



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Prairie Elementary	57727106107163	4/21/26	May 28, 2026

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

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

The Woodland Prairie Elementary school community has taken great care to build this school-wide plan in accordance with ESSA requirements 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, 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.

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 School 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 (ELAC), the School Site Council (SSC), the Youth Advisory Council (YAC), and Teacher Leadership Committees. Meetings included an in-depth review of the most recent California School Dashboard data (2025) and site-level indicators for Woodland Prairie Elementary, focusing on student 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 (SSC): Local Control and Accountability Plan (LCAP) Goals #1–4 (10/21/25, 11/12/25, 1/20/26, 2/17/26, 3/17/26)

English Learner Advisory Committee (ELAC): LCAP Goals #2–3: 9/11/25, 10/9/25, 11/13/25, 12/11/25, 1/15/26, 2/12/26, 3/12/26, 4/30/26)

Youth Advisory Council (YAC): LCAP Goals #2 & 4: (9/12/25, 10/9/25, 11/21/25, 12/19/25, 2/13/26)

Site Leadership Team: LCAP Goals #1–4: (8/5/25, 8/19/25, 9/11/25, 10/15/25, 11/13/25, 1/29/26, 2/12/26, 3/19/26)

Professional Learning Community (PLC) Guiding Coalition: LCAP Goals #1–2: Meeting Social-Emotional and Academic Needs (6/12/25, 8/4/25, 12/8/25, 1/12/26, 2/10/26, 4/13/26)

Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement PROMESA District-Site

Leadership Academy (DSLAs): LCAP Goals #2–3: (9/18/25, 11/7/25, 1/30/26, 3/26/26)

Community Schools Steering Committee: LCAP Goal #2: (12/9/25, 2/5/26, 3/26/26)

STUDENT INPUT:

Student input was gathered through two internal surveys: School Safety and School Climate. A total of 291 and 228 students, respectively, out of 390 third- through sixth-grade students responded. This represents 67% of eligible students. 75 out of 95 (79%) 5th grade students responded to the California Healthy Kids Survey. A Youth Advisory Council (YAC) was sustained, and the survey results were reviewed. Eighteen students participated in the YAC, with a balanced representation of student groups. The YAC is comprised of English, Spanish, and Punjabi-speaking students; Latino/Hispanic and White students; English Learners and Reclassified Fluent Proficient students; Gifted and Talented Education (GATE) students; students with disabilities; and students with no identified need, from both our Dual Immersion program and English Language Mainstream classrooms.

Student Feedback from Surveys:

*Student Safety & Supervision: Students highlighted the value of consistent adult presence during recess and lunch, including requests for additional noon duty supervision to further support a safe and positive school environment.

*Student-Adult Connections: Students expressed a desire for more positive interactions with staff, including being greeted, acknowledged by name, and feeling seen and heard throughout the school day.

*Student Engagement & Enrichment Opportunities: Students expressed a desire for more field trips and learning experiences beyond the classroom, identifying these as engaging opportunities to connect with peers and increase enjoyment of school.

Students from the YAC provided the following input, which was integrated into the strategies of the plan:

*Student Leadership & School Belonging: Students identified the importance of creating a welcoming school environment and developed a student-led welcoming committee to support new students, including ideas such as school tours, peer connections, and structured support for new students.

*Student Safety & Wellness: Students analyzed school safety data and identified concerns related to bathrooms and campus safety. Through this process, students successfully secured a Safe and Sound grant to fund first aid kits to improve playground safety and student well-being.

*Student Engagement & Recess Opportunities: Students identified a need for improved recess experiences and proposed solutions such as additional equipment and structured activities. This resulted in a successful grant award to expand recess equipment and promote positive student engagement

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 (SSC) provided the following input:

*Student Safety & School Climate: Continued focus on restroom safety, supervision, and maintaining a positive campus climate, with noted improvements in students' sense of safety and ongoing concerns regarding cleanliness and privacy.

*Social-Emotional & Behavioral Supports: Strong support for sustaining and expanding Positive Discipline practices, including alignment between school and home through increased family training opportunities.

*Academic Programs & English Learner Progress: Input to streamline initiatives and prioritize effective programs (i-Ready, AR), while exploring additional assessment tools to support progress monitoring and address barriers to English Learner reclassification.

*Family Engagement, Communication & Attendance: Emphasis on increasing family engagement through clearer, more consistent communication, including advance notice of events, classroom updates (e.g., newsletters), and the development of centralized tools such as a shared calendar linked to ParentSquare. Members also noted barriers contributing to absenteeism, including family work schedules and custody challenges.

*Resource Allocation & Community Support: Recommendations to prioritize funding for field trips, professional development, and sustaining key initiatives as grant funding shifts, while expanding community partnerships and parent education opportunities.

The Site Leadership Team provided the following input:

*Social-Emotional Supports & School Climate: Continued implementation of Positive Discipline and Positive Behavior Intervention & Support (PBIS) was identified as a priority, including coaching, consultation, and alignment with families through parent workshops. Staff also identified the need for additional behavior supports, including consideration of a site-based behaviorist.

*Academic Programs & Instructional Priorities: Staff emphasized the need to streamline initiatives and prioritize effective tools (i-Ready and AR), while discontinuing or reducing programs that are not feasible to implement with fidelity (e.g., Read Live). Additional assessment tools (e.g., STAR Reading) were recommended to support progress monitoring and English Learner reclassification.

*Professional Learning & Collaboration: Ongoing investment in professional development was prioritized, including Guided Language Acquisition Design (GLAD) training, instructional rounds, and structured Professional Learning Communities (PLC) time. Staff noted the importance of protected collaboration time to analyze data, plan instruction, and implement Common Formative Assessments.

*English Learner Achievement: Staff highlighted the need to strengthen English Language Development (ELD) systems, improve reclassification processes, and ensure consistent implementation of assessments (e.g. English Language Proficiency Assessment for California (ELPAC), reading screeners), including clearer communication of results to families.

*Family Engagement & Communication: Staff emphasized improving communication with families through consistent classroom updates (e.g., newsletters), parent education opportunities, and increased outreach. Building stronger connections with families, including underrepresented groups, was identified as a need.

* Student Engagement & Enrichment: Staff supported expanding enrichment opportunities, including Visual and Performing Arts (VAPA), field trips, student clubs (e.g., folklórico), and assemblies, while noting transportation limitations and associated costs as barriers.

*Attendance & Student Support Systems: Staff identified the need for increased family outreach and support structures (e.g., counseling groups, empathy-based approaches) to address attendance, behavior, and student well-being.

*Resource Allocation Priorities: Input included prioritizing funding for professional development, assessment support (sub coverage), student incentives (PBIS store), technology tools, and field trips, while planning for reduced funding and sustaining key initiatives beyond grant cycles.

The PROMESA District Site Leadership Academy (DSLA) provided the following input:

*Sustaining Instructional Rounds & EL Strategies: The team emphasized the effectiveness of PROMESA-aligned practices, including instructional rounds, and recommended allocating site funds to continue this work in 2026–2027 following the conclusion of the grant.

*Professional Learning & Instructional Alignment: The DSLA team identified the need to continue strengthening instructional practices for English Learners through strategies such as Talk-Read-Talk-Write, explicit writing structures, and a focus on ELD standards within unit planning.

*Dual Immersion Collaboration & Articulation: The team highlighted the importance of structured collaboration time across Dual Immersion programs, including vertical articulation within the site and collaboration across the three district DI schools to ensure alignment in language instruction and pacing.

*Family Engagement & Cultural Responsiveness: DSLA discussions reinforced the importance of culturally responsive practices and strengthening family engagement as part of supporting English Learner achievement

The English Learner Advisory Committee (ELAC) provided the following input:

*Family Engagement & Communication: ELAC members emphasized the need for more consistent communication from teachers, noting variability across classrooms. Members recommended establishing clear expectations for regular updates to families about student learning and school events.

*Family Education & Support: ELAC members expressed strong support for continuing and expanding Positive Discipline family workshops (Disciplina Positiva) to help families build strategies aligned with school practices and better support student behavior and success at home.

*Literacy Access & Bilingual Support: ELAC members expressed appreciation for the availability of Spanish-language books, particularly for students in the Dual Immersion program. Members also highlighted the value of side-by-side bilingual texts, noting that these resources support families in reading with their children while also building their own English skills.

The Professional Learning Community (PLC) Guiding Coalition provided the following input:

*Professional Learning & Collaboration: Emphasis on maintaining protected PLC time for collaboration, including unit planning, data analysis, and development of Common Formative Assessments to strengthen Tier 1 instruction.

*Instructional Practices & Alignment: Focus on consistent implementation of high-impact strategies (e.g., Talk-Read-Talk-Write, QSSSA, clear learning targets) and alignment across grade levels to support student learning.

*Data-Driven Instruction: Need to deepen use of multiple data sources (i-Ready, CA Dashboard, formative and benchmark assessments) to monitor student growth, set goals, and guide instruction and intervention.

*Student Outcomes & Targeted Supports: Identification of priority areas including improving reading and math growth, supporting English Learners and students with disabilities, and addressing chronic absenteeism through targeted strategies.

*Continuous Improvement Culture: Importance of fostering a growth-oriented mindset among staff, using data to reflect on practice and continuously improve teaching and learning

The Community Schools Steering Committee provided the following input:

*Attendance & Relationship-Based Practices: Attendance identified as a key priority, with a focus on relationship-building, consistent communication, and supportive approaches to re-engage students and families.

*School Climate & Behavioral Supports: The committee recommended increasing behavioral supports by expanding the general education behaviorist from 2 days to 5 days per week using Community Schools funding to better support student needs and reduce reliance on exclusionary discipline practices.

*Family Liaison & Access to Services: Members advocated for a full-time (5 days per week) family liaison to strengthen communication, connect families to resources, and increase engagement, with Community Schools funds identified as a potential funding source

ELAC reviewed the SPSA on 4/30/26, SSC reviewed and approved the SPSA on 4/21/26.

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.

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.

A review of the California School Dashboard and local data indicates that Woodland Prairie Elementary has several areas needing improvement. Chronic absenteeism is in the Red performance category, indicating that a significant percentage of students are missing 10% or more of the school year, and the rate has increased. The suspension rate is in the Orange performance category, indicating that while suspensions have decreased slightly, they remain above state levels.

Academic indicators also reflect areas of need. English Language Arts (ELA) performance for all students is in the Orange category and declined from the prior year. Mathematics performance is also in the Orange category, with a notable decline in distance from standard.

The English Learner Progress Indicator (ELPI) remains in the Orange category, indicating that not enough English Learners are making adequate progress toward English proficiency. Additionally, performance gaps persist, with English Learners, Hispanic students, and Socioeconomically Disadvantaged students performing in the Red category in ELA, and Socioeconomically Disadvantaged students in the Red category in Mathematics.

Science performance is also in the Orange category for all students and declined from the previous year, indicating a need to strengthen science instruction and student understanding of grade-level standards.

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.

A review of the California School Dashboard indicates that there are no student groups performing two or more performance levels below the “All Students” group at Woodland Prairie Elementary. However, overall student performance remains low across multiple indicators, with “All Students” performing in the Orange category in English Language Arts (ELA), Mathematics, English Learner Progress, and Science, and in the Red category for Chronic Absenteeism.

Other Needs

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

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	0.28%	0.43%	1	2	3
African American	1.10%	0.84%	0.57%	8	6	4
Asian	7.12%	8.13%	9.14%	52	58	64
Filipino	0.55%	0.84%	0.71%	4	6	5
Hispanic/Latino	80.27%	78.26%	78.14%	586	558	547
Pacific Islander	1.51%	1.82%	2.14%	11	13	15
White	6.85%	7.15%	5.43%	50	51	38
Two or More Races	1.51%	1.96%	2.29%	11	14	16
Not Reported	0.96%	0.70%	1.14%	7	5	8
Total Enrollment				730	713	700

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		23	47
Kindergarten	97	83	73
Grade 1	92	98	80
Grade 2	101	94	98
Grade 3	100	100	99
Grade 4	102	98	98
Grade 5	107	107	95
Grade 6	107	110	110
Total Enrollment	730	713	700

Conclusions based on this data:

- Total enrollment has decreased from 730 to 700 students over the past three years, with Kindergarten enrollment declining from 97 students in 2023–2024 to 73 students in 2025–2026. This continued decline in enrollment across incoming grade levels has resulted in reduced staffing and fewer classroom sections for the 2026–2027 school year, including the elimination of one Kindergarten, one first grade, and one second grade classroom.

