



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Woodland Prairie Elementary | 57727100000000 | May 2, 2023 | May 25, 2023 |

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
 Additional Targeted Support and Improvement
 Students with disabilities (SWD): English Language Arts, Math, Suspension, Absenteeism
 English Learner, SWD, White, Asian: Chronic absenteeism

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

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

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

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

The School Wide Plan meets the ESSA requirements through:

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

These include:

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

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

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

The School Wide Plan meets the ESSA requirements through:

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, students, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Formal needs assessments were conducted with multiple partner groups at Woodland Prairie Elementary including the English Learner Advisory Committee, the School Site Council, the Student Advisory Council, and the Staff Leadership Committee. Each meeting included an in-depth review of the most recent California School Dashboard data (2022) and site level indicators for Woodland Prairie Elementary, with a focus on students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

A Needs Assessment was completed by the following groups:

School Site Council: LCAP Goals #1 and #2: College & Career Readiness and Meeting Social-Emotional and Academic Needs (2/7/23)

English Learner Advisory Committee: LCAP Goal #3: Accelerate English Learner Achievement (2/17/2023)

Student Advisory Council: LCAP Goal #4: Engagement and Leadership Opportunities for Youth (2/10/23)

Site Leadership Team: LCAP Goals #1-4: College & Career Readiness and Meeting Social-Emotional and Academic Needs, Accelerate English Learner Achievement, and Engagement and Leadership Opportunities for Youth (2/17/22 and 3/24/22)

Grade-level Teams: LCAP Goal #2 Meeting Social-Emotional and Academic Needs (3/21/23, 3/30/23, 4/3/23, 4/4/23, 4/6/23)

STUDENT INPUT:

Student input was gathered through a survey focused on climate and safety, of which 254 out of 432 3rd-6th grade students responded. This represents 58.7% of eligible students. A Student Advisory Council was established, with a balanced representation of student groups. 12 students participated in Student Advisory Council. The Student Advisory Group is comprised of English, Spanish, and Punjabi speaking students, Latino, African-American and White students, English learners and Reclassified Fluent Proficient students, GATE (Gifted and Talented Education) students, students with disabilities, and students with no identified need from both our Dual Immersion program and Mainstream classrooms. Students from the Student Advisory Council provided the following input, which was integrated into the strategies of the plan:

- in regards to only 36% of 5th grade students responding "Yes, most/all of the time" to "meaningful participation at school" on the California Healthy Kids Survey, the council provided the following input: 1) Teachers teaching to the students performing at lower levels causes boredom for students on grade-level, 2) Recesses are too short, 3) There is a sense of unfairness with group consequences, such as group being the last to be dismissed for recess when only some members of the group were not meeting expectations, 4) There is a lack of options and variety for school lunches; only vegetarians are offered a second option.

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

Members of the School Site Council provided the following input:

- continue with PBIS/Student Store
- add a bullet under the family pledge on the Parent Compact to agree to, "Abide by school calendar and plan vacations accordingly. Know and understand the district independent study guidelines" in order to build more awareness around the importance of regular attendance.

The Leadership Team provided the following input:

- the need to hire credentialed Special Education Teachers
- the need for more adult supervision during lunch and recess, increase accountability for students who are disrespectful
- the need to address social-emotional needs in the class that cause disruptions to the learning

The English Learner Advisory Committee provided the following input:

- in regards to increasing family engagement 1) schedule Coffee with the Principal meetings, 2) make the volunteer clearance process easier for families by providing local fingerprinting services

ELAC reviewed the SPSA in May, and SSC reviewed and approved the SPSA on 5/5/23.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. Woodland Prairie identified the following resource inequities for 2022-2023 school year and continues to work in partnership with WJUSD to address them.

1. Staff Turnover: The presence of 9 teachers who are new to Prairie indicates a high turnover rate. Staff turnover can disrupt continuity and consistency in instruction, affecting student learning and relationships. It may require additional support and resources to ensure that new teachers receive adequate training and mentorship to effectively meet the needs of students.

2. Medical Leave and Long-Term Substitutes: The absence of 3 teachers on medical leave necessitated the use of long-term substitutes. Long-term substitutes, although capable, may lack the familiarity with the school community and the specific needs of students, potentially impacting the quality and continuity of instruction.

3. Special Education Long-Term Substitutes: The presence of 7 different long-term substitutes for Resource Specialist Program (RSP) classes in the 4th-6th grades suggests a lack of stable and consistent support for students with special needs. Continuity of instruction and individualized support may be compromised, potentially affecting the progress and academic success of these students.

4. Teachers Participating in Induction: The presence of 5 teachers in their first or second year of induction suggests a need for additional support and resources to help them navigate the challenges

of their early teaching career. Each teacher was paired with experienced educators on site who provided guidance, advice, and support.

5. Short-Term Staff Permit: Two teachers on a short-term staff permit. This means that these teachers do not qualify for induction support as they are teaching under an emergency permit instead of a teaching credential.

6. Midyear Switches for Social Worker and Attendance Liaison: The switches of the social worker and attendance liaison midyear disrupted the continuity of support services provided to students. It is important to assess the impact of these changes on students' social-emotional well-being and attendance tracking.

7. Gen Ed Behaviorist Leave: The absence of a general education behaviorist after October raises concerns about the availability of support for students with behavioral challenges.

8. English Learner Specialists: There are 2 English learner specialists assigned to Prairie. These specialists play a crucial role in providing English Language Development (ELD) instruction to support the language acquisition of English learners. However, more assistance is needed to create smaller, more targeted ELD instruction groups at all grade levels.

9. Special Education Caseload: Prairie exceeded the caseload limit for special education. This means that the number of students requiring special education services exceeded the capacity of the current special education staff to effectively manage and provide individualized support to each student. As a result, WJUSD shifted existing district case managers to cover the excess cases.

10. Noon Duty Supervision: Insufficient supervision during lunch periods due lack of noon duty substitutes to cover absences. This means that there were occasions when there was a lack of adequate supervision for students during lunchtime, potentially leading to safety concerns and behavioral challenges.

11. Counseling Needs: We have identified that roughly 15% of students require social-emotional support. With only one full-time counselor for 750 students, we have limited ability to provide small group and 1:1 counseling, as well as professional development and coaching to teachers in the area of social-emotional learning. Coaching can enhance teacher capacity and confidence in supporting SEL needs and creating a safe and supportive classroom environment for all students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.3% | 0.14% | 0.13% | 2 | 1 | 1 |
| African American | 0.8% | 0.54% | 0.79% | 6 | 4 | 6 |
| Asian | 8.3% | 7.32% | 7.55% | 64 | 54 | 57 |
| Filipino | 0.6% | 0.41% | 0.26% | 5 | 3 | 2 |
| Hispanic/Latino | 80.9% | 81.98% | 80.79% | 628 | 605 | 610 |
| Pacific Islander | 0.3% | 0.41% | 1.06% | 2 | 3 | 8 |
| White | 6.6% | 6.64% | 7.42% | 51 | 49 | 56 |
| Multiple/No Response | 1.2% | 1.63% | 1.32% | 9 | 12 | 10 |
| Total Enrollment | | | | 776 | 738 | 755 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 107 | 90 | 121 |
| Grade 1 | 105 | 109 | 95 |
| Grade 2 | 106 | 109 | 106 |
| Grade 3 | 118 | 108 | 112 |
| Grade 4 | 115 | 110 | 111 |
| Grade 5 | 107 | 107 | 105 |
| Grade 6 | 118 | 105 | 105 |
| Total Enrollment | 776 | 738 | 755 |

Conclusions based on this data:

1. Enrollment has remained fairly consistent. 5 students are participating in the FLEX Academy, compared to 15 in 21-22.
2. Between 2nd and 3rd grade, five classrooms have a total of 27 or 28 students.
3. Our Dual Immersion classrooms K-3 are at full capacity with a district-wide wait list.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 389 | 410 | 418 | 50.10% | 55.6% | 55.4% |
| Fluent English Proficient (FEP) | 147 | 119 | 109 | 18.90% | 16.1% | 14.4% |
| Reclassified Fluent English Proficient (RFEP) | 46 | | | 11.8% | | |

Conclusions based on this data:

1. The number of English Learners has remained fairly consistent. We have a high percentage of English learners at 55.4%. Roughly 90% of our English Learners are Spanish-speakers. The remaining 10% speak 6 other languages.
2. Reclassification rate data has not been released by the California Department of Education (CDE) for 21-22. The estimated number of reclassified students based on our internal data declined in 21-22 by 4.8% to 6.8%. One possible reason for the drop in reclassification rate is due to the school closure in response to COVID-19, which negatively affected our students designated as English Learners during Distance Learning. Many of our students struggle to meet the reclassification criteria for writing. 21-22 CAASPP data shows that writing is the area with the highest percentage of students below standard. Prairie's estimated reclassification rate for 21-22 was on par with the state reclassification rate for 20-21.
3. Roughly 20% of the school district's English Learners attend Woodland Prairie (according to Data Quest).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 119 | 109 | | 0 | 107 | | 0 | 107 | | 0.0 | 98.2 | |
| Grade 4 | 111 | 109 | | 0 | 109 | | 0 | 109 | | 0.0 | 100.0 | |
| Grade 5 | 106 | 110 | | 0 | 109 | | 0 | 109 | | 0.0 | 99.1 | |
| Grade 6 | 115 | 105 | | 0 | 104 | | 0 | 103 | | 0.0 | 99.0 | |
| All Grades | 451 | 433 | | 0 | 429 | | 0 | 428 | | 0.0 | 99.1 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2363. | | | 8.41 | | | 14.02 | | | 23.36 | | | 54.21 | |
| Grade 4 | | 2400. | | | 4.59 | | | 14.68 | | | 28.44 | | | 52.29 | |
| Grade 5 | | 2450. | | | 11.01 | | | 22.94 | | | 17.43 | | | 48.62 | |
| Grade 6 | | 2473. | | | 7.77 | | | 18.45 | | | 31.07 | | | 42.72 | |
| All Grades | N/A | N/A | N/A | | 7.94 | | | 17.52 | | | 25.00 | | | 49.53 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.54 | | | 57.01 | | | 36.45 | |
| Grade 4 | | 4.59 | | | 56.88 | | | 38.53 | |
| Grade 5 | | 13.76 | | | 55.05 | | | 31.19 | |
| Grade 6 | | 10.68 | | | 45.63 | | | 43.69 | |
| All Grades | | 8.88 | | | 53.74 | | | 37.38 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.54 | | | 45.79 | | | 47.66 | |
| Grade 4 | | 2.75 | | | 52.29 | | | 44.95 | |
| Grade 5 | | 6.48 | | | 49.07 | | | 44.44 | |
| Grade 6 | | 8.74 | | | 42.72 | | | 48.54 | |
| All Grades | | 6.09 | | | 47.54 | | | 46.37 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 1.87 | | | 76.64 | | | 21.50 | |
| Grade 4 | | 8.26 | | | 67.89 | | | 23.85 | |
| Grade 5 | | 7.34 | | | 72.48 | | | 20.18 | |
| Grade 6 | | 10.68 | | | 74.76 | | | 14.56 | |
| All Grades | | 7.01 | | | 72.90 | | | 20.09 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 7.48 | | | 59.81 | | | 32.71 | |
| Grade 4 | | 5.50 | | | 63.30 | | | 31.19 | |
| Grade 5 | | 14.68 | | | 57.80 | | | 27.52 | |
| Grade 6 | | 8.74 | | | 66.02 | | | 25.24 | |
| All Grades | | 9.11 | | | 61.68 | | | 29.21 | |

