



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Elementary	Prairie 57727100000000	5/9/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Woodland Prairie Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- White students: absenteeism and suspension

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Woodland Prairie Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

White students: absenteeism and suspension

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 students' academic achievement 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 include the development of a school and family engagement policy and a school and parent compact that addresses the shared responsibility between all stakeholders regarding 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 includes information on students' academic achievement 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's 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 those 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:

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:

- A comprehensive needs assessment of the entire school that includes information on students' academic achievement 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 process consisted of a comprehensive needs assessment with all community stakeholders. The community partners included the English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process involved analyzing various data points from the

California Dashboard and local site-level indicators. Partners discussed the data and provided feedback regarding the root causes and next steps (action items) moving forward.

- 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's 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, as well as strategies that address the needs of all students' needs, particularly those 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:

School and Family Engagement Policy

A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:

- In partnership with stakeholders (including the principal and other school leaders, teachers, 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 the implementation of its ATSI plan.

## Educational Partner Involvement

How, when, and with whom did Woodland Prairie Elementary 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 8 times per year. It reviews the school's data and 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 educational 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 (2023) and site-level indicators for Woodland Prairie Elementary, focusing on student's academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

The following groups completed a Needs Assessment:

School Site Council: LCAP Goal #2: Meeting Social-Emotional and Academic Needs (2/29/24, 3/28/24)

English Learner Advisory Committee: LCAP Goal #3: Accelerate English Learner Achievement (1/25/23, 3/21/24)

Student Advisory Council: LCAP Goal #2: Meeting Social-Emotional and Academic Needs (2/23/24)

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 (1/11/24, 2/1/24, 2/29/24 and 3/14/24)

#### STUDENT INPUT:

Student input was gathered through a survey focused on climate and safety, of which 303 out of 411 3rd-6th grade students responded. This represents 74% of eligible students. A Student Advisory Council was established, with a balanced representation of student groups. 13 students participated in the Student Advisory Council. The Student Advisory Group is comprised of English, Spanish, and Punjabi speaking students, Latino, and White students, English learners and Reclassified Fluent Proficient students, GATE students, students with disabilities, and students with no identified need from both our Dual Immersion program and Mainstream classrooms.

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

- in regards to Prairie students consistently responded “Big/Very Big Problem” at a higher percentage than the overall WJUSD on the Bullying Prevention & Intervention Survey in April 2023, the council provided the following input: 1) implement after-school detention as a consequence for bullying behaviors
- In regards to 32% of students responding they never find a food option they like from the cafeteria on the 2024 Prairie Student Survey for 3rd-6th, the council provided the following input: 1) students would like a choice of menu options, 2) need for a vegetarian option for students who do not eat meat, 3) gather more student input about preferred and non-preferred options.

All focus groups identified areas of concern, analyzed these areas to determine their root causes, and then proposed strategies that could serve as solutions.

Members of the School Site Council provided the following input:

- identify the top 3 school expectations students are not following each trimester and determine how staff agrees to address this consistently
- improve the student store cart for improved efficiency

The Leadership Team provided the following input:

- there is a need to address bullying and implement preventative measures
- there is a need to address student safety concerns in the bathroom; older students are intimidating the younger students
- there is a need for regular updates on student progress from the Wellness Team
- there is a need for improved communication between teachers and admin concerning minor referrals

The English Learner Advisory Committee provided the following input:

- in regards to increasing family engagement, 1) a need to increase participation in ELAC meetings and 2) make the volunteer clearance process more accessible for families by providing local fingerprinting services

ELAC reviewed the SPSA on 5/2/24, and SSC reviewed and approved the SPSA on 5/9/24.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Woodland Prairie identified the following resource inequities for the 2023-2024 school year and continues to work in partnership with WJUSD to address them.

1. Staff Turnover: The high number of new teachers to Prairie for 3 consecutive years indicates a high turnover rate. Staff turnover can disrupt continuity and consistency in instruction, affecting student learning and relationships. This requires additional support and resources to ensure that new teachers receive adequate training and mentorship to effectively meet students' needs. Prairie lacks adequate qualified instructional coaching support.

2. Prairie has less qualified teachers serving a high number of low-income and minority students in com.

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

4. Prairie had two teachers reclassified midyear as long-term substitute teachers due to the inability to secure an emergency teaching credential. Additional support and resources are needed for long-term substitute teachers. These teachers would benefit from greater access to mentorship programs and professional development opportunities to enhance their skills and expertise.

5. Teachers Participating in Induction: The presence of 5 teachers in their first or second year of induction and 1 in the internship program suggests additional support and resources to help them navigate the challenges of their early



teaching careers. Each teacher was paired with experienced educators in the district who provided guidance, advice, and support.

6 Late hire for Social Worker: The delay in hiring a full-time social worker until November may have hindered students' access to timely social-emotional support services, potentially impacting their well-being and academic success. Additionally, it poses challenges for teachers and staff in effectively addressing students' social-emotional needs within the classroom environment. Prairie would benefit from a bilingual social worker in English and Spanish serving our Spanish-speaking families, which make up 49% of our families.

7 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 and instructional coaching for teachers. More assistance is needed to create smaller, more targeted ELD instruction groups at all grade levels and provide instructional coaching support to teachers.

8 The student-to-school counselor ratio is 750:1, significantly exceeding the American School Counselor Association's (ASCA) recommended ratio of 25:1. This disparity restricts our counselor's capacity to deliver tier-I support, such as modeling lessons for teachers and providing coaching. Instead, the counselor primarily focuses on tier II support, including individual counseling and social groups, due to time constraints. This allocation of resources results in a deficiency of preventative measures and early interventions, thereby amplifying existing inequities within our school system.

9 Approximately 160 students are served by an Individualized Education Program (I P). One of our case managers/resource specialist program (RSP) teachers, who play a critical role in implementing these plans, was a long-term substitute with limited training and experience. This deficit in expertise can compromise the quality of support provided to students with special needs, potentially impeding their academic and developmental progress.

10. Prairie receives Behavior Support Specialist assistance at only 50% capacity despite the critical need for support. The Specialist's role encompasses providing invaluable coaching to teachers and staff on effective classroom management and behavior strategies. However, this arrangement falls short of meeting Prairie's requirements, especially considering the larger proportion of inexperienced teachers compared to other schools. As a result, the current allocation fails to sufficiently address the pressing demand for support in managing student behavior and fostering conducive learning environments.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Prairie suspension rate and CAASPP performance for both English language arts and math were in the orange performance category. There were no indicators in the red category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

232 students in 4th-6th responded to the WJUSD Bullying Prevention & Intervention Survey in April 2023. Prairie students consistently responded "Big/Very Big Problem" at a higher percentage than the overall WJUSD 4th-6th percentage, with the most significant problem being "students pushing, shoving, or trying to pick fights with other students" at 78%. The WJUSD average was 55%. Staff ratings indicate that 56% believe students pushing, shoving, or tripping weaker students is a "Big/Very Big Problem," compared to 27% overall WJUSD.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Woodland Prairie Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				776	738	755

### 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
Grade3	118	108	112
Grade 4	115	110	111
Grade 5	107	107	105
Grade 6	118	105	105
<b>Total Enrollment</b>	776	738	755