2. Hispanic/Latino students continue to make up the majority of the student population at 78.14%; however, this reflects a gradual decline from prior years alongside small increases in other student groups, including Asian, Pacific Islander, and students identifying as Two or More Races. These trends highlight the continued importance of culturally and linguistically responsive practices while also expanding supports to meet the needs of an increasingly diverse student population.
3. Although overall school enrollment has declined, the Dual Immersion program continues to remain highly sought after, with Transitional Kindergarten through third grade Dual Immersion classrooms at full capacity and a district-wide waitlist. This reflects continued strong family interest in bilingual and biliterate educational opportunities.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	386	376	327	52.9%	52.7%	46.7%
Fluent English Proficient (FEP)	121	91	120	16.6%	12.8%	17.1%

Conclusions based on this data:

1. The percentage of English Learners at Woodland Prairie is 46.7% of the student population. According to DataQuest, Spanish is the primary language for the vast majority of English Learners, with 290 of 327 EL students (88.7%) speaking Spanish. However, there is meaningful linguistic diversity beyond Spanish, including students who speak Punjabi, Nepali, Urdu, Fijian, and additional languages. Spanish should remain a primary language of communication, instruction, and family engagement. Materials, communications, signage, and family events should be fully bilingual in English and Spanish. At the same time, the school must ensure inclusive practices that support students and families who speak other languages.
2. Prairie's estimated reclassification rate for English Learners has increased over the past year, from 11.8% in 2024–2025 to 14.1% in 2025–2026. From spring 2025 to spring 2026, 44 students were reclassified out of an average English Learner enrollment of 312 students. This increase reflects progress in supporting English Learners toward proficiency and reclassification; however, continued focus is needed to ensure students are reclassified in a timely manner.
3. At Prairie, 46.7% of students are English Learners, representing one of the highest percentages of English Learners among elementary schools in Woodland Joint Unified School District, according to DataQuest. This indicates that Prairie serves a highly linguistically diverse student population requiring robust language development strategies, integrated English Language Development (ELD), and increased instructional supports across all classrooms.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	109	100	99	107	98	98	107	98	98	98.2	98	99
Grade 4	112	104	100	111	103	98	111	103	98	99.1	99	98
Grade 5	110	105	108	109	102	102	109	102	102	99.1	97.1	94.4
Grade 6	105	109	111	103	109	110	103	109	110	98.1	100	99.1
All Grades	436	418	418	430	412	408	430	412	408	98.6	98.6	97.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2346.	2371.	2342.	6.54	11.22	6.12	13.08	18.37	10.20	23.36	17.35	21.43	57.01	53.06	62.24
Grade 4	2416.	2401.	2414.	8.11	10.68	10.20	18.02	9.71	18.37	19.82	23.30	25.51	54.05	56.31	45.92
Grade 5	2463.	2460.	2419.	7.34	8.82	6.86	31.19	26.47	18.63	22.94	21.57	17.65	38.53	43.14	56.86
Grade 6	2457.	2458.	2490.	6.80	0.92	10.00	19.42	23.85	21.82	23.30	27.52	30.00	50.49	47.71	38.18
All Grades	N/A	N/A	N/A	7.21	7.77	8.33	20.47	19.66	17.40	22.33	22.57	23.77	50.00	50.00	50.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.21	9.18	4.08	51.40	65.31	50.00	37.38	25.51	45.92
Grade 4	9.01	5.83	9.18	57.66	62.14	62.24	33.33	32.04	28.57
Grade 5	8.26	6.86	3.92	66.97	63.73	48.04	24.77	29.41	48.04
Grade 6	7.77	2.75	11.82	43.69	55.05	52.73	48.54	42.20	35.45
All Grades	9.07	6.07	7.35	55.12	61.41	53.19	35.81	32.52	39.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.80	7.14	6.12	36.45	42.86	35.71	60.75	50.00	58.16
Grade 4	4.50	7.84	4.17	46.85	41.18	56.25	48.65	50.98	39.58
Grade 5	8.26	7.84	7.92	57.80	59.80	44.55	33.94	32.35	47.52
Grade 6	6.80	1.83	6.36	37.86	47.71	55.45	55.34	50.46	38.18
All Grades	5.58	6.08	6.17	44.88	47.93	48.15	49.53	45.99	45.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.74	5.10	2.04	66.36	73.47	65.31	29.91	21.43	32.65
Grade 4	11.71	7.77	6.12	75.68	64.08	67.35	12.61	28.16	26.53
Grade 5	6.42	4.90	7.84	76.15	77.45	63.73	17.43	17.65	28.43
Grade 6	2.91	11.01	9.09	70.87	64.22	72.73	26.21	24.77	18.18
All Grades	6.28	7.28	6.37	72.33	69.66	67.40	21.40	23.06	26.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.54	6.12	5.10	55.14	65.31	53.06	38.32	28.57	41.84
Grade 4	8.11	6.80	9.18	65.77	59.22	57.14	26.13	33.98	33.67
Grade 5	8.26	9.80	3.92	66.97	67.65	58.82	24.77	22.55	37.25
Grade 6	9.71	3.67	11.82	62.14	68.81	62.73	28.16	27.52	25.45
All Grades	8.14	6.55	7.60	62.56	65.29	58.09	29.30	28.16	34.31

Conclusions based on this data:

1. ELA achievement remains an area of need, with performance continuing in the Orange range on the CA Dashboard. Approximately 27% of students met or exceeded standards, and overall performance continues to reflect an Orange level, indicating that many students are still not meeting grade-level expectations. Additionally,

Reclassified English learners outperformed English Only students at 1.2 points above the standard compared to 61.2 below standard for English Only.

2. Sixth grade demonstrated the highest level of performance (31.82% met/exceeded), while third grade had the lowest (16.32%), indicating a need to strengthen foundational literacy skills in the primary grades to support long-term academic success.
3. Writing continues to be the domain with the largest percentage of students performing below standard, with 45.68% of students falling below the expected level.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	109	99	99	106	98	98	106	98	98	97.2	99	99
Grade 4	112	104	100	112	103	98	112	103	98	100.0	99	98
Grade 5	110	105	108	109	104	106	109	104	106	99.1	99	98.1
Grade 6	105	109	111	104	109	111	104	109	111	99.0	100	100
All Grades	436	417	418	431	414	413	431	414	413	98.9	99.3	98.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2356.	2389.	2347.	1.89	12.24	2.04	20.75	16.33	14.29	18.87	29.59	18.37	58.49	41.84	65.31
Grade 4	2436.	2418.	2437.	8.93	5.83	13.27	16.96	15.53	20.41	34.82	33.01	24.49	39.29	45.63	41.84
Grade 5	2443.	2450.	2407.	4.59	7.69	2.83	12.84	12.50	2.83	30.28	27.88	21.70	52.29	51.92	72.64
Grade 6	2421.	2433.	2464.	3.85	2.75	9.91	7.69	6.42	10.81	21.15	29.36	27.03	67.31	61.47	52.25
Grade 11															
All Grades	N/A	N/A	N/A	4.87	7.00	7.02	14.62	12.56	11.86	26.45	29.95	23.00	54.06	50.48	58.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.66	14.29	4.08	36.79	41.84	32.65	57.55	43.88	63.27
Grade 4	12.50	11.65	17.35	47.32	40.78	38.78	40.18	47.57	43.88
Grade 5	3.67	7.69	2.83	42.20	47.12	27.36	54.13	45.19	69.81
Grade 6	3.85	1.83	8.11	26.92	32.11	34.23	69.23	66.06	57.66
Grade 11									
All Grades	6.50	8.70	7.99	38.52	40.34	33.17	54.99	50.97	58.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.43	14.29	3.06	33.02	41.84	36.73	57.55	43.88	60.20
Grade 4	6.25	5.83	12.24	58.04	43.69	38.78	35.71	50.49	48.98
Grade 5	3.67	5.77	2.83	53.21	43.27	41.51	43.12	50.96	55.66
Grade 6	0.96	0.92	9.01	35.58	40.37	42.34	63.46	58.72	48.65
All Grades	5.10	6.52	6.78	45.24	42.27	39.95	49.65	51.21	53.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.77	10.20	2.04	56.60	63.27	47.96	39.62	26.53	50.00
Grade 4	6.25	5.83	16.33	62.50	52.43	46.94	31.25	41.75	36.73
Grade 5	1.83	5.77	0.94	58.72	60.58	41.51	39.45	33.65	57.55
Grade 6	1.92	1.83	6.31	49.04	58.72	59.46	49.04	39.45	34.23
All Grades	3.48	5.80	6.30	56.84	58.70	49.15	39.68	35.51	44.55

Conclusions based on this data:

1. In 2024–25, only 18.88% of students met or exceeded standards, while 58.11% did not meet standards, indicating that most students are performing below expectations.
2. Grade 5 had the highest percentage of students not meeting standard (72.64%), while Grade 4 had the highest percentage meeting or exceeding standard (33.68%), showing uneven achievement across grade levels.
3. The Communicating Reasoning domain shows the lowest percentage of students below standard (44.55%), while Concepts & Procedures has the highest (58.84%), indicating stronger performance in explaining thinking than in applying mathematical skills.

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 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1419.7	1404.8	1412.4	1430.2	1417.7	1413.0	1395.2	1374.5	1410.8	67	76	45
1	1426.4	1417.0	1438.5	1452.2	1444.9	1455.3	1400.2	1388.5	1421.2	65	49	56
2	1469.6	1461.1	1445.3	1475.2	1471.4	1451.9	1463.5	1450.2	1438.2	54	61	54
3	1483.4	1490.4	1475.2	1495.8	1501.0	1486.1	1470.6	1479.4	1463.9	63	48	54
4	1513.5	1505.3	1502.2	1516.7	1517.8	1507.4	1509.8	1492.3	1496.6	61	55	42
5	1548.1	1534.8	1512.5	1552.4	1539.9	1524.1	1543.3	1529.0	1500.5	47	52	51
6	1521.8	1514.0	1520.6	1521.9	1517.1	1522.8	1520.9	1510.2	1517.7	48	29	43
All Grades										405	370	345

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.46	10.53	17.78	38.81	34.21	35.56	34.33	34.21	26.67	19.40	21.05	20.00	67	76	45
1	3.08	4.08	10.71	18.46	20.41	28.57	50.77	30.61	37.50	27.69	44.90	23.21	65	49	56
2	11.11	3.28	3.70	46.30	36.07	31.48	29.63	44.26	40.74	12.96	16.39	24.07	54	61	54
3	12.70	16.67	7.41	33.33	33.33	29.63	34.92	33.33	40.74	19.05	16.67	22.22	63	48	54
4	19.67	12.73	21.43	45.90	45.45	30.95	27.87	30.91	35.71	6.56	10.91	11.90	61	55	42
5	40.43	30.77	19.61	36.17	42.31	27.45	19.15	21.15	37.25	4.26	5.77	15.69	47	52	51
6	16.67	6.90	18.60	37.50	37.93	30.23	27.08	34.48	32.56	18.75	20.69	18.60	48	29	43
All Grades	14.81	12.16	13.62	36.30	35.68	30.43	32.84	32.97	36.23	16.05	19.19	19.71	405	370	345