Conclusions based on this data:

1. Students at Prairie have demonstrated a decrease in overall achievement in English Language Arts from 2018-2019 to 2021-2022..
2. Writing is the area with the highest percentage of students below standard.
3. Listening has the highest percentage of students at, near or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 119 | 109 | | 0 | 106 | | 0 | 106 | | 0.0 | 97.2 | |
| Grade 4 | 111 | 110 | | 0 | 108 | | 0 | 108 | | 0.0 | 98.2 | |
| Grade 5 | 106 | 110 | | 0 | 108 | | 0 | 107 | | 0.0 | 98.2 | |
| Grade 6 | 115 | 105 | | 0 | 104 | | 0 | 103 | | 0.0 | 99.0 | |
| All Grades | 451 | 434 | | 0 | 426 | | 0 | 424 | | 0.0 | 98.2 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2369. | | | 4.72 | | | 16.04 | | | 27.36 | | | 51.89 | |
| Grade 4 | | 2407. | | | 1.85 | | | 18.52 | | | 23.15 | | | 56.48 | |
| Grade 5 | | 2427. | | | 4.67 | | | 7.48 | | | 28.04 | | | 59.81 | |
| Grade 6 | | 2452. | | | 2.91 | | | 11.65 | | | 26.21 | | | 59.22 | |
| All Grades | N/A | N/A | N/A | | 3.54 | | | 13.44 | | | 26.18 | | | 56.84 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 5.66 | | | 41.51 | | | 52.83 | |
| Grade 4 | | 7.41 | | | 36.11 | | | 56.48 | |
| Grade 5 | | 2.80 | | | 32.71 | | | 64.49 | |
| Grade 6 | | 0.97 | | | 37.86 | | | 61.17 | |
| All Grades | | 4.25 | | | 37.03 | | | 58.73 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.43 | | | 41.51 | | | 49.06 | |
| Grade 4 | | 4.63 | | | 38.89 | | | 56.48 | |
| Grade 5 | | 4.67 | | | 47.66 | | | 47.66 | |
| Grade 6 | | 2.91 | | | 44.66 | | | 52.43 | |
| All Grades | | 5.42 | | | 43.16 | | | 51.42 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.43 | | | 52.83 | | | 37.74 | |
| Grade 4 | | 5.56 | | | 57.41 | | | 37.04 | |
| Grade 5 | | 2.80 | | | 58.88 | | | 38.32 | |
| Grade 6 | | 2.91 | | | 65.05 | | | 32.04 | |
| All Grades | | 5.19 | | | 58.49 | | | 36.32 | |

Conclusions based on this data:

1. A higher percentage of students (56.84%) scored below standard in Math in 2021-2022, as compared to English Language Arts (49.53%). One possible solution would be to increase the implementation of i-Ready personalized instruction lessons for math during 2023-2024.
2. The area of greatest need in 2021-2022 was applying mathematical concepts and procedures at 58.73% below standard.
3. Spring 2023 i-Ready Diagnostic scores for math in 3rd through 6th grade suggest that 39.8% of our students will score below standard on CAASPP Math Assessment for 2022-2023, which will be an improvement in performance over 2021-2022.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1432.2 | 1414.5 | | 1449.9 | 1429.6 | | 1390.7 | 1379.1 | | 61 | 64 | |
| 1 | 1421.1 | 1437.1 | | 1444.9 | 1459.4 | | 1396.7 | 1414.3 | | 58 | 58 | |
| 2 | 1474.4 | 1452.7 | | 1481.9 | 1469.1 | | 1466.4 | 1435.7 | | 71 | 63 | |
| 3 | 1486.1 | 1495.0 | | 1495.0 | 1506.6 | | 1476.9 | 1482.9 | | 61 | 69 | |
| 4 | 1503.1 | 1522.7 | | 1510.9 | 1524.4 | | 1495.0 | 1520.6 | | 65 | 54 | |
| 5 | 1517.9 | 1521.1 | | 1522.5 | 1525.8 | | 1512.9 | 1515.9 | | 50 | 58 | |
| 6 | 1529.5 | 1527.3 | | 1537.7 | 1529.4 | | 1520.7 | 1524.9 | | 41 | 42 | |
| All Grades | | | | | | | | | | 407 | 408 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 21.31 | 6.25 | | 39.34 | 29.69 | | 24.59 | 46.88 | | 14.75 | 17.19 | | 61 | 64 | |
| 1 | 3.45 | 3.45 | | 31.03 | 32.76 | | 36.21 | 36.21 | | 29.31 | 27.59 | | 58 | 58 | |
| 2 | 5.63 | 4.76 | | 50.70 | 36.51 | | 36.62 | 31.75 | | 7.04 | 26.98 | | 71 | 63 | |
| 3 | 6.56 | 13.04 | | 37.70 | 43.48 | | 42.62 | 36.23 | | 13.11 | 7.25 | | 61 | 69 | |
| 4 | 11.11 | 31.48 | | 41.27 | 29.63 | | 33.33 | 31.48 | | 14.29 | 7.41 | | 63 | 54 | |
| 5 | 18.00 | 22.41 | | 26.00 | 25.86 | | 42.00 | 34.48 | | 14.00 | 17.24 | | 50 | 58 | |
| 6 | 14.63 | 24.39 | | 36.59 | 43.90 | | 34.15 | 17.07 | | 14.63 | 14.63 | | 41 | 41 | |
| All Grades | 11.11 | 14.25 | | 38.27 | 34.40 | | 35.56 | 34.40 | | 15.06 | 16.95 | | 405 | 407 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 34.43 | 15.63 | | 39.34 | 39.06 | | 16.39 | 26.56 | | 9.84 | 18.75 | | 61 | 64 | |
| 1 | 18.97 | 18.97 | | 36.21 | 43.10 | | 24.14 | 24.14 | | 20.69 | 13.79 | | 58 | 58 | |
| 2 | 22.54 | 25.40 | | 52.11 | 36.51 | | 22.54 | 23.81 | | 2.82 | 14.29 | | 71 | 63 | |
| 3 | 32.79 | 39.13 | | 49.18 | 43.48 | | 13.11 | 14.49 | | 4.92 | 2.90 | | 61 | 69 | |
| 4 | 42.86 | 42.59 | | 36.51 | 46.30 | | 11.11 | 5.56 | | 9.52 | 5.56 | | 63 | 54 | |
| 5 | 34.00 | 41.38 | | 44.00 | 39.66 | | 12.00 | 6.90 | | 10.00 | 12.07 | | 50 | 58 | |
| 6 | 31.71 | 43.90 | | 43.90 | 36.59 | | 17.07 | 9.76 | | 7.32 | 9.76 | | 41 | 41 | |
| All Grades | 30.86 | 31.70 | | 43.21 | 40.79 | | 16.79 | 16.46 | | 9.14 | 11.06 | | 405 | 407 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 32.79 | 12.50 | | 54.10 | 70.31 | | 13.11 | 17.19 | | 61 | 64 | |
| 1 | 31.03 | 20.69 | | 53.45 | 68.97 | | 15.52 | 10.34 | | 58 | 58 | |
| 2 | 21.13 | 19.05 | | 76.06 | 66.67 | | 2.82 | 14.29 | | 71 | 63 | |
| 3 | 37.70 | 37.68 | | 55.74 | 52.17 | | 6.56 | 10.14 | | 61 | 69 | |
| 4 | 47.62 | 62.96 | | 42.86 | 33.33 | | 9.52 | 3.70 | | 63 | 54 | |
| 5 | 26.00 | 29.31 | | 62.00 | 56.90 | | 12.00 | 13.79 | | 50 | 58 | |
| 6 | 17.50 | 29.27 | | 70.00 | 58.54 | | 12.50 | 12.20 | | 40 | 41 | |
| All Grades | 31.19 | 29.73 | | 58.91 | 58.48 | | 9.90 | 11.79 | | 404 | 407 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 34.43 | 25.00 | | 50.82 | 53.13 | | 14.75 | 21.88 | | 61 | 64 | |
| 1 | 20.69 | 19.30 | | 58.62 | 64.91 | | 20.69 | 15.79 | | 58 | 57 | |
| 2 | 25.35 | 34.92 | | 70.42 | 53.97 | | 4.23 | 11.11 | | 71 | 63 | |
| 3 | 40.98 | 53.73 | | 52.46 | 43.28 | | 6.56 | 2.99 | | 61 | 67 | |
| 4 | 42.86 | 32.69 | | 47.62 | 59.62 | | 9.52 | 7.69 | | 63 | 52 | |
| 5 | 66.00 | 55.17 | | 22.00 | 34.48 | | 12.00 | 10.34 | | 50 | 58 | |
| 6 | 51.22 | 52.50 | | 43.90 | 37.50 | | 4.88 | 10.00 | | 41 | 40 | |
| All Grades | 38.77 | 38.65 | | 50.86 | 49.88 | | 10.37 | 11.47 | | 405 | 401 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 8.20 | 3.13 | | 73.77 | 73.44 | | 18.03 | 23.44 | | 61 | 64 | |
| 1 | 10.34 | 10.34 | | 34.48 | 36.21 | | 55.17 | 53.45 | | 58 | 58 | |
| 2 | 12.68 | 1.59 | | 63.38 | 55.56 | | 23.94 | 42.86 | | 71 | 63 | |
| 3 | 1.64 | 2.90 | | 49.18 | 47.83 | | 49.18 | 49.28 | | 61 | 69 | |
| 4 | 3.17 | 9.26 | | 52.38 | 59.26 | | 44.44 | 31.48 | | 63 | 54 | |
| 5 | 12.00 | 8.62 | | 48.00 | 53.45 | | 40.00 | 37.93 | | 50 | 58 | |
| 6 | 12.20 | 9.76 | | 21.95 | 46.34 | | 65.85 | 43.90 | | 41 | 41 | |
| All Grades | 8.40 | 6.14 | | 50.86 | 53.56 | | 40.74 | 40.29 | | 405 | 407 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 31.15 | 20.31 | | 37.70 | 56.25 | | 31.15 | 23.44 | | 61 | 64 | |
| 1 | 0.00 | 0.00 | | 48.28 | 70.18 | | 51.72 | 29.82 | | 58 | 57 | |
| 2 | 4.23 | 7.94 | | 66.20 | 52.38 | | 29.58 | 39.68 | | 71 | 63 | |
| 3 | 8.20 | 13.04 | | 67.21 | 65.22 | | 24.59 | 21.74 | | 61 | 69 | |
| 4 | 9.52 | 25.93 | | 57.14 | 59.26 | | 33.33 | 14.81 | | 63 | 54 | |
| 5 | 18.00 | 15.52 | | 64.00 | 60.34 | | 18.00 | 24.14 | | 50 | 58 | |
| 6 | 12.20 | 17.07 | | 78.05 | 68.29 | | 9.76 | 14.63 | | 41 | 41 | |
| All Grades | 11.60 | 14.04 | | 59.01 | 61.33 | | 29.38 | 24.63 | | 405 | 406 | |

