



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Plainfield School	Elementary	57727100000000	April 15, 2026	May 28, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members. It includes a school and family engagement policy, a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Plainfield Elementary School Site Council (SSC) meets seven times annually to review and monitor key components of the school program. This includes the Comprehensive School Safety Plan, student performance data, and progress toward goals, metrics, and expenditures outlined in the School Plan for Student Achievement (SPSA). The SSC also plays a central role in conducting the annual comprehensive needs assessment and in the development and approval of the SPSA.

Multiple educational partners were engaged in both formal and informal needs assessment processes. Formal input was gathered through structured meetings with the SSC, English Learner Advisory Committee (ELAC), staff, and students. Each group reviewed the most recent California School Dashboard data, focusing on academic performance, engagement, school conditions, and climate. Informal input was collected through ongoing conversations among administration, staff, students, and families.

Student voice was a critical component of the needs assessment process and was gathered through the Youth Advisory Council (YAC), two student surveys, and four student focus groups.

In September 2025, 183 students in grades 2–6 completed a survey focused on school culture and safety. In March 2026, 144 students in grades 3–6 completed a second survey to provide input for the development of the 2026–2027 SPSA. Survey results indicated strong positive perceptions in several areas: 74% of students reported liking school, 93.3% reported having caring friendships, 93.4% felt respected by their teachers, and 97% indicated that there is a trusted adult available to help them. Additionally, 90.3% of students reported that school rules are clear, 88.9% felt their classroom environment supports learning, and 80% reported feeling safe at school. Areas identified for growth included student recognition for positive behavior (75.5%) and campus cleanliness (66.7%). Students also suggested expanding access to sports equipment, organizing regular tournaments, increasing shade in outdoor areas, and offering additional clubs such as robotics, music, dance, homework support, and sports.

The SPSA-focused student survey provided insight into students' perceptions of safety, participation in extracurricular activities, academic achievement, learning barriers, and effective instructional strategies. Students identified supports such as i-Ready, Accelerated Reader, MyOn, class projects, and visual learning tools as beneficial. They also recommended increased incentives for attendance, more school events (e.g., assemblies, field trips, spirit days), and enhanced communication with families.

The Youth Advisory Council (YAC), consisting of 13 students in grades 4–6, met six times throughout the year. The YAC reviewed local and state data, SPSA goals and metrics, and student survey results, and contributed to the comprehensive needs assessment. The group also revised the student SPSA survey to ensure it was engaging and relevant. Based on their analysis, the YAC recommended maintaining and expanding lunchtime and after-school clubs, increasing student-led opportunities, and allocating funding to support club supervision, student council leadership, and recess equipment. Additional recommendations included increasing recognition for attendance and academic growth, and continuing successful academic programs such as Accelerated Reader.

The YAC also provided feedback on instructional programs, suggesting that Math Fact Lab be targeted to students most in need of foundational skill development. They emphasized the importance of continuing student surveys as a meaningful tool for student voice and school improvement.

Four student focus groups, representing the school's diverse demographics, were conducted with a total of 24 students in grades 3–6. Students analyzed survey results and academic data, including site-based (i-Ready) and state (California Dashboard) metrics. Key areas of focus identified included attendance, academic achievement in math and writing, educational programs, and school connectedness. Students recommended continuing programs such as Renaissance Place and Accelerated Reader to support reading development, expanding engaging writing opportunities, and increasing attendance incentives. English Learners highlighted the need for additional writing support, including differentiated instruction and guided practice. Sixth-grade students recommended expanding literature circles and book clubs to support reading comprehension and writing skills. Focus groups were held on April 1 and April 2, 2026.

Staff participated in a comprehensive needs assessment on January 28, 2026, identifying English Language Arts and Mathematics as primary areas of need, particularly for English Learners and students with disabilities. Priority skill areas included reading fluency, comprehension, writing, and mathematics. Teachers evaluated current programs and identified effective strategies and areas for improvement. Recommendations included implementing supplemental programs such as Renaissance Place, i-Ready Phonics, Scholastic News with SPIN, and Heggerty, as well as expanding the use of literature circles and structured writing instruction. Staff also emphasized the importance of Professional Learning Communities (PLCs), interim assessments, and targeted interventions. In mathematics, teachers recommended increased use of scaffolding strategies, manipulatives, and mathematical discourse, along with supplemental programs to build computational fluency. Additionally, staff noted that combination classes can limit instructional effectiveness and recommended targeted intervention support during non-core instructional time.

Additional educational partner meetings were held with SSC (February 18, 2026), YAC (February 23 and April 20, 2026), and ELAC (March 26, 2026). SSC members noted progress toward SPSA goals, while identifying declines in academic performance (particularly in math), an increase in suspension rates, and a decrease in English Learner Progress Indicator (ELPI) performance. They recommended expanding family resources to support math learning at home and continuing strategies such as small group instruction, academic discourse, and student engagement opportunities.

ELAC members also expressed concern regarding the decline in ELPI and identified contributing factors such as attendance, limited support at home, and communication barriers. Recommendations included increasing daytime intervention support for English Learners and continuing parent education opportunities.

All recommendations were aligned to California Dashboard data and informed the development of SPSA goals, actions, and resource allocations. The Site Leadership Team reviewed staff input on February 10, 2026, and incorporated feedback from all educational partners on March 16, 2026, to finalize proposed strategies.

The School Site Council reviewed the completed SPSA on April 15, 2026, and approved the plan unanimously. ELAC and staff conducted final reviews on April 16, 2026, and April 29, 2026, respectively.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Plainfield received "Orange" performance categories for English Language Arts, Mathematics, Science and Suspension Rate. Plainfield received "Yellow" performance for Chronic Absenteeism. Due to low number of students, the English Learner Progress indicator did not have a performance color identified. No overall performance indicator was "Red".

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.

The California School Dashboard listed Plainfield Elementary in the "Orange" categories for "all student" performance in all indicators (i.e., English Language Arts, Mathematics, Suspension Rate, and Science) except for Chronic Absenteeism which was "Yellow", and English Learner Progress, which did not have a performance color. All student groups' performance fell within one performance level below or above ("Orange" - "Green") the "all student" performance. All students will be targeted with an emphasis on Students with Disabilities, and English Learners.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Plainfield Elementary School. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	1.53%	2.53%	2.72%	4	7	7
Filipino	0.76%	%	%	2		
Hispanic/Latino	50.38%	50.54%	46.30%	132	140	119
Pacific Islander	0%	%	%	0		
White	42.75%	41.16%	42.80%	112	114	110
Two or More Races	2.29%	2.89%	4.67%	6	8	12
Not Reported	2.29%	2.89%	3.50%	6	8	9
Total Enrollment				262	277	257

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			18
Kindergarten	27	38	25
Grade 1	25	36	37
Grade 2	31	25	40
Grade3	40	33	23
Grade 4	42	39	37
Grade 5	47	39	35
Grade 6	49	50	42
Grade 7	1		
Total Enrollment	262	277	257

Conclusions based on this data:

1. Last year (2024-2025), our school enrollment decreased by twenty students after a year of increased enrollment by 20 students in 2023-2024 (277 students enrolled). In 2022-2023, student enrollment was 262. This school year

(2025-2026), our Kindergarten classes maintained two classes but 1st grade reduced to one class. Due to declining enrollment we have two combination grade classes (2nd/3rd and 5th/6th). However, we increased enrollment by 16 students from the year prior - with a current enrollment of 273 students TK - 6th grade.

The school continues to serve a diverse student population, with the majority identifying as Hispanic (46.30%) and White (42.80%), alongside smaller percentages of students identifying as Multiple/No Response (8.17%) and Asian (2.72%). This diversity underscores the importance of maintaining culturally responsive practices and ensuring equitable access to high-quality instruction for all students.

Moving forward, the school will continue to monitor enrollment trends and their impact on class structures while prioritizing instructional consistency, targeted support, and effective use of staff to meet the academic and social-emotional needs of all learners. In addition, our demographic data reveals the continued need for all students to continue feeling socially connected and part of our school. This will be accomplished through the assurance that our classrooms and schools are safe, provide opportunities for relationship building, engagement, community involvement, and skill development. (SPSA Goal 2 and 3)

2. The 2024-2025 Grade Level enrollment ranged from 18 (TK) to 52 (6th grade) students, with TK enrollment capped at a 20:1 student to teacher ratio. The Primary Grade (K-3) Enrollment average was 18 students per class, putting us within the Grade Span Adjustment (GSA) requirements of 26:1 (student-to-teacher ratio). Last year's (2024-2025) Kindergarten average class size was 14.5 students which led to the collapse of a first grade class this school year (2025-2026). The Intermediate Grade Enrollment average was 28.5 students per class, which is lower than the 32:1 average. While these class size numbers provide teachers with increased student contact time and one-to-one interactions, they also result in combination grade classes. To the extent possible, the school will continue to monitor enrollment trends and staffing implications to ensure equitable class configurations while maximizing instructional quality. Combination grade classes will be supported with a designated paraprofessional and an increased teacher budget of \$300 to support student learning and instruction. (SPSA Goal 2)
3. Due to projected enrollment numbers for the 2026-2027 school year, we are scheduled to have class reductions (second and fifth grade) and a total of four combination classes (1st/2nd, 2nd/3rd, 4th/5th and 5th/6th). This highlights the need for our teachers to develop lessons that include differentiated and small group instruction while accelerating the lower grades of the combo class students. In the intermediate combination grade classes, Band, Strings, and art so pull out time will need to be strategically scheduled in order to minimize the amount of time students spend outside of class instruction. (SPSA Goal 1, 2, and 3)

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	28	41	29	10.7%	14.8%	11.3%
Fluent English Proficient (FEP)	29	22	22	11.1%	7.9%	8.6%

Conclusions based on this data:

