to meeting the needs of most of Prairie's students.

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

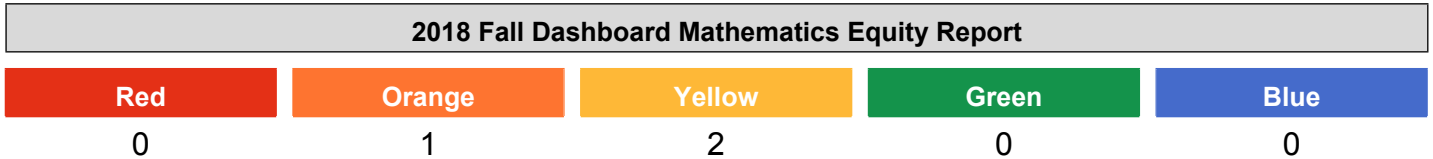
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 51.1 points below standard Increased 5.9 points 367 students	<p>English Learners</p>  Orange 57 points below standard Maintained 0.3 points 264 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 54.1 points below standard Increased 4.4 points 318 students	<p>Students with Disabilities</p>  No Performance Color 126.3 points below standard Maintained 0.3 points 31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 26 points below standard Declined -3.1 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.4 points below standard Increased 3.5 points 304 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 25.8 points below standard Increased 16.7 points 26 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.6 points below standard Declined -10 points 137 students	12.2 points below standard Increased 6.3 points 127 students	37.8 points below standard Increased 24.4 points 95 students

Conclusions based on this data:

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

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

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

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

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

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

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
392	29.1%	38.3%	19.6%	13%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- This section does not apply to Woodland Prairie Elementary

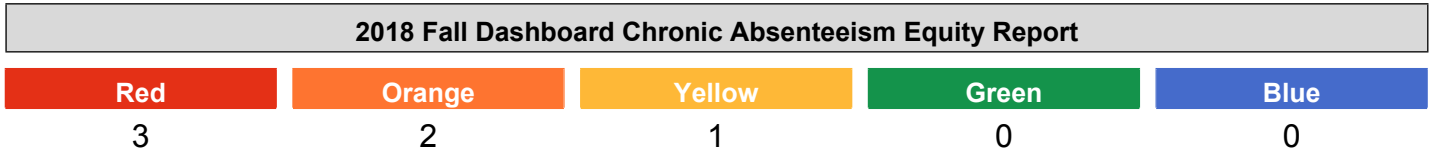
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	 No Performance Color
14.7% chronically absent Increased 4.1%	14.3% chronically absent Increased 6.6%	Less than 11 Students - Data Not Displayed for Privacy
791 students	476 students	9 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Orange
46.7% chronically absent Increased 38.8%	14.2% chronically absent Increased 3.4%	17.1% chronically absent Increased 2.4%
15 students	646 students	70 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 33.3% chronically absent Increased 19% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 11.8% chronically absent Increased 6.8% 68 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.2% chronically absent Increased 4.7% 634 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 19.4% chronically absent Declined 6.5% 62 students

Conclusions based on this data:

1. This data set provides an urgent call for intervention. The school wide percentage of students meeting the criteria for chronically absent grew even as the school's population as a whole grew. This means that the group of students who miss extreme amounts of school is growing so quickly that it is outpacing the dilution effect that the school's program growth would be expected to have. All subgroups have double-digit absenteeism rates, which means this problem cuts across age, gender, ethnicity, primary language, and disability status. For reasons that are still uncertain, missing 10% or more of your time at school is relatively normal for the Prairie community. As a first step in reshaping this value, it will be important to determine how many students were enrolled the whole year and missed 18 days or more of school as compared to students who were enrolled for less than 50% of the school year and missed fewer days. Under the State's calculations, these students are weighted the same, but for students who only have partial year enrollment, figuring out a response plan means figuring out whether or not they would still be in the group if their attendance was calculated across the whole school year independent of the school they attended. Goal 3 is where Prairie plans to address this alarming profile and even more alarming trend.
2. As mentioned in the overview, the "Homeless Student" subgroup and the "African-American" subgroup have the highest percentages of students who are chronically absent. However, because of the size of the subgroup, this only translates to 3 students, which means the solution will be better handled at the individual, family, or small group level rather than the whole-school level. The "English Learner" subgroup, the "Socioeconomically Disadvantaged" subgroup and the "Hispanic" subgroup all have roughly the same percentage, and it is not possible to tell from this data set what the unduplicated count would be. This is important in terms of devising a response plan because many of these students have identities that place them in multiple categories. In some cases, one family may show up on here 12 times. It will be helpful to drill down to that level when considering how best to improve the current state of affairs.
3. In terms of bright spots, the only subgroup with fewer chronically absent students than the previous year was the "White" subgroup. Looking more closely at that population may yield information that can be used to inform the creation of a schoolwide response plan.