Conclusions based on this data:

1. Students scored significantly higher in listening and speaking, when compared to reading and writing. The percentage of students at the beginning level for listening & speaking remained relatively stable, but significantly increased for reading and writing in from 2018-2019 to 2021-2022.
2. There is a multi-year trend that a lower percentage of students are scoring in the levels 3 and 4 and a higher percentage of students scoring in the levels 1 and 2 from 2018-2019 to 2021-2022. This decline in performance could be due to the school closure/distance learning in response to COVID.
3. For the year of 2020-2021, first grade had the highest percentage of students (51.72%) who scored at the beginning level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 738 | 87.1 | 55.6 | 0.5 |
| Total Number of Students enrolled in Woodland Prairie Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 410 | 55.6 |
| Foster Youth | 4 | 0.5 |
| Homeless | 1 | 0.1 |
| Socioeconomically Disadvantaged | 643 | 87.1 |
| Students with Disabilities | 80 | 10.8 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.5 |
| American Indian | 1 | 0.1 |
| Asian | 54 | 7.3 |
| Filipino | 3 | 0.4 |
| Hispanic | 605 | 82.0 |
| Two or More Races | 12 | 1.6 |
| Pacific Islander | 3 | 0.4 |
| White | 49 | 6.6 |

Conclusions based on this data:

1. Our largest student group is Socioeconomically Disadvantaged at 87.1% (643 students). The next largest student group is Hispanic/Latino at 82%, with 605 students.
2. 2023 Internal data (WJUSD Dashboard) indicates that Prairie currently serves 116 Students with Disabilities in TK-6. This is a 50% increase since 2018-2019 (59 students) and a 28 student increase over 2021-2022 (88 students). It has been difficult to hire qualified special education staff to serve these students.
3. According to internal data (WJUSD Dashboard), 15.4% of our current students are identified as Students with Disabilities. White students make up 6.6% of our population, but 12.07% of our current Students With Disabilities population.

School and Student Performance Data

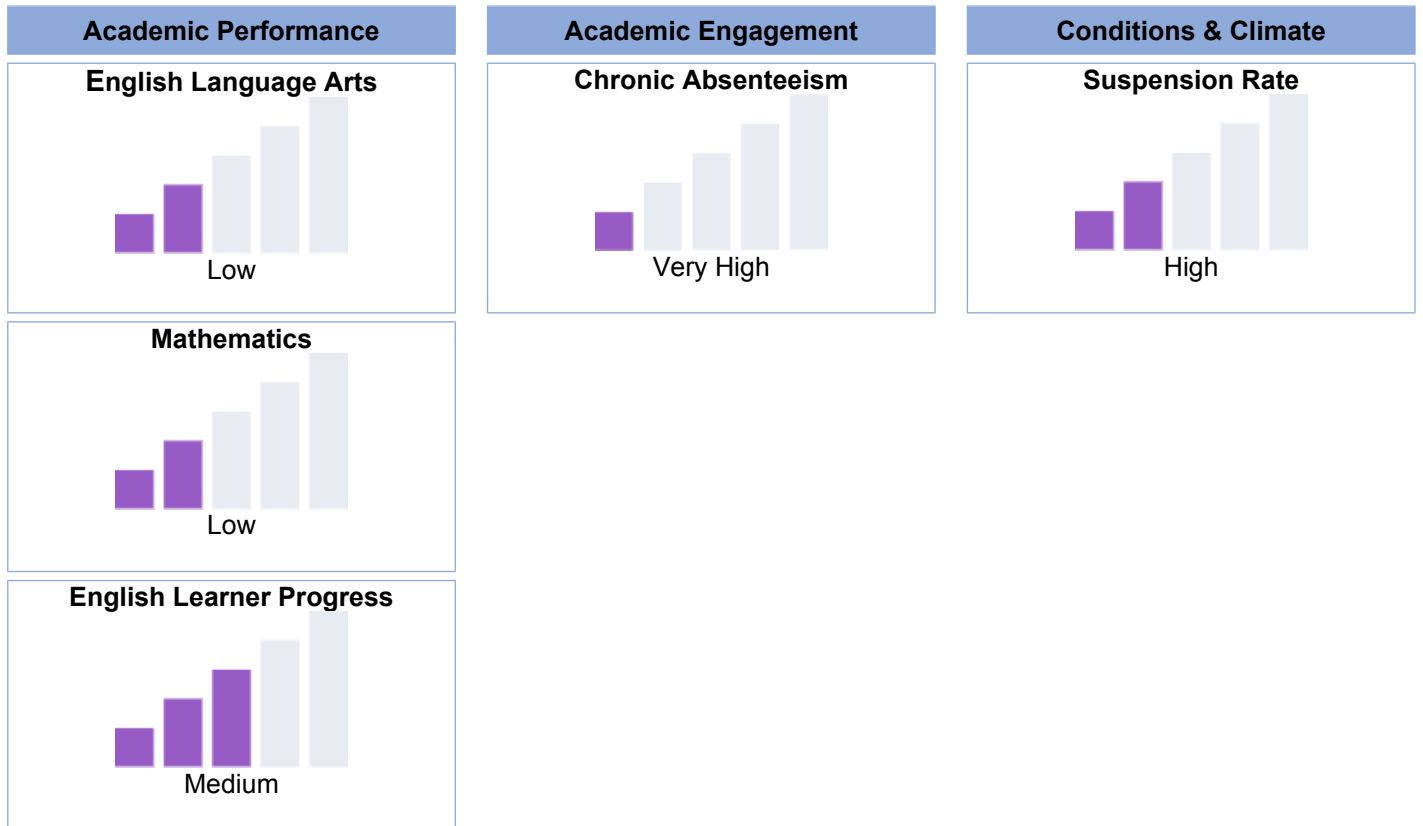
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Prairie is eligible for Additional Targeted Support & Improvement due to Students With Disabilities underperforming in multiple areas.
2. All student groups had a very high percentage of chronically absent students: Asian, English learner, Hispanic, Students With Disabilities, Socioeconomically Disadvantaged, and White. Attendance Campaign efforts are showing positive results.

3. School-wide implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) for Tier I behaviors, as well as Restorative and Trauma-Informed Practices to address Tier II behaviors, will support a reduction in suspension rate and increase in academic performance. Prairie will consistently implement the SEL curriculum, Second Step, in 2023-2024. Additionally, we will be rolling out our revamp of PBIS with new expectations and systems. We will continue to address Tier III behaviors through our Wellness Team process.

School and Student Performance Data

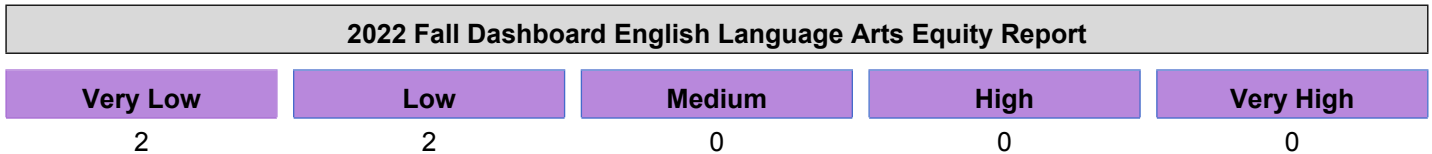
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

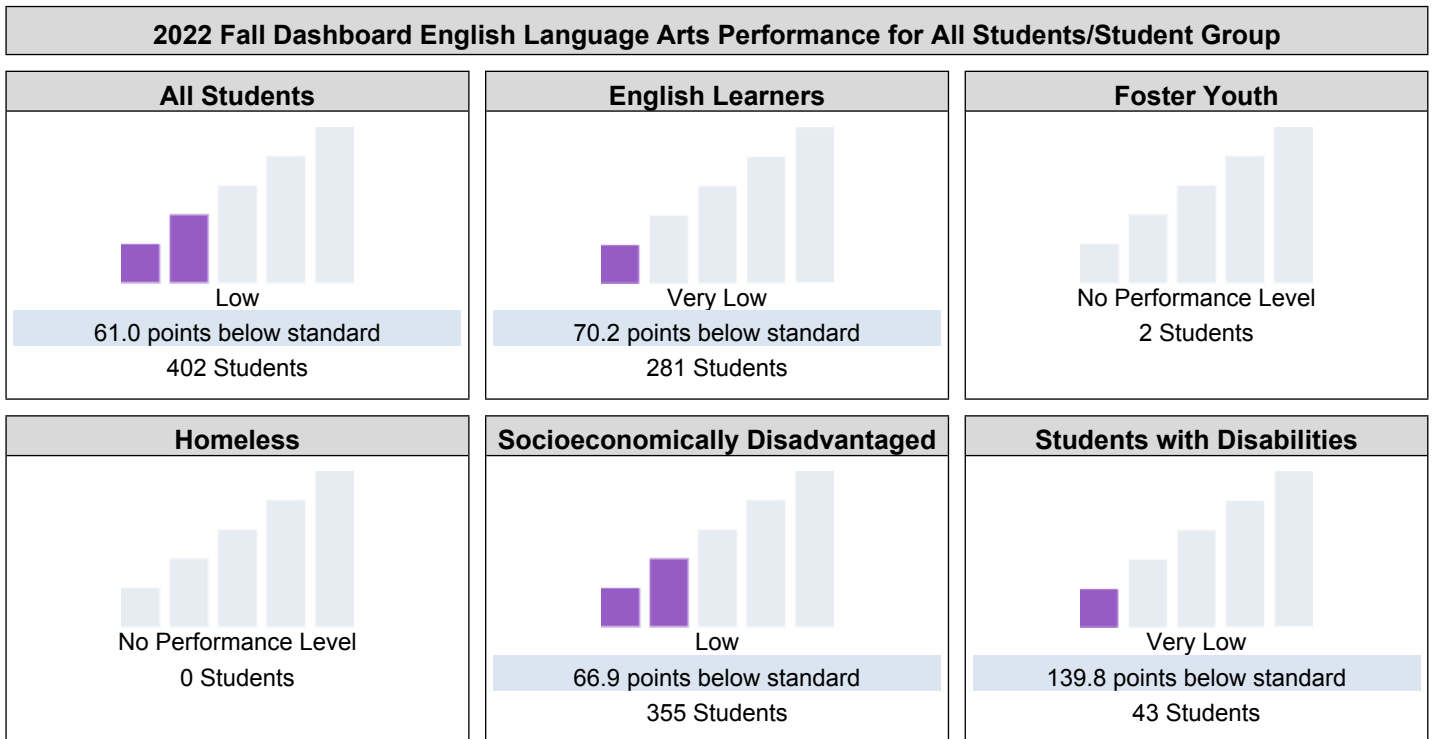
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