1. 2024-2025 English Learners (EL) enrollment decreased by twelve students from the previous year. The number of Fluent English Proficient (FEP) maintained at 22 students, and while we had three students reclassified in the Spring of 2025, this number of students was not shown. With a comparatively low enrollment of ELs, as a school percentage, we continue to utilize the homeroom model during designated English Language Development (ELD). Teachers, by grade level, provide designated ELD to their students in small group settings while the rest of the class has independent Academic Language Development (ALD). Based on the high number of ELs students in grades two, three, and fifth, we need to prioritize after-school EL interventions in those grades, high quality designated ELD, as well as increased integrated ELD. (Goal 3)
2. The 2024-2025 percentage of EL students as a percentage of our school decreased by 3.5 percent. Although we had three students reclassify as fluent English proficient during the 2024-2025 school year, this number suggests that reclassification rates continue to be impacted by the high amount of EL students in primary grades coupled with the amount of dually identified EL students with IEPs (i.e., EL and Students with Disabilities). While designated and integrated ELD strategies/supports have become more consistent schoolwide, interventions did not do enough to impact overall ELPAC and assessment data scores among our EL students to achieve reclassification. This reveals the need for our teachers to be intentional during instruction and provide high-yield integrated ELD strategies through Guided Language Acquisition Design (GLAD) training, Professional Learning Communities (PLCs) and Team Data Analysis Meetings. With a small number of ELs, FEP, and RFEP students as a percentage of our school, the academic performance of these student groups amplifies these indicators. (Goal 3)
3. Over the course of three years, there is a fairly stable trend in the number of ELs (11%-15%), while number of students that are designated as Fluent English Proficient (FEP) and RFEPs have maintained. As a result teachers need to be able to effectively differentiate instruction, provide meaningful assessment practice (ELPAC and SBAC interims) and use high yield integrated and designated ELD strategies. (Goal 3)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	35	23	39	34	23	39	34	23	100.0	97.1	100
Grade 4	43	40	37	42	40	36	42	40	36	97.7	100	97.3
Grade 5	49	40	34	47	39	33	47	39	33	95.9	97.5	97.1
Grade 6	51	53	43	50	52	41	50	52	41	98.0	98.1	95.3
All Grades	182	168	137	178	165	133	178	165	133	97.8	98.2	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2413.	2406.	2426.	17.95	23.53	26.09	28.21	23.53	34.78	28.21	17.65	17.39	25.64	35.29	21.74
Grade 4	2464.	2430.	2468.	21.43	15.00	19.44	14.29	7.50	25.00	45.24	45.00	25.00	19.05	32.50	30.56
Grade 5	2498.	2477.	2462.	19.15	10.26	9.09	31.91	33.33	27.27	21.28	28.21	27.27	27.66	28.21	36.36
Grade 6	2567.	2561.	2522.	34.00	30.77	14.63	28.00	36.54	41.46	26.00	15.38	14.63	12.00	17.31	29.27
All Grades	N/A	N/A	N/A	23.60	20.61	16.54	25.84	26.06	32.33	29.78	26.06	21.05	20.79	27.27	30.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.51	20.59	*	58.97	55.88	*	20.51	23.53	*
Grade 4	21.43	10.00	16.67	69.05	67.50	58.33	9.52	22.50	25.00
Grade 5	12.77	10.26	9.09	70.21	69.23	69.70	17.02	20.51	21.21
Grade 6	26.00	34.62	9.76	56.00	51.92	60.98	18.00	13.46	29.27
All Grades	20.22	20.00	12.03	63.48	60.61	63.91	16.29	19.39	24.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.56	11.76	*	76.92	55.88	*	20.51	32.35	*
Grade 4	7.14	12.50	19.44	76.19	52.50	55.56	16.67	35.00	25.00
Grade 5	14.89	10.26	12.12	63.83	64.10	51.52	21.28	25.64	36.36
Grade 6	34.00	21.15	21.95	54.00	57.69	58.54	12.00	21.15	19.51
All Grades	15.73	14.55	17.29	66.85	57.58	56.39	17.42	27.88	26.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.82	8.82	*	69.23	67.65	*	17.95	23.53	*
Grade 4	9.52	7.50	13.89	88.10	80.00	75.00	2.38	12.50	11.11
Grade 5	17.02	7.69	6.25	70.21	87.18	81.25	12.77	5.13	12.50
Grade 6	20.00	26.92	9.76	72.00	63.46	82.93	8.00	9.62	7.32
All Grades	15.17	13.94	9.85	74.72	73.94	80.30	10.11	12.12	9.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.26	17.65	*	69.23	47.06	*	20.51	35.29	*
Grade 4	2.38	5.00	16.67	80.95	70.00	61.11	16.67	25.00	22.22
Grade 5	14.89	5.13	6.06	61.70	61.54	69.70	23.40	33.33	24.24
Grade 6	16.00	36.54	9.76	78.00	53.85	65.85	6.00	9.62	24.39
All Grades	11.24	17.58	11.28	72.47	58.18	64.66	16.29	24.24	24.06

Conclusions based on this data:

1. In 2024-2025, 48.87 percent of students Met or Exceeded Standards in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA)/Literacy. This represents a 2.20 percentage point increase from 2023-2024 (46.67 percent). In addition, the percentage of students who did not meet standard for ELA increased by 2.81 percent to 30.08 percent. Grades 3 had 60.87 percent of students

meeting or exceeding standard while grade 6 had 56.09 percent of students meeting or exceeding standards. Grade 5 had the lowest percentage (36.36 percent) of students meeting or exceeding standards in ELA. Historically, the fifth grade score represents a low percentage of students not meeting or exceeding standards. With further analysis, the fifth grade had approximately half the students in a combination class as fourth graders (4/5 combination grade class), and in the previous year, as third graders, were in a 2/3 combination grade class. As a result, we need to provide targeted interventions during the day and after school coupled with intentionally planned lessons. (Goal 2 and 3)

2. Achievement Level Descriptors reveal the following percent of students scored Above Standard, At or Near Standard:
In Reading, 75.94 percent (students can comprehend stories and information they read) - a decrease of 4.67% from 2023-2024 (80.61 percent)
In Writing, 73.68 percent (students can communicate effectively in writing) - an increase of 1.55% from 2023-2024 (72.13 percent)
In Listening, 90.15 percent (students can understand spoken information) - a slight increase of 0.26% from 2023-2024 (89.89 percent)
In Research/Inquiry, 75.94 percent (students can find and present information about a given topic) - a slight increase of 0.18% from 2023-2024 (75.76 percent)
To improve these achievement level descriptors, we plan to increase the use of literature circles in the intermediate grades and Heggerty Phonics in the primary grades, provide data driven small group reading instruction, focus on units of writing for PLCs, and continued use of computer programs such as Accelerated Reader and iReady personalized lesson paths. (Goal 2 and 3)
3. In 2024-2025, the percentage of students tested in third through sixth grade was 97.1 percent; four students did not test or receive scores. This data reinforces that parent communication regarding the importance of being present and on time with charged Chromebooks as well as careful scheduling the CAASPP with time allowed for make-ups, will ensure that overall participation numbers are above 95 percent.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	36	23	38	35	23	38	35	23	97.4	97.2	100
Grade 4	43	40	37	42	40	36	42	40	36	97.7	100	97.3
Grade 5	49	40	34	48	39	34	48	39	34	98.0	97.5	100
Grade 6	51	53	43	51	52	42	51	52	42	100.0	98.1	97.7
All Grades	182	169	137	179	166	135	179	166	135	98.4	98.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2434.	2441.	2437.	7.89	28.57	17.39	42.11	31.43	43.48	31.58	11.43	21.74	18.42	28.57	17.39
Grade 4	2486.	2452.	2477.	16.67	10.00	19.44	40.48	22.50	27.78	28.57	47.50	30.56	14.29	20.00	22.22
Grade 5	2499.	2484.	2454.	16.67	2.56	11.76	25.00	23.08	14.71	27.08	41.03	14.71	31.25	33.33	58.82
Grade 6	2553.	2559.	2500.	31.37	30.77	16.67	21.57	23.08	14.29	29.41	23.08	35.71	17.65	23.08	33.33
Grade 11															
All Grades	N/A	N/A	N/A	18.99	18.67	16.30	31.28	24.70	22.96	29.05	30.72	26.67	20.67	25.90	34.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.68	25.71	*	63.16	48.57	*	13.16	25.71	*
Grade 4	30.95	12.50	19.44	54.76	72.50	47.22	14.29	15.00	33.33
Grade 5	22.92	5.13	14.71	60.42	64.10	20.59	16.67	30.77	64.71
Grade 6	31.37	28.85	9.52	47.06	51.92	47.62	21.57	19.23	42.86
Grade 11									
All Grades	27.37	18.67	17.04	55.87	59.04	41.48	16.76	22.29	41.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.05	28.57	*	52.63	48.57	*	26.32	22.86	*
Grade 4	9.52	12.50	25.00	73.81	57.50	47.22	16.67	30.00	27.78
Grade 5	12.50	5.13	5.88	56.25	71.79	55.88	31.25	23.08	38.24
Grade 6	27.45	25.00	11.90	54.90	48.08	57.14	17.65	26.92	30.95
All Grades	17.88	18.07	14.07	59.22	56.02	55.56	22.91	25.90	30.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.26	25.71	*	84.21	57.14	*	10.53	17.14	*
Grade 4	21.43	15.00	22.22	57.14	47.50	61.11	21.43	37.50	16.67
Grade 5	8.33	5.13	2.94	64.58	74.36	55.88	27.08	20.51	41.18
Grade 6	23.53	25.00	9.52	56.86	63.46	71.43	19.61	11.54	19.05
All Grades	15.08	18.07	12.59	64.80	60.84	62.96	20.11	21.08	24.44

Conclusions based on this data:

1. The 2024–2025 CAASPP Mathematics results indicate an overall decline in student performance, with 39.26% of students meeting or exceeding standards—a decrease of 4.11 percentage points from the previous year. While Grades 3 (60.87%) and 4 (47.22%) demonstrated relatively strong performance, there is a notable drop in achievement in upper grades, particularly in Grade 5, where only 26.47% of students met or exceeded standards.

This pattern suggests a need for increased focus on vertical alignment and instructional coherence as students transition from primary to upper grades. The significant decline in Grade 5 may indicate gaps in conceptual understanding, decreased rigor alignment, or insufficient support in foundational mathematical skills over time. Additionally, the overall downward trend highlights the need to strengthen Tier 1 core instruction across grade levels while implementing targeted interventions for students not yet meeting standards. (Goal 2 and 3)
2. 2024-2025 Achievement Level Descriptors

Concepts and Procedures:
58.52 percent of students were above or near standard (students apply mathematical concepts and procedures). A decrease of 19.19 percent from 2023-2024 (77.71 %).