School and Student Performance Data

Academic Engagement Graduation Rate

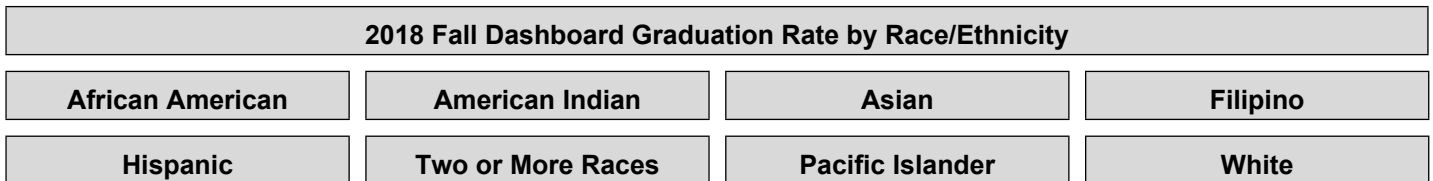
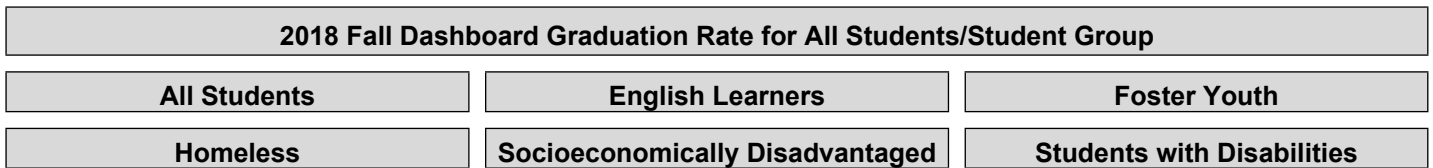
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

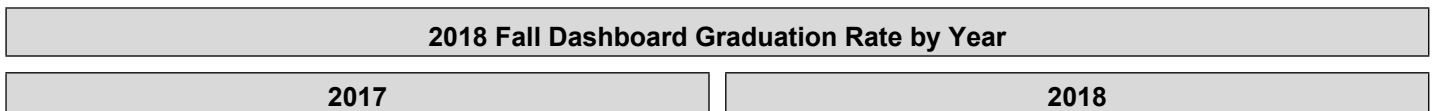
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. This category does not apply to Woodland Prairie.

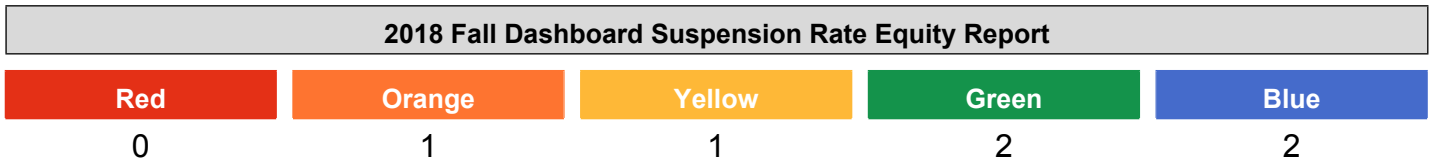
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.8% suspended at least once</p> <p>Declined -2.6%</p> <p>815 students</p>	<p>English Learners</p>  <p>Green</p> <p>2.1% suspended at least once</p> <p>Declined -1.7%</p> <p>484 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -3.8%</p> <p>17 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>3.2% suspended at least once</p> <p>Declined -2.8%</p> <p>659 students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -3%</p> <p>71 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7% suspended at least once Increased 1% 13 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 0% suspended at least once Declined -3.3% 71 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5% suspended at least once Declined -2.4% 647 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 7.2% suspended at least once Declined -6.8% 69 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.6% suspended at least once	5.5% suspended at least once	2.8% suspended at least once

