



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Prairie Elementary	57727100000000	5/1/25	5/22/25

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous

cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

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Plan Description

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

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

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

The 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.

This ATSI plan meets state and ESSA requirements:

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Woodland Prairie Elementary School's 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 (2024) 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) Goal #2: Meeting Social-Emotional and Academic Needs (2/20/25, 3/20/25)

English Learner Advisory Committee (ELAC): LCAP Goal #3: Accelerate English Learner Achievement (2/27/25, 3/13/25)

Youth Advisory Council (YAC): LCAP Goal #2: Meeting Social-Emotional and Academic Needs (10/4/24, 12/6/24, 2/14/25)

Site Leadership Team: LCAP Goals #1–4: College & Career Readiness, Meeting Social-Emotional and Academic Needs, Accelerate English Learner Achievement, and Engagement and Leadership Opportunities for Youth (2/13/25, 3/6/25)

Professional Learning Community (PLC) Guiding Coalition: LCAP Goal #2: Meeting Social-Emotional and Academic Needs (9/5/24, 10/1/24, 12/3/24, 2/18/25, 3/17/25)

Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement (PROMESA) District Site Leadership Academy (DSLA): LCAP Goals #2–3: Meeting Social-Emotional and Academic Needs and Accelerate English Learner Achievement (10/16/24, 11/7/24, 1/16/25, 3/20/25)
Community Schools Steering Committee: LCAP Goal #2: Meeting Social-Emotional and Academic Needs (10/22/24, 11/20/24, 12/11/24)

STUDENT INPUT:

Student input was gathered through two internal surveys: School Safety and School Climate. A total of 312 and 316 students, respectively, out of 418 third- through sixth-grade students responded. This represents 75% of eligible students. 92 out of 109 (84%) 5th grade students responded to the California Healthy Kids Survey. A Youth Advisory Council (YAC) was sustained, and the survey results were reviewed. Fifteen 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 Mainstream classrooms.

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

- * When asked to imagine our school in a year where we've made positive changes, students identified the need for 1) more upstanders and 2) less trash on campus.
- * The YAC led efforts for each class to sign an Upstander Pledge and to create student videos to model conflict resolution through scenario role-playing.

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, Academic Growth, and Family Engagement remain top priorities for Prairie's ongoing improvement efforts.
- * Digital Safety Awareness: Council members discussed educating parents on monitoring online content and social media trends that may contribute to inappropriate language and behavior.
- * Suspension & Student Support: Concerns about increased suspensions, especially among Special Education students, were noted.
- * The council demonstrated a strong commitment to community engagement and family support, and supports pursuing the possibility of using Community Schools Grant funds to bring Adult Education English as a Second Language classes to Prairie for our families.

The Leadership Team provided the following input:

- * There is a need for teacher training on implementing class meetings, conflict resolution, and restorative practices.
- * Make Kindergarten through 3rd Grade (K–3) a priority for funds for Visual and Performing Arts (VAPA).
- * Teachers requested A.L.I.C.E. training (Alert, Lockdown, Inform, Counter, Evacuate — Active Shooter Response Training).

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

- * Multiple opportunities to talk about content with peers is the PROMESA key strategy that teachers feel least confident implementing.
- * Support in providing scaffolds to support students in using academic vocabulary would be most helpful for encouraging students to talk about academic content. (67% of respondents)
- * Areas of need based on the English Learner Roadmap Principle #2 Self-Assessment Tool:
 - * Language Development and Content Integration: Embed language development in all content areas, designing lessons that integrate language and content objectives to support English Learners.
 - * Scaffolds: Provide appropriate scaffolds (e.g., sentence frames) tailored to students' language proficiency levels, gradually removing support as they gain independence.
 - * Quality and Relevant Curriculum: Ensure the curriculum is culturally relevant, age-appropriate, and challenging, with materials supporting language development and academic content.

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

- * Regarding VAPA funds, start with a focus on Transitional Kindergarten through 3rd Grade (TK–3) since 4th–6th grade students have had more opportunities with music and after-school clubs.
- * ELAC members emphasized the importance of fostering an inclusive school environment that values and engages all cultural backgrounds represented in our community, beyond American and Latino/Hispanic cultures. In response to the English Learner Roadmap self-reflection, they highlighted the need to strengthen connections with families from South Asian and other diverse backgrounds at Prairie.
- * Members appreciated the Spanish-language books in the school library, recognizing their role in supporting bilingual literacy.

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

- * Based on the PLC Implementation Self-Reflection Tool, teachers identified a need to strengthen our approach to prerequisite knowledge and skills. They highlighted the importance of clearly defining the essential prerequisite knowledge and skills for each unit, developing assessments to measure student readiness, and implementing targeted strategies and systems to support students who need additional instruction in these areas.

The Community Schools Steering Committee provided the following input:

- * Survey responses from parents, students, and staff indicate interest in additional academic support, such as homework help and sports and family activities.
- * 80% of respondents on the English survey and 85% on the Spanish survey said that after-school clubs, sports, and activities would be useful to their child or family. 57.5% (English) and 75% (Spanish) indicated that homework help would be helpful and 55%/50% would appreciate fun family activities. In the Spanish survey, 60% said they appreciated eye care and glasses support, and 60% said they liked Adult Education English classes.
- * 9 out of 20 respondents on the Spanish survey said that a language barrier impedes them from being more involved at school.

ELAC reviewed the SPSA on 4/24/25, SSC reviewed the SPSA on 3/20/25 and approved the SPSA on 5/1/25.

Resource Inequities

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

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

Woodland Prairie identified the following resource inequities for the 2024-2025 school year and continues to work in partnership with WJUSD to address them.

The high number of new teachers at Prairie for the three prior consecutive years indicates a history of high turnover rate. This turnover can disrupt continuity and consistency in instruction, impacting student learning and relationships. To address this, additional support and resources were put in place for the 2024-2025 school year to ensure new teachers receive the training and mentorship needed to meet students' needs effectively. While Prairie and WJUSD have implemented more instructional coaching support, building a strong teaching team takes time, and progress is ongoing. For the 2025-2026 school year, we expect to have less turnover, which will help to strengthen the overall instructional practices.

Prairie continues to have a high number of less experienced teachers serving a large population of low-income and minority students. In 2024-2025, three teachers were teaching on emergency credentials, four were interns, and four were completing the induction program. Credentialed instructional coaches were hired with site funds to support these teachers, providing targeted assistance to emergency credential and first-year internship teachers. WJUSD further invested in new teachers by providing a stipend for mentors, expanding support beyond interns and induction teachers to include those with emergency credentials. All new teachers attended monthly WJUSD Instructional Lab Professional Development sessions to build community and address first-year challenges. New Dual Immersion teachers also received specialized support through regular meetings with our district English Learner Teacher on Special Assignment (TOSA).

Prairie has 2 English Learner Specialists who provide teachers with essential English Language Development (ELD) instruction and instructional coaching to support English learners' language acquisition. With 386 English learners, Prairie has the district's largest population of English learners, surpassing the next highest school with 238. To better meet the needs of these students, additional support could create smaller, more targeted ELD instruction groups at all grade levels and to enhance instructional coaching for teachers. Professional development will continue to focus on

integrated ELD strategies for all teachers, including scaffolds like sentence frames and structured academic conversations. As Prairie enters year 5 of the PROMESA grant, professional learning will be sustained and refined to deepen implementation of the six key research-based strategies, emphasizing building language-rich, collaborative classrooms. Additionally, grade-level Professional Learning Communities (PLCs) will use ongoing data cycles to identify skill gaps, monitor progress, and plan targeted supports that integrate language development and academic content. Regular monitoring of Long-Term English Learners (LTELs) and action planning by grade level will further strengthen reclassification outcomes.

Approximately 119 students receive support through an Individualized Education Program (IEP). Staff limitations within our Resource Specialist Program (RSP) are a critical challenge in implementing these plans. We could not fill our 0.5 FTE RSP Teacher position with a credentialed teacher. As a result, the position has been covered by a rotation of long-term substitutes, disrupting the consistency and quality of services available to students. The SPSA also outlines plans to deepen collaboration between general and special education teachers through dedicated co-planning time and active participation in grade-level Professional Learning Communities (PLCs). Through PLCs, special education staff will engage with general education teams to analyze data, align instructional strategies, and co-develop targeted interventions that support inclusive practices.

Prairie has a full-time social worker who provides one-on-one therapy for students and family support, a valuable resource for our school community. However, with 49% of our families speaking Spanish, language barriers sometimes made it challenging to fully connect with and support some of our most vulnerable students and families. While translation tools were used to bridge the gap, a bilingual social worker fluent in English and Spanish would enhance access to services and strengthen relationships with our Spanish-speaking families. 9 out of 20 Community Schools Steering Committee Spanish survey respondents said that a language barrier impedes them from being more involved at school. In 2025–26, the school plans to continue advocating for this position through its Community Schools funding

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 significant improvement. The school’s overall suspension rate is in the Red performance level, indicating a high suspension rate. Additionally, English Language Arts (ELA) performance on the CAASPP is in the Orange performance category for all students, with notable performance gaps for Latino/Hispanic students and Students with Disabilities. The English Learner Progress Indicator (ELPI) also falls in the Orange category, showing that not enough English Learners are making sufficient progress toward reclassification.

Suspension Rates: Implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS), with an emphasis on trauma-informed practices, culturally responsive behavior strategies, and consistent reteaching of expectations aligned to our PRIDE values. Additional supports include increased access to social-emotional learning (SEL) through Second Step lessons, targeted behavior intervention plans, and a full-time school counselor and full-time Social Worker to support student regulation and coping skills. Noon duty supervisors and all classified staff have also received training in de-escalation and behavior prevention strategies. We will also be offering a two-day Positive Discipline training to staff over the summer. Participants will become Certified Positive Discipline Classroom Educators. They will gain tools to integrate social-emotional learning with effective, respectful discipline practices that reduce challenging behaviors and foster inclusive classroom communities.

English Language Arts and English Learner Progress: Grade-level teams use data-driven cycles of inquiry during Professional Learning Communities (PLCs) to identify and address specific skill gaps in reading and writing. As a PROMESA grant school, Woodland Prairie is focused on implementing six key research-based strategies to support students in accessing academic content and developing literacy skills, emphasizing language-rich, collaborative classrooms that benefit English Learners and all students. Professional development and coaching tied to the grant have supported teachers in refining their instructional practices. In addition, teachers and site leaders engage in regular Instructional Rounds to observe classroom instruction across grade levels, reflect on trends, and identify next steps for improving teaching and learning aligned to site goals.