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.90	15.79	22.22	35.82	40.79	33.33	22.39	22.37	22.22	20.90	21.05	22.22	67	76	45
1	13.85	14.29	32.14	41.54	34.69	28.57	35.38	38.78	21.43	9.23	12.24	17.86	65	49	56
2	24.07	21.31	22.22	40.74	37.70	31.48	25.93	32.79	31.48	9.26	8.20	14.81	54	61	54
3	42.86	41.67	24.07	31.75	29.17	44.44	15.87	16.67	22.22	9.52	12.50	9.26	63	48	54
4	45.90	41.82	30.95	47.54	41.82	47.62	3.28	10.91	9.52	3.28	5.45	11.90	61	55	42
5	57.45	48.08	45.10	34.04	44.23	41.18	4.26	1.92	3.92	4.26	5.77	9.80	47	52	51
6	35.42	31.03	34.88	35.42	34.48	44.19	14.58	24.14	11.63	14.58	10.34	9.30	48	29	43
All Grades	33.33	29.46	30.14	38.27	38.11	38.26	18.02	21.08	17.97	10.37	11.35	13.62	405	370	345

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.20	6.58	15.56	21.31	22.37	20.00	54.10	48.68	51.11	16.39	22.37	13.33	61	76	45
1	0.00	4.08	1.79	17.24	12.24	25.00	29.31	20.41	33.93	53.45	63.27	39.29	58	49	56
2	1.41	0.00	1.85	39.44	29.51	27.78	39.44	32.79	14.81	19.72	37.70	55.56	71	61	54
3	1.64	2.08	1.85	18.03	22.92	7.41	45.90	45.83	40.74	34.43	29.17	50.00	61	48	54
4	4.76	0.00	4.76	22.22	20.00	21.43	31.75	40.00	40.48	41.27	40.00	33.33	63	55	42
5	8.00	3.85	1.96	16.00	34.62	21.57	42.00	44.23	31.37	34.00	17.31	45.10	50	52	51
6	12.50	0.00	9.30	18.75	17.24	23.26	33.33	51.72	30.23	35.42	31.03	37.21	48	29	43
All Grades	7.90	2.70	4.93	19.01	23.24	20.87	40.00	40.27	34.20	33.09	33.78	40.00	405	370	345

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.87	13.16	24.44	56.72	72.37	57.78	16.42	14.47	17.78	67	76	45
1	33.85	42.86	50.00	61.54	46.94	42.86	4.62	10.20	7.14	65	49	56
2	24.07	27.87	35.19	68.52	65.57	46.30	7.41	6.56	18.52	54	61	54
3	20.63	41.67	14.81	55.56	39.58	57.41	23.81	18.75	27.78	63	48	54
4	40.98	41.82	40.48	49.18	54.55	45.24	9.84	3.64	14.29	61	55	42
5	36.17	38.46	29.41	61.70	53.85	58.82	2.13	7.69	11.76	47	52	51
6	33.33	20.69	25.58	47.92	51.72	58.14	18.75	27.59	16.28	48	29	43
All Grades	30.62	31.62	31.59	57.28	56.76	52.17	12.10	11.62	16.23	405	370	345

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.94	10.53	13.33	58.21	64.47	60.00	29.85	25.00	26.67	67	76	45
1	18.46	6.12	8.93	64.62	65.31	67.86	16.92	28.57	23.21	65	49	56
2	37.04	16.39	7.41	51.85	73.77	75.93	11.11	9.84	16.67	54	61	54
3	52.38	47.92	44.44	38.10	39.58	48.15	9.52	12.50	7.41	63	48	54
4	52.46	43.64	40.48	44.26	49.09	47.62	3.28	7.27	11.90	61	55	42
5	82.98	78.85	78.43	12.77	17.31	7.84	4.26	3.85	13.73	47	52	51
6	43.75	58.62	58.14	45.83	34.48	32.56	10.42	6.90	9.30	48	29	43
All Grades	40.74	34.05	35.07	46.42	51.62	49.28	12.84	14.32	15.65	405	370	345

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.96	3.95	11.11	74.63	76.32	71.11	16.42	19.74	17.78	67	76	45
1	6.15	10.20	12.50	23.08	22.45	32.14	70.77	67.35	55.36	65	49	56
2	12.96	3.28	3.70	51.85	57.38	42.59	35.19	39.34	53.70	54	61	54
3	3.17	4.17	3.70	42.86	47.92	33.33	53.97	47.92	62.96	63	48	54
4	9.84	0.00	2.44	59.02	50.91	56.10	31.15	49.09	41.46	61	55	41
5	29.79	3.85	3.92	48.94	71.15	45.10	21.28	25.00	50.98	47	52	51
6	12.50	10.34	11.63	25.00	37.93	23.26	62.50	51.72	65.12	48	29	43
All Grades	11.11	4.59	6.98	47.16	54.86	42.73	41.73	40.54	50.29	405	370	344

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.42	25.00	33.33	56.72	42.11	46.67	26.87	32.89	20.00	67	76	45
1	4.62	4.08	5.36	60.00	42.86	66.07	35.38	53.06	28.57	65	49	56
2	11.11	4.92	5.56	74.07	65.57	53.70	14.81	29.51	40.74	54	61	54
3	14.29	6.25	1.85	60.32	75.00	72.22	25.40	18.75	25.93	63	48	54
4	24.59	18.18	4.76	60.66	65.45	73.81	14.75	16.36	21.43	61	55	42
5	23.40	23.08	3.92	65.96	69.23	72.55	10.64	7.69	23.53	47	52	51
6	35.42	3.45	20.93	45.83	82.76	65.12	18.75	13.79	13.95	48	29	43
All Grades	17.78	13.51	10.14	60.49	60.81	64.35	21.73	25.68	25.51	405	370	345

Conclusions based on this data:

1. The percentage of students at Level 4 decreased to 13.62%, while Level 1 increased to 19.71%, indicating that fewer students are meeting the proficiency criteria required for reclassification and more students require continued language support.
2. Students demonstrate higher performance in Listening and Speaking, while Reading and Writing show higher percentages at lower performance levels, suggesting that weaknesses in written language may be a barrier to achieving overall English proficiency needed for reclassification.
3. With 25.51% of students at the Beginning level in writing and only 10.14% Well Developed, many students are not yet demonstrating the level of written language proficiency required to meet reclassification criteria, highlighting the need for targeted instruction in writing and academic language.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
713	83.9%	52.7%	0.1%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	376	52.7%
Foster Youth	1	0.1%
Homeless	9	1.3%
Socioeconomically Disadvantaged	598	83.9%
Students with Disabilities	118	16.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8%
American Indian	2	0.3%
Asian	58	8.1%
Filipino	6	0.8%
Hispanic	558	78.3%
Two or More Races	14	2%
Pacific Islander	13	1.8%
White	51	7.2%

Conclusions based on this data:

1. A significant 83.9% of our students are classified as Socioeconomically Disadvantaged, highlighting the need for robust support systems, equity-focused instructional practices, and community-based resources. This high

percentage underscores the importance of ensuring that all students, regardless of their socioeconomic background, have access to the resources and support necessary for academic success. Addressing these needs will require targeted strategies and a commitment to creating an inclusive and equitable learning environment for all students. The next largest student group is Hispanic/Latino, at 78.3%, with 558 students. Given this high percentage, it is essential to recognize the unique needs of our Latino population, including culturally relevant instruction, family engagement, and support for English language development. Ensuring that our Latino students feel valued and supported is crucial to their academic success and overall well-being.

2. 52.7% of students (376 students) are identified as English Learners, making language development a central instructional priority that requires integrated ELD, bilingual supports, and intentional language development across all content areas.
3. According to internal 2026 data (WJUSD Dashboard), 18.11% of our students are classified as Students with Disabilities, with 35 female students (28.46%) and 88 male students (71.54%). This highlights a need for targeted interventions and specialized support, particularly for male students who make up the majority of this group. The increase in the number of students with disabilities underscores the importance of providing tailored academic and behavioral interventions to ensure these students receive the necessary resources for success.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. All major indicators on the California School Dashboard are in the Orange performance level, with the exception of Chronic Absenteeism, which is in the Red level, indicating that overall school performance remains below standard and attendance is a significant area of concern.

2. Chronic absenteeism declined from Yellow in 2024 to the lowest performance level (Red) in 2025, highlighting a critical need to improve student attendance, increase family engagement, and implement targeted interventions to ensure consistent student participation in school.
3. The suspension rate improved from Red in 2024 to Orange in 2025, indicating progress in reducing disciplinary incidents and strengthening schoolwide behavior supports, while also highlighting the need for continued focus on equitable and proactive practices.

School and Student Performance Data

Academic Performance English Language Arts

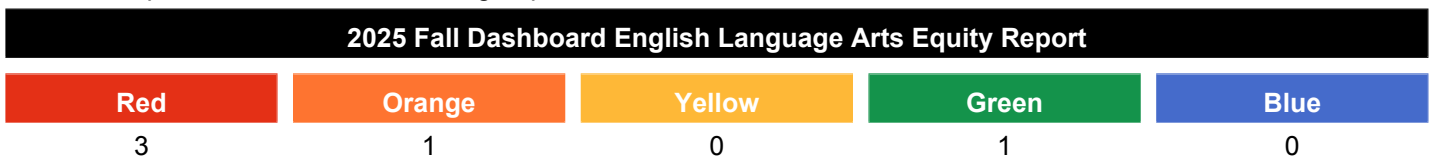
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>67 points below standard</p> <p>Declined 5.8 points</p> <p>399 Students</p>	<p>English Learners</p> <p>Red</p> <p>80.6 points below standard</p> <p>Declined 8.8 points</p> <p>248 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>75.1 points below standard</p> <p>Declined 8.6 points</p> <p>343 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>114.8 points below standard</p> <p>Increased 9.1 points</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>0.4 points below standard</p> <p>Increased 10.1 points</p> <p>31 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>75.9 points below standard</p> <p>Declined 5.1 points</p> <p>316 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>54.7 points below standard</p> <p>Declined 29.4 points</p> <p>25 Students</p>

Conclusions based on this data:

1. Overall ELA performance declined from 61.2 points below standard in 2024 to 67.0 points below standard in 2025, while remaining in the Orange performance level, indicating that schoolwide achievement continues to be below standard.
2. English Learner performance declined from 71.8 points below standard in 2024 to 80.6 points below standard in 2025, showing that this student group moved further from standard and remains a significant area of need.
3. Students with Disabilities improved from 123.9 points below standard in 2024 to 114.8 points below standard in 2025, indicating growth, although this group continues to perform substantially below standard and requires ongoing targeted support.

School and Student Performance Data

Academic Performance Mathematics

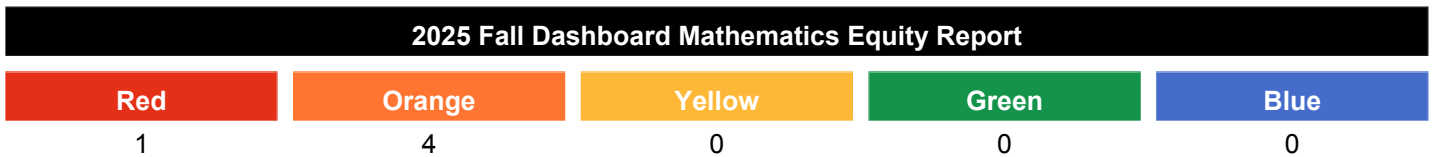
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>87.3 points below standard</p> <p>Declined 10.1 points</p> <p>402 Students</p>	<p>English Learners</p> <p>Orange</p> <p>93.9 points below standard</p> <p>Declined 12.1 points</p> <p>251 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>95.8 points below standard</p> <p>Declined 13.4 points</p> <p>346 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>124.3 points below standard</p> <p>Increased 7.5 points</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>36.7 points below standard</p> <p>Maintained -2.9 points</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>94.3 points below standard</p> <p>Declined 8.1 points</p> <p>317 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>76.1 points below standard</p> <p>Declined 43.6 points</p> <p>25 Students</p>

Conclusions based on this data:

1. Overall math performance declined from 77.2 points below standard in 2024 to 87.3 points below standard in 2025, resulting in a shift from Yellow to Orange, indicating that student achievement decreased and remains below standard.
2. English Learner performance declined from 81.7 points below standard in 2024 (Yellow) to 93.9 points below standard in 2025 (Orange), showing that this group moved further from standard and is a continued area of need.
3. Students with Disabilities demonstrated improvement, increasing 7.5 points to 124.3 points below standard, but continue to perform substantially below standard, indicating a need for continued targeted support and intervention.