Conclusions based on this data:

1. The suspension data for Woodland Prairie across the last three years shows progress towards a reduction in suspensions overall. While some student groups have much higher percentages than the overall numbers for the school, specifically White and African-American, the small size of those subgroups means that even very small increases can have large effect on the percentage. For instance, the African-American subgroup has 13 students with a 7.7% suspension rate. While the percentage is much higher than the school's overall rate of 2.8%, this actually translates into a single student. For the subgroup of white students, the 7.2% suspension rate means that 5 White students were suspended. If we interpret this data through the lens of disproportionality, we see that African-American students make up 2% of the total suspensions and are 1.6% of the population at Prairie while White students make up 24% of the suspensions but represent 9% of the population. From this perspective, White students appear to be disproportionately over represented in suspensions. This required a deeper look on the part of administration, and after reviewing the specific records, it became clear that 3 of the students were all suspended for a single incident and did not have any more suspensions that year. Based upon this closer look, the administrative team at Prairie is maintaining the focus on school wide suspension reductions rather than efforts targeted at a specific subgroup.
2. In order to continue the trend of suspension reduction, Woodland Prairie is committed to a set of approaches that is both preventative and responsive. On the preventative side, the school is proposing a continued investment in human resources that can focus on socio-emotional learning and support services such as counseling or therapy. In order to ensure equitable delivery of these services and rapid responses to referrals, Woodland Prairie includes resources for staff time to work as a team with a focus on system improvement as well as the connection of students to specific services.

The preventative piece described above must also be coupled with Prairie's continued efforts to develop a system that responds to disciplinary incidents in ways that focus on restoration and learning rather than punishment and isolation. The school community places a premium on ensuring that the school atmosphere is both physically and emotionally safe. All school stakeholders must believe that negative behaviors will not be allowed to disrupt the learning process. The administrative team at Prairie believes that one way to accomplish this is by responding to

incidents of inappropriate behavior by working with students to reflect on that behavior, develop their own plan to remedy the behavior, and learn the skills they need to implement their own plan. The infrastructure required to respond in this way includes human and material resources that give students time with an adult who can help them go through the process.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

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

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

While the school has made tremendous progress in Language Arts, difficulties with decoding, fluency and comprehension continue to extend beyond the primary grades and into the intermediate grades. This trend has been identified and confirmed through reviews of CAASPP data as well as reviews of local literacy data such as the BPST, DIBELS, I-Ready and STAR reading. Taken together, the data provides a clear indication that Prairie should continue its current approach of building a culture of literacy development at the primary grades with a focus on decoding, helping students transition to developing their comprehension skills in the intermediate grades, and ensuring that the school provides a literacy safety net for students who demonstrate insufficient progress to meet the demands of their grade level.

This plan includes actions and strategies that are designed to supplement the core program and provided support to the students who are most at risk of not meeting the standards. These actions include the purchase of supplemental technological licenses for the collection of data points and progress monitoring, the purchase of teacher time through subs or extra duty for analysis of data using the cycle of inquiry, the purchase of teacher time through subs or extra duty in order to align instruction both across grade levels and vertically through programs, and the provision of a .6 FTE to act as a Reading Support Coach/Reading Intervention Teacher. This last position is especially critical in order to provide classroom teachers with on-site expertise in the area of reading instruction