A recent analysis by a consultant compared Woodland Prairie Elementary to 16 similar schools based on student enrollment and unduplicated student numbers. The consultant assigned Woodland Prairie an overall score of 2.2, placing it in the orange performance level on the California School Dashboard. In comparison, Woodland Joint Unified School District (WJUSD) received a score of 2.6 (yellow), the state of California scored 2.7 (yellow), and Yolo County achieved a score of 3.1 (green). Among a list of 16 similar schools, Prairie ranked 8th from the top, indicating that while progress is being made, there is still room for improvement to align more closely with district, state, and county performance levels.

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.

Woodland Prairie received an overall yellow rating for chronic absenteeism on the California School Dashboard; however, White students were in the red performance level, indicating a significant performance gap. In response, we have strengthened our tiered attendance response system. This includes early outreach from the office and Wellness Team, personalized follow-up calls, home visits when needed, and Student Attendance Review Team (SART) meetings focusing on building partnerships with families. For White students specifically, we are analyzing barriers to attendance and collaborating with the Wellness Team to provide individualized support and connect families with resources to improve daily attendance.

On the California School Dashboard, Woodland Prairie received an overall yellow rating in mathematics, while Students with Disabilities scored in the red performance level, highlighting a significant gap. In response, targeted supports have been added for students with Individualized Education Plans (IEPs), including push-in support from the Resource Specialist Program (RSP) teacher during core math instruction, using manipulatives and visual supports, and small group reteaching. Ongoing collaboration between general education and special education staff supports instruction alignment and shared ownership for student outcomes.

Other Needs

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

Bullying behaviors have been a concern at Prairie, and we are taking multiple steps to address this issue. According to the 2025 California School Parent Survey, 36% of families strongly agree that bullying/harassment is a significant problem. Additionally, 2025 California Healthy Kids Survey responses indicate that only 57% of 5th grade students agree that Prairie has an anti-bullying climate, meaning nearly half are unsure or do not perceive strong bullying prevention efforts. On the California School Staff Survey, the percentage of staff reporting that harassment or bullying is a moderate or severe problem dropped from 88% in 2024 to 43% in 2025, showing progress but still highlighting a need for continued work.

In response, we are implementing a comprehensive approach. In addition to our schoolwide social-emotional learning program, Second Step, we purchased and began implementing the Second Step Bullying Prevention Unit. We also expanded access to anonymous reporting systems for students and families and developed a clear set of Anti-Bullying Policies and Procedures. These include explicitly delineated consequences for bullying behaviors and an increased emphasis on proactive strategies, including class meetings and peer conflict resolution skill-building. Internal data from our 3rd–6th grade student survey reveals that only 42.7% of students report having regular class meetings sometimes, and 17.2% report never having them. Similarly, 39.7% reported having access to peer conflict resolution strategies only sometimes, and 12.6% reported never having such strategies. To further support this work, we will provide staff Positive Discipline training on facilitating class meetings, which will focus on building community, teaching social-emotional skills, and addressing bullying prevention.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0.13%	0.14%	1	1	1
African American	0.54%	0.79%	1.10%	4	6	8
Asian	7.32%	7.55%	7.12%	54	57	52
Filipino	0.41%	0.26%	0.55%	3	2	4
Hispanic/Latino	81.98%	80.79%	80.27%	605	610	586
Pacific Islander	0.41%	1.06%	1.51%	3	8	11
White	6.64%	7.42%	6.85%	49	56	50
Two or More Races	1.63%	1.32%	1.51%	12	10	11
Not Reported	0.95%	0.66%	0.96%	7	5	7
Total Enrollment				738	755	730

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	90	121	97
Grade 1	109	95	92
Grade 2	109	106	101
Grade 3	108	112	100
Grade 4	110	111	102
Grade 5	107	105	107
Grade 6	105	105	107
Total Enrollment	738	755	730

Conclusions based on this data:

- Woodland Prairie Elementary's enrollment decreased from 755 students in 2022-23 to 730 students in 2023-24. Kindergarten enrollment peaked in 2022-23 at 121 students but dropped to 97 students in 2023-24.
- Woodland Prairie has a predominantly Hispanic/Latino student body, with 80.3% of students (586) identifying as Hispanic/Latino—making culturally relevant pedagogy and family engagement for this group a central focus. Culturally responsive teaching is essential; curriculum and classroom materials should reflect Latino histories,

literature, voices, and experiences. Celebrating bilingualism and biculturalism helps affirm student identity, boost engagement, and support self-esteem.

3. Our Dual Immersion classrooms TK-3 are at total capacity with a district-wide waitlist.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	410	418	386	55.6%	55.4%	52.9%
Fluent English Proficient (FEP)	119	109	121	16.1%	14.4%	16.6%

Conclusions based on this data:

1. The percentage of English Learners at Woodland Prairie decreased from 55.4% to 52.9% in 2023-24. According to 2023–24 DataQuest, Spanish is the primary language for the vast majority of English Learners at Woodland Prairie, with 347 of 386 EL students (89.9%) speaking Spanish. However, there is meaningful linguistic diversity beyond Spanish, including students who speak Punjabi (2.6%), Nepali (2.6%), and Urdu (2.1%), as well as smaller numbers of students who speak Fijian, Ilocano, Cantonese, Mandarin, and Philippine languages. Spanish language resources should be strong and visible. Materials, communications, signage, and family events should be fully bilingual in English and Spanish. The Spanish-speaking student experience should be validated and leveraged through dual immersion, heritage celebrations, and literature that affirms identity.
2. Currently, our reclassification rate at Woodland Prairie is 11.8% based on internal data. Moving forward, we are focused on several key areas to improve this rate and ensure that all students have the opportunity to succeed academically: 1. Reclassify 100% of Long-Term English Learners (LTEs) by ensuring that those with an ELPAC Level 4 or who meet the Mild/Moderate Reclassification criteria are reclassified by 6th grade. 2. Reclassify 100% of Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions. These efforts will help ensure that all students, regardless of their background or additional needs, are given the opportunity to succeed and reach proficiency.
3. Roughly 18.8% of the school district's English Learners attend Woodland Prairie Elementary, according to Data Quest. We have the largest number of English Learners of all the schools in the district. English Language Development must be central. With over half of the students designated as ELs, every classroom must serve as a language development space, not just during designated ELD time. Teachers need ongoing support in integrating language and content, providing scaffolds, and using visuals, sentence frames, and structured interactions throughout the day. Asset-based framing is key. The school community should continue to celebrate bilingualism and biliteracy as strengths. Reframing EL status as a linguistic asset rather than a deficit supports equity and engagement for students and families alike.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	109	109	100	107	107	98	107	107	98	98.2	98.2	98
Grade 4	109	112	104	109	111	103	109	111	103	100.0	99.1	99
Grade 5	110	110	105	109	109	102	109	109	102	99.1	99.1	97.1
Grade 6	105	105	109	104	103	109	103	103	109	99.0	98.1	100
All Grades	433	436	418	429	430	412	428	430	412	99.1	98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2346.	2371.	8.41	6.54	11.22	14.02	13.08	18.37	23.36	23.36	17.35	54.21	57.01	53.06
Grade 4	2400.	2416.	2401.	4.59	8.11	10.68	14.68	18.02	9.71	28.44	19.82	23.30	52.29	54.05	56.31
Grade 5	2450.	2463.	2460.	11.01	7.34	8.82	22.94	31.19	26.47	17.43	22.94	21.57	48.62	38.53	43.14
Grade 6	2473.	2457.	2458.	7.77	6.80	0.92	18.45	19.42	23.85	31.07	23.30	27.52	42.72	50.49	47.71
All Grades	N/A	N/A	N/A	7.94	7.21	7.77	17.52	20.47	19.66	25.00	22.33	22.57	49.53	50.00	50.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.54	11.21	9.18	57.01	51.40	65.31	36.45	37.38	25.51
Grade 4	4.59	9.01	5.83	56.88	57.66	62.14	38.53	33.33	32.04
Grade 5	13.76	8.26	6.86	55.05	66.97	63.73	31.19	24.77	29.41
Grade 6	10.68	7.77	2.75	45.63	43.69	55.05	43.69	48.54	42.20
All Grades	8.88	9.07	6.07	53.74	55.12	61.41	37.38	35.81	32.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.54	2.80	7.14	45.79	36.45	42.86	47.66	60.75	50.00
Grade 4	2.75	4.50	7.84	52.29	46.85	41.18	44.95	48.65	50.98
Grade 5	6.48	8.26	7.84	49.07	57.80	59.80	44.44	33.94	32.35
Grade 6	8.74	6.80	1.83	42.72	37.86	47.71	48.54	55.34	50.46
All Grades	6.09	5.58	6.08	47.54	44.88	47.93	46.37	49.53	45.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.87	3.74	5.10	76.64	66.36	73.47	21.50	29.91	21.43
Grade 4	8.26	11.71	7.77	67.89	75.68	64.08	23.85	12.61	28.16
Grade 5	7.34	6.42	4.90	72.48	76.15	77.45	20.18	17.43	17.65
Grade 6	10.68	2.91	11.01	74.76	70.87	64.22	14.56	26.21	24.77
All Grades	7.01	6.28	7.28	72.90	72.33	69.66	20.09	21.40	23.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.48	6.54	6.12	59.81	55.14	65.31	32.71	38.32	28.57
Grade 4	5.50	8.11	6.80	63.30	65.77	59.22	31.19	26.13	33.98
Grade 5	14.68	8.26	9.80	57.80	66.97	67.65	27.52	24.77	22.55
Grade 6	8.74	9.71	3.67	66.02	62.14	68.81	25.24	28.16	27.52
All Grades	9.11	8.14	6.55	61.68	62.56	65.29	29.21	29.30	28.16

Conclusions based on this data:

1. With only 27.43% of students meeting or exceeding the standard on the ELA CAASPP and no growth observed from 2022-2023 to 2023-2024, our school has earned an "Orange" rating on the CA Dashboard. While this highlights the need for continued focus on ELA achievement, it is encouraging to note that English learner performance has shown improvement according to the CA Dashboard. Additionally, Reclassified English learners

outperformed English Only students at 7.3 points above the standard compared to 60.9 below standard for English Only.

