

Plainfield Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Plainfield Elementary School
Street	20450 County Road 97
City, State, Zip	Woodland, CA 95695-9378
Phone Number	(530) 662-9301
Principal	Phillip Pinegar
Email Address	phillip.pinegar@wjusd.org
School Website	plainfield.wjUSD.org
Grade Span	K-6
County-District-School (CDS) Code	57727100000000

2025-26 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website	www.wjUSD.org

2025-26 School Description and Mission Statement

Plainfield Elementary School, located in Woodland, California, serves approximately 280 students in grades Transitional Kindergarten through sixth grade. Plainfield is a safe and respectful place for ALL to learn and prepare for the future. Our school community is grounded in the belief that every student can learn and thrive in a supportive and inclusive environment. We are proud to partner with families and the greater community to ensure students are academically challenged, socially connected, and prepared for success in future learning experiences.

Our vision is to create and maintain collaborative and supportive teams that grow strong students who change the world. To realize this vision, our dedicated staff is committed to providing exemplary differentiated instruction, building strong partnerships with families and community organizations, and closely monitoring each student's progress throughout the school year to adapt instruction and improve academic outcomes and student confidence. Instructional practices are guided by the four Professional Learning Community (PLC) questions: (1) What do we want all students to learn? (2) How will we know they have learned it? (3) How will we respond when learning has not occurred? and (4) How will we respond when learning has already occurred? This collaborative approach ensures high levels of learning for all students.

Plainfield Elementary offers a wide range of programs to enrich student learning and engagement. These include a LEGO STEM program in grades two through three, a PTA-funded garden program, and a comprehensive visual and performing arts program composed of an art teacher (Proposition 28-funded) as well as band and strings instruction for students in fifth and sixth grades. Our school also partners with the Yolo County Office of Education Deaf and Hard of Hearing program and provides extended learning opportunities through the Expanded Minds After School program and various lunchtime clubs that promote student connectedness. A dedicated and involved PTA supports school initiatives, while instructional priorities include early reading and phonics development in the primary grades, literature circles and book clubs in the intermediate grades to strengthen reading and writing, and project-based learning across grade levels. These efforts align with Plainfield's school goals of Committed Professional Learning Communities, Intentional Literacy Development, and Strategic Student Engagement.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	37
Grade 2	40
Grade 3	23
Grade 4	37
Grade 5	35
Grade 6	42
Total Enrollment	257

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Asian	2.7
Hispanic or Latino	46.3
Two or More Races	4.7
White	42.8
English Learners	11.3
Migrant	0.4
Socioeconomically Disadvantaged	57.6
Students with Disabilities	16.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.9	98.59	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0.2	1.48	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	18	3.7	15831.9	5.67
Total Teaching Positions	14.1	100	488.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.8	92.76	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	1	7.24	13.6	2.86	14303.8	5.15
Total Teaching Positions	13.8	100	477.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.8	100	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	14.8	100	485.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2025, regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected	August 2026
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Plainfield Elementary School, originally constructed in 1949, offers a safe and secure campus for students, staff, and visitors. The school comprises 18 classrooms, one library, one multipurpose room, one staff room, and one playground. Recent modernization includes the addition of a multipurpose building. In the summer of 2005, Plainfield received a grant through the Pacific Gas & Electric Solar Schools Program to build a greenhouse. In the summer of 2009, portable classrooms and restrooms were added to the campus to allow room for students' absorption from another school. This allowed for creating a computer lab in one of the permanent classrooms on campus, which now serves as a Response to Intervention and Professional Development room during the day and doubles as the Expanding Minds Afterschool Program Office and classroom. Facility information is current as of November 21, 2025.

Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed promptly. A work order process ensures efficient service and the highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

11/21/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Admin: Walls appear to have hazards from tears and holes- paint is peeling by doors, shelving over 4 feet is not secure to the wall in the principal's office, missing several floor tiles by front door. #11996, 11995, 11994. Boys restroom: Walls appear to have hazards from tears and holes- paint is peeling by sink #11993 Boys restroom 2: Walls appear to have hazards from tears and holes-hole in the wall of the ADA stall, Ceiling tiles have holes or stains #11942, 11941 Girls restroom: Walls appear to have hazards from tears and holes- hole in the wall of the stalls #119939, 119938 MPR: Seam around flooring is ripping in kitchen #11982 Library: Walls appear to have hazards from tears and holes- ceiling and walls have holes. Ceiling tiles have holes or stains #11985, 11984 Room 3: Ceiling tiles have holes or stains, Walls appear to have hazards from tears and holes- window frame is damaged #11923 A-1: Ceiling tiles have holes or stains, holes appear in the flooring, Walls appear to have hazards from tears and holes-baseboard is falling off under the sink. #11913 A-3: Ceiling tiles have holes or stains-paint is peeling from the ceiling tiles.#11919 B-1: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-counter has water damage on trim, Walls appear to have hazards from tears and holes-hole above sink. #11990, 11989 B-2: Walls appear to have hazards from tears and holes-hole above sink #11987