Students are struggling with foundational mathematical understanding and procedural fluency. This suggests a need for stronger Tier 1 core instruction, including explicit teaching, guided practice, and increased opportunities for skill development.

Problem Solving and Modeling/Data Analysis:

69.63 percent of students were above or near standard (students use appropriate tools and strategies to solve real-world and mathematical problems), a decrease of 4.46 percent from 2023-2024 (74.09 %).

Students are generally able to explain and justify their thinking when they understand the content. This indicates that instructional strategies promoting discourse, sentence frames, and justification are having a positive impact and should be maintained or expanded.

Communicating Reasoning:

75.55 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions). A decrease of 3.36 percent from 2022-2023 (78.91).

While stronger than Concepts & Procedures, there is a noticeable decline in students' ability to apply math to real-world contexts. This suggests a need to better integrate application tasks with conceptual understanding during instruction.

Overall, CAASPP Achievement Level Descriptor data indicate a schoolwide decline in mathematics performance, with the most significant drop in Concepts and Procedures, suggesting gaps in foundational skills. While students demonstrate relative strength in communicating reasoning, declines across all domains highlight the need for strengthened, balanced Tier 1 instruction that integrates explicit teaching of mathematical concepts with opportunities for application and discourse. (Goal 2 and 3)

3. In 2024-2025, the percentage of students tested in third through sixth grade was 98.5 percent; two students did not test. This data reinforces that parent communication and careful scheduling of CAASPP with time allowed for make-ups ensure high participation numbers.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1417.9	*	*	1439.1	*	*	1368.9	*	4	14	5
1	*	*	*	*	*	*	*	*	*	*	*	6
2	*	*	*	*	*	*	*	*	*	8	*	5
3	*	*	*	*	*	*	*	*	*	5	8	*
4	*	*	*	*	*	*	*	*	*	*	5	8
5	*		*	*		*	*		*	4		4
6	*	*		*	*		*	*		5	*	
All Grades										30	36	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	*	*	35.71	*	*	28.57	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	11.11	9.68	26.67	44.44	41.94	43.33	33.33	32.26	16.67	11.11	16.13	30	36	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	*	*	35.71	*	*	42.86	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	20.00	36.11	29.03	53.33	36.11	48.39	23.33	22.22	12.90	3.33	5.56	9.68	30	36	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	7.14	*	*	28.57	*	*	14.29	*	*	50.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	2.78	6.45	26.67	25.00	22.58	40.00	36.11	35.48	33.33	36.11	35.48	30	36	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	7.14	*	*	92.86	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	26.67	25.00	32.26	70.00	69.44	61.29	3.33	5.56	6.45	30	36	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	28.57	*	*	50.00	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	43.33	33.33	19.35	50.00	55.56	61.29	6.67	11.11	19.35	30	36	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	0.00	5.56	3.23	50.00	61.11	54.84	50.00	33.33	41.94	30	36	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	21.43	*	*	21.43	*	*	57.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	13.33	11.11	19.35	63.33	55.56	45.16	23.33	33.33	35.48	30	36	31

Conclusions based on this data:

- 31 students participated in the 2024-2025 English Language Proficiency Assessments for California (ELPAC) Summative Assessment. Of those 31 English Learners, 9.68 percent achieved an Overall Language score of Level

4 (3 students), and 41.94 percent scored a Level 3 (13 students) on the 2024-2025 Summative ELPAC. This represents an decrease in the number of students (five less) who took the ELPAC and those who scored overall levels of 3 and 4 in 2023-2024.

Oral Language scores revealed that 29.03 percent scored a Level 4, and 48.39 percent scored a Level 3.

Written Language scores reveal that 6.45 percent scored a Level 4, and 22.58 percent scored a Level 3.

This data indicates that the majority of our English Learners (EL) declined on the 2024-2025 ELPAC Summative Assessment from the previous year. We need to prioritize strengthening Tier 1 ELD instruction and targeted interventions, especially for emerging proficiency levels (Levels 1–2). (Goal 2 and 3)

2. Language Domains:

Listening - 32.26 percent scored in the Well Developed range, while 61.29 percent scored in the Somewhat/Moderately Developed range.

Speaking - 19.35 percent scored in the Well Developed range, while 61.29 percent scored in the Somewhat/Moderately Developed range.

Reading - 3.23 percent scored in the Well Developed range, while 54.84 percent scored in the Somewhat/Moderately Developed range.

Writing - 19.35 percent scored in the Well Developed range, while 45.16 percent scored in the Somewhat/Moderately Developed range.

Oral Language: 77.42% at Levels 3–4 (high performance area)

Written Language: Only 29.03% at Levels 3–4 (significant area of need)

This indicates a discrepancy between students' speaking/listening skills and their writing abilities. As a result we need to focus on writing development across content areas, including: structured writing opportunities, explicit instruction in grammar, syntax, and academic language, integration of speaking-to-writing strategies. (Goal 2 and 3)

3. This data indicates an overall decline in the achievement of our ELs on the 2024-2025 ELPAC Summative Assessment: 9.68 percent of English Learners achieved a Level 4, whereas this category in 2023-2024 was 11.11 percent. Due to overall decreases, our English Language Progress Indicator (ELPI) rating declined from 63.6 percent to 24 percent (decrease of 39.6%) demonstrating that our ELs significantly declined from the previous year. The consistent use of engagement strategies that focus on oral language, along with intentional reading and writing supports in designated and integrated ELD, will improve English language development of our ELs. (Goal 2 and 3)

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
257	57.6%	11.3%	0.0%
Total Number of Students enrolled in Plainfield Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	11.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	148	57.6%
Students with Disabilities	43	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	7	2.7%
Filipino	0	0.0%
Hispanic	119	46.3%
Two or More Races	12	4.7%
Pacific Islander	0	0.0%
White	110	42.8%

Conclusions based on this data:

1. The school's demographic data indicates that Socioeconomically Disadvantaged students comprise the majority of the student population at 57.6 percent, followed by Students with Disabilities at 16.7 percent and English Learners

at 11.3 percent. This distribution highlights the critical importance of ensuring that schoolwide systems, instruction, and interventions are intentionally designed to address the academic and social-emotional needs of these student groups.

The high percentage of Socioeconomically Disadvantaged students underscores the need for equitable access to high-quality instruction, targeted academic supports, and resources that mitigate barriers to learning. Additionally, the presence of Students with Disabilities and English Learners calls for continued emphasis on differentiated instruction, inclusive practices, designated and integrated language development, and strategic use of support staff and services.

Moving forward, the SPSA will prioritize the implementation of evidence-based strategies, including targeted intervention, progress monitoring, and professional collaboration, to ensure that all students—particularly those in identified student groups—are supported in achieving grade-level standards. A focused approach to data analysis and resource alignment will be essential to improving outcomes and closing opportunity gaps. (Goal 2 and 3)

2. The school's student population reflects a diverse community, with Hispanic students comprising the largest subgroup (46.3%), followed closely by White students (42.8%), and smaller populations of students identifying as Two or More Races (4.7%) and Asian (2.7%). This demographic composition underscores the importance of implementing culturally responsive teaching practices, inclusive curriculum, and targeted supports that reflect and honor students' backgrounds and experiences. To ensure equitable outcomes for all students, the school will continue to prioritize strategies that promote access, engagement, and academic achievement across all student groups, while also monitoring student group performance to address any disparities. Through intentional planning and resource allocation, the school aims to create an inclusive learning environment where every student is supported to succeed. (Goal 2 and 3)
3. This aggregated data maintains the continued need to provide multi-tiered systems of support beyond best Tier 1 instruction to ensure all of our students become proficient in literacy, numeracy, and 21st-century skills while being able to graduate high school and be college and career-ready. To achieve this, we must continually refine our efforts to build relationships with students and provide targeted instructional and social-emotional support to students in need.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Overall, analysis of the 2024–2025 school year indicates a decline in student performance across multiple indicators, including English Language Arts (ELA), Mathematics, and English Learner Progress. While the school maintained an Orange performance level in both ELA and Mathematics and improved slightly in Chronic Absenteeism (Yellow), academic outcomes reveal widening gaps and areas of concern. The distance from standard increased in both ELA and Mathematics, with Mathematics showing a significant decline from 15.2 points below standard in 2023–2024 to 36.9 points below standard in 2024–2025.

Although there was a modest increase in the percentage of students meeting or exceeding ELA standards, overall performance remains in the Low range. Mathematics performance declined both in overall achievement and distance from standard, indicating a need for intensified instructional focus.

Disaggregated data highlights persistent and, in some cases, widening inequities among student groups. Socioeconomically Disadvantaged students and Hispanic students continue to perform at low levels in both ELA and Mathematics, with notable declines in Mathematics. English Learners and Students with Disabilities demonstrated significant decreases in both content areas, as well as in English Learner Progress, which declined substantially. While White students continue to perform at higher levels, their performance also showed declines, particularly in Mathematics, suggesting a broader systemic need for instructional improvement.

These trends indicate an urgent need to strengthen Tier 1 instruction, implement targeted interventions, and increase support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Moving forward, our school will continue to improve data-driven instruction through PLC collaboration, consistent progress monitoring, quality Tier 1 instruction and test preparation to address learning gaps. Additionally, a focused effort on language development, differentiated instruction, and evidence-based strategies in Mathematics will be critical to improving outcomes for all student groups.