School and Student Performance Data

Academic Performance Science

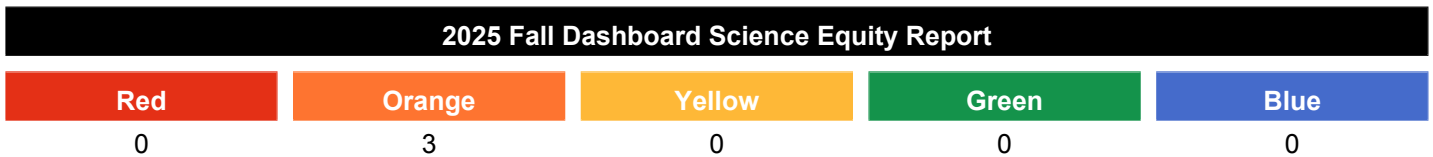
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>40.3 science points</p> <p>Declined 4.4 points</p> <p>102 Students</p>	<p>English Learners</p> <p>Orange</p> <p>37.4 science points</p> <p>Declined 3.6 points</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>38.8 science points</p> <p>Declined 3.6 points</p> <p>92 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>37.2 science points</p> <p>Increased 12.2 points</p> <p>25 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>0 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> Orange</p> <p>38.4 science points</p> <p>Declined 4.4 points</p> <p>79 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. Overall science performance declined by 4.4 points to 40.3 points, establishing a current Orange performance level, as prior year data was baseline and did not include a performance color.
2. English Learner performance in science declined by 3.6 points to 37.4 points, indicating decreased performance as the school establishes a baseline for ongoing monitoring and improvement.
3. Students with Disabilities demonstrated improvement, increasing 12.2 points to 37.2 points, though interpretation is limited due to small sample size.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 44.2 making progress. Number Students: 283 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 4 Students

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.

2025 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
23.3%	32.5%	0.4%	43.8%

Conclusions based on this data:

1. Woodland Prairie’s English Learner Progress rate of 44.2% is below both the district (48.3%) and state (46.4%), indicating that a smaller percentage of English Learners are making progress toward proficiency compared to Woodland Joint Unified and statewide outcomes.
2. 23.3% of English Learners decreased at least one ELPI level, which is consistent with last year’s rate of 23.4%, indicating no significant change in this area.
3. Woodland Prairie is in the Orange performance level for English Learner Progress, compared to both Woodland Joint Unified and the State, which are in the Yellow level, indicating lower overall performance in supporting English Learners’ progress toward proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>22.4% Chronically Absent</p> <p>Increased 1.8</p> <p>742 Students</p>	<p>English Learners</p> <p>Red</p> <p>20.3% Chronically Absent</p> <p>Maintained 0.1</p> <p>395 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>54.5% Chronically Absent</p> <p>Maintained 0</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>23.3% Chronically Absent</p> <p>Increased 1.8</p> <p>619 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>21.4% Chronically Absent</p> <p>Declined 6.3</p> <p>140 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>6.6% Chronically Absent</p> <p>Increased 2.9</p> <p>61 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>24.9% Chronically Absent</p> <p>Increased 3</p> <p>582 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>15.8% Chronically Absent</p> <p>Declined 6.9</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Increased 6.3</p> <p>13 Students</p>	<p>White</p>  <p>Orange</p> <p>21.2% Chronically Absent</p> <p>Declined 2.4</p> <p>52 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is at 22.4% and increased by 1.8 percentage points, placing Woodland Prairie in the Red performance level and indicating that attendance has worsened and remains a significant area of concern.
2. Chronic absenteeism rates are elevated across multiple student groups, including Socioeconomically Disadvantaged students (23.3%) and Hispanic students (24.9%), indicating that attendance challenges are widespread and not isolated to a single group.
3. Chronic absenteeism at Woodland Prairie increased by 1.8 percentage points, while both the district and state declined, indicating that attendance trends at Prairie are moving in the opposite direction of district and statewide improvement.

School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This category does not apply to Woodland Prairie.

School and Student Performance Data

Conditions & Climate Suspension Rate

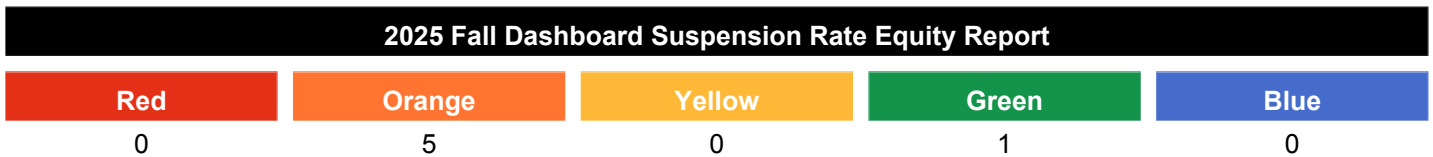
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.1% suspended at least one day</p> <p>Declined 0.9%</p> <p>749 Students</p>	<p>English Learners</p> <p>Orange</p> <p>6% suspended at least one day</p> <p>Increased 1.1%</p> <p>398 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Declined 0.6%</p> <p>626 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>12.8% suspended at least one day</p> <p>Declined 2.3%</p> <p>141 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 2%</p> <p>62 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Declined 0.8%</p> <p>585 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.3% suspended at least one day</p> <p>Increased 5.3%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>White</p>  <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Declined 1.7%</p> <p>52 Students</p>

Conclusions based on this data:

1. The overall suspension rate is 6.1% and declined by 0.9 percentage points, placing Woodland Prairie in the Orange performance level, which is slightly lower than the district rate of 6.4% (also Orange) but higher than the state rate of 2.9% (Green)
2. Suspension rates remain elevated across multiple student groups, including Students with Disabilities (12.8%), White students (7.7%), Socioeconomically Disadvantaged students (6.7%), and Hispanic students (6.5%), indicating that disciplinary outcomes impact several student groups.
3. English Learners are the only student group whose suspension rate increased from 2024 to 2025 (up 1.1% to 6.0%), while all other reported student groups showed a decrease.

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.

A review of California Dashboard and local data, including the 2026 California Healthy Kids Survey (CHKS), indicates a need to strengthen student engagement in rigorous, culturally relevant, and intellectually rich learning experiences aligned to the Graduate Profile. While students report relatively high levels of academic motivation (64%) and high expectations from adults (75%), other indicators suggest that not all students are consistently experiencing engaging and meaningful learning opportunities. Notably, 69% of students report experiencing school boredom, indicating a need to increase access to enriching instructional experiences that promote creativity, critical thinking, and active engagement in learning.

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
Number of Pathway Awards for Music Program	<p>164 students in music (102 4th graders in strings, 39 5th/6th in band, 23 5th/6th in strings)</p> <p>24-25 169 students in Music (100 4th grade students in strings, 43 5th/6th in band, 25 5th/6th in strings)</p> <p>25-26 23 students (5-6) participated in elementary strings all year 34 students (5-6) participated in elementary band all year 96 students (4th) participated in elementary music weekly for 6 weeks 697 students (TK-3) participated in 5 weeks of music (3 lessons per week)</p> <p>19 6th grade students received the Pathway Award for Music</p>	All students will have equitable access to meaningful and culturally responsive music instruction. Students in grades TK–6 will participate in standards-aligned music experiences during the school year, with continued opportunities for sustained engagement in upper grades. Prairie will increase access and participation by ensuring that 100% of 4th grade students receive foundational music instruction and increasing participation in instrumental music in grades 5–6 from 28.5% to at least 32%, with intentional efforts to recruit and retain a diverse group of students reflective of the school community.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	<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 grade. 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>23-24 During the 2023-24 school year, Prairie was awarded 27 Biliteracy Pathway awards. Students were recognized for i-Ready Spanish reading assessment performance and Pathway Awards at dual immersion assemblies.</p> <p>24-25 During the 2024-25 school year, Prairie will award 42 Biliteracy Pathway awards. Students will be recognized for i-Ready Spanish reading assessment performance and Pathway Awards at dual immersion assemblies.</p> <p>25-26 29 students earned Pathway to Biliteracy awards, including 4 kindergarten students and 25 students in grades 4 and 6 (14 in 4th grade and 11 in 6th grade). Of the 111 eligible students in grades 4 and 6,</p>	During the 2026–2027 school year, increase the percentage of eligible students in grades 4 and 6 earning the Pathway to Biliteracy Award from 23% to at least 27%.

approximately 23% earned a Pathway Award.

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	Instructional Supplies – Provide essential classroom materials, curriculum resources, and learning tools to support student engagement and academic achievement across all subjects.	All students with a particular emphasis on underperforming students who are at risk of school failure.	29854.00 Supplemental/Concentration 14564.10 Site Discretionary
1.2	Instructional Supplies – Provide supplemental classroom materials, curriculum resources, intervention supports, and learning tools to support student engagement and academic achievement across all subjects.	All students with a particular emphasis on underperforming students who are at risk of school failure.	7052.00 Title I Part A: Basic Grants Low-Income and Neglected
1.3	Copier Lease and Copies – Ensure access to printed instructional materials, student worksheets, and communication tools, with a focus on providing resources for students at risk of school failure.	All students	3250.00 Supplemental/Concentration 2250.00 Site Discretionary 1250.00 Arts and Music in Schools
1.4	Copier Lease and Copies – Provide supplemental printed instructional materials, intervention resources, student worksheets, and family communication tools to support academic achievement	All students with a particular emphasis on underperforming students who are at risk of school failure.	2750.00 Title I Part A: Basic Grants Low-Income and Neglected
1.5	Interpreters for Meetings with Families – Offer translation services for parent meetings, conferences, and school events to ensure meaningful engagement for families whose primary language is not English.	Students with a home language is Spanish	100.00 Supplemental/Concentration
1.6	Interpreters for Meetings with Families – Offer translation services for parent meetings, conferences, and school events to ensure meaningful engagement for families whose primary language is not English.	Students with a home language other than English or Spanish	100.00 Title I Part A: Basic Grants Low-Income and Neglected
1.7	Recognize student achievement in academics and biliteracy through formal ceremonies and awards, fostering motivation, student agency, and school pride. This strategy supports a positive school climate and reinforces a culture of high expectations by celebrating student growth and success.	All students with a particular emphasis on underperforming students who are at risk of school failure.	1500.00 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Research from the U.S. Department of Education and the What Works Clearinghouse (WWC) highlights that strategies that build a sense of belonging, recognize effort, and promote goal setting can positively impact student engagement and academic outcomes. Additionally, Self-Determination Theory (Deci & Ryan) emphasizes the importance of competence and recognition as drivers of intrinsic motivation. When awards are tied to clear, meaningful goals—like biliteracy milestones—they promote student self-efficacy and persistence.</p> <p>Furthermore, recognition aligned to schoolwide values (such as biliteracy pathways) can strengthen identity, particularly for English Learners and dual immersion students, affirming their cultural and linguistic assets and increasing engagement.</p>		
1.8	<p>At the start of each school year, Woodland Prairie hosts a Welcome Staff Meeting to build community and set a positive tone. Funds are used to provide lunch and school-logo t-shirts, fostering team spirit and a shared sense of purpose.</p>	All students	2500.00 Site Discretionary
1.9	<p>Visual and Performing Arts (VAPA) – Provide access and opportunities for all TK–6 students to engage in high-quality Visual and Performing Arts instruction. Each trimester, students will participate in one VAPA discipline—dance, media arts, music, theatre, or visual arts—within the regular school day, led by either a classroom teacher or a specialized VAPA instructor. VAPA funds will support a rotating schedule of specialized arts instructors representing multiple disciplines, such as theatre and visual arts, to provide standards-based instruction and enrichment opportunities for students throughout the school year. Funds will also support music instruction for TK–3 students to increase early exposure to music education and performing arts experiences. In addition, VAPA funds will be used to purchase instructional supplies, materials, and equipment across disciplines to support high-quality arts instruction and student creativity.</p> <p>Funds will support a two-week schoolwide dance residency led by a community dance academy in which all TK–6 students learn and perform grade-level dances. The residency will culminate in a community performance event that promotes student engagement, confidence, cultural appreciation, and school connectedness. In addition, funds will support the continuation and expansion of the after-school Woodland Prairie Ballet Folklórico program, including instruction, performance opportunities, costumes, and materials needed for student participation.</p>	All students with a specific focus on underperforming students at risk of school failure.	127,341.00 Arts and Music in Schools