as well as monitor the students at Prairie who are not demonstrating sufficient progress to meet the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Show growth on the English Language Arts and Math Academic Indicator.</p>	<p>Prairie Elementary currently receives a Yellow rating on the California State dashboard in the area of English Language Arts. This rating is based on the fact that the "All Students" group and the "English learner" group performed in the low range, but demonstrated a year over year increase.</p> <p>Prairie Elementary currently receives a Yellow rating on the California State dashboard in the area of Math as well. This rating is based on the fact that the "All Students" group and the "English learner" group performed, in the low range, but demonstrated a year over year increase.</p>	<p>Prairie Elementary will demonstrate a 5 point decrease in the distance from standard in both English Language Arts and Math.</p> <ol style="list-style-type: none"> 1. The "All Students" group performance on the English Language Arts portion of the CAASPP will increase by 5 points on the "Average distance from standard" measure as well as maintaining an "Increased" rating on the "Change Level" measure. 2. The "All Students" group performance on the Math portion of the CAASPP will increase by 5 points on the "Average distance from standard" measure as well as attaining an "Increased" rating on the "Change Level" measure. 3. ELL performance on the English Language Arts portion of the CAASPP will increase by 8-10 points on the "Average distance from standard" measure as well as maintaining an "Increased" rating on the "Change Level" measure. 4. ELL performance on the Math portion of the CAASPP will increase by 3-5 points on the "Average distance from standard" measure as well as attaining an "Increased" rating on the "Change Level" measure.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who reach growth targets on iReady (elementary schools) and NWEA (secondary schools) in Reading and Math.	Currently, 36% of students at Prairie meet their growth target in ELA, and 22% meet the target in Math.	Prairie Elementary will demonstrate a 10% increase in the percentage of students who meet their growth target on I-Ready in the areas of ELA and Math as evidenced by the Growth Summary Report in I-Ready.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	A baseline will be established this year.	Prairie Elementary will demonstrate a 7% increase in the number of collaborative sessions devoted to the analysis of student work as evidenced by agendas, minutes, and instructional plans.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1.1 School staff will engage in a regular cycle of inquiry that includes data analysis as a means to guide Instruction.

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 and the administrative team will work together to identify the data sets to focus.

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.

3. Goal setting based on data - Administration will set goals for academic performance at the school level. Teachers will set goals for themselves individually and as teams. Students will develop academic and goals in collaboration with their teachers. These goals will be monitored through a combination of paper-pencil and technological tools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
36600	Supplemental/Concentration
10050	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1.2 School staff will supplement the core program in order to provide coherent, targeted instruction to students identified through data analysis.

1. Instructional Planning - Teachers will meet in teams to engage in data analysis using the cycle of inquiry and make adjustments to instruction that are articulated across grade levels as well as vertically throughout programs. Time to meet in these teams will either be provided through the use of substitute teachers or providing teachers with extra duty time outside their contract day.

2. Instructional Planning - Teachers will work in teams to develop lesson scope and sequence guides for addressing any identified gaps in the adopted curriculum. Time to meet in these teams will either be provided through the use of substitute teachers or providing teachers with extra duty time outside their contract day.

3. Instructional Products - Teachers will consider, pilot, develop and evaluate supplemental materials to support universal access to the California Standards. These supplemental materials will be focused on gap closure for students at risk of school failure and acceleration for underperforming students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Supplemental/Concentration
12000	Title I Part A: Basic Grants Low-Income and Neglected
6250	Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1.3 School staff will participate in high quality professional development activities that are designed to help staff meet the needs of Prairie students.

1. Needs identification - Teachers will be provided professional development based on identified areas of need as determined by teacher input and data analysis.
2. Professional development activities - The EL Specialists 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.
3. Professional development resources - Supplies and materials will be used to provide professional development aligned to identified need areas
4. Professional development activities - Teachers will be provided time to plan for the integration of information from their professional development into their practice.
5. Professional development resources - Teachers will receive support for the integration of professional learning activities into their instructional practice through coaching, modeling, and collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11707	Supplemental/Concentration
40000	Title I Part A: Basic Grants Low-Income and Neglected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for students to identify their own interests, aptitudes and talents and identify possible career pathways that match those.	A baseline will be established this year.	The number of students provided with opportunities to participate in activities that connect them to careers which match their interests, aptitudes and talents will increase by 5% each year.
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	A baseline will be established this year.	The number of students provided with opportunities to participate meaningfully in the Visual and Performing Arts will increase by 5% each year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Implement a set of activities, programs, and courses that are necessary to provide a well rounded education. Components of this effort will include the provision of a Dual Immersion program to enhance students' linguistic competitiveness and multicultural understanding; activities during the school day and beyond which develop students' skills in the areas of collaboration, self-direction, and leadership; integrated arts instruction; career exploration activities; and leadership activities. The specific activities themselves are subject to change each year depending upon availability, trends in student interests, and the unique needs of each group of students every year. Examples of offerings that have been provided in previous years include:

*Young Engineers - An after-school class in which students learned basic principles of engineering and design. Students then applied these principles to design challenges.

*Mad Science - An-after school class in which students learned a wide range of science concepts covering biology, chemistry and physics through hands-on experimentation

*The Bike Mechanics Club - A one-week series of workshops that taught students the fundamentals of bike maintenance and tune-ups. This was integrated with bike rodeo activities designed to build students' knowledge of the rules of the road and increase their safe riding habits.