2. In 2024-2025, Chronic Absenteeism levels for All Students received a Yellow performance level and declined significantly with 12.7 percent identified as chronically absent. This is an overall decrease of 4.5 percent. All Student Groups made improvements: Hispanic = 13.3% (declined - 8.9%), Socioeconomically Disadvantaged = 13% (declined - 11.12.5%), Students with Disabilities = 14.5% (declined - 6.5%), ELs = 2.9% (declined - 11%), White = 9.1% (declined - 1.9%). This demonstrates significant improvement. This data indicates that the systematic strategies we implemented are making an impact (i.e., engaging students and parents in learning, recognizing good and improved attendance, monitoring attendance data, providing personalized early outreach by our attendance liaison, administrative clerk and CAFE specialist, and developing programmatic responses to attendance barriers). Each week in the school newsletter, there is attendance data (e.g., weekly and year-to-date), information about the impact absences have on student learning, information about the Independent Study process, recognition, and ways for parents to get support.
3. The performance level for Suspension Rates increased slightly (+1.2%) and was in the medium level (1.1% - 3%) in 2024-2025. The work that teachers do to build community (e.g., Building Effective Schools Together (BEST) lessons, Social-Emotional lessons, class meetings, incentives, life skills, Wellness Team meetings, etc.), coupled our Conflict Manager program and the resources that the PBIS team has developed and implemented, has shown to have a positive impact on reducing student behaviors that require suspensions. Additionally, having a part-time school counselor, behavior specialist, and social worker to provide services to students, teachers, and families in need, continues to support positive student behavior and resiliency outcomes.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 13.9 points below standard Maintained -2.4 points 131 Students	English Learners No Performance Color 93.1 points below standard Declined 10.4 points 22 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Yellow 38 points below standard Increased 6.1 points 77 Students

Students with Disabilities  No Performance Color 90.3 points below standard Declined 15.3 points 28 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 36.7 points below standard Maintained -0.5 points 69 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Green 14 points above standard Declined 3.7 points 52 Students

Conclusions based on this data:

- Overall, English Language Arts (ELA) performance indicates a continued need for targeted instructional improvement and strategic support across student groups. All Students performed at an Orange level, with an average of 13.9 points below standard, reflecting a decline of 2.4 points from the previous year. This downward trend suggests that core instruction and intervention systems require refinement to better support grade-level proficiency.

Notably, Socioeconomically Disadvantaged students demonstrated progress, improving by 6.1 points, though they remain 38 points below standard and in the Yellow performance level. This growth indicates that current supports are having a positive impact; however, continued and expanded targeted interventions are necessary to accelerate achievement and close the performance gap.

Hispanic students maintained an Orange performance level and remained significantly below standard at 36.17 points, with performance largely unchanged from the prior year. This stagnation highlights a need for more effective differentiation, culturally responsive teaching practices, and intentional monitoring of progress for this student group.

In conclusion, while there are signs of improvement among Socioeconomically Disadvantaged students, overall ELA outcomes reflect persistent achievement gaps and inconsistent growth across student groups. Moving forward, the school will prioritize strengthening Tier 1 instruction, expanding targeted Tier 2 and Tier 3 interventions, and utilizing data-driven cycles of inquiry to monitor student progress. A focused emphasis on literacy development, including reading comprehension, academic vocabulary, and writing, will be essential to improving outcomes for all students, with particular attention to historically underserved student groups. (Goal 2 and 3)
- English Learner (EL) performance in ELA declined during the 2024–2025 school year, with students averaging 93.1 points below standard—an additional decrease of 10.4 points from the previous year. While this decline did not meet

the threshold for a change in performance level color on the California Dashboard, the downward trend is notable and indicates a need for targeted support. This data suggests that current instructional strategies and interventions may not be sufficiently accelerating language acquisition and grade-level literacy skills for EL students. Moving forward, our school will prioritize designated and integrated ELD, differentiated instruction, small group support, and progress monitoring to address learning gaps and improve outcomes for English Learners. (Goal 3)

3. Students with Disabilities demonstrated a decline in ELA performance, decreasing by 15.3 points from the previous year and performing 90.3 points below standard. This indicates a substantial and persistent achievement gap, suggesting that current supports and instructional strategies are not sufficiently meeting the needs of this student group. Despite having a significant number of dually identified students (Students with Disabilities are also identified as English Learners), the decline and distance from standard, underscores the need for targeted interventions, increased access to grade-level content, and strengthened progress monitoring. Instructional strategies on differentiated instruction, specialized academic supports, and collaborative planning between general and special education staff will be critical to improving outcomes for Students with Disabilities in ELA. (Goal 2 and 3)

School and Student Performance Data

Academic Performance Mathematics

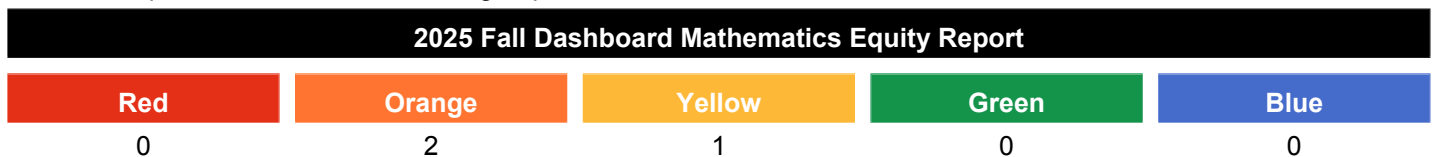
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 36.9 points below standard Declined 21.8 points 133 Students	English Learners No Performance Color 83.9 points below standard Declined 10.3 points 22 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 55.9 points below standard Declined 17.9 points 77 Students

Students with Disabilities  No Performance Color 107.4 points below standard Declined 50.3 points 28 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 58.6 points below standard Declined 19.1 points 69 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 13.6 points below standard Declined 28.4 points 53 Students

Conclusions based on this data:

- Overall, Mathematics performance for All Students during the 2024–2025 school year was at the Orange level, with an average of 36.9 points below standard. This indicates that a significant number of students are not yet demonstrating proficiency in grade-level mathematical concepts. The data suggests a need to strengthen foundational skills, particularly in number sense, mathematical computation, and automaticity, which are critical for success in more complex problem-solving and conceptual understanding.

To address these gaps, the school will prioritize targeted instruction in foundational mathematics, including systematic intervention, differentiated small-group support, and increased opportunities for practice and application. Additionally, a focus on hiring quality teachers, consistent use of effective instructional strategies, progress monitoring, and data-driven decision-making will be essential to improving student outcomes. Strengthening these core skills will support students in building confidence and achieving greater success in mathematics in future assessment cycles. (Goal 2 and 3)
- Mathematics performance data for 2024–2025 indicates a concerning downward trend across all reportable student groups, with each group experiencing notable declines in distance from standard. English Learners declined by 10.3 points to 83.9 points below standard, while Socioeconomically Disadvantaged students declined by 17.9 points to 55.9 points below standard. Most significantly, Students with Disabilities experienced a substantial decline of 50.3 points, resulting in an average of 107.4 points below standard.

These consistent declines across all student groups highlight a critical need for targeted and differentiated instructional support, particularly in strengthening foundational math skills, conceptual understanding, and problem-solving abilities. The magnitude of decline among Students with Disabilities and English Learners underscores the importance of implementing strategic interventions, including scaffolded instruction, increased access to grade-level content, and data-driven progress monitoring. In addition, this information reinforces the need for us to further refine

our Professional Learning Communities (PLCs) to ensure consistent content scope and sequence across grade levels, using common formative assessments, conduct regular data analysis of student work and assessments, as well as consistent use of instructional practices such as three reads, multiple representations, number talk strategies, justifying answers as reasonable, and explaining the process to solve mathematical word problems. (Goal 2 and 3)

3. The 2024–2025 mathematics data reveals an overall decline in performance across all reported student groups, along with persistent and widening achievement gaps. Hispanic/Latino students and Socioeconomically Disadvantaged students performed at a low (Orange) level and remain significantly below standard, indicating a need for intensified academic support. While White students performed at a medium (Yellow) level, they experienced the most substantial decline, suggesting that core instruction may not be consistently meeting the needs of all learners. English-only students also showed a notable decrease in performance.

Current English Learners represent the most at-risk group, with achievement levels far below standard and no performance level assigned, underscoring an urgent need for integrated language and math instruction. The absence of sufficient data for Reclassified English Learners limits analysis but suggests a need for continued monitoring.

Overall, these trends demonstrate the need to strengthen core math instruction, improve differentiation, and implement targeted interventions focused on number sense, problem-solving, and mathematical reasoning, particularly for English Learners and Socioeconomically Disadvantaged students. (Goal 2 and 3)

School and Student Performance Data

Academic Performance Science

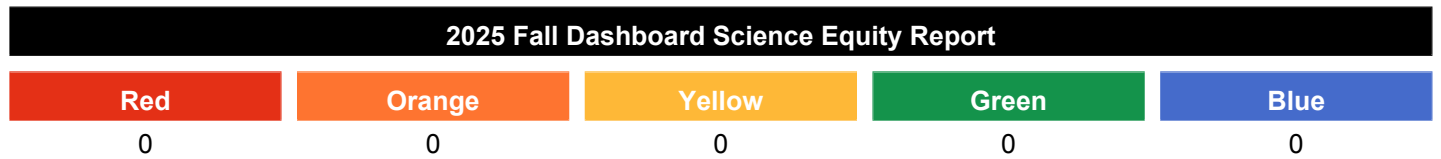
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 44.8 science points Declined 4.3 points 34 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 40.1 science points Maintained 0.2 points 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 42.2 science points Maintained -1.2 points 17 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 46.5 science points Declined 5.4 points 14 Students

Conclusions based on this data:

1. Science performance for All Students during the 2024–2025 school year remained at the Orange performance level, with an average of 44.8 points and a decline of 4.3 points from the previous year. This downward trend indicates that students are not yet demonstrating proficiency in grade-level science standards and suggests a need for strengthened instructional practices. In particular, there is a need to improve students' conceptual understanding, scientific reasoning, and ability to analyze and apply scientific knowledge. Targeted supports, including increased opportunities for hands-on inquiry, academic discourse, and integration of literacy in science, will be critical to improving student outcomes and moving performance toward the standard.
2. In 2024–2025, science performance across student groups did not reach a level that triggered a color indicator; however, individual group performance points provide insight into student outcomes. Socioeconomically Disadvantaged students scored 40.1 points, showing stability with a slight increase of 0.2 points. Hispanic/Latino students scored 42.2 points, experiencing a minimal decline of 1.2 points. White students scored 46.5 points, with a decline of 5.4 points. Overall, these results indicate that science performance remains low and stagnant across all measured groups, highlighting the need for consistent and intention instruction to strengthen foundational science knowledge, engagement, and skill development for all students. All grade levels need to utilize the recently adopted science curriculum and exploration kits.
3. In addition to strengthening improved Tier 1 and 2 instruction, teachers need to utilize science test prep materials such as the California Science Test (CAST) interims and release questions to prepare students for the level of assessment rigor and expectations.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 24 making progress. Number Students: 25 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28%	48%	0%	24%