2. Grade 4 had the lowest percentage of students meeting or exceeding the standard at 20.39%, while 5th grade showed the highest percentage at 35%.
3. Writing continues to be the domain with the largest percentage of students performing below standard, with 45.99% of students falling below the expected level. However, it is worth noting that 5th-grade students performed stronger, with only 32.5% below standard in writing.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	109	109	99	106	106	98	106	106	98	97.2	97.2	99
Grade 4	110	112	104	108	112	103	108	112	103	98.2	100.0	99
Grade 5	110	110	105	108	109	104	107	109	104	98.2	99.1	99
Grade 6	105	105	109	104	104	109	103	104	109	99.0	99.0	100
All Grades	434	436	417	426	431	414	424	431	414	98.2	98.9	99.3

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2369.	2356.	2389.	4.72	1.89	12.24	16.04	20.75	16.33	27.36	18.87	29.59	51.89	58.49	41.84
Grade 4	2407.	2436.	2418.	1.85	8.93	5.83	18.52	16.96	15.53	23.15	34.82	33.01	56.48	39.29	45.63
Grade 5	2427.	2443.	2450.	4.67	4.59	7.69	7.48	12.84	12.50	28.04	30.28	27.88	59.81	52.29	51.92
Grade 6	2452.	2421.	2433.	2.91	3.85	2.75	11.65	7.69	6.42	26.21	21.15	29.36	59.22	67.31	61.47
Grade 11															
All Grades	N/A	N/A	N/A	3.54	4.87	7.00	13.44	14.62	12.56	26.18	26.45	29.95	56.84	54.06	50.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.66	5.66	14.29	41.51	36.79	41.84	52.83	57.55	43.88
Grade 4	7.41	12.50	11.65	36.11	47.32	40.78	56.48	40.18	47.57
Grade 5	2.80	3.67	7.69	32.71	42.20	47.12	64.49	54.13	45.19
Grade 6	0.97	3.85	1.83	37.86	26.92	32.11	61.17	69.23	66.06
Grade 11									
All Grades	4.25	6.50	8.70	37.03	38.52	40.34	58.73	54.99	50.97

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.43	9.43	14.29	41.51	33.02	41.84	49.06	57.55	43.88
Grade 4	4.63	6.25	5.83	38.89	58.04	43.69	56.48	35.71	50.49
Grade 5	4.67	3.67	5.77	47.66	53.21	43.27	47.66	43.12	50.96
Grade 6	2.91	0.96	0.92	44.66	35.58	40.37	52.43	63.46	58.72
All Grades	5.42	5.10	6.52	43.16	45.24	42.27	51.42	49.65	51.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.43	3.77	10.20	52.83	56.60	63.27	37.74	39.62	26.53
Grade 4	5.56	6.25	5.83	57.41	62.50	52.43	37.04	31.25	41.75
Grade 5	2.80	1.83	5.77	58.88	58.72	60.58	38.32	39.45	33.65
Grade 6	2.91	1.92	1.83	65.05	49.04	58.72	32.04	49.04	39.45
All Grades	5.19	3.48	5.80	58.49	56.84	58.70	36.32	39.68	35.51

Conclusions based on this data:

1. There was a 3.5% shift in students performing below standard to those who nearly met the standard from 2023-2024, reflecting positive growth in student performance. According to the CA Dashboard, overall student performance increased by 5.1 points, which decreased the average distance below standard to 77.2, earning us a "Yellow" rating. The data suggests that our focus on Professional Learning Communities (PLCs) and the cycle of inquiry may be contributing positively. Additionally, our increased emphasis on students meeting their iReady Growth Targets could potentially support higher performance in math.
2. According to the CA Dashboard, Reclassified English learners outperformed English Only students in math at 19.9 points below the standard compared to 87.5 below standard for English Only.
3. The fact that Communicating Reasoning was the domain with the highest percentage of students performing near, at, or above standard (64.5%) compared to Concepts & Procedures and Problem Solving & Modeling/Data Analysis (both at 49%) suggests that students are excelling in articulating their reasoning and understanding mathematical concepts in written or verbal form. This may indicate that our instructional strategies are effectively supporting students in developing their ability to explain and justify their thinking. However, the lower performance in Concepts & Procedures and Problem Solving & Modeling/Data Analysis suggests areas where more targeted attention is needed. It may be beneficial to focus on strengthening students' foundational understanding of mathematical concepts and their ability to apply those concepts to real-world problems.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1414.5	1419.7	1404.8	1429.6	1430.2	1417.7	1379.1	1395.2	1374.5	64	67	76
1	1437.1	1426.4	1417.0	1459.4	1452.2	1444.9	1414.3	1400.2	1388.5	58	65	49
2	1452.7	1469.6	1461.1	1469.1	1475.2	1471.4	1435.7	1463.5	1450.2	63	54	61
3	1495.0	1483.4	1490.4	1506.6	1495.8	1501.0	1482.9	1470.6	1479.4	69	63	48
4	1522.7	1513.5	1505.3	1524.4	1516.7	1517.8	1520.6	1509.8	1492.3	54	61	55
5	1521.1	1548.1	1534.8	1525.8	1552.4	1539.9	1515.9	1543.3	1529.0	58	47	52
6	1527.3	1521.8	1514.0	1529.4	1521.9	1517.1	1524.9	1520.9	1510.2	42	48	29
All Grades										408	405	370

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	7.46	10.53	29.69	38.81	34.21	46.88	34.33	34.21	17.19	19.40	21.05	64	67	76
1	3.45	3.08	4.08	32.76	18.46	20.41	36.21	50.77	30.61	27.59	27.69	44.90	58	65	49
2	4.76	11.11	3.28	36.51	46.30	36.07	31.75	29.63	44.26	26.98	12.96	16.39	63	54	61
3	13.04	12.70	16.67	43.48	33.33	33.33	36.23	34.92	33.33	7.25	19.05	16.67	69	63	48
4	31.48	19.67	12.73	29.63	45.90	45.45	31.48	27.87	30.91	7.41	6.56	10.91	54	61	55
5	22.41	40.43	30.77	25.86	36.17	42.31	34.48	19.15	21.15	17.24	4.26	5.77	58	47	52
6	24.39	16.67	6.90	43.90	37.50	37.93	17.07	27.08	34.48	14.63	18.75	20.69	41	48	29
All Grades	14.25	14.81	12.16	34.40	36.30	35.68	34.40	32.84	32.97	16.95	16.05	19.19	407	405	370

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.63	20.90	15.79	39.06	35.82	40.79	26.56	22.39	22.37	18.75	20.90	21.05	64	67	76
1	18.97	13.85	14.29	43.10	41.54	34.69	24.14	35.38	38.78	13.79	9.23	12.24	58	65	49
2	25.40	24.07	21.31	36.51	40.74	37.70	23.81	25.93	32.79	14.29	9.26	8.20	63	54	61
3	39.13	42.86	41.67	43.48	31.75	29.17	14.49	15.87	16.67	2.90	9.52	12.50	69	63	48
4	42.59	45.90	41.82	46.30	47.54	41.82	5.56	3.28	10.91	5.56	3.28	5.45	54	61	55
5	41.38	57.45	48.08	39.66	34.04	44.23	6.90	4.26	1.92	12.07	4.26	5.77	58	47	52
6	43.90	35.42	31.03	36.59	35.42	34.48	9.76	14.58	24.14	9.76	14.58	10.34	41	48	29
All Grades	31.70	33.33	29.46	40.79	38.27	38.11	16.46	18.02	21.08	11.06	10.37	11.35	407	405	370

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.20	7.46	6.58	21.31	8.96	22.37	54.10	59.70	48.68	16.39	23.88	22.37	61	67	76
1	0.00	3.08	4.08	17.24	7.69	12.24	29.31	33.85	20.41	53.45	55.38	63.27	58	65	49
2	1.41	5.56	0.00	39.44	27.78	29.51	39.44	33.33	32.79	19.72	33.33	37.70	71	54	61
3	1.64	3.17	2.08	18.03	15.87	22.92	45.90	42.86	45.83	34.43	38.10	29.17	61	63	48
4	4.76	6.56	0.00	22.22	32.79	20.00	31.75	39.34	40.00	41.27	21.31	40.00	63	61	55
5	8.00	21.28	3.85	16.00	25.53	34.62	42.00	31.91	44.23	34.00	21.28	17.31	50	47	52
6	7.32	12.50	0.00	19.51	18.75	17.24	41.46	33.33	51.72	31.71	35.42	31.03	41	48	29
All Grades	6.14	7.90	2.70	22.36	19.01	23.24	36.12	40.00	40.27	35.38	33.09	33.78	407	405	370

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	26.87	13.16	70.31	56.72	72.37	17.19	16.42	14.47	64	67	76
1	20.69	33.85	42.86	68.97	61.54	46.94	10.34	4.62	10.20	58	65	49
2	19.05	24.07	27.87	66.67	68.52	65.57	14.29	7.41	6.56	63	54	61
3	37.68	20.63	41.67	52.17	55.56	39.58	10.14	23.81	18.75	69	63	48
4	62.96	40.98	41.82	33.33	49.18	54.55	3.70	9.84	3.64	54	61	55
5	29.31	36.17	38.46	56.90	61.70	53.85	13.79	2.13	7.69	58	47	52
6	29.27	33.33	20.69	58.54	47.92	51.72	12.20	18.75	27.59	41	48	29
All Grades	29.73	30.62	31.62	58.48	57.28	56.76	11.79	12.10	11.62	407	405	370

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	11.94	10.53	53.13	58.21	64.47	21.88	29.85	25.00	64	67	76
1	19.30	18.46	6.12	64.91	64.62	65.31	15.79	16.92	28.57	57	65	49
2	34.92	37.04	16.39	53.97	51.85	73.77	11.11	11.11	9.84	63	54	61
3	53.73	52.38	47.92	43.28	38.10	39.58	2.99	9.52	12.50	67	63	48
4	32.69	52.46	43.64	59.62	44.26	49.09	7.69	3.28	7.27	52	61	55
5	55.17	82.98	78.85	34.48	12.77	17.31	10.34	4.26	3.85	58	47	52
6	52.50	43.75	58.62	37.50	45.83	34.48	10.00	10.42	6.90	40	48	29
All Grades	38.65	40.74	34.05	49.88	46.42	51.62	11.47	12.84	14.32	401	405	370