School Facility Conditions and Planned Improvements

			<p>B-3: Walls appear to have hazards from tears and holes-hole above sink #11986</p> <p>K-1: Ceiling tiles have holes or stains, floor next to toilet is damaged #11929, 11928</p> <p>P-1: Ceiling tiles have holes or stains, Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-water damage around the the air vents and white boards, Walls appear to have hazards from tears and holes # 11934. 11933, 11932</p> <p>P2: Carpet is torn and ripped down the center of the room #11912</p> <p>P4: Carpet is torn and ripped down the center of the room, shelving over 4 feet tall not secured to the wall #11905, 11906</p> <p>P5: Ceiling tiles have stains or holes #11900</p> <p>P6: Walls appear to have hazards from tears and holes, tac board ripped under the window</p> <p>P7: Ceiling tiles have stains or holes #11904</p> <p>P8: P6: Walls appear to have hazards from tears and holes, tac board has large rips by front door, ceiling tiles has holes or stains #11902, 11901</p> <p>P9: Ceiling tiles have holes or stains-stained tiles, Walls appear to have hazards from tears and holes-rips in tac board #11898, 11897</p> <p>S2: Ceiling paint is peeling cabinet door is falling off #11926, 11925</p> <p>Staff Room: Ceiling tiles have holes or stains ##11930</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		<p>MPR: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-wire molding around room is falling off #11983</p> <p>P4: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, low voltage box missing cover #11906</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>Boys restroom: first urinal is broken ##11992</p> <p>Boys restroom 2: Urinals not fully functional, a leak is evident sloan valve in stall is leaking from the base #11936</p> <p>Girls restroom: Drinking fountain outside of restroom has high pressure. #11991</p> <p>P2: Drinking fountain outside of the classroom has low pressure #11911 P3: Drinking fountain water pressure is too high #11909</p> <p>P5: Drinking fountain water pressure is too high #11907</p> <p>P6: Drinking fountain water pressure is too high #11899</p>
Safety: Fire Safety, Hazardous Materials	X		

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		A2: Awning outside of the back door is leaking #11915
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Boys restroom: Door does not close without assistance #11940 B1: Front door does not close without assistance #11988 K-1: Doors are not intact door handle is not working properly, does not close without assistance #11927 P-2: Door does not close without assistance, pulling on the ramp #11910 P-7: Door does not close without assistance #11903

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	49	39	39	47	48
Mathematics (grades 3-8 and 11)	43	39	25	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	133	97.08	2.92	48.87
Female	63	62	98.41	1.59	54.84
Male	74	71	95.95	4.05	43.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	39.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	57	54	94.74	5.26	59.26
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	1.30	38.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	12.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	135	98.54	1.46	39.26
Female	63	62	98.41	1.59	43.55
Male	74	73	98.65	1.35	35.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	27.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	55	96.49	3.51	50.91
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	77	76	98.70	1.30	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	11.54

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.95	14.71	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00	0.00	14.71
Female	17	17	100.00	0.00	17.65
Male	17	17	100.00	0.00	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	21.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	97.6%	97.6%	97.6%	97.6%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Plainfield Elementary School is proud of the many opportunities our parents can volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, lunchtime or after-school clubs, fundraising, parent education/information nights, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council membership. To foster a strong home-to-school relationship, we advocate that parents/family members check red school-to-home folders and student planners regularly and attend all school functions such as Back to School Night, Parent Teacher Conferences, Open House, assemblies, school productions, family information nights, family literacy, etc. We encourage all parents to contact their student's teacher, front office, certificated support staff, or the principal to answer any question, address any concern or request areas of support.

Each year, Plainfield Elementary seeks parent input in a variety of ways, but formally through the use of annual surveys. Survey results provide essential parent perspectives on our school's instructional program, safety, and climate. Likewise, Plainfield Elementary values student voice and engagement. Student participation in surveys (e.g., biannual School Climate and Student Safety surveys-grades 2-6, California Healthy Kids Survey-grade 5), students in our Student Council and Youth Advisory Council attend meetings to provide school staff a detailed lens of overall student safety, connectedness, well-being, needs, risk behaviors, and leadership opportunities. Students who demonstrate concern or have suggestions for improvement are followed up with school administration and certificated support staff. Throughout the year, students are also asked about their knowledge surrounding safety protocols during emergency drills by their teacher and principal. Diverse student focus groups meet with the school principal after winter break to review data (academic, attendance, behavior) and provide input on refining and improving current practices. Student feedback is valuable and informs our Comprehensive School Site Safety Plan, School Plan for Student Achievement (SPSA), and our efforts to create a safe and engaging learning environment for our students.

Plainfield Elementary School has also benefited from partnerships with Cache Creek Nature Conservancy, Crocker Art Museum, California Foundation for Agriculture in the Classroom, UC Davis, CalFire, Willow Oak Fire Department, Woodland Public Library, Woodland Opera House, Woodland Police Department, Woodland Schools Foundation, Yolo Farm to Fork, Yolo Basin Foundation, Yolo Country Sheriff's Department, Scouts of America, Raley's, and other local businesses.