#### Conclusions based on this data:

1. Enrollment has remained relatively consistent. 5 students were participating in the FLEX Academy for 2023-2024.
2. 2023-2024: In grades 4-6, SEI classrooms have smaller class sizes than DI. The average class size for SEI is 22, compared to an average class size of 30 for DI.
3. Our Dual Immersion classrooms TK-3 are at total capacity with a district-wide waitlist.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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 slightly increased from 20-21 to 22-23. We have the highest number of English learners of any other school in the district at 418 students (55.4%). The next highest number is 226 (28.8%). Roughly 90% of our English Learners are Spanish speakers. The remaining 10% speak 7 other languages.
2. The California Department of Education (CDE) has not released the reclassification rate date for 22-23 or 23-24. Based on our internal data, the estimated number of reclassified students increased to 12.5% in 23-24. 23-24 CAASPP data shows that writing has the highest percentage of students below standard.
3. Roughly 20% of the school district's English Learners attend Woodland Prairie (according to Data Quest). We have the largest number of English Learners of all the schools in the district.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	119	109	109	0	107	107	0	107	107	0.0	98.2	98.2
Grade 4	111	109	112	0	109	111	0	109	111	0.0	100.0	99.1
Grade 5	106	110	110	0	109	109	0	109	109	0.0	99.1	99.1
Grade 6	115	105	105	0	104	103	0	103	103	0.0	99.0	98.1
All Grades	451	433	436	0	429	430	0	428	430	0.0	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2346.		8.41	6.54		14.02	13.08		23.36	23.36		54.21	57.01
Grade 4		2400.	2416.		4.59	8.11		14.68	18.02		28.44	19.82		52.29	54.05
Grade 5		2450.	2463.		11.01	7.34		22.94	31.19		17.43	22.94		48.62	38.53
Grade 6		2473.	2457.		7.77	6.80		18.45	19.42		31.07	23.30		42.72	50.49
All Grades	N/A	N/A	N/A		7.94	7.21		17.52	20.47		25.00	22.33		49.53	50.00

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.54	11.21		57.01	51.40		36.45	37.38
<b>Grade 4</b>		4.59	9.01		56.88	57.66		38.53	33.33
<b>Grade 5</b>		13.76	8.26		55.05	66.97		31.19	24.77
<b>Grade 6</b>		10.68	7.77		45.63	43.69		43.69	48.54
<b>All Grades</b>		8.88	9.07		53.74	55.12		37.38	35.81

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.54	2.80		45.79	36.45		47.66	60.75
<b>Grade 4</b>		2.75	4.50		52.29	46.85		44.95	48.65
<b>Grade 5</b>		6.48	8.26		49.07	57.80		44.44	33.94
<b>Grade 6</b>		8.74	6.80		42.72	37.86		48.54	55.34
<b>All Grades</b>		6.09	5.58		47.54	44.88		46.37	49.53

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		1.87	3.74		76.64	66.36		21.50	29.91
<b>Grade 4</b>		8.26	11.71		67.89	75.68		23.85	12.61
<b>Grade 5</b>		7.34	6.42		72.48	76.15		20.18	17.43
<b>Grade 6</b>		10.68	2.91		74.76	70.87		14.56	26.21
<b>All Grades</b>		7.01	6.28		72.90	72.33		20.09	21.40

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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
<b>Grade 3</b>		7.48	6.54		59.81	55.14		32.71	38.32
<b>Grade 4</b>		5.50	8.11		63.30	65.77		31.19	26.13
<b>Grade 5</b>		14.68	8.26		57.80	66.97		27.52	24.77
<b>Grade 6</b>		8.74	9.71		66.02	62.14		25.24	28.16
<b>All Grades</b>		9.11	8.14		61.68	62.56		29.21	29.30

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**Conclusions based on this data:**

1. Students at Prairie have demonstrated a relatively consistent overall achievement in English Language Arts from 2021-2022 to 2022-2023.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	119	109	109	0	106	106	0	106	106	0.0	97.2	97.2
Grade 4	111	110	112	0	108	112	0	108	112	0.0	98.2	100.0
Grade 5	106	110	110	0	108	109	0	107	109	0.0	98.2	99.1
Grade 6	115	105	105	0	104	104	0	103	104	0.0	99.0	99.0
All Grades	451	434	436	0	426	431	0	424	431	0.0	98.2	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2356.		4.72	1.89		16.04	20.75		27.36	18.87		51.89	58.49
Grade 4		2407.	2436.		1.85	8.93		18.52	16.96		23.15	34.82		56.48	39.29
Grade 5		2427.	2443.		4.67	4.59		7.48	12.84		28.04	30.28		59.81	52.29
Grade 6		2452.	2421.		2.91	3.85		11.65	7.69		26.21	21.15		59.22	67.31
All Grades	N/A	N/A	N/A		3.54	4.87		13.44	14.62		26.18	26.45		56.84	54.06

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.66	5.66		41.51	36.79		52.83	57.55
<b>Grade 4</b>		7.41	12.50		36.11	47.32		56.48	40.18
<b>Grade 5</b>		2.80	3.67		32.71	42.20		64.49	54.13
<b>Grade 6</b>		0.97	3.85		37.86	26.92		61.17	69.23
<b>All Grades</b>		4.25	6.50		37.03	38.52		58.73	54.99

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.43	9.43		41.51	33.02		49.06	57.55
<b>Grade 4</b>		4.63	6.25		38.89	58.04		56.48	35.71
<b>Grade 5</b>		4.67	3.67		47.66	53.21		47.66	43.12
<b>Grade 6</b>		2.91	0.96		44.66	35.58		52.43	63.46
<b>All Grades</b>		5.42	5.10		43.16	45.24		51.42	49.65

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.43	3.77		52.83	56.60		37.74	39.62
<b>Grade 4</b>		5.56	6.25		57.41	62.50		37.04	31.25
<b>Grade 5</b>		2.80	1.83		58.88	58.72		38.32	39.45
<b>Grade 6</b>		2.91	1.92		65.05	49.04		32.04	49.04
<b>All Grades</b>		5.19	3.48		58.49	56.84		36.32	39.68

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**Conclusions based on this data:**

1. The mean scale score for Math slightly increased for 4th and 5th grades from 21-22 to 22-23. It decreased for the 3rd and 6th grades.
2. Applying mathematical concepts and procedures is the domain with the highest percentage of students below standard. There was a slight increase in the percentage of students below standard, demonstrating an ability to support mathematical conclusions. The other two domains had a slight decrease in the percentage of students below standard.



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3. A lower percentage of students are meeting or exceeding math standards (19.49%) than the percentage of students meeting or exceeding English language arts standards (27.68%).

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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
<b>K</b>	1432.2	1414.5	1419.7	1449.9	1429.6	1430.2	1390.7	1379.1	1395.2	61	64	67
<b>1</b>	1421.1	1437.1	1426.4	1444.9	1459.4	1452.2	1396.7	1414.3	1400.2	58	58	65
<b>2</b>	1474.4	1452.7	1469.6	1481.9	1469.1	1475.2	1466.4	1435.7	1463.5	71	63	54
<b>3</b>	1486.1	1495.0	1483.4	1495.0	1506.6	1495.8	1476.9	1482.9	1470.6	61	69	63
<b>4</b>	1503.1	1522.7	1513.5	1510.9	1524.4	1516.7	1495.0	1520.6	1509.8	65	54	61
<b>5</b>	1517.9	1521.1	1548.1	1522.5	1525.8	1552.4	1512.9	1515.9	1543.3	50	58	47
<b>6</b>	1529.5	1527.3	1521.8	1537.7	1529.4	1521.9	1520.7	1524.9	1520.9	41	42	48
<b>All Grades</b>										407	408	405