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.13	8.96	3.95	73.44	74.63	76.32	23.44	16.42	19.74	64	67	76
1	10.34	6.15	10.20	36.21	23.08	22.45	53.45	70.77	67.35	58	65	49
2	1.59	12.96	3.28	55.56	51.85	57.38	42.86	35.19	39.34	63	54	61
3	2.90	3.17	4.17	47.83	42.86	47.92	49.28	53.97	47.92	69	63	48
4	9.26	9.84	0.00	59.26	59.02	50.91	31.48	31.15	49.09	54	61	55
5	8.62	29.79	3.85	53.45	48.94	71.15	37.93	21.28	25.00	58	47	52
6	9.76	12.50	10.34	46.34	25.00	37.93	43.90	62.50	51.72	41	48	29
All Grades	6.14	11.11	4.59	53.56	47.16	54.86	40.29	41.73	40.54	407	405	370

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.31	16.42	25.00	56.25	56.72	42.11	23.44	26.87	32.89	64	67	76
1	0.00	4.62	4.08	70.18	60.00	42.86	29.82	35.38	53.06	57	65	49
2	7.94	11.11	4.92	52.38	74.07	65.57	39.68	14.81	29.51	63	54	61
3	13.04	14.29	6.25	65.22	60.32	75.00	21.74	25.40	18.75	69	63	48
4	25.93	24.59	18.18	59.26	60.66	65.45	14.81	14.75	16.36	54	61	55
5	15.52	23.40	23.08	60.34	65.96	69.23	24.14	10.64	7.69	58	47	52
6	17.07	35.42	3.45	68.29	45.83	82.76	14.63	18.75	13.79	41	48	29
All Grades	14.04	17.78	13.51	61.33	60.49	60.81	24.63	21.73	25.68	406	405	370

Conclusions based on this data:

1. Across all grades, students performed better in the Oral Language domains (Listening and Speaking) than in Written Language (Reading and Writing). Written Language had the highest percentage of students in Level 1

(33.78%), highlighting an ongoing need to strengthen writing instruction and literacy development for English learners.

Over the past two years, the three PROMESA schools have collaborated in the area of writing, sharing best practices and strategies to improve student outcomes. As part of this collaborative effort, teachers have worked together to calibrate their expectations and scoring of writing, ensuring consistency and alignment across classrooms. This work will continue as we move forward.

2. The percentage of students at Level 1 (the lowest level) increased from 16.05% to 19.19%.

3. The drop in the percentage of 4th-grade students scoring at Level 4 on the ELPAC, from 19.67% in 2022-23 to 12.73% in 2023-24, and the decrease in 6th-grade students at Level 4, from 16.67% to 6.90%, highlights a concerning trend for our English Learner (EL) students. This data suggests that fewer students are reaching the highest level of English proficiency, which may indicate the need for more targeted interventions and additional support for language development.

Translanguaging offers a promising approach to support English acquisition. Translanguaging allows students to use their full linguistic repertoire—including both English and Spanish—to make meaning, engage deeply with academic content, and express their ideas more fully. This approach supports cognitive development and content understanding while building confidence in using English.

For English learners, especially those in dual immersion and bilingual settings like ours, translanguaging can help bridge gaps between what they understand conceptually and how they express it in English. It empowers students to think critically, participate more fully in academic discussions, and transfer skills between languages, which aligns with our focus on improving performance in writing and literacy.

This strategy has also been an area of professional development for our dual immersion teachers this year through the PROMESA grant. As we enter year five of PROMESA, this ongoing collaboration and training continue to support teachers in implementing translanguaging practices intentionally and effectively to enhance language development and academic achievement for our English learners.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
730	89.7%	52.9%	0.4%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	386	52.9%
Foster Youth	3	0.4%
Homeless	5	0.7%
Socioeconomically Disadvantaged	655	89.7%
Students with Disabilities	112	15.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1%
American Indian	1	0.1%
Asian	52	7.1%
Filipino	4	0.5%
Hispanic	586	80.3%
Two or More Races	11	1.5%
Pacific Islander	11	1.5%
White	50	6.8%

Conclusions based on this data:

1. A significant 89.7% 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 80.3%, with 586 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. Prairie currently serves 119 students with disabilities in TK-6, marking a 16% increase from 2022-2023 (103 students), according to Data Quest. Hiring qualified special education staff to serve these students has proven challenging.
3. According to internal 2025 data (WJUSD Dashboard), 16.64% of our students are classified as Students with Disabilities, with 33 female students (27.73%) and 86 male students (72.27%). 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

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Prairie’s math rating improved from orange to yellow, showing progress, while the district remained at orange. English Learners demonstrated gains in math, but Hispanic students and Students with Disabilities scored in the red category.

2. While Prairie's ELA rating stayed at orange, the distance from the standard for English-only students declined significantly to 60.9 points below, suggesting a widening gap for this group. However, English Learner students showed improvement.
3. The increase in suspension rates across all student groups, with an overall rate of 7%, reflects a concerning trend that warrants focused attention on improving student behavior, support systems, and restorative practices. At Prairie, the suspension rate was only slightly higher than the district average at 6%, but specific areas need urgent focus. Notably, Prairie's suspension rate for Students with Disabilities was disproportionately high at 15%, which is significantly higher than the district rate of 8.7%. This highlights a critical need for targeted interventions and supports for students with disabilities, ensuring that they receive the appropriate behavioral and academic guidance to avoid disciplinary actions. Additionally, while the suspension rate for English learners at Prairie (4.9%) was lower than the district average (5.6%), it is still an area for improvement. The higher suspension rate for White students at Prairie (9.4%) compared to the district rate (5.2%) suggests a need to explore and address potential disparities in how discipline is applied across student groups.

Moving forward, we will continue our efforts to implement Positive Behavioral Interventions and Supports (PBIS) consistently across the school, ensuring a framework that promotes positive behavior and reduces disciplinary incidents. We will also continue offering counseling services and family therapy through our school social worker to address the social-emotional needs of students and support families. These efforts, along with restorative justice practices and staff professional development in equitable discipline, will be key in reducing suspension rates and fostering a more inclusive, supportive learning environment for all students.

School and Student Performance Data

Academic Performance English Language Arts

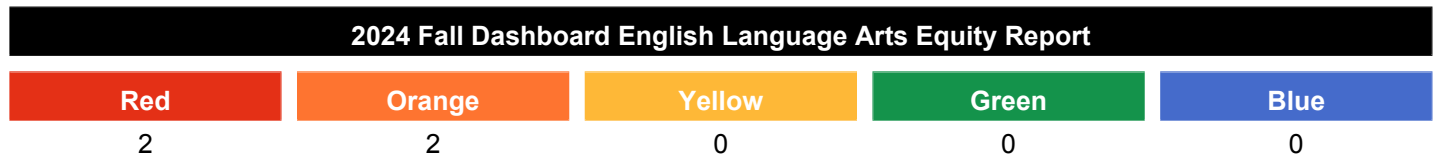
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 61.2 points below standard Maintained 1.2 points 403 Students	English Learners  Orange 71.8 points below standard Increased 9.4 points 241 Students	Long-Term English Learners  No Performance Color Less than 11 Students 8 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 66.5 points below standard Maintained 2.7 points 370 Students

Students with Disabilities  Red 123.9 points below standard Declined 15.1 points 81 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 10.5 points below standard Increased 8.3 points 33 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 70.7 points below standard Maintained 0.0 points 331 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color 25.3 points below standard Declined 10.0 points 22 Students

Conclusions based on this data:

1. With no growth in overall performance observed from 2022-2023 to 2023-2024, our school has earned an "Orange" rating on the CA Dashboard.
2. English learner student performance increased 9.4 points. However, English learners are performing 71.8 points below standard.
3. Students with Disabilities performance declined significantly by 15.1 points and are performing at 123.9 points below standard. This represents a critical area of focus for our school.

School and Student Performance Data

Academic Performance Mathematics

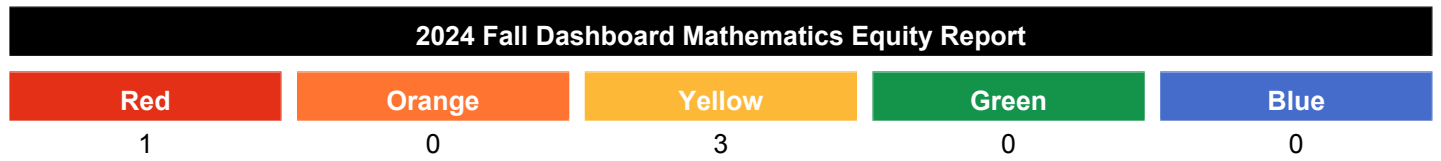
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 77.2 points below standard Increased 5.1 points 403 Students	English Learners  Yellow 81.7 points below standard Increased 15.5 points 242 Students	Long-Term English Learners  No Performance Color Less than 11 Students 8 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Yellow 82.4 points below standard Increased 5.1 points 369 Students

Students with Disabilities  Red 131.8 points below standard Maintained 1.2 points 80 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 33.8 points below standard Increased 23.8 points 33 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 86.2 points below standard Increased 3.3 points 332 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color 32.5 points below standard Maintained 0.8 points 21 Students

Conclusions based on this data:

1. Overall student performance increased by 5.1 points, which decreased the average distance below standard to 77.2, earning us a "Yellow" rating.
2. English learner student performance grew 15.5 points, earning a rating of "Yellow". Additionally, Reclassified English learners outperformed English Only students at 7.3 points above the standard compared to 60.9 below standard for English Only.
3. Students with disabilities experienced a decline of 1.2 points, earning a "Red" rating on the CA Dashboard. This represents a critical area of focus for our school.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
43.1% making progress.	making progress.
Number Students: 290 Students	Number Students: 6 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.

2024 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
23.4%	33.4%	0.3%	42.8%

Conclusions based on this data:

1. Prairie earned a lower ELPI score (43.1%) than the state (45.7%) and WJUSD (47%).
2. The percentage of ELs who decreased at least one ELPI level increased from 16.3% to 23.4%.
3. Staff will benefit from ongoing professional development through the CAFE (California Association for Bilingual Education) Project PROMESA (Promoting Rigorous Outcomes Multiliteracy English Learner Student Achievement) Grant. Prairie will be in year 5 of implementing the 5-year grant in 2025-2026.