Conclusions based on this data:

1. In 2024-2025, 6 of our 25 English Learners (24 percent) made progress towards English Language proficiency - progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC. This is an decline of 39.6 percentage points from the previous year's score of 63.6 percent. 22.7 percent or five students maintained ELPI levels 1, 2L, 2H, 3L, or 3H from the previous ELPAC assessment. With the intentional use of test preparation/test-taking strategies during designated ELD and integrated ELD strategies in the classroom, more of our students will progress toward English language proficiency each year.
2. The majority of our English Learners (EL) are in the Somewhat Developed (Level 2) to Moderately Developed (Level 3) designation level and those at Moderately Develop level are on the cusp of being Reclassified pending an overall ELPAC score of 4. To help ensure this outcome, alignment of the ELD and ELA programs must continue to improve all four language domains (Listening, Speaking, Reading, Writing) with an instructional emphasis on student engagement, explicit vocabulary, reading comprehension, and writing. We plan to utilize the multifaceted Book Club/Literature Circle model in grades 3 - 6 to support designated ELD and core instruction.
3. Less than a quarter of our ELs are in the Beginning Stage (Level 1) designation level. With a small number of ELs per grade level, this highlights the need to continue differentiating instruction during designated and integrated ELD while providing regular classroom supports/interventions to help ensure adequate language development with

students most in need. ELs identified as Students with Disabilities need multiple means of engagement, representation, expression, and language support.

School and Student Performance Data

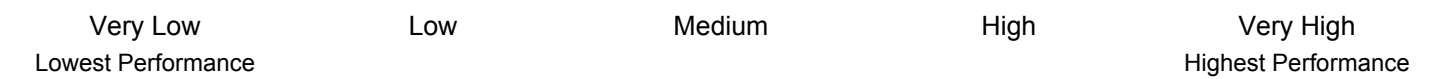
Academic Performance College/Career Report

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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.

2025 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:

- While there is no data for this section, the strength of our school's academic programs, enrichment activities, students' connectedness to school, and our multi-tiered system of support will impact our students' educational and career path trajectory. (Goal 1 - 4)
- All students will continue to receive weekly Visual and Performing Arts (VAPA) instruction through Prop. 28 funding which supports a part time Art teacher position. Also, students in fourth grade receive general music instruction with our Band teacher while our fifth and sixth graders have the option of participating in Band or Strings. Additionally, our school promotes student participation in leadership opportunities such as Student Council, Youth Advisory Council, and our Conflict Managers program. (Goal 1 and 4)
- Each year, with the support of our Parent Teacher Association, each class participates in one to three educational field trips, assemblies, lunch time and after school clubs, and guest speakers. (Goal 1 and 4)

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12.7% Chronically Absent

Declined 4.5

267 Students

English Learners



Green

2.9% Chronically Absent

Declined 11

34 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Socioeconomically Disadvantaged



Yellow

13% Chronically Absent

Declined 11.1

154 Students

Students with Disabilities  Yellow 14.5% Chronically Absent Declined 6.5 55 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 13.3% Chronically Absent Declined 8.9 128 Students
Two or More Races  No Performance Color 22.7% Chronically Absent Declined 3.6 22 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.1% Chronically Absent Declined 1.9 110 Students

Conclusions based on this data:

1. In the 2024–2025 school year, our chronic absenteeism rates showed overall improvement across all student groups. The All Students group remained at a High rating, with 12.7% of students missing more than 10% of the school year, reflecting a 4.5% decline from the previous year. Students with Disabilities and Socioeconomically Disadvantaged students also maintained High ratings, with notable declines of 6.5% and 11.1%, respectively. English Learners demonstrated the lowest rate of chronic absenteeism at 2.9%, receiving a Low rating, and improved by 11%. These trends indicate that targeted attendance interventions are having a positive effect, though continued focus on high-need student groups is necessary to further reduce absenteeism and support consistent engagement in learning.
2. Overall, Chronic Absenteeism rates demonstrate meaningful improvement across all reported student groups, indicating that current attendance interventions and supports are having a positive impact. All major student groups showed declines in chronic absenteeism, with the most significant reductions observed among Socioeconomically Disadvantaged students (–11.1%) and Hispanic students (–8.9%). White students maintained the lowest rate of chronic absenteeism at 9.1%, reflecting relatively stronger attendance patterns compared to other groups.

Despite these gains, disparities persist. Students identified as Two or More Races continue to have the highest rate of chronic absenteeism at 22.7%, and both Hispanic (13.3%) and Socioeconomically Disadvantaged students (13%) remain above the White student group. These differences indicate a continued need for targeted, equity-focused attendance supports.

Moving forward, the school will build on successful strategies while intensifying efforts for student groups with higher absenteeism rates. This includes strengthening family engagement, improving early identification and intervention systems, and addressing barriers to consistent attendance. Sustained focus on these actions will be critical to reducing chronic absenteeism across all student groups and ensuring equitable access to learning opportunities.

3. This data indicates that we have made significant gains overall as a school but still have to work to ensure all student groups meet our school goal of having a 95% attendance rate. We will continue to promote student attendance through general and targeted outreach to parents on attendance policies, community supports, Independent Study options, and the emphasis on the strong correlation between attendance, behavior and academic achievement. Each month, we acknowledge classes with the highest percentage with a trophy and plan to expand this recognition to include with the best improvement from the previous month. Our Wellness team meets monthly, analyzes attendance trends, identifies students nearing the 10 percent threshold each month, and develops action plans. In addition, we will continue to promote student connectedness by having frequent adult check-ins with our students who have a history of chronic absenteeism or are at risk for chronic absenteeism to provide appropriate interventions. Students who do not improve after interventions, parent outreach, and support will be referred to School Attendance Review Team (SART) and/or School Attendance Review Board (SARB).

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

- | | |
|----|---|
| 1. | While we have no data for this section, our instructional programs and school plan call for intervention efforts to increase the percentage of students at grade level standard at the end of each academic year. These efforts include best-first instruction, after-school interventions, EL and RFEP monitoring, strong collaboration between RSP and general education teachers, PLC data analysis meetings, and more. Our goal is to have students move to the next grade at/above grade level or to have met their iReady stretch growth in Reading and Math. |
| 2. | N/A |
| 3. | N/A |

School and Student Performance Data

Conditions & Climate Suspension Rate

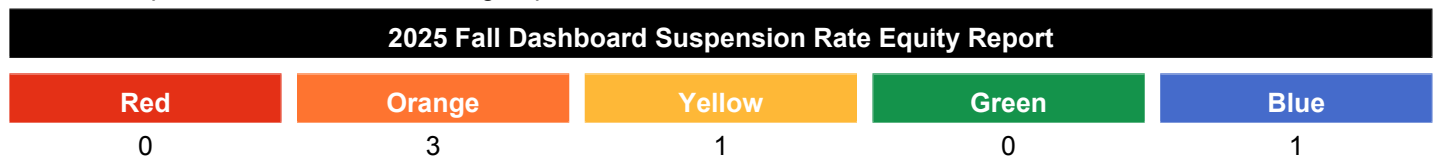
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 2.2% suspended at least one day Increased 1.2% 271 Students	 Blue 0% suspended at least one day Maintained 0% 34 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 Yellow 1.9% suspended at least one day Maintained 0.2% 156 Students

Students with Disabilities  Orange 5.5% suspended at least one day Increased 5.5% 55 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 2.3% suspended at least one day Increased 1% 128 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.6% suspended at least one day Increased 1.8% 114 Students

Conclusions based on this data:

1. In 2024-2025, six students were suspended. Most suspensions were due to fighting at lunch recess or other less/unstructured supervision times. This has informed the locations where our noon duty and support staff consistently monitor during such times. Our PBIS (Positive Behavior Intervention and Support) efforts focus on positive incentives, teaching and re-teaching expectations (BEST lessons), conflict manager program, coupled with consistent classroom/school expectations, social-emotional lessons, class meetings, counseling, tier 1 behavior specialist support, and other restorative practices have helped keep suspensions low and made a positive impact on student behaviors.
2. To support the school's behavior expectations, we have included the following strategies: roving substitute provides classroom coverage to the Teacher in Charge; life skill tickets that can be entered into drawings and for use to redeem school-appropriate prizes at our Life Skill student store each Wednesday morning; monthly recognition for academic excellence and Life Skill of the month awards; Adopt a Student initiative; and our Conflict Management program - using students in grades 4-6 to develop leadership skills while helping prevent and resolve conflicts during our K-3 recess. We continue to believe these activities and mentorship opportunities promote good behavior of all students and demonstrate another way we are building capacity from within. (Goal 2 and 4)
3. The suspension rate in 2024-2025 was 2.2%. Due to these on-going efforts, as of 3/20/2026, three students have been suspended or 1.1% of the school's enrollment.

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.

All Students

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.