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>This strategy is supported by the What Works Clearinghouse (WWC), which identifies student engagement as a critical component of effective instruction. VAPA promotes active learning as students create, perform, and respond to artistic experiences, fostering deep cognitive and emotional engagement. These experiences support the development of creativity, communication, collaboration, and critical thinking, contributing to increased motivation and improved academic outcomes, particularly for diverse learners.</p>		
<p>1.10</p>	<p>Site Teacher Leadership Team– Support teacher leaders in developing and implementing school-wide initiatives, collaborating on professional development, and improving systems and procedures for school operations. Teacher leadership enhances collaboration, accountability, and instructional improvement.</p> <p>Research supports the impact of teacher leadership on school success. The Learning Policy Institute highlights that teacher leaders improve student outcomes and retention. John Hattie’s research on collective teacher efficacy (Effect Size: 1.57) shows that teacher collaboration significantly boosts student achievement. Collaborative professional development and aligned systems further strengthen this impact.</p>	<p>All students with a specific focus on underperforming students at risk of school failure.</p>	<p>7000 Title I Part A: Basic Grants Low-Income and Neglected</p>
<p>1.11</p>	<p>Clerical Extra Duty Hours – Provide additional clerical support to assist with school operations, communication, and event coordination, ensuring smooth execution of programs and initiatives.</p> <p>Certificated Extra Duty Hours – Compensate teachers for essential tasks outside of contract hours, such as attending meetings, preparing materials, supervising events, and completing necessary school-related duties that support daily operations.</p>	<p>All students</p>	<p>4000.00 Site Discretionary</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025–2026 school year, Woodland Prairie Elementary expanded access to Visual and Performing Arts (VAPA) through the use of Arts and Music in Schools grant funding. Compared to prior years, where participation was limited primarily to upper grade students, implementation of this strategy broadened access to include all grade levels. As reflected in the data above, significantly more students in TK–3 and 4th grade were provided with music instruction, while upper grade students continued to have opportunities for sustained participation in band and strings.

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

During the 2025–2026 school year, additional funds were required to support field trip transportation due to increased costs. Specifically, charter buses were needed for 6th grade students to attend the San Francisco Exploratorium, as district buses were not available. This resulted in higher-than-anticipated expenditures for this strategy. One major difference in the implementation of music program strategies during the 2025–2026 school year was a reduction in district music instructional allotment for 4th grade students. As a result, 4th grade students received weekly music instruction for six weeks rather than the level of instruction provided in prior years.

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.

For the 2026–2027 school year, field trips will be shifted to Goal 4 to better align with student engagement and school climate priorities.

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.

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.

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.

A review of California Dashboard and local data indicates that several areas require continued improvement to ensure that each student's social-emotional and academic needs are met through quality first instruction, enrichment, and intervention. In both English Language Arts and Mathematics, Woodland Prairie Elementary remains in the Orange performance level, indicating that not all students are meeting grade-level standards and that achievement gaps persist among student groups.

Chronic absenteeism has increased and is currently in the Red performance level, indicating a significant area of concern. Attendance challenges continue to impact students' access to instruction and their ability to benefit from interventions and enrichment opportunities. Suspension rates have improved from Red to Orange, reflecting progress in reducing exclusions; however, they remain in the Orange performance level, indicating that behavioral concerns and disproportionality continue to impact student outcomes and access to a supportive learning environment.

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>22-23 Woodland Prairie Elementary received an Orange rating 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>23-24 Woodland Prairie Elementary received an Orange rating for English Language Arts and a Yellow rating for Math on the California School Dashboard. Overall, students scored an average of 61.2 points below standard in ELA and 77.2 points below standard in Math. Performance disparities are most significant among Hispanic students and Students with Disabilities. In ELA, Hispanic students scored an average of 70.7 points below standard, compared to WJUSD at 90.7 points below standard. Students with disabilities scored an average of 123.9 points below standard, compared to WJUSD at 107.1 points below standard. In Math, students with disabilities scored 131.8 points below standard, compared to WJUSD at 131.6 points below standard.</p> <p>24-25 Woodland Prairie Elementary received an Orange rating for English Language Arts and Math on the California School Dashboard. Overall, students scored an average of 67.0 points below standard in ELA and 87.3 points below standard in Math.</p> <p>Performance disparities remain evident among student groups. In ELA, Hispanic students scored 75.9 points below standard, reflecting a decline from the previous year. Students with Disabilities showed improvement, scoring 114.8 points below standard, compared to 123.9 points below standard in 2023–2024.</p> <p>In Math, overall performance declined, with students scoring 87.3 points below standard. Students with Disabilities improved, scoring 124.3 points below standard, compared to 131.8 points below standard in the previous year.</p>	<p>Improve the average distance from standard in ELA by at least 7%, from 67.0 points below standard to approximately 62.3 points below standard or lower.</p> <p>Improve the average distance from standard in Math by at least 7%, from 87.3 points below standard to approximately 81.2 points below standard or lower.</p>

<p>Percentage of students meeting or exceeding standard (Level 3) on the California Spanish Assessment (CSA)</p>	<p>From 2022–2023 to 2023–2024, CSA mean scale scores at Prairie remained relatively stable across grades, with slight increases in grades 3 and 5 and stable performance in grade 6. English Learners performed comparably to All Students across grade levels, indicating equitable access to Spanish language instruction. Due to changes in the CSA scale and blueprint in 2024–2025, prior years’ scale scores are not directly comparable.</p> <p>24-25 The 2024–2025 results establish a new baseline, with 7.59% of students meeting or exceeding standard (Level 3). Approximately 41.96% performed at Level 2 and 50.45% at Level 1.</p> <p>English Learners demonstrated similar performance patterns, with 5.22% meeting or exceeding standard, 37.39% performing at Level 2, and 57.39% at Level 1, indicating a small performance gap and continued equitable access to Spanish literacy development.</p> <p>Reclassified Fluent English Proficient (RFEP) students demonstrated higher levels of performance, with 16.07% meeting or exceeding standard (Level 3), 62.50% performing at Level 2, and only 21.43% at Level 1, indicating strong development of Spanish literacy skills over time and highlighting the long-term impact of the dual immersion program.</p>	<p>12% of students will meet or exceed standard (Level 3) on the CSA.</p>
<p>Percentage and number of students who are chronically absent</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> <p>23-24: 155 students at Woodland Prairie Elementary were identified as chronically absent, representing 20.6% of the student population. Among the 51 White students enrolled at Prairie, 23.5% were chronically absent, compared to a statewide rate of 13.5% for White students. White students were the only student group at Prairie to receive a Red performance level for</p>	<p>Decrease chronic absenteeism by 10%, from 22.4% to 20.2% or lower (approximately 150 students or fewer).</p>

	<p>chronic absenteeism on the California School Dashboard.</p> <p>24-25: In 2024–2025, chronic absenteeism increased to 166 students, representing 22.4% of the student population, resulting in a Red performance level on the California School Dashboard. English Learners, Hispanic students, and Socioeconomically Disadvantaged students, were also in the Red performance level.</p>	
Difference in the percentage of students identified as having a concerning level of internalized behavior from Fall to Spring, as measured by the Social Skills Improvement System (SSIS) SEL Brief Scales.	<p>25-26 Baseline: Comparison of Fall to Spring SSIS SEL Brief Screener results shows a slight decrease in the combined percentage of students identified at the “Possible Concern” and “Concern” levels, from 20.5% to 19.1%.</p>	Reduce the combined percentage of students identified at the “Possible Concern” and “Concern” levels by at least 2 percentage points from Fall to Spring.
Student sense of safety and school connectedness	<p>23-24 87 of 115 fifth graders took the survey (76% 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> <p>24-25 92 of 120 graders took the survey (77% participation). 55% felt connected to school, and 59% felt safe at school all or most of the time. 36% reported "Yes, most/all of the time" to "meaningful participation at school."</p> <p>25-26 75 of 95 fifth graders took the survey (79% participation). 56% felt connected to school, and 59% felt safe at school all or most of the time. 32% reported “Yes, most/all of the time” to meaningful participation at school.</p>	Maintain strong participation in the CHKS (75% or higher) and increase the percentage of students reporting “Yes, most/all of the time” for school connectedness to at least 60%, while also increasing meaningful participation to at least 40%.
Suspension rate	<p>22-23: Prairie had a suspension rate of 4.2% suspended for at least one day, which earns it an Orange rating on the California Dashboard. Students with Disabilities and White students scored red.</p> <p>23-24: Prairie had a 7% suspension rate, suspended for at least one day, earning a Red rate on the California Dashboard. Hispanic, English /learners, and all student groups received a rating of Red, except for</p>	<p>The overall suspension rate will be reduced by 10%, from 6.1% to 5.5% or lower.</p> <p>Reduce the suspension rates at Prairie for the following student groups by at least 10%:</p> <p>Students with Disabilities: Reduce from 12.8% to 11.5% or lower White Students: Reduce from 7.7% to 6.9% or lower English Learners: Reduce from 6.0% to 5.4% or lower</p>

	<p>Asian, which earned a rating of Orange.</p> <p>* Students with Disabilities: 15.1% suspension rate, compared to WJUSD's 8.7% and the state average of 5.4%.</p> <p>* White Students: 9.4% suspension rate, compared to WJUSD's 5.2% and the state average of 2.6%.</p> <p>* Hispanic Students: 7.3% suspension rate, compared to WJUSD's 6.4% and the state average of 3.4%.</p> <p>* Socioeconomically Disadvantaged Students: 7.3% suspension rate, compared to WJUSD's 6.8% and the state average of 4%.</p> <p>* English Learners: 4.9% suspension rate, compared to WJUSD's 5.6% and the state average of 3.4%.</p> <p>24–25 Prairie received an Orange rating for Suspension Rate on the California School Dashboard. The overall suspension rate was 6.1%, reflecting a 0.9 percentage point decrease from the previous year. All major student groups demonstrated improvement in suspension rates, with the exception of English Learners.</p> <p>Overall, Prairie is performing at or slightly better than the district across most student groups; however, suspension rates remain significantly higher than state averages, with the largest disparities observed among Students with Disabilities and White students.</p>	
<p>Percent of parents who strongly agree that: (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school. as measured by the California School Parent Survey (CSPS)</p>	<p>23-24: Responses: 88 (a) 26% (b) 26% (c) 25%</p> <p>24-25: Responses: 92 (a) 38% (b) 38% (c) 38%</p> <p>25-26 Responses: 105 (a) 31% (b) 36% (c) 39%</p>	<p>Increase the percentage of parents who strongly agree that the school (a) encourages them to be an active partner, (b) promotes parent involvement, and (c) makes them feel welcome to participate, by at least 10 percentage points in each area, reaching a minimum of 45% across all three indicators, as measured by the California School Parent Survey (CSPS).</p>
<p>Percentage of students who reach growth targets on i-Ready in Reading and Math</p>	<p>23-24 41% of Prairie Elementary students met their Reading growth targets on the March i-Ready diagnostic.</p>	<p>The percentage of Prairie students who meet their reading growth targets on the i-Ready Final Diagnostic will increase by 2%, from 40% to 42%.</p>