School and Student Performance Data

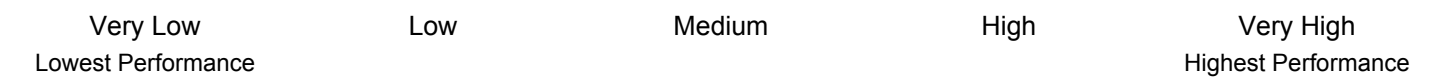
Academic Performance College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance 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:

- This section does not apply to Woodland Prairie Elementary.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 20.6% Chronically Absent Declined 4.9 753 Students	English Learners  Yellow 20.2% Chronically Absent Declined 5.1 397 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 54.5% Chronically Absent 0 11 Students	Socioeconomically Disadvantaged  Yellow 21.4% Chronically Absent Declined 4.4 676 Students

Students with Disabilities  Orange 27.7% Chronically Absent Declined 0.7 137 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 3.7% Chronically Absent Declined 6.5 54 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 21.9% Chronically Absent Declined 6 602 Students
Two or More Races  No Performance Color 22.7% Chronically Absent Increased 10.2 22 Students	Pacific Islander  No Performance Color 9.1% Chronically Absent 0 11 Students	White  Red 23.5% Chronically Absent Increased 1.1 51 Students

Conclusions based on this data:

1. The overall chronic absenteeism rate decreased from 25.4% in 2022-23 to 20.6% in 2023-24, a decline of 4.9 percentage points. Woodland Prairie's chronic absenteeism rate of 20.6% is lower than the district average of 22.9%. However, it remains higher than the state average of 18.6%
2. While the chronic absenteeism rate for Students with Disabilities declined slightly (from 28.5% to 27.7%), it remains the highest among all student groups.
3. Homeless students had an extremely high chronic absenteeism rate of 54.5%, and students identified as Two or More Races saw a significant increase of 10.2 percentage points, reaching 22.7%.

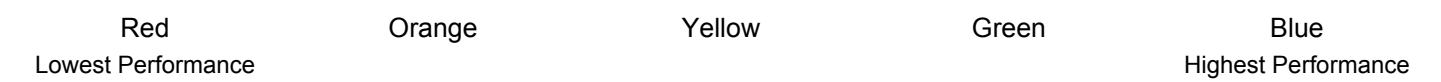
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 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:

- This category does not apply to Woodland Prairie.

School and Student Performance Data

Conditions & Climate Suspension Rate

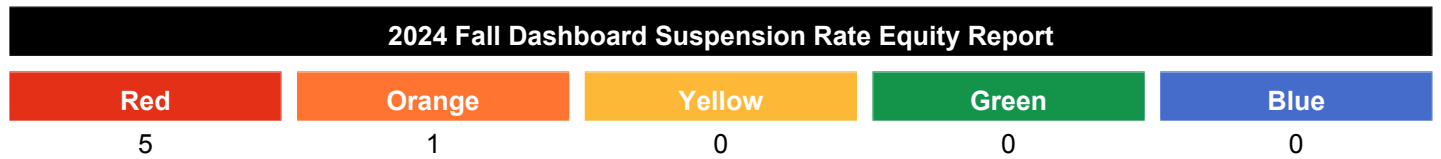
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 7% suspended at least one day Increased 2.9% 768 Students	English Learners  Red 4.9% suspended at least one day Increased 2.2% 406 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 9.1% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Red 7.3% suspended at least one day Increased 2.7% 686 Students

Students with Disabilities  Red 15.1% suspended at least one day Increased 5.1% 139 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 3.6% suspended at least one day Increased 1.9% 55 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Red 7.3% suspended at least one day Increased 3.2% 613 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Pacific Islander  No Performance Color 0% suspended at least one day 12 Students	White  Red 9.4% suspended at least one day Increased 1.6% 53 Students

Conclusions based on this data:

1. The overall suspension rate rose to 7%, an increase of 2.9 percentage points from the previous year. Woodland Prairie's suspension rate of 7% is above the district average of 6% and more than double the state average of 3.2%.
2. At 15.1%, Students with Disabilities have the highest suspension rate among all student groups, with an increase of 5.1 percentage points from the previous year. This suggests a need for stronger behavioral support systems and alternative disciplinary measures to better serve this vulnerable population.
3. Latino/Hispanic students and Socioeconomically Disadvantaged students both have a 7.3% suspension rate, with increases of 3.2% and 2.7%, respectively. Given that these groups make up a significant portion of the student population, targeted interventions, such as social-emotional learning and behavior support programs, are necessary to address the rising suspension trends.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

After reviewing our academic and school climate data during the needs assessment process and considering our district's graduate profile, Prairie partners identified a continued need to improve students' feeling of connectedness to school by increasing access to Visual and Performing Arts experiences and opportunities and Field Trips for students to build leadership, problem-solving, and self-advocacy skills.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	21-22: 170 students (4-6) participated in Elementary Music (27 in band, 143 students in strings) 430 students (3-6) participating in 10 days of Beats Lab 738 students (K-6) participated in 8 days of the Dance Academy 22-23: 10 days Beats Lab (3-6) 430 students 8 days Forxa Dance Academy (TK-6) 741 Poetry Month/Poetry Slam Assemblies (TK-6) Calidanza assemblies TK-6 Calidanza Performance @ Mondavi 5th grade Van Gogh Exhibit 2 6th grade classes Band 42 5th-6th students Strings 112 4th grade students, 18 5th-6th 23-24 164 students in music (102 4th graders in strings, 39 5th/6th in band, 23 5th/6th in strings) 725 TK-6 students participated in 8 days of dance 391 K-3 student participated in 2D art lessons (1hr X 6 weeks) 25 students in Ceramics Club (4-6) X2 30 students in Art Club (4-6) 24-25 169 students in Music (100 4th grade students in strings, 43 5th/6th in band, 25 5th/6th in strings) 720 students (TK-6) participated in 8 days of the Dance Academy Taiko Dan drumming assemblies TK-6 Yamato Performance @ Mondavi 4 6th grade classes	All students will have equitable access to meaningful and culturally responsive arts education in at least three of the five arts disciplines: dance, media arts, music, theater, or visual arts. All students can participate in lessons from at least one VAPA discipline area per trimester. All 4-6 graders will continue to have the opportunity to participate in instrumental band or strings.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	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. 23-24 During the 2023-24 school year, Prairie was awarded 27 Biliteracy	During the 2025-2026 school year, Prairie will increase the number of Biliteracy Pathway awards from 42 to 45.

	Pathway awards. Students were recognized for i-Ready Spanish reading assessment performance and Pathway Awards at dual immersion assemblies. 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.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	20152 Supplemental/Concentration
1.2	Instructional Supplies – Provide supplemental 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.	3101 Title I Part A: Basic Grants Low-Income and Neglected
1.3	Instructional Supplies – Provide essential classroom materials, curriculum resources, and learning tools to support student engagement and academic achievement across all subjects.	All students	16610.20 Site Discretionary
1.4	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	7019 Supplemental/Concentration
1.5	Copier Lease and Copies – Ensure access to supplemental printed instructional materials, student worksheets, and communication tools, with a focus on providing resources for students at risk of school failure.	All students	2600 Title I Part A: Basic Grants Low-Income and Neglected
1.6	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	2600 Site Discretionary
1.7	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	400 Supplemental/Concentration
1.8	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 Title I Part A: Basic Grants Low-Income and Neglected

1.9	Provide access and opportunities for all TK–6 students to engage in high-quality Visual and Performing Arts instruction (VAPA). 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 art instructor. This approach ensures every student experiences a well-rounded education enriched by the creative arts. This strategy is supported by the What Works Clearinghouse (WWC), which identifies student engagement as a critical component of effective instruction. VAPA aligns with this best practice by promoting active learning—students create, perform, and respond to art in ways that foster deep cognitive and emotional engagement. The VAPA framework encourages self-expression, collaboration, and critical thinking, all of which contribute to increased motivation and academic success, particularly for diverse learners. Additionally, feedback from our Site Teacher Leadership Team and English Learner Advisory Committee during the Needs Assessment process emphasized the importance of prioritizing VAPA instruction for students in grades K–3. In response, we focus on enhancing VAPA opportunities for these grade levels to lay a strong foundation for creative and academic development. According to the Woodland Joint Unified School District (WJUSD) VAPA parent survey, families indicated the highest interest in art (drawing and painting) with 25 votes. The next highest interests were dance (22 votes) and general exposure to all VAPA disciplines (22 votes). Music and Visual Arts were rated as of the highest importance.	All students with a specific focus on underperforming students at risk of school failure.	139,130 Arts and Music in Schools
1.10	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. 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.	All students with a particular emphasis on underperforming students who are at risk of school failure.	1500 Supplemental/Concentration

	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.		
1.11	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. According to the 2024–2025 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 19% 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. 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 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. 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. 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.	All students with a specific focus on underperforming students at risk of school failure.	12,060 Supplemental/Concentration
1.12	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,	All students with a specific focus on underperforming students at risk of school failure.	7000 Supplemental/Concentration

	hands-on learning for enhancing student 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.		
1.13	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. 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.	All students with a specific focus on underperforming students at risk of school failure.	7000 Title I Part A: Basic Grants Low-Income and Neglected
1.15	Clerical Extra Duty Hours – Provide additional clerical support to assist with school operations, communication, and event coordination, ensuring smooth execution of programs and initiatives.	All students	3000 Site Discretionary
1.17	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.	All students	1000 Site Discretionary
1.18	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.	All students	3000 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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, we were able to maintain our level of access to VAPA instruction and field trip experiences, and we saw a slight increase in the number of students earning biliteracy awards this year. However, we were not able to expand these opportunities beyond the level provided in prior years due to funding and staffing limitations.

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

This year, we encountered a limitation in hiring Club Coordinators for the expected number of hours and had limited funds allotted to VAPA. As a result, we could not offer as many after-school clubs in different VAPA areas as initially planned. This reduced the scope of VAPA opportunities available to students, impacting our ability to fully meet the goal of providing extensive VAPA programming for all students. Another major difference this year was that the Parent-Teacher Association (PTA) had initially committed to donating funds to support field trips; however, they could not raise the expected amount and ultimately contributed \$0. As a result, we had to shift SPSA funds to cover field trip costs and ensure students still had access to real-world learning experiences as planned.

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

We will allocate 80% of the CA Proposition 28: Arts and Music in Schools funding to hire additional VAPA instructors, expanding the VAPA instruction offered during the school day. This will enhance the range of VAPA disciplines and provide more opportunities for student engagement. These changes will be reflected in LCAP Goal 1 with a focus on increasing instructional capacity to meet the goal of providing comprehensive arts education.