*Young Writer's Camp - These classes were one-week seminars held after school using a Writing Workshop model. The instructor took students through exercises and had them write in a variety of genres. The culmination was an anthology of student writing that students read aloud during their celebration.

*Scratch Coding Club - This club met for one trimester 2x week after school and Prairie students learned how to use Scratch and Leaf Block to code programs that would do what they intended.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Site Discretionary
100	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

At the most basic level, Prairie students miss entirely too much school. The number of chronically absent students is high enough to earn a rating of "red" in the area of chronic absenteeism, and even the number of students who miss less than 10% of the school year is staggeringly high as discussed in the Chronic Absenteeism - Dashboard section of this plan. These data points all reflect a need for a robust set of approaches designed to improve school attendance for all. This set of approaches must include incentives as well as supports and corrective actions.

One other element that impacts student achievement is the number of students who have experienced significant trauma outside of school. These students struggle to exercise self-control and demonstrate behaviors that are an impediment to learning for themselves and others. Evidence for this can be seen in the school's suspension rate, disciplinary referrals, and referrals to agencies such as Child Protective Services. This layout indicates a need for teacher and parent capacity building in the area of socio-emotional learning and trauma-informed care as well as a need for trained staff who can provide direct services to students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	116 students at Prairie are identified as "chronically absent." This is 14.7% of the student population.	Student absenteeism will decrease by 5% on the "Chronic Absenteeism" measure of the School Dashboard, earning a rating of "Declined Significantly".

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student sense of safety and school connectedness.	A baseline will be established this year.	The number and percentage of students indicating high levels of feeling safe and connected at school will increase by 5% over the previous year.
Ensure access to extended learning opportunities.	A baseline will be established this year.	No fewer than 25% of Prairie students will be offered the opportunity to access extended learning opportunities for either enrichment or remediation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, with a particular focus on students who are at risk for academic failure or low school engagement due to deficiencies in social skills or coping skills

Strategy/Activity

Develop and maintain systems of support that respond to student needs in the area of academics as well as socio-emotional development, with a particular focus on supporting students who are at high risk for failure to meet the challenging demands of the academic standards and interpersonal demands of the 21st century. Ensure that support systems are creative in their responses and offer multiple access points for students and families who require them. These support systems will be provided in two broad categories, which will contain the following key components:

Academic Supports

- *Data collection and analysis to identify target areas for support
- *Direct academic intervention and remediation services within and beyond the school day
- *Parent communication to strengthen the ability of families to support the acceleration of their children's education

Socio-emotional Supports

- *Data collection and analysis to identify trends across the school and needs at the programmatic, grade, classroom, and student level
- *Direct services to build socio-emotional skills at the school, grade, classroom, and individual level
- *Training for school staff and parents that builds capacity for responding appropriately to students in crisis

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
103058	Title I Part A: Basic Grants Low-Income and Neglected
55010	Supplemental/Concentration
2500	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

81% of Prairie's students are or have been identified as English Language Learners during their elementary career. This means that ELL students at Prairie make up 30% of the total ELL students in the District. Because of this, Prairie considers the provision of Designated ELD instruction, Integrated ELD instruction, and achievement monitoring services as services which are indispensable to the program and the continuous progress of students. The school's focus on these elements of English Learner achievement has resulted in some very encouraging trends. The school routinely has the highest number of students reclassified in the district, the majority of ELL students at Prairie make year-over-year progress towards English proficiency, and scores on standardized tests in English for most ELL students show sustainable increases across their school career at Prairie. This growth in scores allows them to be reclassified before middle school, thereby increasing their access to the core during middle school in preparation for rigorous A-G classes at high school.

In terms of hard data points, the student population at Prairie is growing each year because of the expansion of the Dual Immersion program. This is reflected in the English Learner population as well. As discussed in the data analysis portion of the ELL Enrollment section of this plan, the overall numbers of students who have ever been identified as English Language Learners during their career has gone from 578 to 603. At the same time, Woodland Prairie has been able to maintain a stable percentage of the population as Reclassified English Proficient (RFEP) at between 11-12%. This indicates that the current approach to English Language Development and support services is both effective and scalable.