	<p>34% of Prairie Elementary students met their Math growth targets on the March i-Ready diagnostic.</p> <p>24-25: 44% of students overall at Prairie Elementary met their growth targets for Reading on the March i-Ready diagnostic.</p> <p>Overall, 35% of Prairie Elementary students met their math growth targets on the March i-Ready diagnostic.</p> <p>25-26: 40% of students overall at Prairie Elementary met their growth targets for Reading on the March i-Ready diagnostic.</p> <p>Overall, 31% of Prairie Elementary students met their math growth targets on the March i-Ready diagnostic.</p>	<p>The percentage of Prairie students who meet their math growth targets on the i-Ready Final Diagnostic will increase by 5%, from 31% to 36%.</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>23-24 Grade levels gave an average rating of 5.7 on the PLC self-reflection tool for overall implementation.</p> <p>24-25 Grade levels gave an average rating of 7.3 on the PLC self-reflection tool for overall implementation.</p> <p>25-26 Grade levels gave an average rating of 8.3 on the PLC self-reflection tool for overall implementation.</p>	<p>10% increase in the overall implementation score of Professional Learning Communities (PLCs) as measured by the self-reflection tool.</p>

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	<p>PLC - Collaborative Planning – Provide structured collaboration time for teachers to analyze student data, refine instructional strategies, and implement targeted interventions, focusing on supporting special education students and those at risk of academic failure. This strategy is grounded in John Hattie's research on effective teaching practices, which now draws from nearly 1,200 meta-analyses. According to Hattie's Visible Learning findings, the most impactful factor influencing student achievement is collective teacher efficacy—the shared belief among educators in their ability to positively affect students. Our PLC work fosters this high-impact practice by creating a culture of</p>	<p>All students with a particular emphasis on underperforming students who are at risk of school failure.</p>	<p>18500 Title I Part A: Basic Grants Low-Income and Neglected</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	shared responsibility, reflection, and continuous improvement.		
2.2	Peer Observations for New Teachers – Facilitate opportunities for new teachers to observe experienced colleagues to strengthen instructional practices, build confidence, and support professional growth. Research supports peer observation as an effective form of job-embedded professional development. Aligned with John Hattie’s findings on collective teacher efficacy and micro-teaching, peer observations promote collaboration, reflective practice, and improved outcomes for teachers and students.	All Students	2500 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Instructional Coach for New Teachers—Coaching and mentorship help new teachers improve their instructional practices, classroom management, and student engagement. Research from John Hattie, the New Teacher Center, and the What Works Clearinghouse supports instructional coaching as an effective, job-embedded professional development strategy that boosts teacher effectiveness, builds confidence, and improves student outcomes.	All Students	5000 Title I Part A: Basic Grants Low-Income and Neglected
2.4	PLC Guiding Coalition - Monthly Meetings – Support the leadership team in implementing the PLC model, ensuring effective collaboration, data-driven decision-making, and continuous instructional improvement. Research underscores the pivotal role of teacher leadership in sustaining and enhancing PLCs. John Hattie's meta-analyses highlight that Collective Teacher Efficacy—the shared belief among educators in their ability to impact students positively—has an effect size of 1.57, making it one of the most significant influences on student achievement. This underscores the importance of fostering a collaborative culture where teacher leaders guide instructional practices.	All students with a particular emphasis on underperforming students who are at risk of school failure.	4000 Title I Part A: Basic Grants Low-Income and Neglected
2.5	Goals and Objectives Meetings – Conduct individualized meetings between administrators and teachers to set professional goals, align expectations, and support teacher growth throughout the year. Holding individualized meetings to set goals aligned with the California Standards for the Teaching Profession (CSTP) supports teacher growth, clarity, and reflection. Evidence-based practices from the California Commission on Teacher Credentialing (CTC) and the What Works Clearinghouse (WWC) show that personalized, standards-based goal setting improves motivation, instructional practice, and professional development effectiveness.	All Students	675 Title I Part A: Basic Grants Low-Income and Neglected
2.6	PLC – Collaborative Planning (Dual Immersion) -- Provide structured collaboration time for Dual Immersion teachers to analyze student data in both languages, refine instructional strategies, and implement targeted interventions. PLCs will emphasize alignment across languages, including	Dual Immersion Students	1984 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	intentional bridging, use of academic language, and strategies that promote biliteracy and access for all learners. This work fosters shared responsibility, reflective practice, and continuous improvement across the Dual Immersion program. We initiated the development of a biliteracy foundational skills scope and sequence this year and will continue refining and implementing this work to strengthen alignment and support biliteracy development across grade levels.		
2.7	Substitutes for K-2 Assessment – Provide one-on-one assessment time for students using substitute teachers, ensuring accurate early identification of academic needs. This strategy ensures that kindergarten teachers have the necessary time and support to conduct one-on-one assessments with students, which is crucial for early and accurate identification of academic needs. By utilizing substitute teachers, kindergarten teachers can assess students individually, providing a clear understanding of each child's learning progress and areas requiring intervention. This individualized assessment approach is especially important given the developmental stage of kindergarten students, as it enables teachers to tailor instruction and support to meet the unique needs of each child early on in their educational journey.	K-2 Students	12150 Title I Part A: Basic Grants Low-Income and Neglected
2.8	PBIS/Student Safety/School Connectedness - Student Store – Reinforce positive behavior through PBIS by providing incentives at the Student Store, where students can redeem rewards for demonstrating school-wide expectations, fostering a culture of respect, responsibility, and engagement. This strategy is supported by research showing that positive reinforcement through rewards enhances student motivation, reduces disruptive behaviors, and promotes a positive school climate. By aligning with PBIS principles, the Student Store encourages consistent, pro-social behavior and strengthens students' sense of connection to the school community.	All Students	17746 Supplemental/Concentration
2.9	Calming Tools for Classrooms – Purchase supplemental calming and sensory regulation tools to support students' emotional regulation, self-management, and readiness to learn in the classroom environment. These tools will help reduce disruptions to learning and support positive student engagement, with a particular emphasis on students needing additional behavioral, social-emotional, or self-regulation support.	All Students	2000.00 Supplemental/Concentration 868.00 Title I Part A: Basic Grants Low-Income and Neglected
2.10	Perfect Attendance Incentives/Rewards – Encourage consistent student attendance through recognition and rewards, supporting efforts to reduce chronic absenteeism. The strategy of Perfect Attendance Incentives/Rewards is supported by evidence-based practices outlined by	All Students	500 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	the What Works Clearinghouse (WWC), which highlights the effectiveness of Positive Behavior Interventions and Supports (PBIS) and student engagement in improving attendance and academic outcomes. Research demonstrates that recognizing and rewarding positive behavior, including consistent attendance, fosters a supportive school climate and encourages students to remain engaged, ultimately contributing to higher achievement and reduced absenteeism.		
2.11	Community Engagement – Strengthen family and community involvement through outreach events, workshops, and activities that support student success.	All Students	1494 Title I Part A: Parent Involvement
2.12	Roving Substitutes and Extra Duty Pay for IEP and Student Study Team (SST) Meetings – Ensure that IEP and SST meetings are held by providing substitute coverage and compensating teachers for their time, allowing for meaningful collaboration, planning, and support for student needs.	All students with a particular emphasis on underperforming students who are at risk of school failure.	2500 Supplemental/Concentration
2.13	Accelerated Reader and Star Reading – Implement Accelerated Reader to support student reading engagement and comprehension, and utilize Star Reading to monitor progress and inform instruction. The Star Reading license will also provide biliteracy trajectory reports for Dual Immersion students, supporting data analysis and instructional planning across both languages.	All students	9830.40 Title I Part A: Basic Grants Low-Income and Neglected
2.14	Professional Development – CARSpus Convention (Special Education) – Provide professional development for special education staff through attendance at the CARSpus Convention, an organization dedicated to supporting the unique needs of special educators and support staff. This training will strengthen instructional practices, compliance, and supports for students with disabilities.	Students with Disabilities	3865 Title I Part A: Basic Grants Low-Income and Neglected
2.15	Basic Needs & Hygiene Supplies – Provide hygiene items, basic needs supplies, and emergency clothing in the health office and counseling room to support student attendance, well-being, and engagement. Ensuring access to essential items helps remove barriers to learning and promotes student readiness for school.	All students, with priority support for students experiencing economic hardship, housing instability, or other barriers that impact attendance and engagement.	2000 Title I Part A: Basic Grants Low-Income and Neglected
2.16	The California Community Schools Partnership Program (CCSPP) will fund a full-time Behaviorist to strengthen Tier 1 and Tier 2 behavioral and social-emotional supports across the school. The Behaviorist will collaborate with teachers and support staff to coach and model effective behavior support strategies, assist with behavior data collection and progress monitoring, and support the development and implementation of Behavior Intervention Plans (BIPs). The position will also provide direct student support through strategies	All students, with a particular emphasis on underperforming students and students requiring additional behavioral and social-emotional support who may be at risk of school failure.	None Specified California Community Schools Partnership Program (CCSPP) Grant

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	such as Check-In/Check-Out (CICO), regulation and calming supports, structured breaks, and proactive behavior interventions. This additional support is intended to build staff capacity, improve consistency in behavior support practices schoolwide, and increase students' access to instruction by helping create safe, supportive, and inclusive learning environments.		
2.17	The California Community Schools Partnership Program (CCSPP) will fund a full-time Student Support Specialist/Family Liaison to strengthen family engagement, student attendance, and connections between home, school, and community resources. This position will support outreach to families, assist with attendance interventions, help connect families to needed services and supports, and build strong relationships with students and families to promote student success and school connectedness. The position will also collaborate with school staff and community partners to reduce barriers to learning and increase family participation in the school community.	All students, with a particular emphasis on underperforming students and students at risk of school failure due to barriers related to attendance, behavior, social-emotional needs, or family circumstances.	California Community Schools Partnership Program (CCSPP) Grant

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the implementation of key strategies to support students' social-emotional and academic needs has been effective. Professional Learning Communities (PLCs) continue to strengthen instructional practices through collaborative planning, data analysis, and targeted support for students. PBIS structures remain in place and have contributed to improved consistency in behavior expectations and supports across the school.

The implementation of the Positive Discipline framework during the 2025–2026 school year has been a significant area of success. All teachers completed training, and the framework has been integrated into classroom practices, emphasizing relationship-building, student responsibility, and a sense of belonging. This shift toward a more restorative and proactive approach has supported improvements in school climate.

Survey data indicates progress in key areas, including a reduction in reported concerns related to bullying, suggesting that these strategies are positively impacting student experiences. Continued focus will be placed on deepening implementation and ensuring consistency across all classrooms to further improve student outcomes.

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

During the 2025–2026 school year, there was a change in the planned implementation of intervention supports. The school originally intended to fund pull-out reading intervention for grades 1–2; however, Title I teacher positions were not approved. As a result, this component of the strategy was not implemented as planned.

Instead, resources were reallocated to support schoolwide professional development, and all teachers were trained in the Positive Discipline framework. This shift allowed for a broader impact on school climate and student behavior by strengthening Tier 1 practices across all classrooms.

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.

As a result of this analysis, the Positive Discipline strategy will be refined and relocated. With all teachers having completed initial training during the 2025–2026 school year, the focus will shift from training to ongoing group coaching and consultation to support consistent implementation and continuous improvement. This work emphasizes strengthening students' sense of belonging, improving school climate, and promoting student autonomy and responsibility. While these outcomes align with social-emotional learning, the strategy will be moved to Goal 4 to better align with student engagement and school climate priorities. These changes are reflected in the Goal 4 strategies and activities section of the SPSA.

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.

A review of California Dashboard data indicates that Woodland Prairie Elementary's English Learner Progress Indicator (ELPI) has declined from Green to Orange over the past two years and remains below district and state levels, indicating a need to strengthen systems and instructional practices to accelerate English language development.

Local data also highlights a need to strengthen family engagement for English Learners. Opportunities exist to improve communication, increase participation in school decision-making, and build stronger partnerships between families and the school to support students' academic and language development.

These findings indicate a need to strengthen both instructional practices and family engagement systems to ensure English Learners make accelerated progress toward English proficiency.

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)	23-24: Estimated Reclassification Rate 12.5% 24-25: Estimated Reclassification Rate 11.8% 25-26: From spring 2025 to spring 2026, Prairie's estimated reclassification rate for English Learners is 14.1%, with 44 students reclassified out of an average EL enrollment of 312 students.	Prairie Elementary will maintain or increase the reclassification rate for English Learners from 14.1% to at least 14.5–16.5%, as measured by the percentage of students reclassified out of the average English Learner enrollment across the school year.
Reclassification of LTEL students	23-24 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/Moderate Special Education Reclassification criteria (as defined by their level of academic and support needs) by 6th grade.