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.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	21-22: Woodland Prairie Elementary received a LOW (orange) rating for English Language Arts on the California School Dashboard in 2022. Woodland Prairie Elementary received a rating of LOW (Orange) for Math on the California School Dashboard in 2022 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. 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.	Reduce the average distance from the standard in ELA by 3 points compared to the 2024 baseline data. Specifically, reduce the average distance from the standard for students with disabilities—currently 123.9 points below standard—by at least 7% to begin closing the gap with the statewide average of 95.6 points below standard. Reduce the average distance for Hispanic students—currently 70.7 points below standard—by at least 7% to move closer to the statewide average of 39.3 points below standard. Reduce the average distance from the standard in Math by 4 points compared to the 2024 baseline data. Specifically, reduce the average distance from the standard for students with disabilities—currently 131.8 points below standard—by at least 7% to narrow the gap with the statewide average of 124.3 points below standard.
Performance Level for Dual Immersion students on the California Spanish Assessment.	21-22: Mean Scores: 3rd: 344.3 (1) 4th: 442.8 (1) 5th: 547.2 (2) 6th: 647.8 (1) 22-23: All Students 3rd: 341.2 (range 1) 4th: 445.9 (range 1) 5th: 545.6 (range 1) 6th: 645.4 (range 1) English Learners 3rd: 339.5 (1) 4th: 443.6 (1) 5th: 543.0 (1)	Achieve a minimum increase of 10 points in the mean score compared to the previous academic year's mean score.

	6th: 637.8 (1) 23-24: All Students 3rd: 342.3 (1) 4th: 444.1 (1) 5th: 546.5 (2) 6th: 645.9 (1) English Learners 3rd: 339.9 (1) 4th: 442.6 (1) 5th: 545.7 (1) 6th: 643.7 (1)	
Percentage and number of students who are chronically absent	21-22: The number of chronically absent students during the 2021-2022 school year was 288. This represents 37.3% of Prairie students. All student groups had a very high percentage of chronically absent students: Asian, EL, Latino, SED, SWD, and White. 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. 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 chronic absenteeism on the California School Dashboard.	The number of students identified as chronically absent will decrease by 10%, which means less than 134 students will be identified as chronically absent. This translates into 18.54% or less of the student body. The percentage of White students identified as chronically absent will decrease by at least 5 percentage points, from 23.5% to 18.5% or lower, in the 2024–25 school year.
Student sense of safety and school connectedness	21-22: Only 47 of 120 fifth graders took the survey (39% participation). 75% felt connected to school, and 72% felt safe at school all or most of the time. Only 36% reported "Yes, most/all of the time" to "meaningful participation at school." 22-23: 25 of 115 fifth graders took the survey (22% participation). 63% felt connected to school, and 61% felt safe	Maintain parent outreach and participation in the CHKS (California Healthy Kids Survey) and increase the percentage of students who report "Yes, most/all of the time" for school connectedness to 60%

	at school all or most of the time. 40% reported "Yes, most/all of the time" to "meaningful participation at school." 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." 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."	
Suspension rate	21-22: Prairie had a suspension rate of 3.4% suspended at least one day, which earns a rating of "High" on the California Dashboard. 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. 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 Asian, which earned a rating of Orange. * Students with Disabilities: 15.1% suspension rate, compared to WJUSD's 8.7% and the state average of 5.4%. * White Students: 9.4% suspension rate, compared to WJUSD's 5.2% and the state average of 2.6%. * Hispanic Students: 7.3% suspension rate, compared to WJUSD's 6.4% and the state average of 3.4%. * Socioeconomically Disadvantaged Students: 7.3% suspension rate, compared to WJUSD's 6.8% and the state average of 4%. * English Learners: 4.9% suspension rate, compared to WJUSD's 5.6% and the state average of 3.4%.	Suspension rate will be reduced by 20%, resulting in an overall rate of 5.6%. Reduce the suspension rates at Prairie for the following student groups to be closer to the WJUSD averages: * Students with Disabilities: Reduce from 15.1% to 8.0% * White Students: Reduce from 9.4% to 5.0% * Hispanic Students: Reduce from 7.3% to 6.0% * Socioeconomically Disadvantaged Students: Reduce from 7.3% to 6.0% * English Learners: Reduce from 4.9% to 4.0%

Parent/family satisfaction on Healthy Kids Survey, on key indicators	22-23: 24 respondents. 42% of families strongly agree that bullying/harassment is a significant problem. 23-24: 68 respondents. 36% of families strongly agree that bullying/harassment is a significant problem. 24-25: 94 respondents. 26% of families report that bullying/harassment is a large problem.	Increase the number of family respondents on the 2025–26 California Healthy Kids Survey. Decrease the percentage of families who report that bullying and harassment is a large problem by at least 5 percentage points, aiming to reduce the rate from 26% to 21% or lower.
Percentage of students classified into each risk category (Low Risk, Some Risk, High Risk) based on the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener).	22-23 81% of students were identified as Low Risk, 8% as Some Risk, and 6% as High Risk on the SAEBRS screener. 23-24 82% of students were identified as Low Risk, 15% as Some Risk, and 3% as High Risk, reflecting a reduction in high-risk students but a significant increase in students with emerging needs. 24-25 Overall, 82% of students were identified as Low Risk, 15% as Some Risk, and 3% as High Risk—aligning with MTSS expectations (Tier 1: 80–85%, Tier 2: 10–15%, Tier 3: =5%). Grades outside expected ranges include 6th grade (66% Low, 8% High), 2nd grade (77% Low, 20% Some), and Kindergarten (80% Low, 20% Some).	Increase the percentage of students in 3rd grade identified as "Low Risk" on the SAEBRS screener from 77% (as 2nd graders) to at least 85% by Spring 2026, and reduce the "Some Risk" category from 20% to 10%.
WJUSD Bullying Prevention & Intervention Evaluation Report 2023	232 students in 4th- 6th grade responded to the WJUSD Bullying Prevention & Intervention Survey in April 2023. Prairie students consistently responded "Big/Very Big Problem" at a higher percentage than the overall WJUSD 4th- 6th percentage, with the most significant problem being "students pushing, shoving, or trying to pick fights with other students" at 78%. The WJUSD average was 55%. Staff ratings indicate that 56% believe students pushing, shoving, or tripping weaker students is a "Big/Very Big Problem," compared to 27% overall in WJUSD.	Reduce the percentage of 4th–6th grade students who report that "students pushing, shoving, or trying to pick fights" is a Big/Very Big Problem from 78% to 60%

Percentage of students who reach growth targets on i-Ready in Reading and Math	21-22: 36% of students at Prairie Elementary met their growth targets for Reading in I-Ready in March. In March, 35% of students at Prairie Elementary met their growth targets for Math in I-Ready. 22-23 45% of students at Prairie Elementary met their growth targets for reading on the March i-Ready diagnostic. 27% of Prairie Elementary students met their Math growth targets on the March i-Ready diagnostic. 23-24 41% of Prairie Elementary students met their Reading growth targets on the March i-Ready diagnostic. 37.7% of Students with Disabilities at Prairie met their growth targets for reading on the March i-Ready diagnostic. 38% of English learner students at Prairie met their growth targets for Reading on the March i-Ready diagnostic. 34% of Prairie Elementary students met their Math growth targets on the March i-Ready diagnostic. 36% of Students with Disabilities at Prairie met their growth targets for Math on the March i-Ready diagnostic. 32.7% of English learner students at Prairie met their growth targets for Math on the March i-Ready diagnostic. 24-25: 44% of students overall at Prairie Elementary met their growth targets for Reading on the March i-Ready diagnostic. 37% of Students with Disabilities at Prairie met their growth targets for reading on the March i-Ready diagnostic. 41% of English learner students at Prairie met their growth targets for Reading on the March i-Ready diagnostic. Overall, 35% of Prairie Elementary students met their math growth targets on the March i-Ready diagnostic. 34% of Students with Disabilities at Prairie met their growth targets for Math on the March i-Ready diagnostic.	The percentage of Prairie students who meet their reading growth targets on the i-Ready Final Diagnostic will increase by 2% to 43%. The percentage of Prairie students who meet their growth targets for Math on the i-Ready Final Diagnostic will increase by 5% to 40%. Increase the percentage of Students with Disabilities and English Learners who meet their reading growth targets by at least 5%.
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	34.5% of English learner students at Prairie met their growth targets for Math on the March i-Ready diagnostic.	
English Learner Progress Indicator (ELPI)	21-22: Prairie had a rate of 46.4% in the "Making progress" indicator, which earned a rating of "medium" on the 2022 California Dashboard. The district rate was 50.7% 22-23: 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%. 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%.	The "making progress" indicator will increase to 45%.
Implementation of Second Step social-emotional learning curriculum school-wide	23-24 26% of Second Step lessons were implemented school-wide by the end of March. 3rd grade had the highest completion rate at 63%. Unit 1 had a 44% completion rate. 24-25: 66% of Second Step lessons were implemented school-wide.	Increase the implementation of Second Step lessons to 100% school-wide, according to the Pacing Guide.
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	23-24 Grade levels gave an average rating of 5.7 on the PLC self-reflection tool for overall implementation. 24-25 Grade levels gave an average rating of 7.3 on the PLC self-reflection tool for overall implementation.	10% increase in the overall implementation score of Professional Learning Communities (PLCs) as measured by the self-reflection tool.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) ELA.	21-22 25% of all students in all grades who took the test met or exceeded the standard. 22-23: 27.68% of all students in all grades who took the test met or exceeded the standard. 23-24: 26.87% of all students in all grades who took the test met or exceeded the standard.	32% of students will meet or exceed standards on the ELA SBAC.

Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	21-22 17% of all students in all grades who took the test met or exceeded the standard 22-23 19.49% of all students in all grades who took the test met or exceeded the standard. 23-24: 19.56% of all students in all grades who took the test met or exceeded the standard.	23% of students will meet or exceed standards on the math SBAC.
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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
2.1	PLC - Collaborative Planning & Coaching – 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 shared responsibility, reflection, and continuous improvement.	All students, with a particular emphasis on special education students and students who are at risk for school failure or failure to meet the demands of California's challenging academic standards	18500 Title I Part A: Basic Grants Low-Income and Neglected
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 Supplemental/Concentration
2.3	Instructional Coaches 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	14000 Title I Part A: Basic Grants Low-Income and Neglected

2.4	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	520 Supplemental/Concentration
2.5	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 special education students and students who are at risk for school failure or failure to meet the demands of California's challenging academic standards	10800 Title I Part A: Basic Grants Low-Income and Neglected
2.6	Reading Intervention – Provide targeted reading intervention support for students performing below grade level, emphasizing early identification and tiered instruction aligned to Response to Intervention (RTI) principles. This strategy reflects John Hattie's extensive research on high-impact practices, including the efficacy of RTI and small group instruction, which have strong effect sizes. RTI, when implemented effectively, ensures that all students receive timely, data-driven support. By prioritizing structured reading interventions, we address foundational literacy needs and help close achievement gaps, especially for students at risk of long-term academic challenges.	Students in 1st and 2nd grade reading below grade-level	86850 Title I Part A: Basic Grants Low-Income and Neglected
2.7	Intervention Supplies – Supply essential materials and resources to support intervention programs for struggling 1st and 2nd-grade readers.	Students in 1st and 2nd grade reading below grade-level	2000 Supplemental/Concentration
2.8	Intervention Supplies – Supply supplemental materials and resources to support intervention programs for struggling 1st and 2nd-grade readers.	Students in 1st and 2nd grade reading below grade-level	1839 Title I Part A: Basic Grants Low-Income and Neglected
2.9	Substitutes for Kindergarten Assessment – Provide one-on-one assessment time for kindergarten 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	Kindergarten Students	5000 Title I Part A: Basic Grants Low-Income and Neglected

	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.		
2.10	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	14300 Supplemental/Concentration
2.11	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	500 Site Discretionary
2.12	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 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.	All Students	500 Supplemental/Concentration
2.13	Community Engagement – Strengthen family and community involvement through outreach events, workshops, and activities that support student success.	All Students	1708 Title I Part A: Parent Involvement

2.14	Roving Substitutes and Extra Duty Pay for IEP Meetings – Ensure that IEP meetings are held by providing substitute coverage and compensating teachers for their time.	Students with Disabilities	1500 Supplemental/Concentration
2.15	Interpreters for IEP Meetings – Provide language support to ensure that families of English Learners fully understand and participate in IEP meetings.	English Learner Students	200 Supplemental/Concentration
2.16	Roving Substitutes for Student Study Team (SST) Meetings – Allow teachers to participate in SST meetings by providing substitute coverage, ensuring collaborative planning for students at risk of academic failure.	Students who are at risk for school failure or failure to meet the demands of California's challenging academic standards	3500 Supplemental/Concentration
2.17	Technology Licenses (Accelerated Reader, Grammar Gallery, Read Naturally) – Provide digital learning tools that enhance literacy instruction and student engagement. These programs are supported by evidence-based research demonstrating their effectiveness in improving reading fluency, comprehension, and overall literacy outcomes. **Accelerated Reader** fosters student engagement through goal-setting and personalized practice, while **Read Naturally** helps build reading fluency through timed readings and immediate feedback. **Grammar Gallery** provides targeted practice in grammar skills, reinforcing foundational literacy knowledge. Together, these tools offer a dynamic, engaging, and individualized approach to literacy instruction, driving academic growth and motivation for all students.	All students, with a particular emphasis on special education students and students who are at risk for school failure.	13416.60 Supplemental/Concentration
2.18	Professional Development (SEL, Behavior, and Leadership Training) – Offer training for teachers and staff on Positive Discipline, restorative practices, and alternatives to suspension, ensuring a supportive and structured learning environment. This approach is supported by evidence-based practices emphasizing the effectiveness of social-emotional learning (SEL), restorative practices, and positive behavior interventions in improving student outcomes. Research shows that when teachers and staff are trained in these strategies, they are better equipped to manage classroom behavior, build positive relationships with students, and create a safe and inclusive school culture. These practices have been proven to reduce suspensions, improve student behavior, and enhance overall school climate, leading to increased student engagement and academic success.	All Students	10662.40 Supplemental/Concentration
2.19	Professional Development (SEL, Behavior, and Leadership Training) – Offer training for teachers and staff on Positive Discipline, restorative practices, and alternatives to suspension, ensuring a supportive and structured learning environment. This approach is supported by evidence-based practices that emphasize the effectiveness of	All Students	2190 Title I Part A: Basic Grants Low-Income and Neglected

	social-emotional learning (SEL), restorative practices, and positive behavior interventions in improving student outcomes. Research shows that when teachers and staff are trained in these strategies, they are better equipped to manage classroom behavior, build positive relationships with students, and create a safe and inclusive school culture. These practices have been proven to reduce suspensions, improve student behavior, and enhance overall school climate, leading to increased student engagement and academic success.		
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year, new teacher coaching was highly effective. New teachers reported feeling supported and indicated that the coaching strengthened their instructional practice. For reading intervention, SIPPS Mastery Test data showed overall improvement in phonics skills among 1st and 2nd-grade students. Student surveys reflected high engagement with the PBIS Student Store. For professional development, a team attended the Professional Learning Community (PLC) conference, which strengthened our guiding coalition and supported effective PLC implementation.

Additionally, three teachers are participating in Guided Language Acquisition Design (GLAD) training, and the PROMESA District-Site Leadership Academy (DSLAs) team attended the CAFE conference and brought back promising practices to share with staff and support our work in supporting English learner performance. Research from the Center for Applied Linguistics (CAL) and the National Clearinghouse for English Language Acquisition (NCELA) supports GLAD as an effective instructional model for English Learners. These organizations highlight GLAD’s focus on integrating language development with academic content, using scaffolds and visuals, and promoting oral language. The model increases student engagement, improves academic vocabulary, and supports comprehension, particularly for multilingual learners.

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

One major difference was the adjustment to our reading intervention schedule. Originally planned for 3 days per week, the intervention was expanded to 4 or 5 days per week based on student needs and staffing availability. This change led to improved outcomes, as students demonstrated greater retention of decoding skills with increased instructional frequency. Given its effectiveness, we will continue with this adjusted schedule moving forward.

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.

Based on this analysis, we will increase emphasis on reading support in grades 2–6 through targeted use of Accelerated Reader and Read Naturally Live. Students reading at grade level will be expected to regularly complete Accelerated Reader quizzes, with teacher monitoring. Students in grades 4–6 who are reading below grade level will use Read Naturally Live to build fluency and comprehension, with teachers monitoring progress. Students in grades K–3 will continue to receive small group reading intervention through Literacy Paraprofessionals. These changes can be found in the SPSA under LCAP Goal 2.

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.

The English Learner Progress Indicator (ELPI) saw a decline in 2024, dropping to 43.1%, resulting in a CA Dashboard rating of Orange, compared to Green the previous year. Prairie's ELPI score was also lower than both the state average (45.7%) and the WJUSD average (47%). Additionally, the percentage of English Learners who decreased at least one ELPI level increased from 16.3% to 23.4%. These data trends highlight a need for more consistent and effective support for English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	22-23: Estimated Reclassification Rate 9.4% 23-24: Estimated Reclassification Rate 12.5% 24-25: Estimated Reclassification Rate 11.8%	We aim to increase the reclassification rate of English Learner students at Prairie Elementary by 3 percentage points, reaching a target of 14.8% by the end of the 2025–2026 academic year.
English Learner Progress Indicator (ELPI)	21-22: Prairie had a rate of 46.4% in the "Making progress" indicator, which earned a rating of "medium" on the 2022 California Dashboard. The district rate was 50.7% 22-23: 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%. 23-24:	The "making progress" indicator will increase to 45%.

	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%.	
School rating of English Learner (EL) Roadmap Principles 1, 2, and 3 on the self-assessment	20-21: The Prairie Elementary EL Roadmap team assigns the school a 2 based on the descriptors in the rubric. 21-22: The Prairie Elementary Leadership Team assigned the school an overall 3 based on the descriptors in the EL Roadmap Self-Reflection Rubric, with a score of 2 in building strong family and school partnerships. 22-23: Prairie teachers identified Principle 2 from the EL Roadmap as an area of focus. We assigned an overall 3 ("Working on this, but still spotty, not fully developed") based on the descriptors in the EL Roadmap Self-Assessment Tool for Principle 2. Areas for improvement: 1) Curriculum is interdisciplinary and engaging, bolstering students' language development through thematic units, and 2) Curriculum is integrated throughout the day (integrated ELA/ELD, social studies, science, and the arts) and organized thematically with intentionality and related to language development. 23-24: Based on the descriptors in the EL Roadmap Self-Assessment Tool for Principles 1 and 2, we assigned each principle an overall 3 ("Working on this, but still spotty, not fully developed"). 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. A rating of 2 indicates "Aware of this, but not a focus," and 3 indicates "Working on this, but still spotty, not fully developed". The areas of need are "Scaffolds," "Quality and Relevance of Curriculum and Materials," and "Language Development Integrated with Content."	Prairie will Increase each sub-component by 0.5 and move to a 3.0 overall on Principle 2.

Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	22-23: In March, 36% of Prairie Elementary's English learner students met their growth targets for Reading in I-Ready on the final Diagnostic. On the final diagnostic in March, 27% of Prairie Elementary's English learner students met their growth targets for Math in I-Ready. 23-24: 38% of ELs met the typical growth target for the I-Ready reading final diagnostic in March, compared to 43% of non-ELs. 35% of ELs have met the typical growth target for i-Ready Math final diagnostic in March, compared to 35% of non-ELs. 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. 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.	The percentage of Prairie's English learner students who meet their reading growth targets on the I-Ready Final Diagnostic will increase by 3 percentage points to 44%, aligning with overall student performance. The percentage of Prairie's English learner students who meet their growth targets for Math on the I-Ready Final Diagnostic will increase by 3 percentage points from 34.5% to 37.5%, aiming to close the gap with the overall student performance.
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. 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.	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.
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.	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	Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions.

	students being reclassified using domain exemptions.	
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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	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. 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 the ongoing reflection and refinement of teaching strategies, ensuring that EL students are consistently receiving high-quality, research-backed instruction	English Learner Students	None Specified See Goal 2
3.2	Instructional Rounds through Project PROMESA – Continue implementing Instructional Rounds as part of Project PROMESA (Year 5) 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. This strategy is funded through the PROMESA grant, with no site funds allocated. Instructional Rounds are an	English Learner Students	None Specified CABE PROMESA Grant Year 5

	evidence-based practice rooted in the work of 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.		
3.3	ELAC will serve as a vital conduit for collaboration, feedback, and advocacy, ensuring that the unique needs and perspectives of EL students and their families are central to decision-making processes. ELAC members will actively review and refine instructional programs, curriculum materials, and support services to align with the assets-oriented approach and standards-based instruction. Through regular meetings, ELAC will facilitate dialogue between school leadership, educators, and families to identify areas for improvement, share best practices, and celebrate successes. Additionally, ELAC will play a key role in fostering family engagement by providing resources, workshops, and outreach efforts tailored to support EL students' academic and language development. By integrating ELAC into our strategy, Prairie Elementary aims to cultivate a collaborative and inclusive school community that empowers EL students to excel academically and linguistically. 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.	English Learner Students	1170 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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 Professional Learning Communities (PLCs) at Prairie Elementary has shown significant progress in addressing the needs of English Learners (ELs). For the 2023-2024 school year, grade-levels rated the overall implementation of PLCs at an average of 5.7 on the self-reflection tool, indicating a solid foundation but room for improvement. By the 2024-2025 school year, this rating increased to an average of 7.3, reflecting growth in the effectiveness of PLCs. This improvement suggests that educators have become more proficient in using data-driven discussions, sharing best practices, and aligning instructional strategies to meet the needs of EL students.