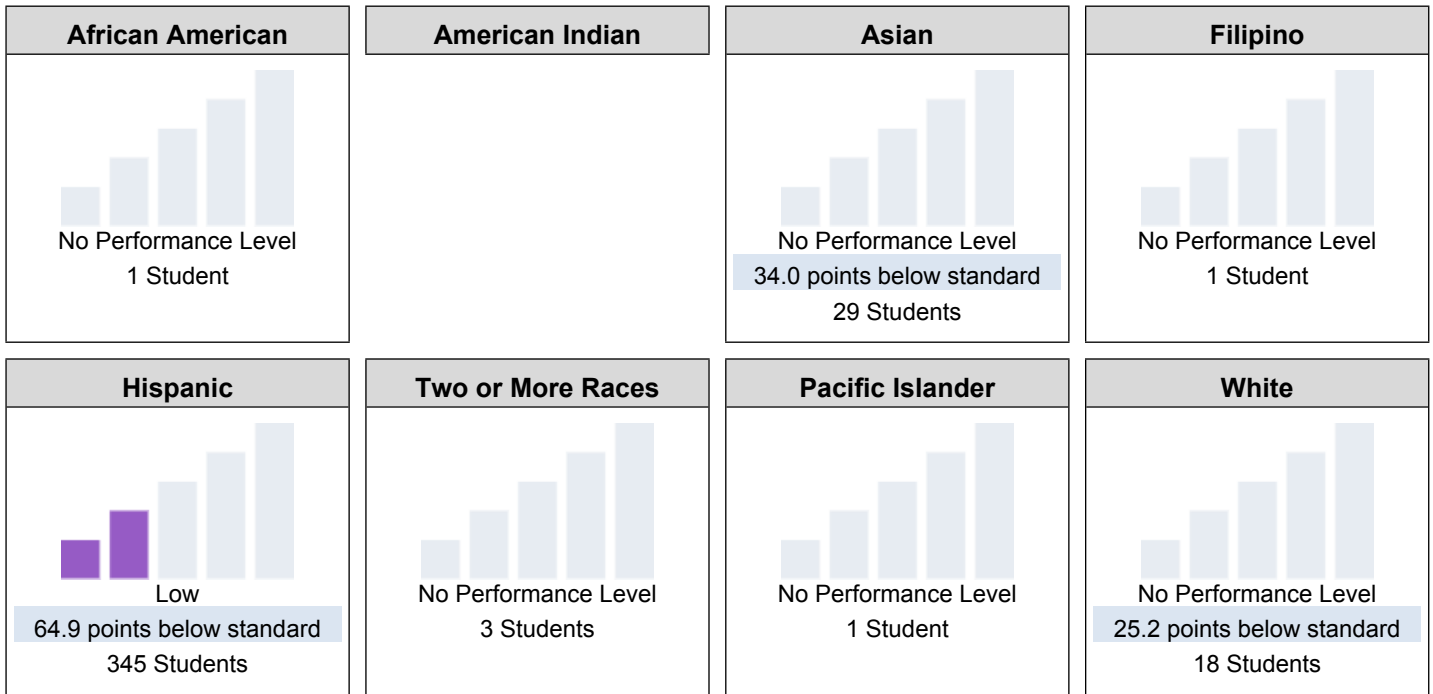
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 102.7 points below standard 190 Students | 2.4 points below standard 91 Students | 53.8 points below standard 94 Students |

Conclusions based on this data:

1. Prairie is eligible for Additional Targeted Support & Improvement due to Students With Disabilities and English Learners falling in the Very Low rank for English Language Arts performance.
2. Reclassified Fluent Proficient students outperformed English Only and English Learners in English Language Arts with only 2.4 points below standard.
3. The percentage of students meeting or exceeding English Language Arts standards on CAASPP decreased 19% from 2019 to 2022.

School and Student Performance Data

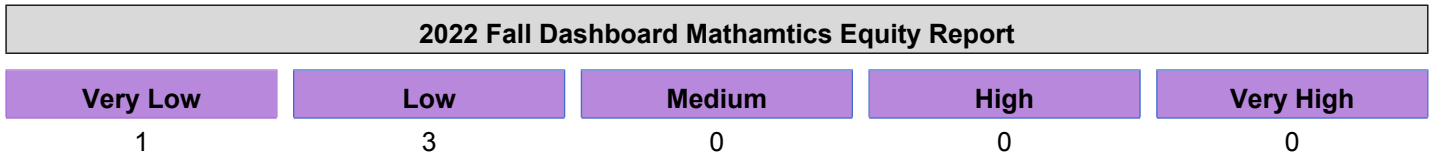
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

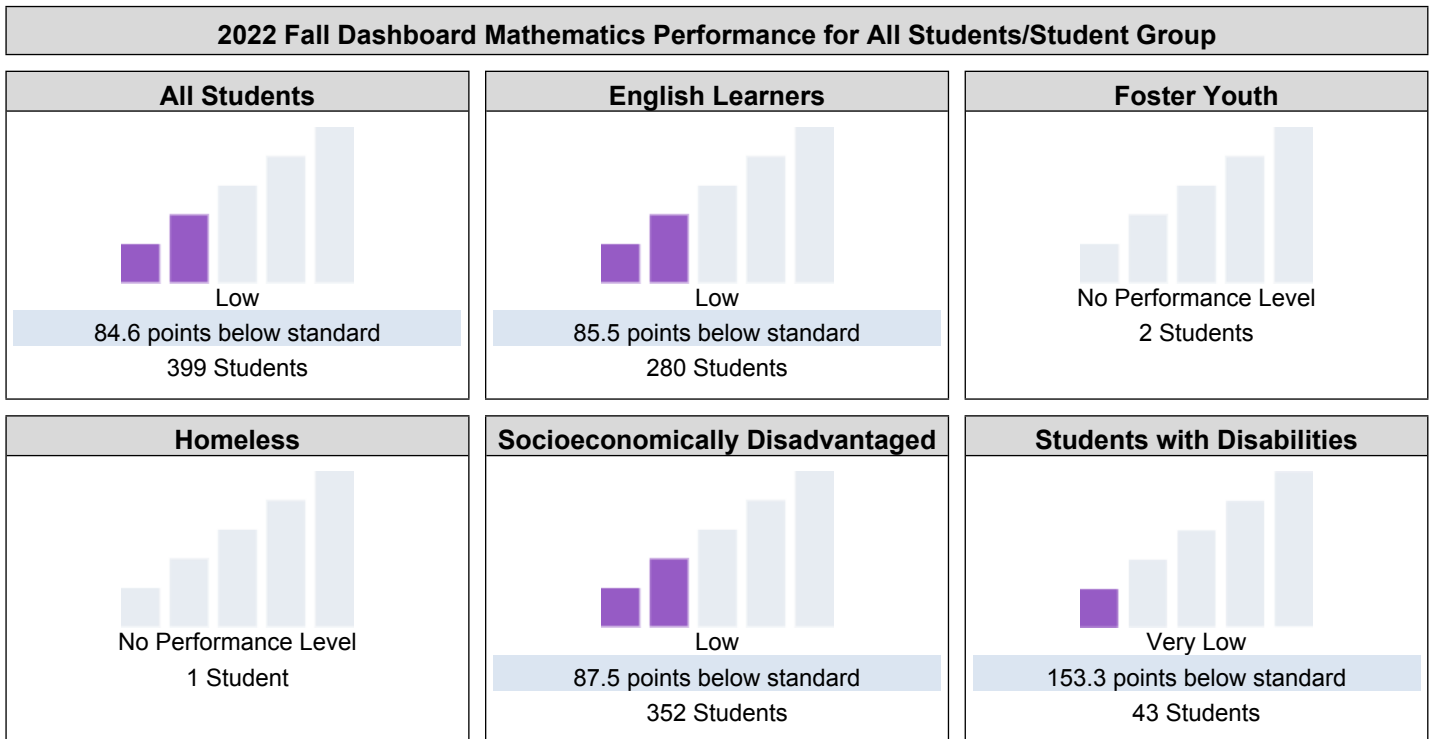
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