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	21.31	6.25	7.46	39.34	29.69	38.81	24.59	46.88	34.33	14.75	17.19	19.40	61	64	67
<b>1</b>	3.45	3.45	3.08	31.03	32.76	18.46	36.21	36.21	50.77	29.31	27.59	27.69	58	58	65
<b>2</b>	5.63	4.76	11.11	50.70	36.51	46.30	36.62	31.75	29.63	7.04	26.98	12.96	71	63	54
<b>3</b>	6.56	13.04	12.70	37.70	43.48	33.33	42.62	36.23	34.92	13.11	7.25	19.05	61	69	63
<b>4</b>	11.11	31.48	19.67	41.27	29.63	45.90	33.33	31.48	27.87	14.29	7.41	6.56	63	54	61
<b>5</b>	18.00	22.41	40.43	26.00	25.86	36.17	42.00	34.48	19.15	14.00	17.24	4.26	50	58	47
<b>6</b>	14.63	24.39	16.67	36.59	43.90	37.50	34.15	17.07	27.08	14.63	14.63	18.75	41	41	48
<b>All Grades</b>	11.11	14.25	14.81	38.27	34.40	36.30	35.56	34.40	32.84	15.06	16.95	16.05	405	407	405

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	34.43	15.63	20.90	39.34	39.06	35.82	16.39	26.56	22.39	9.84	18.75	20.90	61	64	67
<b>1</b>	18.97	18.97	13.85	36.21	43.10	41.54	24.14	24.14	35.38	20.69	13.79	9.23	58	58	65
<b>2</b>	22.54	25.40	24.07	52.11	36.51	40.74	22.54	23.81	25.93	2.82	14.29	9.26	71	63	54
<b>3</b>	32.79	39.13	42.86	49.18	43.48	31.75	13.11	14.49	15.87	4.92	2.90	9.52	61	69	63
<b>4</b>	42.86	42.59	45.90	36.51	46.30	47.54	11.11	5.56	3.28	9.52	5.56	3.28	63	54	61
<b>5</b>	34.00	41.38	57.45	44.00	39.66	34.04	12.00	6.90	4.26	10.00	12.07	4.26	50	58	47
<b>6</b>	31.71	43.90	35.42	43.90	36.59	35.42	17.07	9.76	14.58	7.32	9.76	14.58	41	41	48
<b>All Grades</b>	30.86	31.70	33.33	43.21	40.79	38.27	16.79	16.46	18.02	9.14	11.06	10.37	405	407	405

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Written 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
<b>K</b>		1.56	7.46		18.75	8.96		57.81	59.70		21.88	23.88		64	67
<b>1</b>		1.72	3.08		17.24	7.69		32.76	33.85		48.28	55.38		58	65
<b>2</b>		0.00	5.56		30.16	27.78		23.81	33.33		46.03	33.33		63	54
<b>3</b>		7.25	3.17		21.74	15.87		34.78	42.86		36.23	38.10		69	63
<b>4</b>		16.67	6.56		29.63	32.79		24.07	39.34		29.63	21.31		54	61
<b>5</b>		10.34	21.28		18.97	25.53		37.93	31.91		32.76	21.28		58	47
<b>6</b>		7.32	12.50		19.51	18.75		41.46	33.33		31.71	35.42		41	48
<b>All Grades</b>		6.14	7.90		22.36	19.01		36.12	40.00		35.38	33.09		407	405

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	32.79	12.50	26.87	54.10	70.31	56.72	13.11	17.19	16.42	61	64	67
<b>1</b>	31.03	20.69	33.85	53.45	68.97	61.54	15.52	10.34	4.62	58	58	65
<b>2</b>	21.13	19.05	24.07	76.06	66.67	68.52	2.82	14.29	7.41	71	63	54
<b>3</b>	37.70	37.68	20.63	55.74	52.17	55.56	6.56	10.14	23.81	61	69	63
<b>4</b>	47.62	62.96	40.98	42.86	33.33	49.18	9.52	3.70	9.84	63	54	61
<b>5</b>	26.00	29.31	36.17	62.00	56.90	61.70	12.00	13.79	2.13	50	58	47
<b>6</b>	17.50	29.27	33.33	70.00	58.54	47.92	12.50	12.20	18.75	40	41	48
<b>All Grades</b>	31.19	29.73	30.62	58.91	58.48	57.28	9.90	11.79	12.10	404	407	405

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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
<b>K</b>	34.43	25.00	11.94	50.82	53.13	58.21	14.75	21.88	29.85	61	64	67
<b>1</b>	20.69	19.30	18.46	58.62	64.91	64.62	20.69	15.79	16.92	58	57	65
<b>2</b>	25.35	34.92	37.04	70.42	53.97	51.85	4.23	11.11	11.11	71	63	54
<b>3</b>	40.98	53.73	52.38	52.46	43.28	38.10	6.56	2.99	9.52	61	67	63
<b>4</b>	42.86	32.69	52.46	47.62	59.62	44.26	9.52	7.69	3.28	63	52	61
<b>5</b>	66.00	55.17	82.98	22.00	34.48	12.77	12.00	10.34	4.26	50	58	47
<b>6</b>	51.22	52.50	43.75	43.90	37.50	45.83	4.88	10.00	10.42	41	40	48
<b>All Grades</b>	38.77	38.65	40.74	50.86	49.88	46.42	10.37	11.47	12.84	405	401	405

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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
<b>K</b>	8.20	3.13	8.96	73.77	73.44	74.63	18.03	23.44	16.42	61	64	67
<b>1</b>	10.34	10.34	6.15	34.48	36.21	23.08	55.17	53.45	70.77	58	58	65
<b>2</b>	12.68	1.59	12.96	63.38	55.56	51.85	23.94	42.86	35.19	71	63	54
<b>3</b>	1.64	2.90	3.17	49.18	47.83	42.86	49.18	49.28	53.97	61	69	63
<b>4</b>	3.17	9.26	9.84	52.38	59.26	59.02	44.44	31.48	31.15	63	54	61
<b>5</b>	12.00	8.62	29.79	48.00	53.45	48.94	40.00	37.93	21.28	50	58	47
<b>6</b>	12.20	9.76	12.50	21.95	46.34	25.00	65.85	43.90	62.50	41	41	48
<b>All Grades</b>	8.40	6.14	11.11	50.86	53.56	47.16	40.74	40.29	41.73	405	407	405

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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
<b>K</b>	31.15	20.31	16.42	37.70	56.25	56.72	31.15	23.44	26.87	61	64	67
<b>1</b>	0.00	0.00	4.62	48.28	70.18	60.00	51.72	29.82	35.38	58	57	65
<b>2</b>	4.23	7.94	11.11	66.20	52.38	74.07	29.58	39.68	14.81	71	63	54
<b>3</b>	8.20	13.04	14.29	67.21	65.22	60.32	24.59	21.74	25.40	61	69	63
<b>4</b>	9.52	25.93	24.59	57.14	59.26	60.66	33.33	14.81	14.75	63	54	61
<b>5</b>	18.00	15.52	23.40	64.00	60.34	65.96	18.00	24.14	10.64	50	58	47
<b>6</b>	12.20	17.07	35.42	78.05	68.29	45.83	9.76	14.63	18.75	41	41	48
<b>All Grades</b>	11.60	14.04	17.78	59.01	61.33	60.49	29.38	24.63	21.73	405	406	405

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**Conclusions based on this data:**