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

This year, we focused on improving the overall testing environment for ELPAC. Unlike last year, where a lack of preparation and a rushed testing atmosphere may have negatively impacted students' performance, we ensured a calmer, more organized setting. We utilized the ELPAC interim assessments to provide targeted practice and identify student needs ahead of the test, which contributed to a less stressful experience. This allowed students to feel more confident and focused, helping to mitigate the issues that led to a decline in scores last year, as seen in the "orange" score on the CA dashboard.

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.

Implementing Instructional Rounds through Project PROMESA continues to focus on enhancing instruction for English Learners, specifically emphasizing strategies such as vocabulary scaffolding and peer discussions. While we've observed progress in vocabulary instruction and peer interactions, we still see gaps in students' consistent use of academic language. As a result, we are refining our approach by significantly focusing on more strategies. Teachers have expressed a need for additional professional development in vocabulary instruction and academic language use, and we are planning to address this need moving forward. This strategy, funded through the PROMESA grant, aligns with Principle 2 of the EL Roadmap and continues to be an evidence-based practice to improve outcomes through collaboration, peer observation, and ongoing professional learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Number of partnerships with the community and other programs that provide students with opportunities to get engaged.	Prairie partnered with: 22-23: UCD EAOP. Select 6th-grade students participated in 3 StrengthsExplorer sessions and a field trip to UC Davis. Target Community Connection donated volunteers and snacks for our Jog-a-thon and Earth Day events. Bullseye, the Target mascot, came to our Jog-a-thon to motivate students. Tickets to a Mondavi Center performance for one grade level were donated to our school. 5th grade was chosen to attend Calidanza. The Mondavis Center then offered two 45-minute Calidanza assemblies at no charge. Soroptimist International of Woodland read to each kindergarten class and gifted each kindergartener a book. Lion's Club provided prizes for a Reading Challenge TK-6. City of Woodland sponsored EcoHero assemblies for TK-6 Migrant Education Mini-Corp Tutors Target Community Connection 23-24: ME Mini-Corps UCD EAOP Soroptimist Lion's Club/Elk's Lodge Mondavi Center City of Woodland (EcoHero Show) 24-25: UCD EAOP. All 6th-grade students participated in 3 StrengthsExplorer sessions and a field trip to UC Davis. Tickets to a Mondavi Center performance for one grade level were donated to our school. 6th grade was chosen to attend Yamato. The Mondavi Center then offered two 45-minute Taiko Dan assemblies at no charge. Soroptimist International of Woodland read to each kindergarten class and gifted each kindergartener a book. Lions Club/Elks Lodge provided prizes for a Reading Challenge TK-6.	During the 2025-26 school year, Prairie will maintain or expand partnerships with a community agency or other program to provide students with engagement or leadership opportunities.
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	Migrant Education Mini-Corp Tutors support students. United Way Yolo Kids Read: Community Readers read to TK-2 classes. Every student was gifted a book. Cool Schools Yolo and Woodland Tree Foundation: Community Tree Planting event. Sprouts Healthy Communities Foundation: \$2,000 donation for our school garden. Yolo Farm 2 Fork contract to clean up the garden for student use. City of Woodland G.R.E.A.T. (Gang Resistance Education & Training) Program for 4th graders.	
Number of extracurricular and co-curricular programs offered	21-22: No data available 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. 23-24: We offered 3 clubs for trimesters 2 and 3. In trimester 1, we offered 2 clubs due to the commitment of the Cross Country Club. Ceramics Cross Country Robotics Cooking Art Anime Science 24-25: WJUSD Cross Country TK-6 (Fall) Cooking Club 4th-6th (Spring)	During the 2025-2026 school year, Prairie will offer 3 after-school clubs per trimester for 4th-6th grade.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	21-22 267 students in grades 3rd-6th responded to the 2022 Prairie student survey. This represents 64% of eligible students. Administration reviewed the results with the Youth Advisory Council for input. 22-23: 224 students in grades 3rd-6th responded to the 2023 Prairie student	During the 2025-26 school year, we will increase our response rate to 83% of 3-6 graders providing input via surveys.

	survey. This represents 51% of eligible students. Administration will review the results with YAC for input. 232 students in 4th-6th responded to the WJUSD Bullying Prevention & Intervention Survey in April 2023. Prairie students consistently responded “Big/Very Big Problem” at a higher percentage than the overall WJUSD 4th-6th percentage, with the most significant problem being “students pushing, shoving, or trying to pick fights with other students” at 78%. The WJUSD average was 55%. 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. 85/102 (83%) 5th-grade students participated in the CHKS survey in 2024. 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. 24-25 312 out of 407 students in 3rd-6th grade responded to the 2025 Prairie School Safety survey. This represents 77% of eligible students. Administration reviewed the results with the Youth Advisory Council for input. 316 out of 407 students in 3rd-6th grade responded to the 2025 Prairie School Climate survey. This represents 78% of eligible students. Administration reviewed the results with the Youth Advisory Council for input. 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. In 2025, 92 out of 105 (88%) 5th-grade students participated in the CHKS survey. The administration reviewed the results with the Youth Advisory Council for input.	
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Number and percent of students by representative demographic providing input to the SPSA through focus groups	21-22: We established a Student Advisory Committee and held four meetings. The committee included students representing our school population regarding gender, special education status, EL status, and primary language. 11 students participated. 22-23: The YAC met five times. The council developed Meeting Norms, provided input on student safety, reviewed the youth engagement goals from the 22-23 SPSA and CHKS, and provided feedback on the development of the student survey. 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: 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 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	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.

the 2025 Prairie School Climate student survey responses.

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	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 students who are at risk for school failure or failure to meet the demands of California's challenging academic standards	500 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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 achieving the goal of fostering student leadership and engagement. This year, YAC took a more active role than in previous years, responding directly to student feedback gathered through surveys. They successfully created an Upstander Pledge, which they recorded and shared during morning announcements to promote positive behavior and community building. All students were invited to take the Upstander Pledge, with YAC members serving as role models for the initiative. In addition, YAC members are currently working on creating student-generated videos that demonstrate peer conflict resolution scenarios, further encouraging students to take ownership of their school climate. These initiatives reflect the active involvement of students in addressing their own needs and creating solutions, demonstrating the effectiveness of the YAC's contributions in enhancing school culture.

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

We were delighted to have the UC Davis Educational Access Outreach Program (EAOP) offer sessions and a university field trip to all 6th-grade students this year. In past years, the program had only been able to offer 60 slots, but this year, thanks to expanded support, all 6th-grade students had the opportunity to participate. This increase in accessibility allowed a broader range of students to benefit from valuable college exposure and academic guidance.

We were also pleasantly surprised to receive additional support from the Cool Schools Yolo grant, thanks to a generous \$10 million grant from CAL FIRE and the expertise of the Texas Trees Foundation. This initiative will result in greener, enhanced outdoor learning and play areas at Prairie Elementary, providing our students with improved spaces for engagement and learning.

We were also grateful for the support of the United Way Kids Read program, which brought community readers to campus to read a book to each K-2 class. In addition, they generously donated a book to every student on campus, enriching our students' love for reading and providing valuable resources to support their literacy development.

The \$2,000 donation from Sprouts allowed us to contract with Yolo Farm 2 Fork to clean up and prepare our garden for student use. This revitalization will provide hands-on learning opportunities for students and further support our efforts to integrate outdoor education into the curriculum.

This year, we encountered a limitation in finding qualified Club Coordinators available to work the expected hours. Although the strategy is funded through the Expanded Learning Opportunities Program (ELOP), the limited staff availability impacted our ability to offer as many after-school clubs as initially planned. As a result, student engagement opportunities outside of regular class time were reduced, affecting our progress toward providing extensive extracurricular programming for all students.

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

We will enhance our advertising efforts to recruit qualified Club Coordinators.

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	\$153,688
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$418,428.20
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	\$151,980.00
Title I Part A: Parent Involvement	\$1,708.00

Subtotal of additional federal funds included for this school: \$153,688.00

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	\$139,130.00
Site Discretionary	\$26,710.20
Supplemental/Concentration	\$98,900.00

Subtotal of state or local funds included for this school: \$264,740.20

Total of federal, state, and/or local funds for this school: \$418,428.20

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	139,130.00
Site Discretionary	26,710.20
Supplemental/Concentration	98,900.00
Title I Part A: Basic Grants Low-Income and Neglected	151,980.00
Title I Part A: Parent Involvement	1,708.00

Expenditures by Budget Reference

Budget Reference	Amount
	416,758.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	139,130.00
	Site Discretionary	26,710.20
	Supplemental/Concentration	98,900.00
	Title I Part A: Basic Grants Low-Income and Neglected	151,980.00
	Title I Part A: Parent Involvement	1,708.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	226,272.20
Goal 2	190,486.00
Goal 3	1,170.00
Goal 4	500.00

School Site Council Membership

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

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

Name of Members	Role
Kelly Schevenin	Principal
Alicia Chavez	Classroom Teacher
Alejandro Delgadillo	Classroom Teacher
Michelle Acquisto	Classroom Teacher
Leticia Jackson	Other School Staff
Jorge Chaidez	Parent or Community Member
Debbie Decker	Parent or Community Member
Matthew Davis	Parent or Community Member
Bethel Boites-Ibarra	Parent or Community Member
Chris Minor	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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 04/16/25.

Attested:

Kelly Schevenin
Matthew Davis

Principal, Kelly Schevenin on 4/16/25

SSC Chairperson, Matthew Davis on 4/16/25