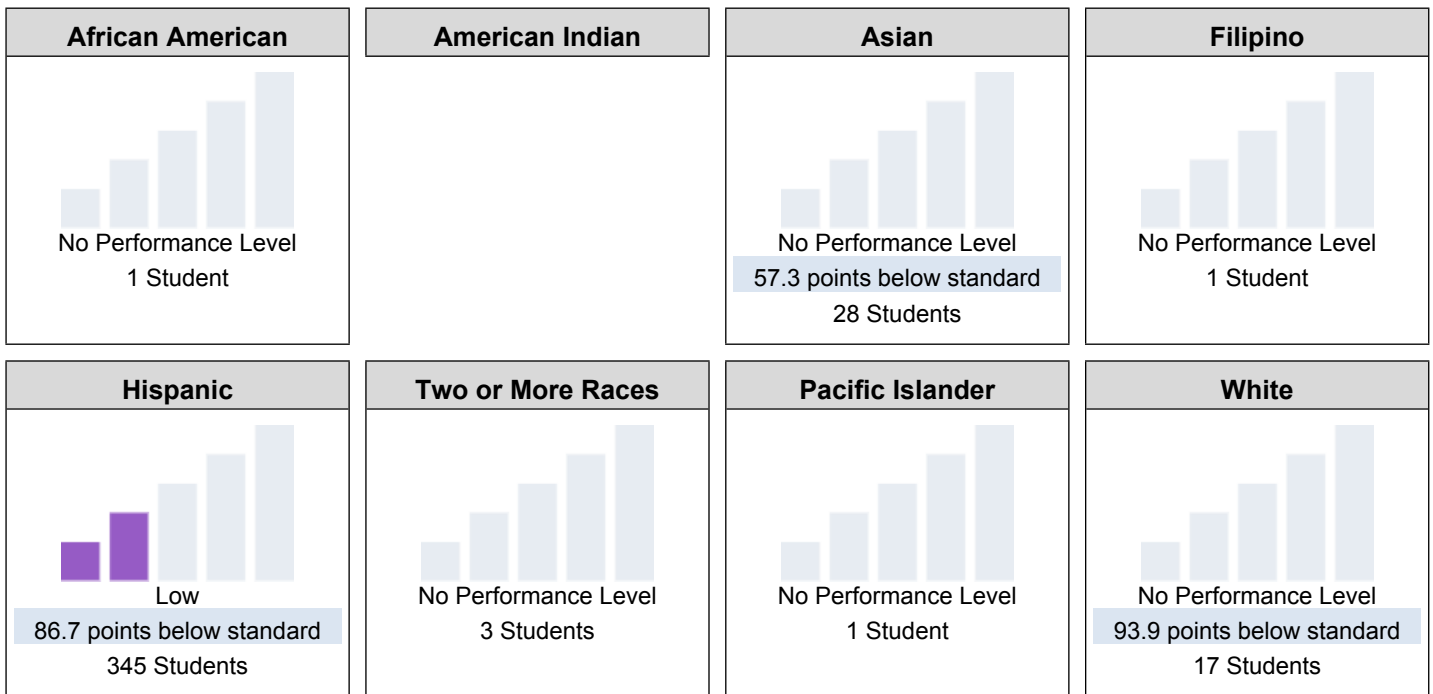
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| <p>107.2 points below standard 189 Students</p> | <p>40.4 points below standard 91 Students</p> | <p>97.4 points below standard 92 Students</p> |

Conclusions based on this data:

1. Prairie is eligible for Additional Targeted Support & Improvement due to Students With Disabilities falling in the Very Low rank for English Language Arts performance.
2. The percentage of students meeting or exceeding Mathematics standards on CAASPP decreased 9% from 2019 to 2022.
3. Reclassified Fluent Proficient students outperformed English Only and English Learners in English Language Arts with 40.4 points below standard, compared to 97.4 points below standard for English Only students.

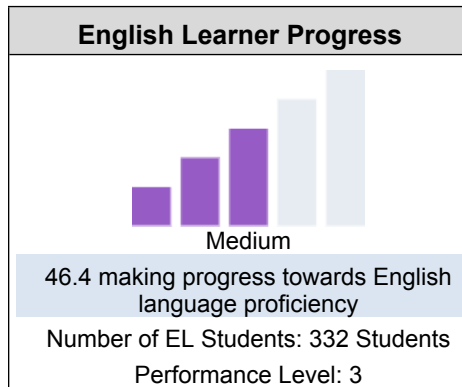
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 19.6% | 34.0% | 3.6% | 42.8% |

Conclusions based on this data:

1. The making progress toward English language proficiency rate decreased by 9.9% from 2019 to 2022. Prairie's rate of 46.4% was only 3.9% below the rate for the state.
2. 19.6% of English Learners decreased at least one level in English proficiency in 2022.
3. Staff will benefit from ongoing professional development through the California Association for Bilingual Education (CABE) Project PROMESA Grant. Prairie will be in year 3 of implementation of the 5-year grant in 2023-2024.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

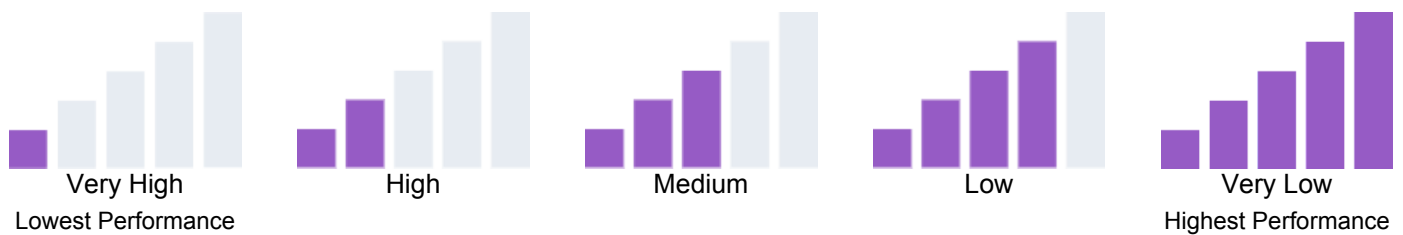
1. This section does not apply to Woodland Prairie Elementary.
2. This section does not apply to Woodland Prairie Elementary.

School and Student Performance Data

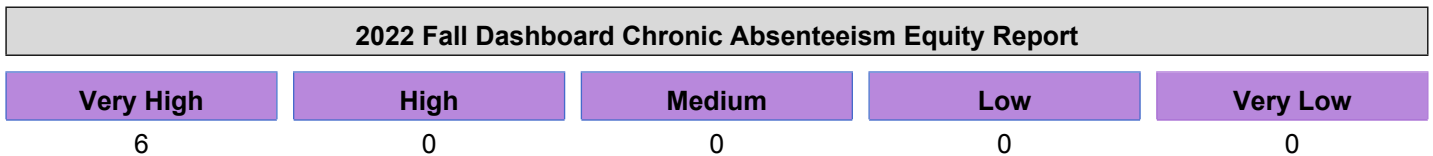
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

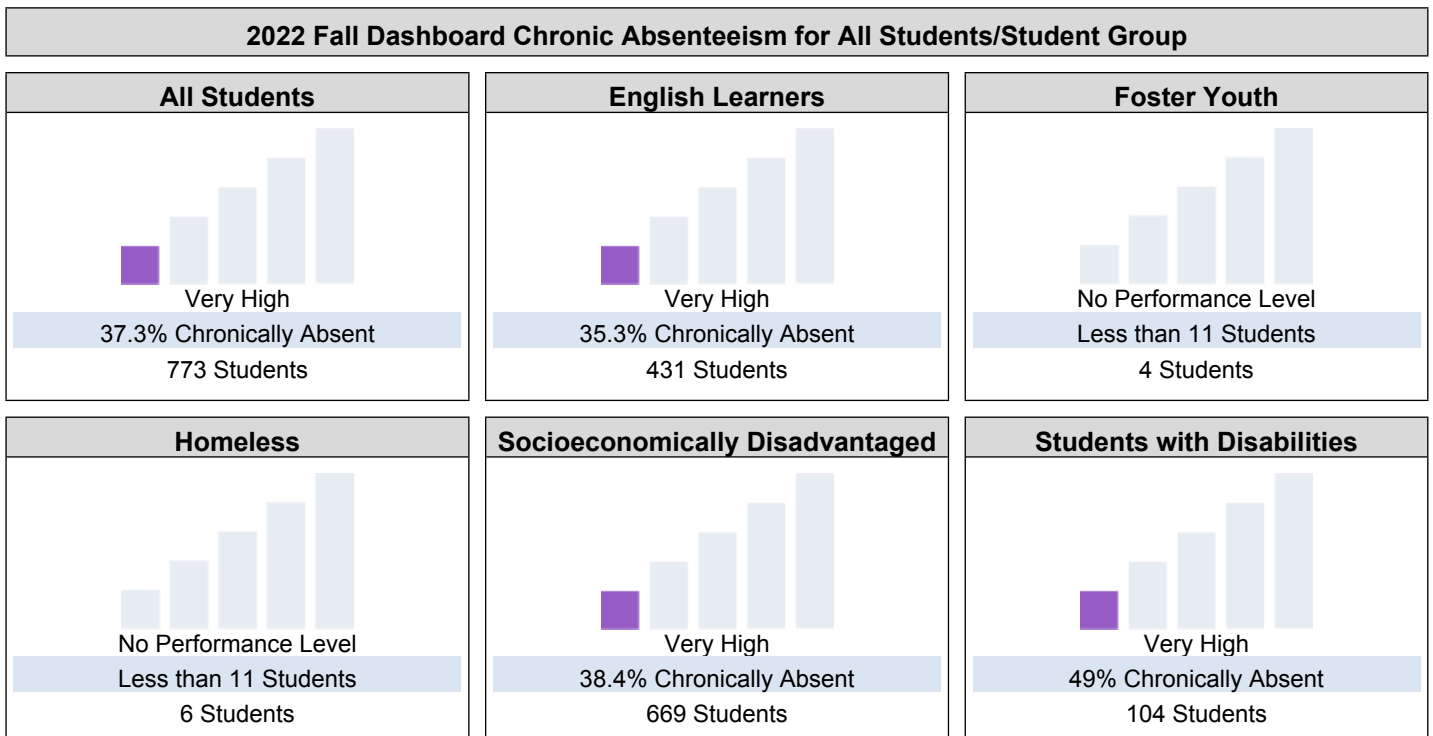
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