1. The overall mean scores for grades K, 2, and 5 slightly increased from 21-22 to 22-23.
2. More students scored at level 3 or 4 for oral language, whereas more students scored at levels 1 or 2 for written language. This indicates written language is also seen in the CAASPP English language arts performance.
3. The number of students tested remained consistent from 20-21 to 22-23.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>755</b>	<b>87</b>	<b>55.4</b>	<b>0.1</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	418	55.4
Foster Youth	1	0.1
Homeless	1	0.1
Socioeconomically Disadvantaged	657	87
Students with Disabilities	103	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
American Indian	1	0.1
Asian	57	7.5
Filipino	2	0.3
Hispanic	610	80.8
Two or More Races	10	1.3
Pacific Islander	8	1.1
White	56	7.4



**Conclusions based on this data:**

1. Our largest student group is Socioeconomically Disadvantaged at 87% (657 students). The next largest student group is Hispanic/Latino, at 80.8%, with 610 students.
2. 2024 Internal data (WJUSD Dashboard) indicates that Prairie currently serves 119 Students with Disabilities in TK-6. This is a 50% increase from 2018-2019 (59 students) and a 28-student % increase over 2021-2022 (88 students). Hiring qualified special education staff to serve these students has been difficult.
3. According to internal data (WJUSD Dashboard), 16.48% of our current students are identified as Students With Disabilities. 31.09% of students with disabilities are female, compared to 68.91% male.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. There was an improvement in chronic absenteeism rates from 2022 to 2023. However, there is a higher rate of chronic absenteeism for Students with Disabilities and White students than the overall rate for 22-23.
2. Prairie had a higher ELPI score (50.5%) than the state (48.7%) and WJUSD (45.4%).

3. Suspension increased across all student groups. Prairie had a lower suspension rate than WJUSD. The suspension rate for English learners at Prairie was 2.8%, compared to 5.8% for WJUSD. However, Prairie's suspension rate for Students with disabilities was disproportionately high at 10% and higher than the WJUSD rate at 8.7%.

# School and Student Performance Data

## Academic Performance English Language Arts

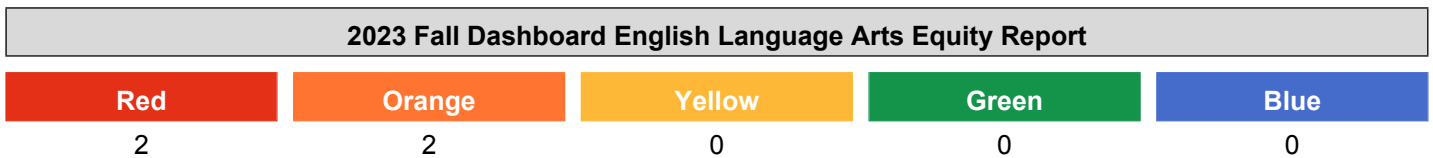
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>62.4 points below standard</p> <p>Maintained -1.4 points</p> <p>412 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>81.2 points below standard</p> <p>Decreased -11 points</p> <p>248 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>69.3 points below standard</p> <p>Maintained -2.3 points</p> <p>360 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>108.9 points below standard</p> <p>Increased Significantly +31 points</p> <p>66 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	Less than 11 Students  1 Student	18.8 points below standard Increased Significantly +15.2 points 29 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 70.7 points below standard Decreased -5.8 points 348 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	15.3 points below standard Increased +9.9 points 22 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
121.9 points below standard Decreased Significantly -19.2 points 171 Students	9 points above standard Increased +11.4 points 77 Students	43 points below standard Increased +10.9 points 112 Students

**Conclusions based on this data:**

- Overall student performance in ELA remained consistent from 2022 to 2023.
- Reclassified Fluent Proficient students outperformed English Only and English Learners in English Language Arts with 9 points above standard. This is 130.9 points higher than the performance of English learners and 34 points higher than English Only.
- Performance for both English learners and Latino students in ELA declined from 2022 to 2023.

# School and Student Performance Data

## Academic Performance Mathematics

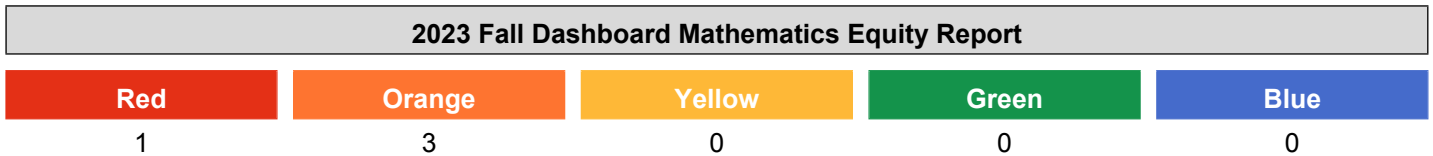
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 82.3 points below standard Maintained +2.3 points 411 Students	<b>English Learners</b>  Red 97.3 points below standard Decreased -11.8 points 247 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Orange 87.5 points below standard Maintained 0 points 359 Students	<b>Students with Disabilities</b>  Orange 130.5 points below standard Increased Significantly +22.7 points 65 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	Less than 11 Students  1 Student	57.6 points below standard Maintained -0.4 points  29 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 89.5 points below standard Maintained -2.8 points  347 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	33.3 points below standard Increased Significantly +66.6 points  22 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.9 points below standard Decreased Significantly -22.7 points  170 Students	25.2 points below standard Increased Significantly +15.2 points  77 Students	71.4 points below standard Increased Significantly +26 points  112 Students

#### Conclusions based on this data:

1. Overall student performance in Math remained consistent from 2022 to 2023.
2. There was a significant improvement in performance for reclassified English learners and English-only students. English learners decreased significantly.
3. Reclassified fluent proficient students outperformed English only and English learners in math, with 25.2 points below standard, compared to 129.9 points below standard for English learners and 71.4 points below standard for English-only students.

# School and Student Performance Data

## Academic Performance English Learner Progress

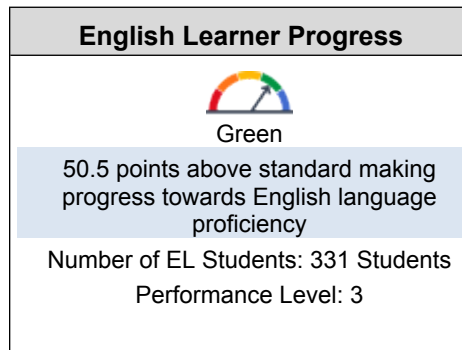
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
54	110	19	148

#### Conclusions based on this data:

1. Prairie had a higher ELPI score (50.5%) than the state (48.7%) and WJUSD (45.4%).
2. The percentage of ELs who decreased at least one ELPI level declined from 19.6% to 16.3%.
3. Staff will benefit from ongoing professional development through the California Association for Bilingual Education (CABE) Project PROMESA Grant. Prairie will be in year 4 of implementing the 5-year grant in 2024-2025.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 25.4% Chronically Absent Declined Significantly -11.8 782 Students	<b>English Learners</b>  Yellow 25.2% Chronically Absent Declined Significantly -10 432 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 25.9% Chronically Absent Declined Significantly -12.5 680 Students	<b>Students with Disabilities</b>  Orange 28.5% Chronically Absent Declined -20.6 130 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  6 Students	Less than 11 Students  1 Student	 Yellow 10.2% Chronically Absent Declined -10.5  59 Students	Less than 11 Students  3 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 27.9% Chronically Absent Declined Significantly -10.7  630 Students	12.5% Chronically Absent Declined -16.1  16 Students	Less than 11 Students  9 Students	 Orange 22.4% Chronically Absent Declined -21  58 Students