The one notable exception to this are ELL students who also receive Special Education services. Those students frequently demonstrate dwindling progress through their transition from the primary to the intermediate grades and are unable to pass the State English Proficiency test. Over the past 2 years, Prairie has been experimenting with innovative approaches to their ELD instruction. These approaches have included the provision of classes co-taught by the EL Specialist and the Speech therapist, a focus on oral language as a bridge to developing writing skills, and working with the district to consider this population of students for reclassification under an alternative process. The initial results are exciting, and the school will continue to monitor these students closely in order to see which supports seem most effective at leveling their playing field.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	11.4% of Prairie's EL students were reclassified in 2017-18.	The percentage of Prairie EL students who are reclassified will rise by .5%.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	This data will be reported when it is available.	<p>The English Learner subgroup at Prairie will continue to show increases in performance on both the English Language Arts and the Math section of the CAASPP test.</p> <ol style="list-style-type: none"> 1. ELL performance on the English Language Arts portion of the CAASPP will increase by 8-10 points on the "Average distance from standard" measure as well as maintaining an "Increased" rating on the "Change Level" measure. 2. ELL performance on the Math portion of the CAASPP will increase by 3-5 points on the "Average distance from standard" measure as well as attaining an "Increased" rating on the "Change Level" measure.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are currently identified as English Language Learners as well as students who have been reclassified.

Strategy/Activity

Provide a comprehensive and differentiated program of English Language Learner support in order to provide high quality language instruction, improved access to the core, and acceleration or intervention services based on the analysis of data at the school, grade, class, and individual levels. Key elements of this program include:

- *Regular and ongoing Data collection and analysis
- *Highly targeted and flexibly grouped instruction during designated ELD
- *High quality materials that address gaps in the core's delivery of ELD instruction
- *Professional development aligned to the ELD framework and content standards



Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50700	Supplemental/Concentration
3000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

All parents at Woodland Prairie have a strong desire to support their children's educational success through meaningful engagement and participation, and evidence of this can be seen daily. Drop off and pick up times are lively, with large numbers of parents gathering to visit and connect with other families while they wait for the transition into or out of the school day. It's easy to see at a glance that the parent group is just as diverse as the children they bring to school. There are visible and audible differences that are evident even from a distance in terms of how families dress and the languages they speak. What is less apparent is the huge variety of family structures and caregiver identities as well as the substantial economic differences between families at the top of the income scale and those at the bottom.

Family structures at Prairie include traditional nuclear families, extended families living together, single parents, same-sex parents, grandparents raising grandchildren, aunts and uncles engaged in kinship care without being in CPS-monitored foster care, and traditional foster care arrangements. This variety means they bring an equally large variety of experiences with them in terms of the judicial system, the child welfare system, the human services system, and health care agencies and systems, including those who provide mental health services. At the school level, this translates into a set of family support needs that range from non-existent to intense in almost every domain: academic services from first instruction to intervention, student socio-emotional and mental health services from core classroom programming to crisis intervention and post-crisis support, and family support services from parent leadership opportunities to caregiver support groups and referrals to supplemental educational or social services. Questions of immigration status and primary language have emerged as elements of family identify that require consideration when approaching any of the supports listed above.

There is just as much variation in economic status as there is in family structure at Prairie. The school serves some families who subsist almost entirely on the underground economy by providing services such as house cleaning or babysitting, for example. Prairie families who live on a combination of resources that may include non-reported income, DHHS support (cash aid, food stamps, and/or Medi-Cal) and/or traditional employment income make up the largest economic group. However, Woodland Prairie also has a sizeable population of families who live at or above the cutoffs for County and State assistance. Each of these groups has needs that are different, and the school administrative team works with school staff, contract staff, and government agencies to ensure that all students at Prairie can get their needs met.

When considering these variables, there are a few elements that surface as precursor to creating an environment for meaningful stakeholder engagement. All information needs to be translated into the

languages of the Prairie community and must be disseminated through a variety of means, including print, phone, internet, and direct face-to-face outreach. The school must offer multilingual interpretive services for things like parent conferences, parent leadership group meetings, parent workshops, and family classes. The offerings themselves must also have variety, which requires forming partnerships with agencies such as WJUSD Adult Education, Communicare Health Services, CPS, and organizations that engage parents in capacity building such as the California Association for Bilingual Education (CABE) or the Parent Institute for Quality Education (PIQE).