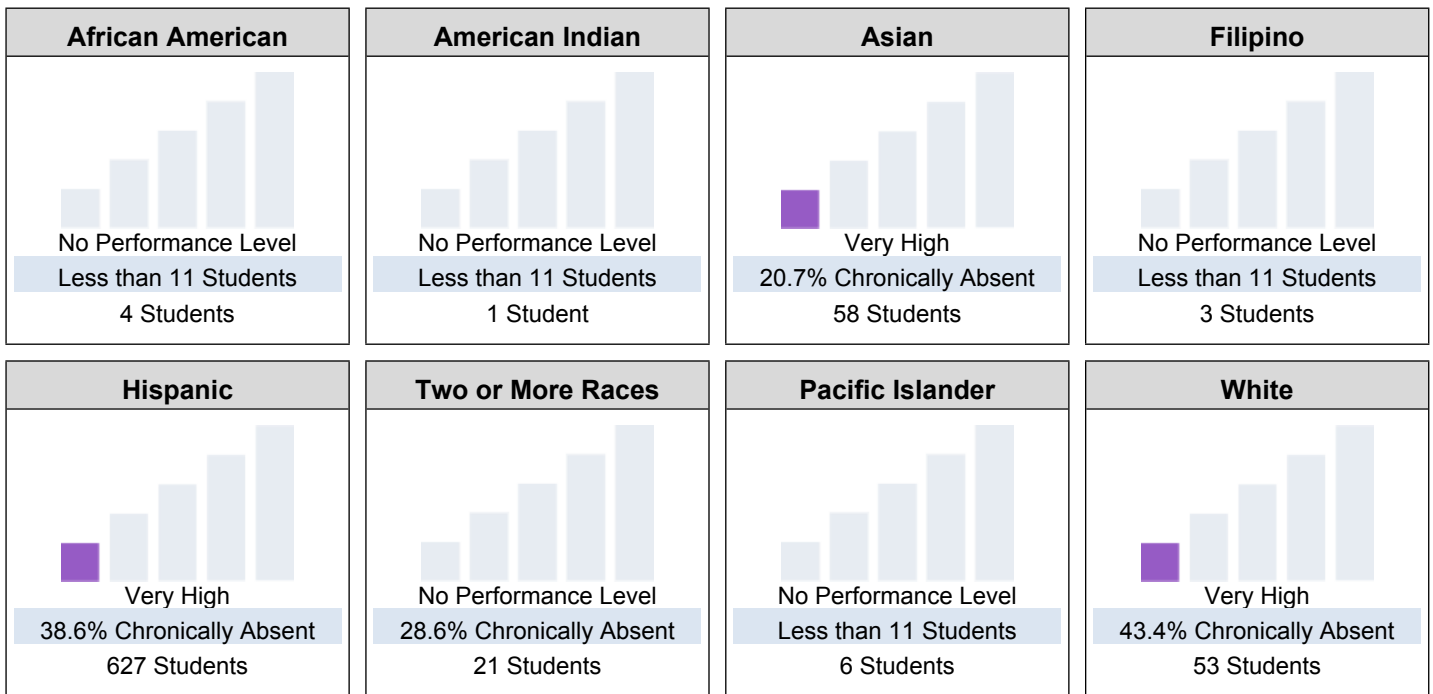
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The chronic absenteeism rate increased 25.6% from 2019 to 2022. All student groups had a very high percentage of chronically absent students: Asian, English Learner, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities and White.
2. Students with Disabilities had the highest chronic absenteeism rate at 49%. This group includes 104 students. The next group is White students at 43.4%. This groups includes 53 students.
3. Prairie's chronic absenteeism rate was 7.3% higher than the state's rate. However, Prairie ranked 2nd for Chronic Absenteeism in similar school rankings, compared to 31 schools with similar size and demographics.

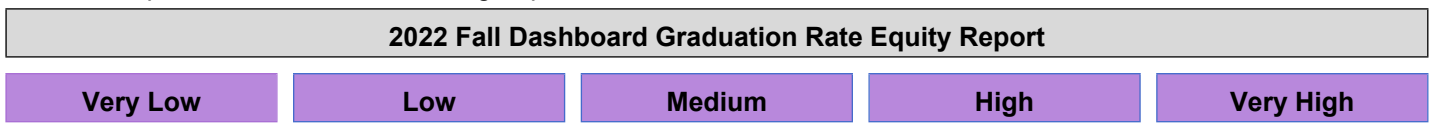
School and Student Performance Data

Academic Engagement Graduation Rate

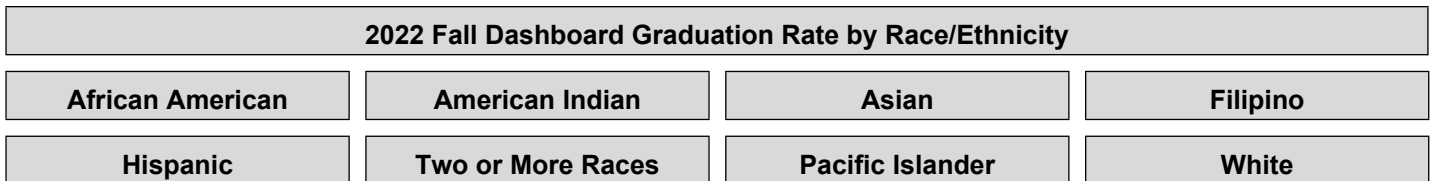
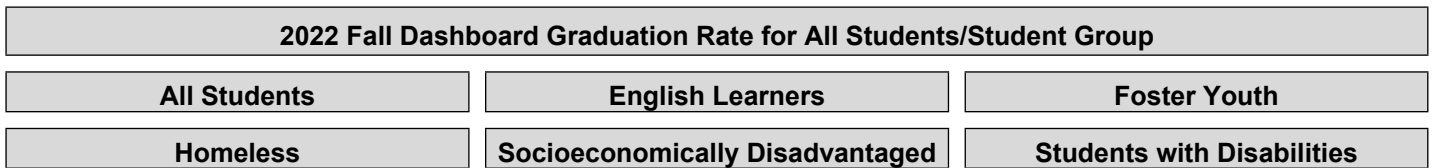
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

| | | | | |
|--------------------|-----|--------|------|---------------------|
| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

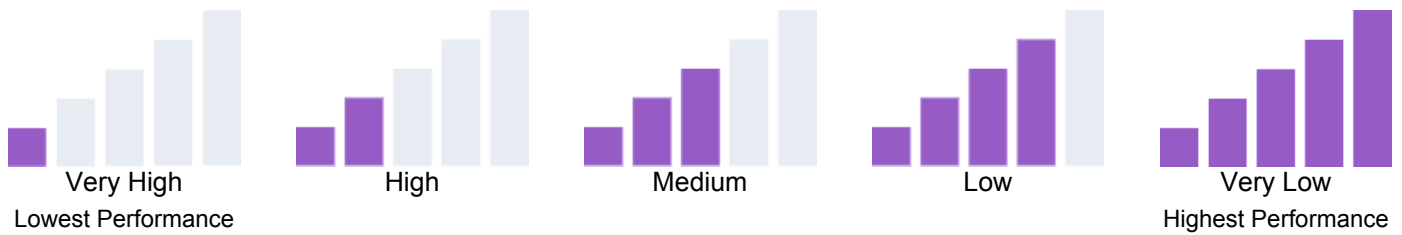
1. This category does not apply to Woodland Prairie.
2. This category does not apply to Woodland Prairie.

School and Student Performance Data

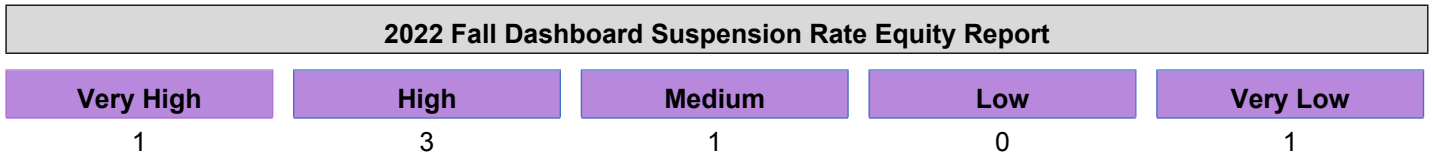
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

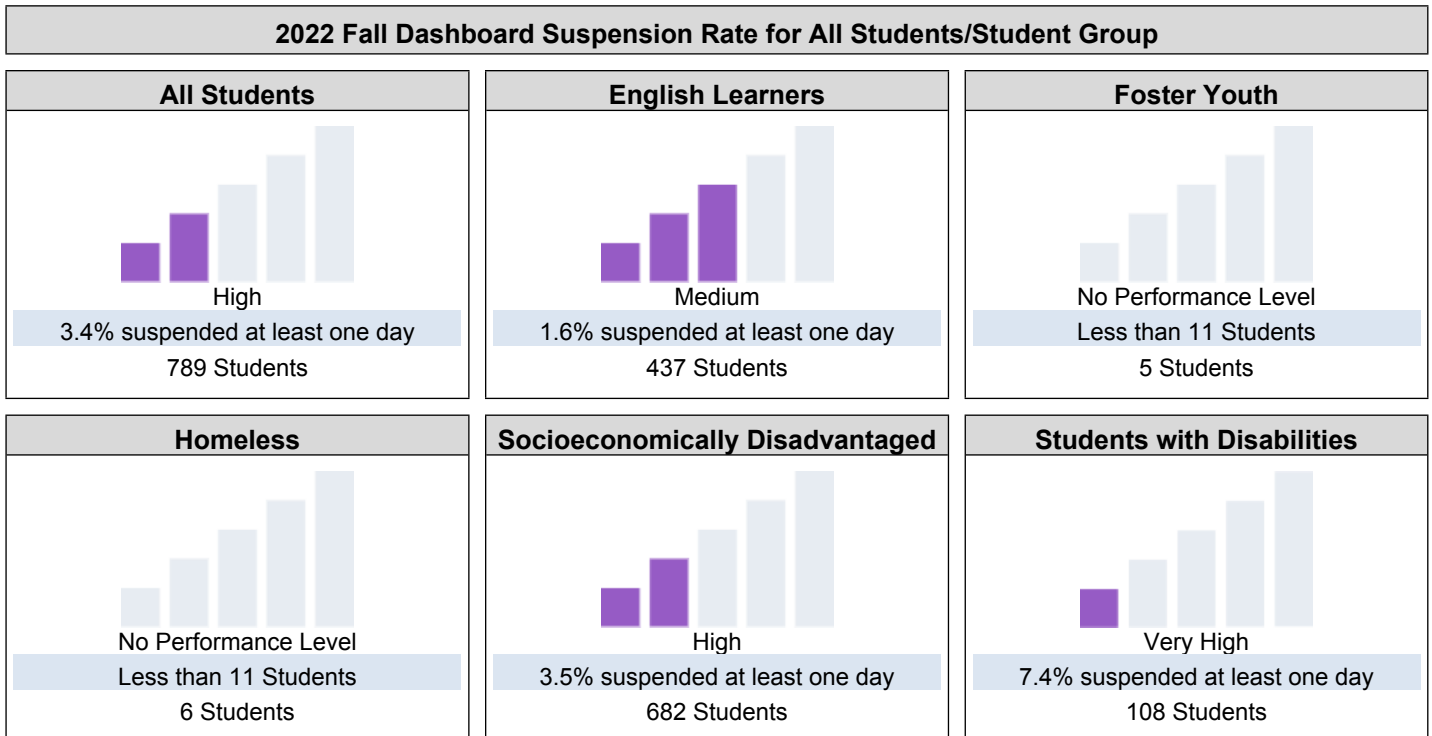
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