**Conclusions based on this data:**

1. The chronic absenteeism rate decreased from 37.3% in 21-22 to 25.4% in 22-23. All student groups declined: Asian, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.
2. Students with Disabilities had the highest chronic absenteeism rate at 28.5%. This group includes 130 students. The next group is White students, at 22.4%. This group consists of 58 students.
3. Prairie's chronic absenteeism rate was 1.1% higher than the state's, at 25.4% compared to 24.3% for California.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

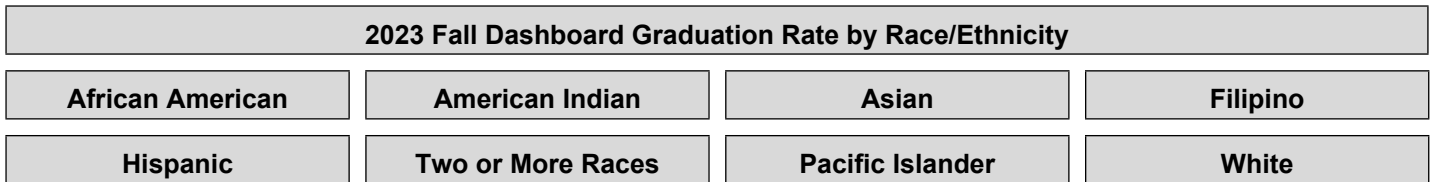
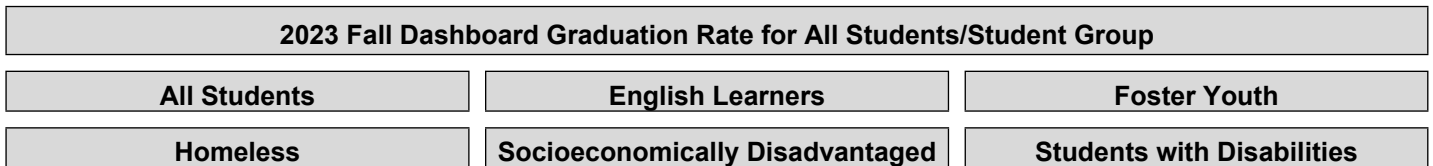
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
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.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

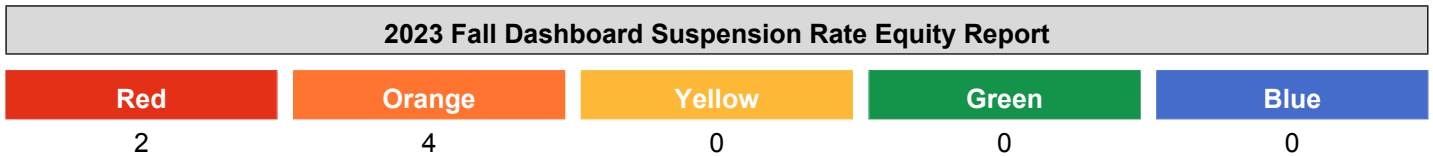
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.2% suspended at least one day</td> </tr> <tr> <td>Increased 0.7 795 Students</td> </tr> </tbody> </table>	All Students	 Orange	4.2% suspended at least one day	Increased 0.7 795 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.8% suspended at least one day</td> </tr> <tr> <td>Increased 1.2 434 Students</td> </tr> </tbody> </table>	English Learners	 Orange	2.8% suspended at least one day	Increased 1.2 434 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 4 Students
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 Red												
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Increased 2.6 130 Students												

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Orange 1.7% suspended at least one day Increased 1.7 59 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.1% suspended at least one day Increased 0.8 634 Students	0% suspended at least one day Declined -4.8 19 Students	Less than 11 Students 9 Students	 Red 7.8% suspended at least one day Increased 2.3 64 Students

**Conclusions based on this data:**

1. Prairie's suspension rate for 2023-2024 was 4.2%, 0.7% above the state rate. This is a 0.7% increase from the 21-22 rate. The suspension rate for WJUSD was 6.6%. Internal data indicates an increase in the suspension rate for 2023-2024.
2. Suspension increased across all student groups. Students with Disabilities and White students are in the red level for suspension. The suspension rate for both student groups increased by 2%. The suspension rate for English Learners was 2.8% compared to 5.8% for WJUSD.
3. 232 students in 4th-6th responded to the WJUSD Bullying Prevention & Intervention Survey in April 2023. Prairie students consistently responded "Big/Very Big Problem" at a higher percentage than the overall WJUSD 4th-6th percentage, with the most significant problem being "students pushing, shoving, or trying to pick fights with other students" at 78%. The WJUSD average was 55%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After reviewing our academic and school climate data during the needs assessment process and considering our district's graduate profile, Prairie partners identified a continued need to improve students' feeling of connectedness to school 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of students who participate in VAPA (Visual and Performing Arts).</p>	<p>20-21: During the 2020-2021 school year, Prairie had 36 students participate in the performing arts through the elementary music program. Specifically, 19 students were enrolled in strings, and 18 students were enrolled in band. Students in ASES (After School Education and Safety) received 1 lesson.</p> <p>21-22: 170 students (4-6) participated in Elementary Music (27 in band, 143 students in strings) 430 students (3-6) participating in 10 days of Beats Lab 738 students (K-6) participated in 8 days of Dance Academy</p> <p>22-23: 10 days Beats Lab (3-6) 430 students 8 days Forxa Dance Academy (TK-6) 741 Poetry Month/Poetry Slam Assemblies (TK-6) Calidanza assemblies TK-6 Calidanza Performance @ Mondavi 5th grade Van Gogh Exhibit 2 6th grade classes Band 42 5th-6th students Strings 112 4th grade students, 18 5th-6th</p> <p>23-24 164 students in music (102 4th graders in strings, 39 5th/6th in band 23 5th/6th in strings) 725 TK-6 students participated in 10 days of dance 391 K-3 student participated in 2D art lessons (1hr X 6 weeks) 25 students in Ceramics Club (4-6) X2 30 students in Art Club (4-6)</p>	<p>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 can 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.</p>
<p>Number of Pathway awards for Biliteracy (Dual Immersion schools only).</p>	<p>20-21 During the 2020-21 school year, the method for awarding the Pathway to Biliteracy was not defined. This work will be completed during 2021-2022.</p> <p>21-22 Prairie will inform students, parents, and families about the Pathway to Biliteracy criteria. This will be the award's baseline data collection year.</p>	<p>During the 2023-2024 school year, Prairie will increase the number of Biliteracy Pathway awards from 27 to 37.</p>

	<p>22-23 Prairie was awarded the first Pathway Awards for Biliteracy in the spring of 2023. 47 students from Prairie earned an award: 5 in TK/K, 20 in 4th grade, and 22 in 6th. The criteria for the Pathway awards will be shared with SSC and ELAC. The requirements will be shared with students when awardees are recognized at an awards assembly. Families will be invited.</p> <p>During the 2023-24 school year, Prairie was awarded 27 Biliteracy Pathway awards. Students were recognized for iReady Spanish reading assessment performance and Pathway Awards at dual immersion assemblies.</p>	
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 a classroom teacher or art instructor.	All students with a specific focus on underperforming students at risk of school failure. All students in the Dual Immersion program with a particular emphasis on underperforming students who are at risk of school failure.	37,261.00 Supplemental/Concentration  28,801.00 Title I Part A: Basic Grants Low-Income and Neglected
1.2	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. Regularly monitor and track students' progress toward achieving biliteracy goals. Recognize and celebrate students' achievements in biliteracy by awarding Biliteracy Pathway awards in Kindergarten, 4th, and 6th grade.	Students in the Dual Immersion program.	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

PTA donated \$8,000 toward field trips, providing students with more opportunities. The district also covered the entire cost of the 6th Grade Science Camp. A student survey for students in 3rd-6th grade showed a 10.9% decline in the number of students responding always/often to "I like school." There was also a 6% decline in the number of 5th-grade students most of the time/all of the time for school connectedness on the California Healthy Kids Survey from 2023 to 2024. There was a decrease in the number of students receiving a Pathway award. There were 47 awards during 2022-2023 compared to 28 during 2023-2024. There was an increase in the number of 6th-grade students who participated in Science Camp.