To improve student achievement and school connectedness through extracurricular and support activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Pathway Awards for Music Program	New Metric (No Baseline Data) Actual 2025-26: 6th = 18 students (Band = 10, Strings = 8) 5th = 31 students (Band = 21, Strings = 10) 51 students in the Elementary Music Program	Increase the number of students earning the Pathway Award for Music Programs by 5 students (56 students for the 2026-27 school year).
Number of students who participate in VAPA (Visual and Performing Arts).	2023-2024: Goal Partially Met Visual Arts 100% of students received Visual Art lessons from Mrs. Wood (yes) Band/Performing Arts 6th = 27 students (Band 17+Strings 10), 27/53 students = 51% (yes) 5th = 28 students (Band 19+Strings 9), 28/42 students = 66.7% (no) 4th = 43 students (Strings), 43/43 students = 100% (yes) Baseline 2024-2025: Goal Partially Met Visual Arts 100% of students received Visual Art lessons from Mrs. Catambay.	Maintain 100% of K-6 students receiving Visual Art lessons Increase the percentage of 6th graders in band and strings by 3 percent (55%) Maintain the percentage of 5th graders in band and strings at 78 percent or higher Maintain the percentage of 4th graders in strings at 100%

	Band/Performing Arts 6th = 22 students (Band 17+Strings 5), 22/45 students = 49% (no) 5th = 29 students (Band 18+Strings 11), 29/45 students = 64% (no) 4th = 43 students (Strings), 43/43 students = 100% (yes) Actual 2025-2026: Goal Partially Met Visual Arts 100% of students received Visual Art lessons from Art teacher, Ms. Florez (yes) Band/Performing Arts 6th = 18 students (Band 10 + Strings 8), 18/35 students = 51.4% (no) 5th = 31 students (Band 21 + Strings 10), 31/40 students = 78% (yes) 4th = 26 students (general music), 26/26 students = 100% (yes)	
Number of in-person college or career related Field Trips taken by each class.	23-24: Goal Met All grades have taken (or are approved to take) at least one educational or career-related field trip. Baseline 24-25: Goal Met All grades have taken at least one educational or career-related field trip. Actual 25-26: Goal Met All grades have taken at least one educational or career-related field trip.	Maintain 100% of class will take at least one in-person field trip.
Percentage of Parent Portal Accounts	23-24: Goal Met 100% of students' parents have at least one Aeries Parent Portal Account. Baseline 24-25: Goal Met 100% of students' parents have at least one Aeries Parent Portal Account. Actual 25-26: Goal Met 100% of students' parents have at least one Aeries Parent Portal Account.	Maintain 100% of students' parents that have at least one Aeries Parent Portal Account.
Assertive Discipline Entries and Types	23-24: Goal Not Met 80 total entries: D2 - Inappropriate Language - 2 DA - Interruption during class or activities - 4 DB - Running, excessive noise, loitering - 1 DJ - Failure to follow directions - 9 DK - Minor physical aggression - 22	Decrease the total assertive discipline entries by 5 (75) - with a focus on minor physical aggression and disruptive behavior to express frustration or gain attention.

	DM - Unintentional, incidental physical contact- 2 DN - Minor or accidental damage to property - 2 DO - Disruptive behavior to express frustration or gain attention - 22 DS - Yelling or using aggressive language toward others - 3 DP - Violation of school rules (i.e. use of personal tech) - 2 DT - Spreading rumors/excluding someone - 1 DY - Profanity - 8 Baseline 24-25: Goal Not Met 103 total entries: D2 - Inappropriate Language - 4 DA - Interruption during class or activities - 4 DE - Minor annoying behavior or negative gesture - 2 DG - Lying to get self or others out of trouble - 1 DJ - Failure to follow directions - 7 DK - Minor physical aggression - 20 DN - Minor or accidental damage to property - 2 DO - Disruptive behavior to express frustration or gain attention - 25 DP - Violation of school rules (i.e. use of personal tech) - 1 DQ - Violation of AUP - 14 DS - Yelling or using aggressive language toward others - 9 DT - Spreading rumors/excluding someone - 5 DV - Cutting class - 1 DY - Profanity - 5 S1 - 48900(a)(1) Fighting - 3 Actual 25-26: 80 total entries: Goal Met D2 - Inappropriate Language - 6 D3 - Bus Citation - 2 DB - Running, excessive noise, loitering - 1 DE - Minor annoying behavior or negative gesture - 5 DG - Lying to get self or others out of trouble - 1 DJ - Failure to follow directions - 4 DK - Minor physical aggression - 25 DL - Mutual fight (little to no injury) - 2 DO - Disruptive behavior to express frustration or gain attention - 5 DP - Violation of school rules (i.e. use of personal tech) - 1 DQ - Violation of AUP - 5 DS - Yelling or using aggressive language toward others - 1 DT - Spreading rumors/excluding someone - 1	
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	DY - Profanity - 9 S1 - 48900(a)(1) Fighting - 9 S2 - 48900(a)(2) Battery - 2 SA - 48900(i) Obscene act/habitual profanity - 1	
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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	Goal 1.1 There will be a school-wide focus on the development of student goal setting and organization skills and home to school communication. -Provide a system for two-way family communication (e.g. Parent Square, K-6 School to Home Communication Folders, RISO copies) Title I Activity -Provide an organization system for students to record class and school activities, and homework monitoring (e.g. Grades 3-6 Student Planners) Title I Activity -Provide regular attendance analysis and data share with staff, followed by parent/guardian phone contact for "at-risk" students via Wellness Team and Leadership Team meetings -Provide goal-setting and data chats with students each trimester	All Students	1200 Supplemental/Concentration (600 Sup; 600 Con) 1740 Title I Part A: Basic Grants Low-Income and Neglected \$740 Planners, \$600 Folders, \$400 RISO contract)
1.2	Goal 1.2 There will be a school-wide focus on encouraging students to participate in extracurricular and extended learning activities and providing incentives to improve school readiness and connectedness. -Provide assemblies and incentives to recognize and promote attendance, academics, literacy, and character development of students -Provide Life Skills, classroom incentives, and reward systems (PBIS) -Provide college & career/educationally related assemblies, guest speakers, and learning activities -Implement an "adopt a student" program, in which teachers will seek out two to three students who have been identified as being at risk for absenteeism or in need of social-emotional support -Develop a college and career-themed month to include guest speakers and related projects	All Students	600 Supplemental/Concentration (200 Sup; 400 Con)
1.3	Goal 1.3 There will be a school-wide focus on students receiving regular Visual and Performing Arts (visual arts or general music) instruction during the school day to increase VAPA participation creativity and interest. -Hire a part-time certificated VAPA (visual arts or general music) teacher or classified VAPA	All Students	41,846 Arts and Music in Schools (36000 staff, 5846 materials)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	facilitator students to deliver regular instruction in visual arts or music		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

In a school-wide effort for students to participate in a variety of extracurricular and extending learning activities to improve school readiness and connectedness, we provided:
Students visual art lessons with Prop 28 Art teacher, Ms. Florez; supplemental materials and technology opportunities for student participation such as LEGO Education STEM kits, School Planners and School to Home Communication folders; assemblies and incentives to recognize and promote attendance, academics instruction, literacy and character development; Life Skills and classroom incentives (PBIS); attendance analysis followed by parent contacts; goal-setting and /or data chat opportunities with students; Gardening/Earth Science lessons with Garden Coordinator Jackie Gross; lunch clubs for students; field trip opportunities and guest speakers.

This year, we increased in the overall percentage of sixth and fifth-grade students participating in performing arts (strings, and band) and maintained the percentage of fourth-grade students in performing arts (general music). In addition, every class has attended at least one interactive college and/or career-related field trip.

Our PTA continues to do an excellent job with outreach and building community. As a result, our school raises a substantial amount of funds that provide every student extension and enrichment opportunities (i.e., Garden Coordinator through a Variable Service Agreement contract, an After School LEGO Education STEM clubs, assemblies, teacher supplies, student-centered activities, and field trip monies). In addition, our school has a good relationship with the Yolo Farm to Fork program which has allowed for grant sponsored field trips to the La Tourangelle Farm.

Consistent student/teacher use of planners (3rd - 6th grade) and red communication folders (TK-6) support parent awareness and volunteerism, as well as the college and career skills of goal setting, time management, and organization. All students receive weekly art instruction with Ms. Florez, and they reported enjoying their time while working on art projects. Intentional efforts (e.g., personal contact, weekly attendance announcements, incentives, monthly raffles for the highest and most improved attendance rates, perfect attendance awards, etc.) to make early outreach to the families of students at risk for chronic absenteeism have demonstrated improvement. As a school, we declined by nearly five percent (4.5 %) in this area. Additionally, our band and string teachers remain engaging and captivate many intermediate-grade students' interests so that they can continue their pursuit in our school music program in subsequent years. The Woodland High School Band provides a tour each year to inspire students to join the secondary music programs.

Class field trips, lunchtime and/or after-school clubs, assemblies (i.e., Wild Things, Safety Day with the Yolo County Sheriff and Willow Oak Fire Department, Fight the Bite), and gardening have broadened students' interests, improved their ability to interact well with peers, exposed them to community resources, and piqued their interests in future careers. We plan to integrate College and Career research projects in classes during ELA instruction blocks to future support this. School-wide efforts have demonstrated that all families have support in creating and maintaining Parent Portal accounts that increase school-to-home communication through Aeries and Parent Square. PBIS rewards systems (life skills and the life skill student store) continue to promote positive behaviors and acknowledgment systems. Using our 5th, and 6th-grade conflict managers continues to show positive results in addressing student behaviors while developing leadership/mentor skills. Students have attended our lunchtime clubs at a high rate.

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

Due to an increase in concentration funding, we were able to purchase additional supplemental/intervention curriculum for more students (e.g., iReady Phonics for Reading, MathFactLab, Writing Highway) as well as provide field trip costs (e.g. substitute). Aside from that, there were no differences between the intended implementation and/or budgeted expenditures to implement the articulated strategies. We provided school planners, school-to-home communication folders, substitute teacher costs for the sixth-grade science camp, PBIS supplies, RISO copying costs, and fund a part time (0.4 FTE) art teacher using prop 28 Arts and Music in Schools funding.

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

For the 2026-2027 SPSA, we will continue to refine our implementation of the Graduate Profile at the elementary level, add a college and career-themed day with guest speakers and related projects, and fund a well qualified VAPA teacher. We will also conduct a focus group to determine the level of enjoyment and perspective on “areas of growth” for each of the visual arts, garden and music program.

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.

All Students with an emphasis on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students

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.