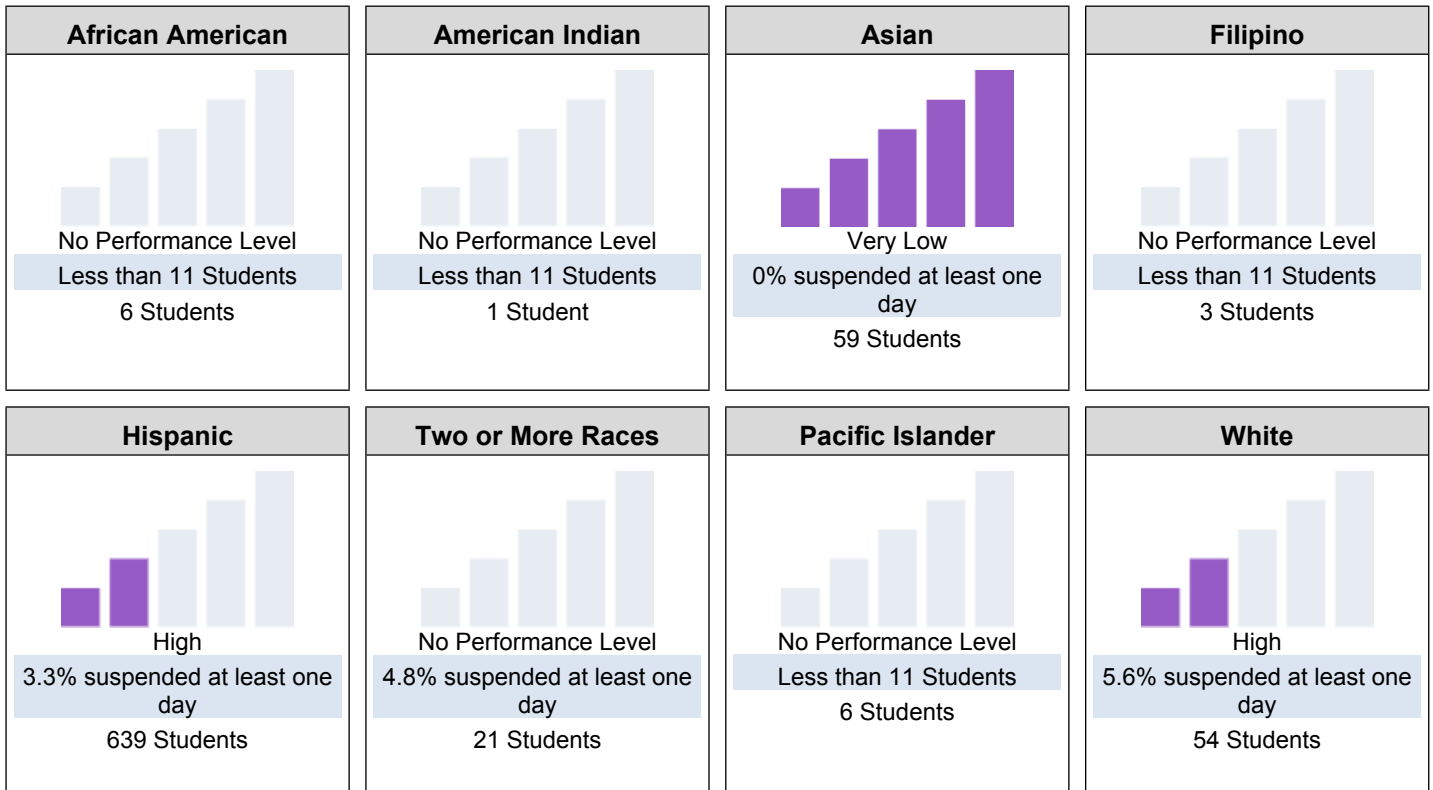
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Prairie's suspension rate for 2021-2022 was 3.4%, 0.3% above the suspension rate for the state.
2. Students with Disabilities was the only student group ranked in the very high level for suspension. Hispanic, Socioeconomically Disadvantaged, and White ranked high. EL students ranked at medium. Asian was very low. The suspension rate for EL students was reduced from 2019 to 2022.
3. School-wide implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) for Tier I behaviors, as well as Restorative and Trauma-Informed Practices to address Tier II behaviors, will support a reduction in suspension rate and increase in academic performance. Prairie will consistently implement the SEL curriculum, Second Step, in 2023-2024. Additionally, we will be rolling out our revamp of PBIS with new expectations and systems to continue to address Tier III behaviors through our Wellness Team process.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Number of students who participate in VAPA (Visual and Performing Arts). | 60 students (4-6) participated in Elementary Music (42 in band, 18 in strings) 430 students (3-6) participating in 10 days of Beats Lab (music). 741 students (K-6) participated in 8 days of Dance Academy. | All students will have equitable access to meaningful and culturally responsive arts education in at least three of the five arts disciplines: dance, media arts, music, theater, or visual arts. All students will have the opportunity to participate in lessons from at least one VAPA discipline area per trimester. All 4-6 graders will continue to have the opportunity to participate in instrumental band or strings. |
| Number of Pathway awards for Biliteracy (Dual Immersion schools only). | During the 2022-23 school year, Prairie awarded 47 Biliteracy Pathway awards. | During the 2023-2024 school year, Prairie will increase the number of Biliteracy Pathway awards by 4% to 49 students. |

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 who are at risk of school failure. All students in the Dual Immersion program with a specific focus on under performing students who are at risk of school failure.

Strategy/Activity

Prepare students to be college and career ready, through VAPA experiences, assemblies, field trips, and alternative learning experiences. Provide access and opportunities for students in K-6 to participate in VAPA instruction. TK-6 will receive one VAPA lesson per trimester within the school day provided by classroom teacher or art instructor.

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) |
|-----------|---|
| 48,669.00 | Supplemental/Concentration |
| 27,580.00 | 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)

Students learning Spanish as a second language in the Dual Immersion program.

Strategy/Activity

Award Biliteracy Pathway awards in Kindergarten, 4th, and 6th grade for students demonstrating biliteracy as measured by CSA (California Spanish Assessment) and CAASPP (California Assessment of Student Performance and Progress) or other local assessments.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

With our supplemental/concentration funds, we were able to contract with outside vendors to provide students with VAPA instruction in dance (K-6) and music (3-6). All students will participate in a dance performance for the school and families. Each grade-level attended 1-2 educational field trips. 6th grade students attended a 4-day science camp. Student surveys show that students valued these experiences.

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

All funds allocated to VAPA experiences and field trips were spent as intended. Additional Title I carryover funds were allotted to field trips.

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

We would like to continue to provide the same level of VAPA and field trip opportunities. If additional funds become available, we would like to hire an additional art instructor(s) to provide VAPA lessons for TK-6.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Ensure that each student is present and engaged, allowing us to meet their individual social-emotional and academic needs through quality first instruction, enrichment, and intervention in a safe and supportive environment. By reducing chronic absenteeism and providing targeted support to students and families, we will create a learning environment that supports student success and achievement.

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Performance level on ELA (English Language Arts) and Math Academic Indicator. | Woodland Prairie Elementary received a rating of Low for English Language Arts and a rating of Low for Math on the California School Dashboard in 2022. Students scored 61 points below standard for ELA and 84.6 points below standard for Math. | Decrease the distance from standard by 5%. This would be 57 points or higher below standard in ELA and 80.4% below standard or higher for math. |
| Performance level on English Learner Progress Indicator (ELPI) | Prairie had a rate of 46.4% in the "Making progress" indicator, which earns a rating of "medium" on the California School Dashboard in 2022. | The "making progress" indicator will increase 5% to 51.4% |
| Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts. | For the 2022 SBAC for English Language Arts, 25% of all students in all grades who took the test met or exceeded the standard. | Increase the percentage of students meeting or exceeding the standard for SBAC ELA to 30%. |
| Percentage of students in both the Meets and Exceeds Standards level on SBAC | For the 2022 SBAC for Mathematics, 17% of all students in all grades who took | Increase the percentage of students meeting or exceeding the standard for SBAC Math to 23%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| (Smarter Balanced Assessment Consortium) Math. | the test met or exceeded the standard. | |
| Percentage and number of students who are chronically absent | The number of students who were chronically absent during the 2021-2022 school year was 276. This represents 33.54% of Prairie students who are identified as chronically absent. All student groups had a very high percentage of chronically absent students: Asian, English Learner, Hispanic, Socioeconomically disadvantaged, Students With Disabilities, and White. | The number of students identified as chronically absent will decrease by 3.4%, which means less than 226 students will be identified as chronically absent. This translates into 30% or less of the student body classified as chronically absent. |
| Student sense of safety and school connectedness | Only 25 of 115 fifth graders took the California Healthy Kids Survey (22% participation). 63% felt connected to school, and 61% felt safe at school all or most of the time. 40% reported "Yes, most/all of the time" to "meaningful participation at school". | Increase parent outreach and participation in the CHKS (California Healthy Kids Survey) to 50% and increase the percentage of students who report "Yes, most/all of the time" for school connectedness to 68% |
| Suspension rate | Prairie had a suspension rate of 3.4% suspended at least one day, which earns a rate of "high" on the California Dashboard. Students with Disabilities was the only student group in the very high level. Latino, Socioeconomically Disadvantaged, and White scored at high. EL students scored at medium. Asian was very low. | Suspension rates will decrease by 10%, which is equal to 3.06% with particular emphasis on decreasing the disproportionate rate of suspension for Students with Disabilities. |
| Parent/family satisfaction on Healthy Kids Survey, on key indicators | Ratings not yet available. | Ratings not yet available. |
| Percentage of students who reach growth targets on i-Ready in Reading and Math (elementary only) | 45% of students at Prairie Elementary made their growth targets | The percentage of students at Prairie who make their growth targets for Reading will increase by 2% to 47%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | 27% of students at Prairie Elementary made their growth targets for Math i | The percentage of students at Prairie who make their growth targets for Math will increase by 5% to 32%. |

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

Strategy/Activity

Provision of high quality instruction, intervention, and enrichment (academic and behavioral) through data-driven cycles of inquiry. This includes services, supplies and materials. We will focus on the use of evidence-based instructional strategies through our work with Project PROMESA (Promoting Rigorous Outcomes Multi-literacy English Learner Student Achievement) and the process of Instructional Rounds. This process will continue to focus on 6 key strategies for teaching academic content and literacy. We will implement ongoing assessment and monitoring through Academic Conferencing 3 times per year, with a specific focus on academic and social-emotional growth for students with disabilities.