	<p>24-25 Prairie has 38 students at risk of becoming Long-Term English Learners (LTEL). 2 of those students scored a 4 on ELPAC but have yet to be reclassified. Both are 6th graders who are at-risk LTEL, with 5 years in school.</p> <p>25-26 Prairie has 56 students at risk of becoming Long-Term English Learners (LTEL) in grades 4-6. 27 of these students are in 6th grade. 2 of those students scored a 4 on ELPAC but have yet to be reclassified. Both are 6th graders who are at-risk LTEL, with 5 years in school.</p>	
<p>Reclassification rate Dually-Identified Special Education/English Learner (SPED/EL) students with a Summative ELPAC Level 4 who were assigned Domain Exemptions</p>	<p>24-25 The baseline for the percentage of dually-identified SPED/EL students with a Summative ELPAC Overall Performance Level 4 and assigned domain exemptions who are reclassified as Fluent English Proficient is 66.7%, with 2 out of 3 students being reclassified using domain exemptions.</p> <p>25-26 The percentage of dually-identified SPED/EL students with a Summative ELPAC Overall Performance Level 4 and assigned domain exemptions who are reclassified as Fluent English Proficient is 100%, with 2 out of 2 students being reclassified using domain exemptions.</p>	<p>Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions.</p>
<p>English Learner Progress Indicator (ELPI)</p>	<p>22-23: 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>23-24: Prairie's current rate of 43.1% in the "Making progress" indicator earns it an "Orange" rating on the 2024 California Dashboard. The district rate was 47%, and the state rate was 45.7%.</p> <p>24-25: Prairie's current rate of 44.2% in the "Making progress" indicator earns it an "Orange" rating on the 2025 California Dashboard. The district rate was 48.3%, and the state rate was 46.4%.</p>	<p>The percentage of English Learners making progress toward English language proficiency will increase from 44.2% to at least 47%, resulting in movement from the Low to Medium performance level on the Schools Five-by-Five Placement.</p>
<p>School rating of English Learner (EL) Roadmap Principles 1 and 2 on the self-assessment</p>	<p>23-24: Based on the descriptors in the EL Roadmap Self-Assessment Tool for</p>	<p>Prairie will Increase each sub-component by 0.5 and move to a 3.0 overall on Principle 2.</p>

	<p>Principles 1 and 2, we assigned each principle an overall 3 ("Working on this, but still spotty, not fully developed").</p> <p>24-25: The Prairie PROMESA DSLA (District-Site Leadership Academy) identified Principle 2 from the EL Roadmap as an area of focus. Based on the EL Roadmap Self-Assessment Tool descriptors for Principle 2, the team assigned an average of 2.6.</p> <p>25-26: Based on the EL Roadmap Self-Assessment Tool descriptors for Principle 1, the Prairie PROMESA DSLA (District-Site Leadership Academy) assigned an average rating of 2.8. The Prairie ELAC (English Learner Advisory Committee) assigned an average rating of 3.73. The rating system uses a 4-point scale (1 = minimal to no implementation, 2 = fair implementation, 3 = appropriate implementation, and 4 = excellent implementation). As part of ongoing implementation, staff identified priority areas for continued growth within Principle 1, including ensuring school climates and campuses are affirming, inclusive, and safe, and strengthening family and school partnerships.</p> <p>For Principle 2, the Prairie PROMESA DSLA (District-Site Leadership Academy) assigned an average rating of 2.6, indicating that implementation is still developing and inconsistent. The Prairie ELAC (English Learner Advisory Committee) assigned an average rating of 3.57 for Principle 2, reflecting educational partner perceptions of stronger implementation in areas related to inclusive instructional practices, access to rigorous learning opportunities, and support for multilingual learners. Priority areas for continued growth identified by staff include ensuring students are provided a rigorous, intellectually rich, standards-based curriculum with appropriate instructional scaffolding that increases comprehension and participation while developing student autonomy and mastery.</p>	
<p>Percentage of English Learner students who reach growth targets on iReady in Reading and Math</p>	<p>23-24: 38% of ELs met the typical growth target for the I-Ready reading final</p>	<p>The percentage of English Learner students who meet their typical growth targets on the i-Ready Final Diagnostic will increase by at least 3–4</p>

	<p>diagnostic in March, compared to 43% of non-ELs.</p> <p>35% of ELs have met the typical growth target for i-Ready Math final diagnostic in March, compared to 35% of non-ELs.</p> <p>24-25: 41% of English learner students at Prairie met their growth targets for Reading on the March i-Ready diagnostic, compared to 44% overall school performance.</p> <p>34.5% of Prairie's English learner students met their growth targets for Math on the March i-Ready diagnostic, compared to 35% overall school performance.</p> <p>25-26: 35% of English learner students at Prairie met their growth targets for Reading on the March i-Ready diagnostic, compared to 40% overall school performance and 45% non-English learner students.</p> <p>30% of Prairie's English learner students met their growth targets for Math on the March i-Ready diagnostic, compared to 31% overall school performance and 32% non-English learner students.</p>	<p>percentage points, reaching 45% in Reading and 38% in Math, narrowing the gap with overall student performance.</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
3.1	<p>English Learner Advisory Committee (ELAC) – Strengthen ELAC as a vital conduit for collaboration, feedback, and advocacy to ensure the needs and perspectives of English Learners and their families are central to school decision-making. ELAC will engage in reviewing instructional programs, curriculum, and support services while facilitating ongoing dialogue between school leadership, staff, and families to identify areas for improvement, share best practices, and celebrate successes. Meetings will be conducted in Spanish and English, and to further increase access and participation, a liaison/translator will support Punjabi- and Urdu-speaking families. ELAC will also promote family engagement through targeted outreach, resources, and workshops that support students' academic and language development, fostering a collaborative and inclusive school community that empowers English Learners to succeed.</p>	English Learner Students	1200 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Research consistently supports the value of family and community involvement in enhancing the educational outcomes of English Learners (ELs). Studies show that active participation by families in school decision-making processes positively impacts the academic success of EL students (Henderson & Mapp, 2002). Involving families in key committees, such as ELAC (English Learner Advisory Committee), creates a platform for mutual learning, fosters stronger school-home partnerships, and ensures that the needs of EL students are met through culturally responsive and linguistically appropriate practices (Epstein, 2011). Additionally, research indicates that when schools engage families through targeted workshops and outreach, it supports student achievement and family empowerment, particularly for EL students (Jeynes, 2012). Therefore, integrating ELAC into this strategy aligns with evidence-based practices that drive academic success for EL students by promoting collaboration and family engagement.</p>		
3.2	<p>Punjabi/Urdu Family Liaison Support – Provide Punjabi language support during ELAC meetings and family engagement activities to improve communication, increase access to school information, and strengthen participation and involvement of Punjabi- and Urdu-speaking families in the school community.</p>	English Learner Students	1000 Title I Part A: Basic Grants Low-Income and Neglected
3.3	<p>Project GLAD (English Learners) – Provide professional development through Project GLAD training for teachers to strengthen instructional strategies that support English Learners. This training will build teacher capacity in academic language development, structured engagement, and strategies that promote access to grade-level content.</p>	English Learner Students	12600 Title I Part A: Basic Grants Low-Income and Neglected
3.4	<p>Disciplina Positiva Parenting Workshops – Implement a series of six Disciplina Positiva parenting workshops to support families in building positive behavior strategies and strengthening home-school connections. This work builds on the Spring 2026 Disciplina Positiva conference for families and aligns with schoolwide implementation, as all teachers have been trained in this framework. Workshops will be offered in Spanish with English translation to ensure access for all families.</p>	English Learner Students	8000 Title I Part A: Basic Grants Low-Income and Neglected
3.5	<p>Instructional Rounds – Continue implementing Instructional Rounds to enhance instruction for English Learners by focusing on six key strategies: using short videos, graphic organizers, visuals, peer discussions, vocabulary scaffolding, and varied writing opportunities. This practice supports Principle 2 of the EL Roadmap, ensuring high-quality instruction and meaningful access to academic content. Instructional Rounds are an evidence-based practice rooted in the work of</p>	English Learner Students	7155 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Richard Elmore and supported by research on collaborative inquiry, instructional leadership, and professional learning communities. This practice builds collective efficacy, strengthens instructional practice through peer observation, and fosters a culture of continuous improvement focused on student learning.		
3.6	Culturally Relevant Library Books – Continue ongoing investment in expanding and updating the school library and classroom book collections with culturally relevant and multilingual texts that reflect the backgrounds, experiences, and languages of students and families. Since 2022, the school has invested over \$50,000 in Spanish books for the Dual Immersion program, books representing languages other than Spanish, and diverse and inclusive texts for students. During the 2026–2027 school year, the school will prioritize the purchase of bilingual side-by-side books in response to feedback from educational partners in ELAC, who shared that these books help families read and learn English alongside their children while supporting literacy development and family engagement.	English Learner Students	4000 Title I Part A: Basic Grants Low-Income and Neglected
3.7	<p>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 i-Ready 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 technique, 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.</p> <p>DuFour's research on Professional Learning Communities (PLCs) supports English Learner (EL) achievement by fostering a collaborative environment where teachers can share best practices, resources, and strategies specifically tailored to the needs of EL students. Educators who focus on improving their instructional practices through regular collaboration are better equipped to meet the linguistic and academic challenges that EL students face. This collective problem-solving and shared responsibility for student learning helps ensure EL students receive targeted support, leading to improved language acquisition and academic outcomes. Additionally, PLCs allow for</p>	English Learner Students	None Specified See Goal 2

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	the ongoing reflection and refinement of teaching strategies, ensuring that EL students are consistently receiving high-quality, research-backed instruction		

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the implementation of strategies to support English Learners has been effective in key areas. The school has experienced strong family participation in ELAC, increasing opportunities for collaboration, input, and shared decision-making to support English Learner programs. This has strengthened communication and partnerships between families and the school.

In addition, growth in PLC practices has supported improved instructional alignment and data-driven decision-making. Teachers are increasingly collaborating to analyze student data, refine instruction, and implement strategies that support English language development within core content areas.

These efforts have contributed to strengthened systems of support for English Learners. Continued focus will be placed on deepening instructional practices and expanding family engagement to further accelerate progress toward English proficiency.

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

During the 2025–2026 school year, there was a shift in how funds were utilized to support English Learners. Due to unspent Title I funds resulting from the absence of Title I reading intervention services, resources were reallocated to support professional development through Project GLAD training for teachers. As a result, approximately 50% of teachers have completed Project GLAD training to date. This adjustment allowed the school to build teacher capacity in strategies that support English Learners

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.

As a result of this analysis, adjustments will be made to sustain key practices previously supported by the PROMESA grant. With the conclusion of the 5-year PROMESA grant, site funds will be allocated to continue instructional rounds as a core strategy to support English Learner achievement. Instructional rounds will continue to focus on strengthening standards-based instruction, academic language development, and effective strategies for English Learners. These changes are reflected in the Goal 3 strategies and activities section of the SPSA, where funding has been identified to support the continuation of instructional rounds.

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.

A review of California Dashboard and local data, including the 2026 California Healthy Kids Survey (CHKS), indicates a need to strengthen student engagement and leadership opportunities. While students report relatively high academic motivation (64%) and high expectations from adults (75%), only 32% report meaningful participation in school, and 56% report a sense of connectedness, suggesting gaps in student voice and belonging. Additionally, 69% of students report experiencing school boredom, indicating a need for more engaging, student-centered learning experiences. California Dashboard data aligns with these findings, as English Language Arts and Mathematics remain in the Orange performance level, and chronic absenteeism remains in the Red, suggesting that increasing student engagement and connection to school is critical to improving both academic outcomes and attendance.