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

Additional funds were moved from goal 2 to goal 1 to provide 2D arts instruction for K-3. Outside VAPA instructors weren't brought in until spring, when the goal was to provide one experience each trimester.

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.

The PROMESA DSLA team agreed to make changes to the subjects and language allocations in our dual immersion program to increase the number of students reaching Spanish proficiency. We expect to take advantage of the Prop 28 funds under the guidance of the district beginning next year to enhance VAPA experiences.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Prairie has identified the need to improve ELA and Math performance overall based on a review of the California Dashboard, internal assessments, and i-Ready Diagnostic data during the needs assessment process with educational partners. Based on a comprehensive review conducted during the needs assessment process in collaboration with educational partners, Prairie Elementary has identified a critical need to address bullying. This assessment encompassed an analysis of the results from the California Healthy Kids Surveys administered to students, parents, and staff, along with insights gleaned from our internal Student Survey for 3rd-6th graders. Additionally, findings from the 2023 WJUSD Bullying Prevention & Intervention Evaluation Report were incorporated into the review process, highlighting the urgency and importance of addressing this issue within our school community.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance level on ELA (English Language Arts) and Math Academic Indicator.</p>	<p>20-21: No data available</p> <p>21-22: Woodland Prairie Elementary received a LOW (orange) rating for English Language Arts on the California School Dashboard in 2022. Woodland Prairie Elementary received a rating of LOW (Orange) for Math on the California School Dashboard in 2022</p> <p>22-23 Woodland Prairie Elementary received a rating of Orange for English Language Arts and Math on the California School Dashboard in 2023. Students scored 62.4 points below standard for ELA and 82.3 points below standard for Math.</p>	<p>Decrease the distance from the standard by 5% on the California School Dashboard. Decrease the distance from the standard for ELA by 3.12 points and for Math by 4.12 points compared to the baseline data from 2023.</p>
<p>Performance Level for Dual Immersion students on the California Spanish Assessment.</p>	<p>The mean grades 3-6 scores are at the upper end of the Level 1 Score Reporting Range. Mean Scores: 20-21:No data available</p> <p>21-22: Mean Scores: 3rd: 344.3 (1) 4th: 442.8 (1) 5th: 547.2 (2) 6th: 647.8 (1)</p> <p>2023: Overall 3rd: 341.2 (range 1) 4th: 445.9 (range 1) 5th: 545.6 (range 1) 6th: 645.4 (range 1)</p> <p>EL: 3rd: 339.5 4th: 443.6 5th: 543.0 6th: 637.8</p>	<p>Achieve a minimum increase of 10 points in the mean score compared to the previous academic year's mean score.</p>
<p>Percentage and number of students who are chronically absent</p>	<p>20-21: 145 students were chronically absent during the 2020-21 school year, representing 19% of Prairie students who are identified as chronically absent.</p> <p>21-22: The number of chronically absent students during the 2021-2022 school year was 288. This represents 37.3% of Prairie students. All student groups</p>	<p>The number of students identified as chronically absent will decrease by 5%, which means less than 188 students will be identified as chronically absent. This translates into 25.5% or less of the student body.</p>



	<p>had a very high percentage of chronically absent students: Asian, EL, Latino, SED, SWD, and White.</p> <p>22-23: The number of chronically absent students during the 2022-23 school year was 198. This represents 25.4% of Prairie students identified as chronically absent—the student groups with the greatest percentage of chronically absent students were SWD and White.</p>	
Student sense of safety and school connectedness	<p>20-21: 64% of Prairie 5th grade students report "most of the time" or "all of the time" to questions that ask them to rate the frequency with which they identify with school connectedness descriptors.</p> <p>21-22: Only 47 of 120 fifth graders took the survey (39% participation). 75% felt connected to school, and 72% felt safe at school all or most of the time. Only 36% reported "Yes, most/all of the time" to "meaningful participation at school."</p> <p>22-23: 81 of 115 fifth graders took the survey (70% participation). 57% felt connected to school, and 47% felt safe at school all or most of the time. 41% reported "Yes, most/all of the time" to "meaningful participation at school."</p>	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	<p>19-20: 26 total suspensions, 16 students, rate 2.0%</p> <p>20-21: 1 suspension</p> <p>21-22: CA Dashboard "High": 3.4% suspended at least one day (2022).</p> <p>22-23: Prairie had a suspension rate of 4.2% suspended at least one day, which earns a rate of Orange on the California Dashboard. Students with Disabilities and White students scored red.</p>	Suspension rates will decrease by 4%, equal to 4%, with particular emphasis on reducing the disproportionate suspension rate for Students with Disabilities and White students.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	21-22:	Increase the number of respondents for 2025. Decrease the percentage of

	<p>The number of parents responding to the Healthy Kids Survey was too small to be counted statistically.</p> <p>22-23: 24 respondents. 42% of families strongly agree that bullying/harassment is a significant problem.</p> <p>23-24: 68 respondents. 36% of families strongly agree that bullying/harassment is a significant problem.</p>	<p>families who strongly agree that bullying/harassment is a significant problem by at least 15%, aiming to reduce this percentage from 36% to 21% or lower.</p>
<p>Percentage of students who reach growth targets on i-Ready in Reading and Math</p>	<p>21-22: 36% of students at Prairie Elementary made their growth targets for Reading in I-Ready in March. 35% of students at Prairie Elementary made their growth targets for Math in I-Ready in March.</p> <p>22-23 45% of students at Prairie Elementary made their growth targets for reading on the March iReady diagnostic. 27% of students at Prairie Elementary made their growth targets for Math.</p> <p>23-24 41 % of students at Prairie Elementary made their growth targets for Reading in I-Ready in March. 35% of students at Prairie Elementary made their growth targets for Math in I-Ready in March.</p>	<p>The percentage of Prairie students who meet their reading growth targets on the I-Ready Final Diagnostic will increase by 2% to 43%.</p> <p>The percentage of students at Prairie who make their growth targets for Math on the I-Ready Final Diagnostic will increase by 5% to 40%.</p> <p>Increase the percentage of students with disabilities and English learners who meet their reading growth targets by at least 5%.</p>
<p>Implementation of Second Step curriculum school-wide</p>	<p>23-24 26% of Second Step lessons were implemented school-wide by the end of March. 3rd grade had the highest completion rate at 63%. Unit 1 had a 44% completion rate.</p>	<p>Increase the implementation of Second Step lessons to 100% school-wide, according to the Pacing Guide.</p>
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>		
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) ELA.</p>	<p>18-19 43.47% of all students in all grades who took the test met or exceeded the standard.</p> <p>21-22</p>	<p>32% of students will meet or exceed standards on the ELA SBAC.</p>