6 Key Strategies:

1. Short videos
2. Graphic organizers
3. Visuals
4. Multiple opportunities to talk about content with peers
5. Scaffolding content specific academic vocabulary and general vocabulary supporting it
6. Varied writing opportunities to extend student learning and help with understanding content

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) |
|-----------|---|
| 94,968.05 | Title I Part A: Basic Grants Low-Income and Neglected |
| 46,436.00 | Supplemental/Concentration |
| 1,767.00 | Title I Part A: Parent Involvement |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Steps to address and reduce chronic absence:

1. Establish a regular communication channel with parents and guardians to keep them informed about their child's attendance, progress, and any issues that may impact their child's attendance. (Tier 1)
2. Celebrate good attendance through various recognition programs. (Tier 1)
3. Conduct personalized early outreach to students who are frequently absent, identify the reasons for their absence, and provide support via the Wellness Team to help them improve their attendance. (Tiers 2)
4. Identify and address the barriers that prevent students from attending school regularly and provide support via the Wellness Team. (Tier III)

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)

2,205.95

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategies to reduce discipline referrals and suspensions:

School-wide implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) for Tier I behaviors, as well as Restorative and Trauma-Informed Practices to address Tier II behaviors, will support a reduction in suspension rate and increase in academic performance. Prairie will consistently implement the SEL curriculum, Second Step, in 2023-2024. Additionally, we will be rolling out our revamp of PBIS with new expectations and systems. We will continue to address Tier III behaviors through our Wellness Team process. Expanding Minds staff, Paraprofessionals and Noon Duties will be included in PBIS rollout and professional development. A team consisting of the Administrator, two Teachers, an EL Specialist, and a Noon Duty Supervisor will attend the Youth Development Institute to reflect on our practices, and strategize ways to be more intentional in our work with 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) |
|-----------|---|
| 2,720.00 | Title I Part A: Basic Grants Low-Income and Neglected |
| 6,360.00 | Supplemental/Concentration |

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We were fortunate to be able to hire one permanent reading intervention teacher and three retired teachers on a contract to teach reading intervention part-time during the school day. The permanent reading intervention teacher provided 126 days of pull-out reading intervention in English and Spanish. Each intervention teacher on a contract provided over 450 hours of pull-out reading intervention in English/Spanish for K-3. We also hired 3 paraprofessionals to support intervention for 4th, 5th, and 6th grade on a short-term contract. These paraprofessionals each provided 270 hours of classroom support. Funds were allocated to our PBIS student store allowing each student to shop one time per month.

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

Additional Title I carryover funds were allotted to attendance incentives to reduce chronic absenteeism, to interventions to extend the contracts of our reading intervention teachers into May, and to purchase technology licenses and Spanish books in the library for dual immersion students.

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

Prairie will continue to focus on providing high-quality instruction, intervention and enrichment. i-Ready assessment data shows that less than half our students are meeting their typical growth targets for ELA and Math. The number of students meeting typical growth is lower for Math scores than ELA. Therefore, Prairie will dedicate time and resources to providing intervention in both reading and math.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

In reviewing the 2021-2022 i-Ready Diagnostic data with our educational partners, we identified a need to improve ELA (English Language Arts) and math performance of our English Learners.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Reclassification rate for English Learners (EL) | During 2021-2022 school year, Prairie reclassified 28 students. Based on our own calculations, the reclassification rate was 6.8%. | We expect to increase the reclassification rate to 7% and/or meet or exceed the state's reclassification rate for 2022-23. |
| English Learner Progress Indicator (ELPI) | Prairie currently has a rate of 46.4% in the "Making progress" indicator, which earns it a rating of "medium" on the 2022 California Dashboard. The district rate was 50.7% | The "making progress" indicator will increase 5% to 51.4% |
| School rating of English Learner (EL) Roadmap Principles 1, 2, and 3 on the self-assessment | Prairie teachers identified Principle 2 from the EL Roadmap as an area of focus. We assigned an overall 3 ("Working on this, but still spotty, not fully developed") based on the descriptors in the EL Roadmap Self-Assessment Tool for Principle 2. | Prairie will Increase each sub-component by 0.5 and move to a 3.5 overall on Principle 2. |
| Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only) | 37% of English learner students at Prairie Elementary made their growth targets for Reading in I-Ready on the Final Diagnostic. | The percentage of English learner students at Prairie who make their growth targets for Reading on the I-Ready Final Diagnostic will increase by 2% to 39%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | 27% of English learner students at Prairie Elementary made their growth targets for Math in I-Ready on the Final Diagnostic | The percentage of English learner students at Prairie who make their growth targets for Math on the I-Ready Final Diagnostic will increase by 5% to 32%. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,020.00

Source(s)

Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Principle 2 of the EL Roadmap addresses intellectual quality of instruction and meaningful access for English Learners which aligns with the work we are doing with Project PROMESA. Our work with Project PROMESA includes Instructional Rounds which focus on 6 key strategies for teaching academic content and literacy. We will continue to implement Instructional Rounds through our work with Project PROMESA (year 3). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators.

1. Short videos
2. Graphic organizers
3. Visuals
4. Multiple opportunities to talk about content with peers
5. Scaffolding content specific academic vocabulary and general vocabulary supporting it

6. Varied writing opportunities to extend student learning and help with understanding content

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Prairie consistently implemented a Research-Based Instructional Model for Designated ELD Time as well as daily integrated ELD for all EL students. Classes were leveled by grade and language fluency. Special needs classes (Newcomers and EL's with Special Education Services) had small group sizes and were matched to instructors with expertise in their special needs. Instructional groups were flexible, allowing students to move as they progress. Teachers participated in professional development through the CAFE:Project PROMESA grant. Our CAFE Specialist implemented the Latino Family Literacy Project with K-1 families.

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

Prairie held monthly ELAC meetings, but was unable to increase parent participation. Parent Workshops were offered through the Project PROMESA grant, but Prairie had low family participation.

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

Funds for 2023-2024 will be allocated to the refinement parent engagement activities targeted toward our EL families. Parent Engagement is an area of need according to our EL Roadmap Self-Assessment. We will continue to implement designated and integrated ELD daily. We will also engage in continued professional development through our work with Project PROMESA. This will be year 3 of implementation of this grant.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Number of partnerships with the community and other programs that provide students with opportunities to get engaged. | <p>Prairie partnered with EAOP. Select 6th grade students participated in 3 Strengths Explorer sessions and a field trip to UC Davis.</p> <p>Target Community Connection donated volunteers and snacks for our Jog-a-thon and Earth Day events. Bullseye, the Target mascot, came to our Jog-a-thon to motivate students.</p> <p>Tickets to a Mondavi Center performance for one grade-level were donated to our school. 5th grade was chosen to attend Calidanza. The Mondavi Center then offered two 45-minute Calidanza assemblies at no charge.</p> <p>Soroptimist International of Woodland read to each kindergarten class and gifted each kindergartner a book.</p> <p>Lion's Club provided prizes for a Reading Challenge TK-6.</p> | During the 2023-24 school year, Prairie will maintain or expand partnership with a community agency or other program to provide students with engagement or leadership opportunities. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| <p>Number of extracurricular and co-curricular programs offered</p> | <p>Part-time Club Coordinators were hired. A Student Club Advisory was formed. 6 after-school clubs were implemented for 4th-6th graders based on student input: cooking, art, sports, robotics, ceramics, and</p> | <p>During the 2023-2024 school year, Prairie will offer at 3 after-school clubs per trimester for 4th-6th grade.</p> |
| <p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p> | <p>254 students in grades 3rd-6th responded to the survey. This represents 58.7% of eligible students. Administration reviewed the results with the Student Advisory Council for input.</p> | <p>During the 2023-24 school year, we will increase our response rate to 82% of 3-6 graders providing input via surveys. We will do this by adding metrics to track students by teacher.</p> |
| <p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p> | <p>The Youth Advisory Committee met 5 times. On average, 9 of the 12 members attended meetings. The council developed meeting norms, gave input on student safety, reviewed the youth engagement goals from the 22-23 SPSA and California Healthy Kids Survey, and gave input on the development of the Prairie student survey. The Council included students that represent our school population in terms of gender, special education status, EL status and primary language:</p> <p>12 students participated representing the following identities: English Only students English Learner students/:Long-term English Learners Reclassified English Proficient students Initially Fluent English Proficient student Punjabi-speaking students Spanish-speaking students Dual Immersion students</p> | <p>Increase attendance and participation at Youth Advisory Committee meetings by providing snacks and/or incentives.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|------------------|
| | African-American students Special Education students GATE student Latino students South Asian students | |

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 special education students and students who are at risk for school failure or failure to meet the demands of California's challenging academic standards.

Strategy/Activity

Establish structures that promote youth engagement and integrate youth leadership into school policy team conducted focus groups of students. A team of Prairie staff will attend a 4-day Youth Development Institute to reflect on our practices and strategize ways to be more intentional in our work with students. . During the 2020-2021 school year, students proposed the idea of after-school clubs as a strategy that could possibly reduce chronic absences and improve student behavior. They developed the idea of a "Club Council," a representative group of students based on the Student Council model who would run the entire club program under the guidance of an adult advisor. A Club Council was formed during the 2022-2023 school year that was charged with soliciting student input about club/class/activity offerings, analyzing the results of the input, identifying and selecting offerings for each trimester, and staying within their budget while still meeting the identified needs of the school. The Club requires a Coordinator.

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) |
|-----------|----------------------------|
| 770.00 | Supplemental/Concentration |

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Last year's plan outlined a plan to promote youth engagement and integrate youth leadership into school policy. One of the strategies was to create Club Council, a representative group of students based on the Student Council model who would run the entire club program under the guidance of an adult advisor. We were able to provide opportunities for engagement and leadership through Student Council, Student Advisory Committee, Club Council and Conflict Managers.

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

None.

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

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

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$129,241 |
| 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 | \$233,496.00 |

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 | \$127,474.00 |
| Title I Part A: Parent Involvement | \$1,767.00 |

Subtotal of additional federal funds included for this school: \$129,241.00

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

| State or Local Programs | Allocation (\$) |
|----------------------------|-----------------|
| Supplemental/Concentration | \$104,255.00 |

Subtotal of state or local funds included for this school: \$104,255.00

Total of federal, state, and/or local funds for this school: \$233,496.00

School Site Council Membership

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

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

| Name of Members | Role |
|-----------------------|----------------------------|
| Kelly Schevenin | Principal |
| Alicia Chavez Alcaraz | Classroom Teacher |
| Alejandro Delgadillo | Classroom Teacher |
| Alejandra Solorio | Classroom Teacher |
| Stephanie Velgara | Other School Staff |
| Geovanni Linares | Parent or Community Member |
| Debbie Decker | Parent or Community Member |
| Matthew Davis | Parent or Community Member |
| Bethel Boites | Parent or Community Member |
| Vacant | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Fabiola Delgadillo

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/5/23.

Attested:

K. Schevenin

Principal, Kelly Schevenin on 5/5/23

Matthew Davis

SSC Chairperson, Matthew Davis on 5/5/23