To increase all students' proficiency in Math and English Language Arts, with an emphasis on socioeconomically disadvantaged students and 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
Performance level on ELA (English Language Arts) and Math Academic Indicator.	2022-2023: ELA Performance Level - Yellow (49.4% of All Students met or exceeded standard) 3 points above standard Math Performance Level - Yellow (50.3% of All Students met or exceeded standard) 6.1 points below standard Baseline 2023-2024: Goal Not Met ELA Performance Level - Orange (46.7% of All Students met or exceeded standard) 11.5 points below standard Student Groups in Red = Students with Disabilities (75 points below standard) Math Performance Level - Yellow (43.4% of All Students met or exceeded standard) 15.2 points below standard Student Groups in Red = None Actual 2024-2025: Goal Not Met ELA Performance Level - Orange (48.87% of All Students met or exceeded standard) 13.9 points below standard Student Groups in Red = None Math Performance Level - Yellow (39.26% of All Students met or exceeded standard) 36.9 points below standard Student Groups in Red = None	Increase ELA and Math academic indicators in the "Distance From Standard" category by four or more points for all students from the previous year (Color indicator to Yellow) (ELA = 9.9 points below standard or better, Math = 32.9 points below standard or better) Increase the percentage of students meeting proficiency in ELA and Math by five percent (5%) or more from the previous year (ELA = 53.87%, Math = 44.26%) No Student Groups in Red Continue progressing toward Green on the dashboard in both ELA and math
Percentage and number of students who are chronically absent Percentage of Students with Disabilities (SWD) that are chronically absent	2022-2023: 22.2% of students were chronically absent (declined by 8.8%) 22.3% of students with disabilities (SWD) were chronically absent (declined by 5.4%) Baseline 2023-2024: Goal Partially Met 17.2% of students were chronically absent (declined by 5%) 21.1% of students with disabilities (SWD) were chronically absent (declined by 1.2%) Actual 2024-2025: Goal Met 12.7% of students were chronically absent (declined by 4.5%) 14.5% of students with disabilities (SWD) were chronically absent (declined by 6.5%)	Decrease the percentage of students who are chronically absent by 10% or to 11.43 percent (10% of 12.7% = 1.27%) Decrease the chronic absenteeism of SWD by 10% or to 13.05 percent (10% of 14.5% = 1.45%)

SEL Screener The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring (Elementary Teacher rating)	New Metric No Baseline Data Actual 2025-2026: Fall =10.11% of students identified as having a concerning level of internalizing behavior Spring = 2.92% of students identified as having a concerning level of internalizing behavior Difference of 7.19% (Reduced amount of students)	Maintain the percentage of students who have been identified as having a concerning level of internalized behavior at or below 5% at the time of the Spring SEL screener Maintain or increase the difference between the percentage of students identified as having a concerning level of internalized behavior in the Fall vs Spring by (7.19% or greater)
Student sense of safety and school connectedness (California Healthy Kids Survey and SAEBRS, SCOE Bully Prevention and Intervention Evaluation Report - Bully Prevalence)	2023-2024: The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 71% School Connectedness 77% Feel Safe at School The Plainfield Elementary Spring SAEBRS (Social Academic Emotional Behavior Risk Screener) percent of students who have low to no risk is 87% The SCOE Bully Prevention and Intervention Evaluation Report revealed that 28% of Plainfield students reported that spreading rumors and lies about other students behind their backs is a big/very big problem. Baseline 2024-2025: Goal Met The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 86% School Connectedness 82% Feel Safe at School Actual 2025-2026: Goal Not Met The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 75% School Connectedness (Goal Not Met) 84% Feel Safe at School (Goal Not Met) The Plainfield Spring Social Emotional Review 360 Screener indicated that 9.57% of students screened had internalizing/externalizing behavior concerns. 90.43% of Plainfield students had no significant concerns.	CHKS 2026-2027 Expected Outcome: Increase the 5th grade student sense of safety (87%) and school connectedness (78%) by three percent (+3%). 2026-2027 Spring Review 360 screener Expected Outcome: Increase the percentage of students with low to no risk by one percent (+1%, to 91.5%)

Suspension rate	2022-2023: Suspension rate was 0.7% Baseline 2023-2024: Goal Not Met Suspension rate was 1.0% Actual 2024-2025: Goal Not Met Suspension rate was 2.2%	2025-2026 Decrease suspension rate by .1 percent
Percent of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school.	2023-2024: Goal Not Met (0 of 4 indicators) Plainfield 2023-2024 CHKS Parent Survey responded to the following key indicators - indicated strongly agree: Parental Involvement = 63% (No) Student Learning Environment = 47% (No) Student Risk Behavior and Prevention, Disorder = 16% (No) Facilities = 36% (No) Baseline 2024-2025: N/A N/A due to low parent survey participation Actual 2025-2026 (Adjusted Metric CHKS): Plainfield 2025-2026 CHKS Percentage of parents who strongly agreed that: a) Encourages me to be an active partner = 79% b) School promotes parent involvement = 65% c) Parents feel welcome to participate at this school = 62%	Increase the overall percentage of strongly agree by 5% on the adjusted targeted CHKS indicators
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2023-2024: Mid-Year Reading = 36% Mid-Year Math = 22% Baseline 2024-2025: Goal Not Met Mid-Year Reading = 32% Mid-Year Math = 14% Actual 2025-2026: Goal Partially Met Mid-Year Reading = 29% (decreased by 3%) Mid-Year Math = 23% (increased by 9)	Increase the percentages of students who reach growth targets on i-Ready Reading and Math by 3 percentage points Mid-Year Reading = 32% Mid-Year Math = 26%
Total number of words read on the Accelerated Reader Program (Renaissance Place)	2023-2024: Kindergarten = 0 1st grade = 14,831 2nd grade = 1,482,814 3rd grade = 5,080,588 4th grade = 5,485,538 5th grade = 7,963,825 6th grade = 17,405,627 Total words = 37,433,223 Baseline 2024-2025: Goal Not Met	Increase the number of words read by 10% (or by 2,195,399 words) for the school. Total words = 24,149,398

	Kindergarten = 0 1st grade = 119,349 2nd grade = 2,727,600 3rd grade = 3,235,088 4th grade = 5,007,317 5th grade = 5,304,916 6th grade = 12,728,413 Total words = 29,122,683 Actual 2025-2026: Goal Not Met Kindergarten = 0 1st grade = 0 2nd grade = 1,440,932 3rd grade = 5,577,279 4th grade = 1,368,292 5th grade = 4,886,885 6th grade = 8,680,611 Total words = 21,953,999	
Number of times teachers met in Professional Learning Communities (PLCs) during staff meetings	2023-2024: Teaching staff met 13 times in Professional Learning Communities Baseline 2024-2025: Goal Met Teaching staff met 15 times in Professional Learning Communities Actual 2025-2026: Goal Met Teaching staff met 16 times in Professional Learning Communities	Maintain or increase the number of PLC meetings (total of 16)
Percentage of students that have good (1- 5 absences) and perfect (100%) attendance	2023-2024: Good attendance - 90/302 students or 29.80% (Yes) Perfect attendance - 9/302 students or 2.98% (No) Baseline 2024-2025: Goal Not Met Good attendance (Missed between 1 and 5 days) - 75/280 students or 26.78% (No) Perfect attendance - 9/280 students or 3.21% (No) 2025-2026: Goal Not Met Good attendance (Missed between 1 and 5 days) - 79/274 students or 28.83% (No) Perfect attendance - 11/274 students or 4% (No)	Increase the percentage by 5 percent for good attendance (31.78%) and by 2 percent for perfect attendance (5.21%)
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	2023-2024: Overall Self-Evaluation Average Rating = 7.8 Baseline 2024-2025: Overall Self-Evaluation Average Rating = 8.6 Actual 2025-2026: Goal Met	PLC teams will maintain between a 6 - 8 rating (average) on the Self-Evaluation for PLC Implementation

	Overall Self-Evaluation Average Rating = 8.16	
Percentage of students scoring "Above standard" and "At or Near Standard" in the Writing Achievement Level Descriptors in the CASSPP Result English Language Arts/Literacy	New Metric Baseline 2023-2024: Above Standard, At or Near Standard in CAASPP Writing Achievement Level Descriptor = 72.13 percent Above Standard = 14.55% At or Near Standard = 57.58% Actual 2024-2025: Goal Not Met Above Standard, At or Near Standard in CAASPP Writing Achievement Level Descriptor = 73.68 percent Above Standard = 17.29% At or Near Standard = 56.39%	Increase the percentage of students scoring "Above Standard" and "At or Near Standard" by 5 percent