	<p>25% of all students in all grades who took the test met or exceeded the standard.</p> <p>22-23: 27.68% of all students in all grades who took the test met or exceeded the standard.</p>	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	<p>18-19 25.75% of all students in all grades who took the test met or exceeded the standard</p> <p>21-22 17% of all students in all grades who took the test met or exceeded the standard</p> <p>22-23 19.49% of all students in all grades who took the test met or exceeded the standard.</p>	23% of students will meet or exceed standards on the math SBAC.
Overall implementation of Professional Learning Communities (PLC)	<p>23-24 5.57 average rating on the PLC self-reflection tool for overall implementation</p>	10% increase in the overall implementation score of Professional Learning Communities (PLCs) as measured by the self-reflection tool.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Prairie Elementary will leverage PLC (Professional Learning Communities) and our PROMESA (Promoting Rigorous Outcomes Multiliteracy English Learner Student Achievement) initiative. We will sustain the provision of high-quality instruction, intervention, and enrichment through data-driven cycles of inquiry, ensuring alignment with evidence-based instructional strategies. Our work with Project PROMESA will enable us to promote multiliteracy and rigor among English learner students. Additionally, the process of Instructional Rounds will remain central to our efforts, focusing on six essential strategies for teaching academic content and literacy. Ongoing assessment and monitoring will be facilitated through PLC Data Team Meetings held three times per year, specifically emphasizing academic and social-emotional growth for students with disabilities.	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	<p>85,299.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>62,609.00 Supplemental/Concentration</p> <p>1,516.00 Title I Part A: Parent Involvement</p>
2.2	Prairie Elementary will implement a comprehensive strategy to address bullying, foster a positive school climate, and promote social-emotional	All students	Title I Part A: Basic Grants Low-Income and Neglected

<p>learning (SEL). This strategy includes integrating the Second Step curriculum, establishing regular class meetings, implementing PBIS with expectations and interventions, and ensuring consistent implementation of interventions and consequences aligned with PBIS principles and restorative practices. Staff members will receive training on effective intervention strategies, while monitoring and evaluation systems will track progress. Family and community engagement will be emphasized to garner support for bullying prevention efforts, fostering a safe and inclusive environment where all students can thrive.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Inconsistent implementation of the Second Step SEL program and the PBIS relaunch in its first year have likely contributed to challenges in promoting positive behavior and addressing underlying social-emotional needs. High teacher turnover exacerbates the difficulties of implementing SEL programs and PBIS effectively. There was an improved understanding of the distinction between minor and major referrals and consistent implementation of PBIS Golden Tickets.

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

Significant funds were initially allocated to PLC time for teachers and later reallocated to VAPA experiences. By the end of March, 26% of Second Step lessons were implemented school-wide. 3rd grade had the highest completion rate, at 63%. A full-time Social Worker wasn't hired until November 30, 2023.

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 have added a goal for Second Step implementation school wide. Additional training and support are needed to effectively implement trauma-informed practices and provide appropriate support for students with diverse needs. Additional Counselor support could increase our capacity to provide model lessons and coaching for teachers.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing the 2023-2024 i-Ready Diagnostic data with our educational partners, we identified a need to improve the reading performance of our English Learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	21-22: Estimated Reclassification Rate 6.8%  22-23 Estimated Reclassification Rate 9.4%  23-24 Estimated Reclassification Rate 12.5%	We expect to increase the reclassification rate to 12% and/or meet or exceed the state's reclassification rate for 2023-24.
English Learner Progress Indicator (ELPI)	18-19: Prairie had a rate of 56.3% in the "Making progress" indicator, earning it a " High " rating on the 2019 California Dashboard. The district rate was 44.9%  21-22: Prairie had a rate of 46.4% in the "Making progress" indicator, which earned a rating of "medium" on the 2022 California Dashboard. The district rate was 50.7%  22-23:	The "making progress" indicator will increase by 5% to 55.5%.

	<p>Prairie's current rate of 50.5% in the "Making progress" indicator earns it a "green " rating on the 2023 California Dashboard. The district rate was 45.4%, and the state rate was 48.7%.</p>	
<p>School rating of English Learner (EL) Roadmap Principles 1, 2, and 3 on the self-assessment</p>	<p>20-21: The Prairie Elementary EL Roadmap team assigns the school a 2 based on the descriptors in the rubric.</p> <p>21-22: The Prairie Elementary Leadership Team assigned the school an overall 3 based on the descriptors in the EL Roadmap Self-Reflection Rubric, with a score of 2 in building strong family and school partnerships.</p> <p>22-23: 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. Areas for improvement: 1) Curriculum is interdisciplinary and engaging, bolstering student's language development through thematic units, and 2) Curriculum is integrated throughout the day (integrated ELA/ELD, social studies, science, and the arts) and organized thematically with intentionality and related to language development.</p> <p>23-24: Based on the descriptors in the EL Roadmap Self-Assessment Tool for Principles 1 and 2, we assigned an overall 3 ("Working on this, but still spotty, not fully developed") for each principle.</p>	<p>Prairie will Increase each sub-component by 0.5 and move to a 3.5 overall on Principles 1 and 2.</p>
<p>Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)</p>	<p>21-22: In March, 35% of Prairie Elementary's English learner students met their growth targets for Reading in I-Ready on the final Diagnostic.</p> <p>39% of Prairie Elementary's English learner students made their growth targets for Math in I-Ready on the final Diagnostic in March.</p> <p>22-23: In March, 36% of English learner students at Prairie Elementary made</p>	<p>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 57%.</p> <p>The percentage of Prairie's English learner students who meet their growth targets for Math on the I-Ready Final Diagnostic will increase by 2% to 35%.</p>

	<p>their growth targets for Reading in I-Ready on the final Diagnostic.</p> <p>27% of Prairie Elementary's English learner students made their growth targets for Math in I-Ready on the final Diagnostic in March.</p> <p>23-24: 38% of ELs have met the typical growth target for iready reading final diagnostic in March compared to 43% not EL.</p> <p>35% of ELs have met the typical growth target for iready math final diagnostic in March compared to 35% not EL.</p>	
Reclassification of LTEL students	Prairie has 64 students at risk of becoming Long-Term English Learners (LTEL). 3 of those students scored a 4 on ELPAC but have yet to be reclassified. One is a 6th grader who is at-risk LTEL, with 5 years in school.	Reclassify 100% of LTEL students with an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To address the needs of English learners (ELs) through Professional Learning Communities (PLCs), Prairie Elementary will continue implementing dedicated PLC groups focused on data-driven discussions, sharing best practices, and fostering instructional excellence. These PLCs will bring together educators to analyze EL student performance data (including iReady growth data), share successful instructional strategies, and align curriculum resources to meet the diverse needs of ELs. Ongoing professional development will deepen educators' understanding of language acquisition theory and sheltered instruction techniques while monitoring progress and involving families in supporting EL success will ensure continuous improvement. Through this collaborative approach, Prairie Elementary aims to provide equitable learning opportunities and foster a supportive environment where all EL students can thrive academically.	English Learner Students	None Specified See goal 2
3.2	Principle 2 of the EL Roadmap addresses intellectual quality of instruction and meaningful access for English Learners, which aligns with our work with Project PROMESA. Our work with Project PROMESA includes Instructional Rounds,	English Learner Students	None Specified See goal 2