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
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	<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>24-25 312 out of 407 students in 3rd-6th grade responded to the 2024-2025 Prairie School Safety survey. This</p>	<p>During the 2026-27 school year, we will increase our response rate to 75% of 3-6 graders providing input via surveys.</p>

	<p>represents 77% of eligible students. Administration reviewed the results with the Youth Advisory Council for input.</p> <p>316 out of 407 students in 3rd-6th grade responded to the 2024-2025 Prairie School Climate survey. This represents 78% of eligible students. Administration reviewed the results with the Youth Advisory Council for input.</p> <p>106 out of 109 (97%) 6th-grade students responded to the WJUSD VAPA survey. The administration reviewed the results with the Youth Advisory Council for input.</p> <p>In 2025, 92 out of 105 (88%) 5th-grade students participated in the 2024-2025 CHKS survey. The administration reviewed the results with the Youth Advisory Council for input.</p> <p>25-26 291 out of 390 students in 3rd-6th grade responded to the 2025-2026 Prairie School Safety survey. This represents 75% of eligible students. Administration reviewed the results with the Youth Advisory Council for input.</p> <p>228 out of 390 students in 3rd-6th grade responded to the 2025-2026 Prairie School Climate survey. This represents 58% of eligible students. Administration will review the results with the Youth Advisory Council for input.</p> <p>In 2026, 75 out of 95 (79%) 5th-grade students participated in the 2025-2026 CHKS survey. The administration reviewed the results with the Youth Advisory Council for input.</p>	
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</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 who represent our school population in terms of gender, special education status, EL status, and primary language:</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>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> <p>24-25 The Youth Advisory Council consisted of 15 diverse students and met for a total of 9 meetings monthly. Students gave input on student safety and reviewed the youth engagement goals from the 24-25 SPSA, California Healthy Kids Survey responses, and the 2025 Prairie School Climate student survey responses.</p> <p>25-26 The Youth Advisory Council consisted of 18 diverse students (6% of 4th-6th students) and met for a total of 9 meetings monthly. Students gave input on student safety and reviewed the youth engagement goals from the 25-26 SPSA, California Healthy Kids Survey responses, and the 2025-2026 Prairie School Climate student survey responses. Students also developed and were awarded two Superintendent's Youth Advisory Council grants.</p>	
<p>Number of student led clubs offered</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, and Science)</p> <p>24-25: WJUSD Cross Country TK-6 (Fall) Cooking Club 4th-6th (Spring)</p>	<p>Prairie Elementary will increase the number of student-led clubs offered from 3 to at least 6 annually, rebuilding toward consistent, student-driven club opportunities, supported by the addition of a club coordinator.</p>

	25-26 WJUSD Cross Country TK-6 (Fall) Yolo Farm 2 Fork Garden Discovery Camp 4th-6th (Spring) Woodland Prairie Ballet Folklorico 2nd-6th (Spring)	
Number of student led initiatives	During the 2025–2026 school year, students led 9 initiatives through Youth Advisory Committee (YAC) and Student Council, including the development of a welcoming committee for new students, grant proposals for playground first aid kits and new equipment, and multiple schoolwide engagement efforts such as Spirit Weeks, a donation drive, fundraisers, and ongoing student voice and leadership meetings.	The number of student-led initiatives will increase by at least 20%, from 9 to at least 11, with a focus on initiatives that promote school climate, student voice, and community engagement.

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	Student Leadership -- Hold monthly meetings with members of the Youth Advisory Council to gather feedback, discuss school needs, and collaborate on student-led initiatives. Research by the Center for Responsive Schools emphasizes that student involvement in leadership roles, such as through youth advisory councils, significantly contributes to positive school climate and student engagement. When students actively participate in decision-making, it fosters a sense of ownership and responsibility, leading to enhanced social-emotional development, improved peer relationships, and better academic outcomes. This research supports the value of our monthly Youth Advisory Council meetings, which empower students to take the lead in shaping school culture and addressing their peers' needs.	All students with a particular emphasis on underperforming students who are at risk of school failure.	500 Supplemental/Concentration
4.2	Career Fair – Organize a career fair for students in grades 4–6 to increase student engagement and exposure to a variety of college and career pathways. The event will provide opportunities for students to interact with community members and professionals, helping students build awareness of future educational and career opportunities while supporting goal setting and student motivation.	All students with a particular emphasis on underperforming students who are at risk of school failure.	1000.00 Title I Part A: Basic Grants Low-Income and Neglected
4.3	Yolo Farm to Fork Garden Discovery Camp – This after-school hands-on gardening program teaches students about sustainability, healthy eating, and environmental science through activities like planting, cultivating, and harvesting. Students gain practical knowledge while connecting classroom concepts to real-world practices. Research from the What Works Clearinghouse (WWC) supports the effectiveness of experiential, hands-on learning for enhancing student	Students in Grades 4-6	7000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	engagement and academic outcomes. By actively participating in gardening, students deepen their understanding of sustainability and nutrition, improving both engagement and retention of knowledge. This type of learning fosters critical thinking skills and motivates students to apply their learning in real-world contexts.		
4.4	Club Coordinator for Student-Led Clubs – Provide a Club Coordinator to plan, prepare, organize, and support the implementation of student-led clubs. The coordinator will gather student input, facilitate club logistics, and support staff and students in creating engaging opportunities aligned to student interests. This strategy promotes student voice, leadership, and belonging while increasing engagement and connection to school.	Students in Grades 4-6	8000.00 Title I Part A: Basic Grants Low-Income and Neglected
4.5	Positive Discipline Coaching & Implementation – Provide ongoing group coaching and consultation sessions to support consistent implementation of the Positive Discipline framework, building on the 2025–2026 training completed by all teachers. This work focuses on creating classroom environments that are both kind and firm, fostering student belonging, autonomy, and responsibility through strategies such as class meetings, restorative practices, and collaborative problem-solving. This strategy is supported by Hattie’s Visible Learning research, which identifies collective teacher efficacy and behavior interventions as having a strong positive impact on student achievement.	All Students	7340 Title I Part A: Basic Grants Low-Income and Neglected
4.6	<p>Expose students to real-world learning opportunities beyond the classroom, including college visits, museums, science explorations, and career-related experiences. By connecting academic learning to real-world contexts, these experiences are designed to foster motivation, engagement, and school pride.</p> <p>According to the 2025–2026 Prairie School Climate Survey, 58.5% of students in grades 3–6 reported that they "always" enjoyed the field trips they attended this year, while an additional 23.7% indicated they "often" enjoyed them. This high level of student satisfaction underscores the value of field trips as a means to enhance engagement and learning. Student comments also indicate that field trips provide memorable experiences, opportunities for peer interaction, and increased motivation to participate in school activities. Additionally, repeated student requests for more field trips across grade levels suggest that these experiences are meaningful and important to students.</p> <p>According to the What Works Clearinghouse (WWC), while field trips are not directly highlighted as a distinct intervention, they align with core principles proven to support student achievement. The WWC emphasizes real-world and experiential</p>	All students with a particular emphasis on underperforming students who are at risk of school failure.	15546.00 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>learning, which are fundamental elements of field trips. Experiential learning allows students to engage with hands-on content, deepening their understanding and increasing their engagement, particularly in science and social studies.</p> <p>Additionally, the WWC highlights student engagement as a key factor in academic success. By taking students out of the classroom and into real-world environments, field trips create novel and immersive learning experiences that significantly boost engagement. This heightened engagement promotes motivation and supports deeper learning outcomes, particularly for students who may not be as engaged in traditional classroom settings.</p> <p>By offering these alternative learning experiences, we aim to cultivate a deeper connection to learning and provide students with the tools and inspiration needed to succeed academically and personally.</p>		
4.7	<p>Expose students to real-world learning opportunities beyond the classroom, including college visits, museums, science explorations, and career-related experiences. By connecting academic learning to real-world contexts, these experiences are designed to foster motivation, engagement, and school pride.</p> <p>Support charter bus transportation costs for educational field trips, including the 6th grade San Francisco Exploratorium trip and the 4th grade California Gold Rush Adventure in Coloma, as district electric buses are unable to travel these distances. These experiences provide students with hands-on learning opportunities connected to classroom instruction and California content standards.</p>	Students in 4th and 6th grade with a particular emphasis on underperforming students who are at risk of school failure.	8000.60 Title I Part A: Basic Grants Low-Income and Neglected
4.8	StrengthsExplorer – Provide Clifton StrengthsExplorer assessments for 6th grade students through the school’s collaboration with UC Davis Early Academic Outreach Program (EAOP) to help students identify their individual strengths and talents, build confidence and self-awareness, and support college and career readiness, student engagement, and future goal setting.	All Students in 6th Grade	1030.00 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of the Youth Advisory Council (YAC) strategy has been highly effective in fostering student leadership, engagement, and meaningful participation in school improvement efforts. Through YAC, students developed and led several initiatives designed to strengthen school climate and student support systems. Students created a student-led welcoming committee to support new students transitioning to Prairie, including the use of YAC vests and lanyards to identify student leaders and promote peer connection and belonging. YAC students also successfully applied for and received funding through the Superintendent's Youth Advisory Council (SYAC) grant program to provide first aid kits for noon duty staff to support playground safety and recess response efforts. Additionally, students secured a second SYAC grant to purchase new recess equipment aimed at increasing student engagement, positive peer interaction, and access to organized play opportunities during recess. These student-led projects demonstrated increased student voice, leadership, collaboration, and ownership within the school community.

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

Goal 4 was supported through multiple SPSA funding sources across different goals. After-school clubs and enrichment opportunities were provided through multiple funding sources, including Cross Country funded through Expanded Learning Opportunities Program (ELOP), Ballet Folklorico funded through Visual and Performing Arts (VAPA) funds under goal 1, and the Yolo Farm to Fork Garden Discovery Club funded through Concentration funds under goal 2.

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.

As a result of this analysis and educational partner feedback, several strategies were reorganized and added under Goal 4 to better align with student engagement, belonging, and youth development outcomes. Positive Discipline coaching was moved to Goal 4 to reflect its focus on building student belonging, autonomy, and positive school climate. The Garden Discovery Club was also moved to Goal 4 to better align with student engagement and enrichment opportunities. The school will also attempt to reestablish a club coordinator position to expand extracurricular opportunities for students. In addition, a new career fair strategy was added for students in grades 4–6 to increase exposure to college and career pathways. The school also added funding for Clifton Strengths Explorer for 6th grade students after the program was no longer provided through the UC Davis Early Academic Outreach Program (EAOP). These changes can be found in the updated strategies and expenditures under Goal 4 of the SPSA.

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	\$144,894.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$371,495.10
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	\$143,400.00
Title I Part A: Parent Involvement	\$1,494.00

Subtotal of additional federal funds included for this school: \$144,894.00

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 (\$)
Arts and Music in Schools	\$128,591.00
Site Discretionary	\$23,314.10
Supplemental/Concentration	\$74,696.00

Subtotal of state or local funds included for this school: \$226,601.10

Total of federal, state, and/or local funds for this school: \$371,495.10

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
Arts and Music in Schools	128,591.00
Site Discretionary	23,314.10
Supplemental/Concentration	74,696.00
Title I Part A: Basic Grants Low-Income and Neglected	143,400.00
Title I Part A: Parent Involvement	1,494.00

Expenditures by Budget Reference

Budget Reference	Amount
	370,995.10

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	128,591.00
	Site Discretionary	23,314.10
	Supplemental/Concentration	74,696.00
	Title I Part A: Basic Grants Low-Income and Neglected	143,400.00
	Title I Part A: Parent Involvement	1,494.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,511.10
Goal 2	85,612.40
Goal 3	33,955.00
Goal 4	48,416.60

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
Alicia Chavez	Classroom Teacher
Lorena Morales	Classroom Teacher
Veronica Aceves	Other School Staff
Chris Minor	Parent or Community Member
Jorge Chaidez	Parent or Community Member
Debbie Decker	Parent or Community Member
Karla Rivas	Parent or Community Member
Leann Morera	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:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/26.

Attested:

Principal, Kelly Schevenin on 4/21/26

SSC Chairperson, Debbie Decker on 4/21/26