Over the past few years, other needs have surfaced, but Prairie has yet to address them in any formal or systematic way. The school has the highest number of CPS cases of any elementary school in WJUSD, which means working with CPS to have a co-located worker one day a week would be extremely beneficial. The number of grandparents raising grandchildren and extended families engaged in kinship foster care continues to rise at Prairie, which indicates a need for support and education groups undertaken in conjunction with local foster care and mental health agencies. There are also a surprising number of families who speak indigenous languages in addition to Spanish or English. These families are at very high risk for their children losing their familial language and culture. Collaborations with educational institutions such as the Language Minority Research Institute would be partnerships that could support the transmission of these small pockets of culture and language.

Overall, the families at Prairie are the school's largest asset, and this is not lost on the professional members of the school community, who continually strive to find new and innovative ways to tap into the energy and potential that exist in the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	<ol style="list-style-type: none"> 1. School Site Council currently has 5 parent members who represent the school population in terms of language and ethnicity as well as program participation (children in both Structured English Immersion and Dual Immersion). This metric is measured by reviewing Home Language Survey and Ethnic identification information provided by families at the beginning of the year. 2. A baseline for demographic representation of families at ELAC will be established this year. 3. A baseline for demographic representation of families in PTA will be established this 	<ol style="list-style-type: none"> 1. Parent members of the School Site Council will be representative of the parent population at Prairie in terms of home language (English, Spanish, and Punjabi/Urdu/Nepali), ethnic identification, and program participation (Structured English Immersion or Dual Immersion). 2. The group of parents who regularly attend ELAC meetings (defined as attending 3 or more across the year) will be representative of the parent population at Prairie in terms of home language (English, Spanish, and Punjabi/Urdu/Nepali) and program participation (Structured English Immersion

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	year. In terms of PTA members, the current roster has 31 members	or Dual Immersion). This will be measured by sign-in sheets from meetings. 3. The PTA membership roster will be representative of the parent population at Prairie in terms of home language (English, Spanish, and Punjabi/Urdu/Nepali) and program participation (Structured English Immersion or Dual Immersion). The number of PTA members will increase from 31 to 40.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	1. A baseline for parent/family satisfaction ratings on the Healthy Kids Survey will be established this year.	1. Key indicators on the Healthy Kids survey will demonstrate an 5% increase in the number of scores rated "high" .
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	1. Currently 12.75% of Prairie's families are registered for the AERIES Parent Portal. 100% of teachers use some type of communication system within their classroom including the Remind app, ClassDojo, and district email.	1. The percentage of families registered for the AERIES Parent Portal will increase to 25% from 12.75%. A baseline for defining "regular communication" between home and school will be established this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and their families will be served by this strategy, with a specific focus on families with students who are currently failing or at high risk of not meeting the challenging academic standards.

Strategy/Activity

Provide a varied set of parent involvement opportunities that include classes designed to build capacity, opportunities for leadership and authentic participation in school governance, meetings designed to help parents more deeply understand the demands of the standards, and events that celebrate families and provide information helpful to their children's success. Key supports for parent participation include:

- *Multilingual parent outreach efforts through varied communication methods
- *Multilingual document translation
- *Multilingual interpretation at events
- *Child Care for parent events and meetings
- *Contracts for the provision of parent trainings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1823	Title I Part A: Parent Involvement
2500	Supplemental/Concentration
422	Site Discretionary

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$166,931
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$341,720.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$165,108.00
Title I Part A: Parent Involvement	\$1,823.00

Subtotal of additional federal funds included for this school: \$166,931.00

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

State or Local Programs	Allocation (\$)
Site Discretionary	\$13,172.00
Supplemental/Concentration	\$161,617.00

Subtotal of state or local funds included for this school: \$174,789.00

Total of federal, state, and/or local funds for this school: \$341,720.00

School Site Council Membership

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

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

Name of Members	Role
Scott Clary	Principal
Jennifer Broussard	Parent or Community Member
Blanca McAnelly	Parent or Community Member
Chiana Patterson	Parent or Community Member
Mohammad Sialvi	Parent or Community Member
Veronica Torres	Parent or Community Member
Marisa Garcia	Classroom Teacher
Socorro Lizarraga	Classroom Teacher
Marjory Watkins	Classroom Teacher
Jessica Cueva	Other School Staff

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


Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/7/2019.

Attested:

	Principal, Scott Clary on 5/7/19
	SSC Chairperson, Scott Clary on 5/7/19