	<p>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 4). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators.</p> <ol style="list-style-type: none"> <li>1. Short video</li> <li>2. Graphic organizers</li> <li>3. Visuals</li> <li>4. multiple opportunities to talk about content with peer</li> <li>5. Scaffolding content-specific academic vocabulary and general vocabulary supporting</li> <li>6. Varied writing opportunities to extend student learning and help with understanding content</li> </ol>		
<b>3.3</b>	<p>ELAC will serve as a vital conduit for collaboration, feedback, and advocacy, ensuring that the unique needs and perspectives of EL students and their families are central to decision-making processes. ELAC members will actively review and refine instructional programs, curriculum materials, and support services to align with the assets-oriented approach and standards-based instruction. Through regular meetings, ELAC will facilitate dialogue between school leadership, educators, and families to identify areas for improvement, share best practices, and celebrate successes. Additionally, ELAC will play a key role in fostering family engagement by providing resources, workshops, and outreach efforts tailored to support EL students' academic and language development. By integrating ELAC into our strategy, Prairie Elementary aims to cultivate a collaborative and inclusive school community that empowers EL students to excel academically and linguistically.</p>	English Learner Students	1,170.00 Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This year, we continued with regular implementation of designated ELD for all English learners. Additionally, we continued to monitor and improve our implementation of the PROMESA 6-key strategies through instructional rounds. The PROMESA DSLA team conducted 3 instructional rounds with our CAFE consultant, plus one additional round with the Prairie team. This year was the first year we implemented the PLC structure and 3 rounds of Grade-level PLC Data Team meetings. Prairie teachers also met 3 times during the school year with the other 2 DI schools to analyze writing samples and improve writing instruction.

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

The high teacher turnover rate impedes our ability to gain momentum and improve on the EL Roadmap self-assessment. Two areas of need for Principle 2 are "curriculum is interdisciplinary and engaging, bolstering language development



through thematic units" and "curriculum is integrated throughout the day (integrated ELA/ELD, social studies, science, and the arts) and organized thematically with intentionality and related to language development." This aligns with our PLC work as well.

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.

Added goal for reclassification of LTELs in 6th grade.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of partnerships with the community and other programs that provide students with opportunities to get engaged.</p>	<p>Prairie partnered with:</p> <p>21-22: Yolo Farm to Fork UCD EAOP</p> <p>22-23: UCD EAOP. Select 6th-grade students participated in 3 StrengthsExplorer 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 Mondavis 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 kindergartener a book.</p> <p>Lion's Club provided prizes for a Reading Challenge TK-6.</p> <p>City of Woodland sponsored EcoHero assemblies for TK-6</p> <p>Migrant Education Mini-Corp Tutors</p>	<p>During the 2024-25 school year, Prairie will maintain or expand partnerships with a community agency or other program to provide students with engagement or leadership opportunities.</p>
<p>Number of extracurricular and co-curricular programs offered</p>	<p>21-22: No data available</p> <p>22-23: Part-time Club Coordinators organized and led 8 after-school clubs for 4th-6th graders based on student input: Cross Country, cooking, art, robotics, ceramics, and anime.</p> <p>23-24: We offered 3 clubs for trimesters 2 and 3. In trimester 1, we offered 2 clubs due to the commitment of the Cross Country Club. Ceramics Cross Country Robotics Cooking Art Anime Science</p>	<p>During the 2024-2025 school year, Prairie will offer 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>21-22 267 students in grades 3rd-6th responded to the 2022 Prairie student survey. This represents 64% of eligible students. Administration reviewed the results with the Youth Advisory Council for input.</p> <p>22-23: 224 students in grades 3rd-6th responded to the 2023 Prairie student survey. This represents 51% of eligible students. Administration will review the results with YAC for input.</p> <p>232 students in 4th-6th responded to the WJUSD Bullying Prevention &amp; Intervention Survey in April 2023. Prairie students consistently responded “Big/Very Big Problem” at a higher percentage than the overall WJUSD 4th-6th percentage, with the most significant problem being “students pushing, shoving, or trying to pick fights with other students” at 78%. The WJUSD average was 55%.</p> <p>23-24 303 out of 411 students in 3rd-6th grade responded to the 2024 Prairie student survey. This represents 74% of eligible students. Administration reviewed the results with the Youth Advisory Council for input.</p> <p>85/102 (83%) 5th-grade students participated in the CHKS survey in 2024.</p> <p>87 students in grades 4-6 responded to the Club Survey to choose the types of clubs offered. 64 students participated in a Pre-Club Survey, and 56 participated in a post-club survey.</p>	<p>During the 2024-25 school year, we will increase our response rate to 82% of 3-6 graders providing input via surveys 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>21-22: We established a Student Advisory Committee and held 4 meetings, including students representing our school population regarding gender, special education status, EL status, and primary language. 11 students participated.</p> <p>22-23: The YAC met 5 times. The council developed Meeting Norms, gave input</p>	<p>Provide training and support for Youth Advisory Committee members to develop leadership skills, facilitate productive discussions, and effectively advocate for student needs and priorities. Increase the engagement and participation of boys.</p>

	<p>on student safety, reviewed the youth engagement goals from the 22-23 SPSA and CHKS, and gave feedback on the development of the student survey.</p> <p>23-24 The Youth Advisory Committee met 8 times. The council developed meeting norms, gave input on student safety, and reviewed the youth engagement goals from the 23-24 SPSA and California Healthy Kids Survey and the 2024 Prairie student survey results. The Council included students that represent our school population in terms of gender, special education status, EL status, and primary language:</p> <p>13 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 Special Education students GATE student Latino students South Asian students</p>	
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Maintain and grow structures that promote youth engagement and integrate youth leadership into school policy.	All students, with a particular emphasis on students who are at risk for school failure or failure to meet the demands of California's challenging academic standards	750.00 Supplemental/Concentration

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We moved Youth Advisory Council meetings to monthly Friday morning meetings. We had better attendance and participation than during lunch last year. There were great discussions with input about PBIS and iReady scores. Boys are more reluctant to participate actively than girls.

Clubs were offered based on student input. They had consistent participation/attendance. Cross Country included family engagement. Surveys were implemented.

Teachers provided California Healthy Kids Survey parent consent forms at Back-to-School Night, which increased participation.

Funding was shifted to the Expanded Learning Opportunities Program (ELOP) budget this year, as planned.

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

All strategies were implemented as planned.

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.

None

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$115,616
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$217,406.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$114,100.00
Title I Part A: Parent Involvement	\$1,516.00

Subtotal of additional federal funds included for this school: **\$115,616.00**

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	\$101,790.00

Subtotal of state or local funds included for this school: **\$101,790.00**

Total of federal, state, and/or local funds for this school: **\$217,406.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	101,790.00
Title I Part A: Basic Grants Low-Income and Neglected	114,100.00
Title I Part A: Parent Involvement	1,516.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	101,790.00
	Title I Part A: Basic Grants Low-Income and Neglected	114,100.00
	Title I Part A: Parent Involvement	1,516.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,062.00
Goal 2	149,424.00
Goal 3	1,170.00
Goal 4	750.00



# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kelly Schevenin	Principal
Joseph Sais	Classroom Teacher
Alejandro Delgadillo	Classroom Teacher
Vacant	Classroom Teacher
Emily Prewitt	Other School Staff
Geovanni Linares	Parent or Community Member
Debbie Decker	Parent or Community Member
Matthew Davis	Parent or Community Member
Bethel Boites-Ibarra	Parent or Community Member
Chris Minor	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:

### Committee or Advisory Group Name

Signature  
*Letizia Jackson*

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:

*Kelley Schevenin*  
*Matthew Davis*

Principal, Kelly Schevenin on 5/9/24

SSC Chairperson, Matthew Davis on 5/9/24