Parents who wish to participate in Plainfield Elementary School's leadership teams and school committees or become volunteers may contact the school office at (530) 662-9301. The district's website (www.wjUSD.org) provides various resources for parents, students, and community members. Parents can stay informed of school events by joining our PTA, ELAC, School Site Council, visiting the school's website (<https://plainfield.wjUSD.org>), and registering with a Parent Square account. Parents are also encouraged to participate in community forums at the district level.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	271	267	34	12.7
Female	127	126	18	14.3
Male	144	141	16	11.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	128	128	17	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	4	30.8
White	114	110	10	9.1
English Learners	34	34	1	2.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	156	154	20	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	55	8	14.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.73	1.01	2.21	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.21	0.00
Female	0.79	0.00
Male	3.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.63	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety is a top priority at Plainfield Elementary. Teachers, support staff, and noon duty supervisors supervise students throughout the day. There is a designated area for student drop-off and pick-up at the school. All visitors to our school must check in at the office.

Plainfield Elementary School's Safety Plan is revised each year by the School Site Council, which consists of the principal, three teachers, one classified staff member, and five parents. The Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The School Site Council will officially approve the Safety Plan in January 2026. Before approval, all components and sections of the Safety Plan are reviewed and updated by the Site Safety Committee and the Youth Advisory Council. Annual updates include but are not limited to assessments of school safety, such as suspension and expulsion data, parent and student survey results, and tiered fidelity inventory scores - which measure the extent to which our schools apply core features of schoolwide positive behavior interventions and support (PBIS) - attendance data, and the Youth Advisory Council input. In addition, the Safety Committee updates school objectives and action steps related to creating and maintaining safe physical environments, a school culture that promotes positive schoolwide behaviors and safety, and academic and social/emotional support systems through a multi-tiered system of support and staff training. The WJUSD Board of Trustees will approve the Safety Plan in February 2026.

Additional protocols can be added to the Safety Plan to ensure appropriate measures are taken to help prevent the spread of infectious illnesses. When deemed necessary by the Department of Public Health and WJUSD, measures can include protocols for healthy hygiene (e.g., handwashing, healthy hygiene behaviors); face coverings; cleaning, disinfection, and ventilation; to the extent possible, physical distancing inside classrooms, workspaces and outdoor areas (e.g., visitors, ingress/egress, desk spacing, use of outdoor spaces); training (e.g., staff and students); signs and symptoms (e.g. weekly testing, daily screenings for staff and students); plans for illness/exposure (i.e. isolation room, notifications, quarantine, return to school protocols, etc.); and considerations for partial or total school closure.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills, including fire evacuations and earthquake and intruder drills, are conducted regularly throughout the school year. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available. The Safety Plan is reviewed with staff throughout the year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	0
1	54	0	0	1
2	17	1	1	0
3	21	1	1	0
4	16	1	2	0
5	24	0	2	0
6	16	2	3	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	0
1	20	1	1	0
2	13	2	0	0
3	18	1	1	0
4	21	1	1	0
5	22	1	1	0
6	26	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2		
1	19	2		
2	21		2	
3	24		1	
4	20	1	1	
5	19	1	1	
6	15	2	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	554

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,865	\$2,252	\$8,613	\$106,893
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	25.7	1.2
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-25.6	6.6

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2023--2024 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

Plainfield Elementary School is committed to continuous professional growth to ensure high-quality instruction, student safety, and equitable outcomes for all learners. At the beginning of the school year, all staff participate in comprehensive training focused on school safety procedures and the implementation of Positive Behavioral Interventions and Supports (PBIS) to promote a safe, respectful, and supportive learning environment. Additional site-based and district-organized professional development throughout the year supports instructional best practices, student engagement, and compliance with state and federal requirements.

Professional learning also emphasizes instructional differentiation and student support. Select staff received a one-day training on the administration of the Cognitive Abilities Test (CoGAT) to support gifted education identification, as well as a day of training for the Multitudes Dyslexia Screener to strengthen early literacy intervention and identification practices. Teachers in grades 1–3 participated in a two-day LEGO Education professional development to enhance hands-on, inquiry-based learning experiences using LEGOs. Selected staff also engaged in the Youth Development Institute series (4 days) to further develop strategies that support leadership opportunities as well as the social-emotional and academic needs of students.

Collaboration and data-informed decision-making remain central to Plainfield’s professional learning model. All certificated teachers participate in bimonthly Professional Learning Community (PLC) collaboration focused on student achievement, instruction, and interventions. Grade level representatives actively participate in a two-day Action Team and four-day English Learner (EL) Action Team meetings to monitor progress and refine supports for all student groups. Administrative staff attend district-level trainings, including Leadership Academy meetings (bimonthly), Business Office Round Table meetings (monthly), and four CAASPP Testing Coordinator meetings, to ensure effective administration and compliance. Classified staff (e.g. literacy/combo/TK/RSP paraprofessionals, custodians, administrative clerks, and library techs) participate in a series of professional development throughout the year as well. Collectively, these professional development opportunities reflect Plainfield Elementary’s commitment to continuous improvement and student success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37