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	Goal 2.1 School-wide ELA and Math focus to support quality first instruction -Provide copy machines (lease) and copies/clicks for teachers and support staff to use for instruction and family communication (Sup - 50%, Con - 25%, Title I- 25%)	All Students	7500 Supplemental/Concentration Sup (\$5000), Con (\$2500) 2500 Title I Part A: Basic Grants Low-Income and Neglected (25% of copy clicks and leases)
2.2	Goal 2.2 a) School-wide English Language Arts focus to support best first instruction, increasing reading comprehension, and student support in the writing process -Provide classroom and student supplies for all students, including class books for book club/literature circles (Site Discretionary) -Provide staff with the equipment and supplies needed to be more effective in their teaching (\$300 per Combo class) -Provide copy paper for instruction and family communication (Title I- 25%) -Provide funding for our school library to purchase culturally relevant books to increase literacy (Site Discretionary, PTA/donations, and Scholastic Book Fair Dollars) b) School-wide Math focus to support quality first instruction, improve number sense, as well as computation and reasoning skills among students -Provide classroom and student supplies for all students	All Students	1500 Supplemental/Concentration Sup (\$500), Con (\$1000) 500 Title I Part A: Basic Grants Low-Income and Neglected \$500 Copy Paper and Postage 9699 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Provide staff with the equipment and supplies needed to be more effective in their teaching (\$300 per Combo class) -Provide copy paper for instruction and family communication (Title I- 25%)		
2.3	Goal 2.3 School-wide English Language Arts focus on increasing reading comprehension, student goal setting, and data collection -Provide the online program Renaissance Place for reading assessments (STAR), monitor reading comprehension through online quizzes (Accelerated Reader), monitor the number of words read, set reading goals with students.	All students with a focus on socioeconomically disadvantaged students and English learners	3800 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Goal 2.4 Provide strategic interventions to students who are not proficient in English Language Arts through an intervention instructor. -With teacher guidance, the hired intervention instructor provides small group and/or pull-out instruction to support students	All students with a focus on socioeconomically disadvantaged students and English learners	1550 Supplemental/Concentration Supplemental
2.5	Goal 2.5 School-wide focus to support student attendance, student safety, academic success, and social-emotional well-being through a system of support and intervention. a) Provide a roving substitute to support the Teacher in Charge when the site administrator is off-site at a district-required training or leadership academy (2 half days) b) Provide PBIS (Positive Behavior Intervention and Support) implementation and monitoring, including BEST lessons, Conflict Manager program, Life Skills, and Growth Mindset strategies (School expectations and resources, Adjunct Duty - No site funding required) c) Provide engaging schoolwide assemblies to promote school connectedness, learning, and attendance (PTA and Woodland School's Foundation funding - No site funding required) d) Provide and implement an attendance plan to support and prevent chronic absenteeism with a focus on students with disabilities (e.g., tiered re-engagement process: general and targeted parent outreach of students, monitoring, recognition, incentives, action plan): -Identify and monitor students (SWD) at our weekly Wellness team meetings -Meet with identified parents at the start and middle of the year to share concerns and promote attendance	All students with a focus on socioeconomically disadvantaged students, students with disabilities, and English learners	268 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Meet biweekly with the IEP Case Manager to discuss areas of support and incentives for good and improved attendance -Recognize students with perfect, good, and improved attendance -Create action plans at the Wellness team meetings to support student re-engagement and improve attendance (Wellness Team, Admin Clerk, IEP Case Managers meetings - No site funding required)		
2.6	Goal 2.6 a) Provide intervention materials/programs to classroom teachers and the intervention instructor to use during small group instruction/interventions in support of students who are not proficient in English Language Arts (e.g., Heggerty, iReady Phonics for Reading, leveled books for literature circles/book club, Scholastic News) and/or Math (e.g., Common Core SBAC Test Prep, MathFactLab, XtraMath). b) Provide teachers with extra duty pay or release time to gather assessment data, collaborate to determine the needs of underserved and underperforming students, and participate in Professional Learning Communities to improve instructional practices and student outcomes (e.g., the cycle of inquiry, planning for interventions, and small group instruction).	All students with a focus on socioeconomically disadvantaged students and English learners	4014.50 Title I Part A: Basic Grants Low-Income and Neglected
2.7	Goal 2.7 Provide targeted after school interventions to increase academic outcomes (ELA and Math) for students who are not at grade level and not making adequate progress. Focus on reading comprehension, writing, number sense, computation and reasoning skills. -Provide extra duty pay to teachers or intervention instructors (Title I funds will provide six 30 minute intervention sessions)	All Students	427.50 Supplemental/Concentration Supplemental (Fourteen 30 minute intervention sessions) 192.50 Title I Part A: Basic Grants Low-Income and Neglected (Six 30 minute intervention sessions)
2.8	Goal 2.8 Provide release time for the Kindergarten, first, and second grade teachers to conduct the mandated Reading Difficulty Risk Screener (i.e. University California San Francisco - Multitudes). -Provide one half-day substitute for five teachers	All Students (K-2)	670 Supplemental/Concentration Concentration

Annual Review

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

Analysis

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

We implemented all of the planned strategies/activities for Goal 2. To support quality first instruction in English Language Arts and Math with a focus on English learners (EL), our site dedicates time each morning to provide social-emotional learning, i-Ready personalized lessons, designated English Language Development (ELD) to support English learner needs, and core ELA and math instruction. Additionally, integrated ELD strategies such as Kagan, Guided Language Acquisition Design (GLAD), anchor charts, sentence frames, discourse cards, number talks, three mathematic reads, and mathematical multiple representations were used to support student engagement and understanding during classroom instruction. Students and teachers used Renaissance Place (i.e., STAR, Accelerated Reader) to identify reading levels, set reading goals, and monitor reading fluency, comprehension, and Lexile growth. School faculty received district and site-level professional development for Professional Learning Communities (PLC), and ELD strategies. Primary grades used scholastic news, to increase exposure to informational text, and phonics using the Heggerty Phonemic Awareness program, and Mystery Writing to supplement the core Wonders ELA curriculum. The intermediate grades utilized class novels for literature circles/book clubs and writing prompts, Writing Highway for high-interest opinion and narrative writing, i-Ready Reading for Phonics for reading fluency, and supplemental informational text for vocabulary development and comprehension. Staff requested supplies and materials to fulfill instructional needs. Hiring two combination paraprofessionals has supported structured learning in the two combination classes (2/3 and 5/6). We also hired a math intervention instructor to support Tier 2 students in grades 4-6 using push-in and pull-out small group/1:1 models.

We also implemented several Positive Behavior Interventions and Supports (PBIS) to create a socially-emotionally safe and supportive environment. Students earn life skill tickets from staff members when they are observed to demonstrate safe, respectful, and responsible behavior. Students can redeem and earn life skill tickets each Wednesday at our student-run life skill store. Our site purchases life skill pads and student supplies for each staff member to use for our reward system at the life skill store. Our 5th - 6th-graders are recruited as conflict managers during primary grade recess to support leadership and mentoring. Our Wellness Team - which meets weekly to monitor our multi-tiered systems of supports (MTSS) and attendance - is comprised of our principal, .5 FTE counselor, .2 FTE behavior specialist, .2 FTE NVIH social worker/therapist, .2 FTE school nurse, .4 FTE CAFE specialist and Expanding Minds Program site support specialist. We also hold weekly Monday morning assemblies to promote upcoming school events, student council announcements, and award student achievements to help connect our students to school. We were fortunate to hold three high-interest schoolwide assemblies to engage further and connect students.

SBAC—We declined by 2.4 points in ELA and 21.8 points in Math (points from standard). In ELA, our socioeconomically disadvantaged were 38 points below standard (increased by 6.1 points) and students with disabilities (SWD) student groups were 90 points below standard (declined by 15.3 points). In Math, our socioeconomically disadvantaged were 56 points below standard and students with disabilities (SWD) were over 100 points below standard.

iReady Growth Targets -We declined in the percentage of students meeting their mid-year Reading and Math growth targets from the previous year.

CHKS—The percentage of students feeling safe and connected to school decreased from the previous year's CHKS—increased from 71% to 75% (school connectedness) and 77% to 84% (safe). More students participated in the survey this year.

Suspension Rate - Increased 1.2 % from the previous dashboard rating from “Low” (Yellow) in 2024 to “Medium” (Orange) in 2025. Six students were suspended.

Chronic Absenteeism - In 2024-2025, The percentage of students who missed 10% or more of the enrolled school year declined by 4.5% from the previous year. 12.7% of All Students were Chronically Absent. In 2023-2024, 21.1% of Students with Disabilities were Chronically Absent. We maintain the performance color Yellow on the dashboard.

A concerted effort has been made to communicate the strong correlation between good attendance, academic achievement, and social-emotional well-being through Parent Square messages, personal phone calls and in-person meetings. Families are informed of the school's goal of 95%, the past 7-day attendance rate, and the year-to-date attendance rates. We also monitor students' attendance below the 90% threshold each week during our Wellness Team meetings with follow-up by the principal, counselor, CAFE specialist, and administrative clerk. We have incentivized attendance through the WJUSD attendance campaigns, awards, class competitions, and raffles. We post the attendance rate of each class each month and randomly draw a winner from the classes with the best attendance and most improved. Monthly attendance recognition and weekly monitoring continue to have a positive impact so far this year. However, we continue to have students below the 90% attendance rate and are identified as chronically absent.

Each teacher provides students time during the day to work on their personalized i-Ready lessons and to take Accelerated Reader quizzes after reading a book. Before each diagnostic, teachers hold data chats with each student, set goals, and monitor students' time on lessons and the number of lessons passed each week. Diagnostic results are sent home with students to inform families of their academic levels (mid or above grade level, early on grade level, one grade level below, two grade levels below, three or more grade levels below). Renaissance Place (Accelerated Reader, STAR assessment) supports student literacy and assists in monitoring their progress. The STAR assessment provides another data point to identify student zone of proximate development and independent reading levels, which allows for appropriate high-interest books for students to read through class, school, or digital libraries (Epic). The STAR and AR programs support goal setting, reading comprehension and track the total number of words read. Math interventions by Mr. Albin (intervention instructor) have improved student outcomes as measured by pre- and post-assessments.

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

Aside from the limitation of teacher availability which reduced the amount and frequency of after school interventions, there were no major differences between the budgeted expenditures and planned implementation of strategies/activities.

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

The staff continues to express the need for additional support in the four combo classes expected for the 2026-2027 school year (1/2, 2/3, 4/5, and a 5/6 combo class). To address this need, we will continue to utilize PLCs, add push-in support with an intervention instructor, intentional and focused use the combination of paraprofessionals, and use of math fact lab for specific students (not the entire class). Goal 2.4

Our sixth-grade teacher will offer in-house professional development and observational feedback for the intermediate grades to refine literacy circles/book clubs and writing instruction. We will measure the effectiveness of these strategies using the SBAC writing domain as a metric. 2026-2027 will be the baseline. Goal 2.6

To increase literacy (reading fluency, reading comprehension and the love of reading), our school will increase the use of book club/literature circles by providing training and purchasing sets of high-interest books for student groups to select. In addition, we will provide funds to our school library to expand the selection of high-interest and culturally relevant books available to our students. Goal 2.2

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.

English Learner Focus

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.

To improve our English learners' reading, written, and oral language 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
Reclassification rate for English Learners (EL)	2022-2023: 6.9% (2 out of 29) Baseline 2023-2024: Goal Not Met 6.9% (3 of 43) Actual 2024-2025: Goal Met 10.3% (3 out of 29)	Increase the Reclassification rate by three percent (3%) or more.
Reclassification of LTEL Students	2022-2023: 2 LTELs, 1 reclassified (50%) Baseline 2023-2024: Goal Not Met 2 LTELs, 2 reclassified (50%) Actual 2024-2025: N/A No LTELs	Reclassify 100% of LTEL students with an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.
Reclassification of SPED/EL Reclassification rate for Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassification rate for Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions.	2023-2024: N/A Baseline 2024-2025: N/A - No dually identified SPED/EL student had an alternate summative ELPAC Level 3	Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3 as well as SPED Dually-Identified SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.

	N/A - No dually identified SPED/EL students were assigned domain exemptions on the summative ELPAC Actual 2025-2026: N/A N/A - No dually identified SPED/EL student had an alternate summative ELPAC Level 3 N/A - ELPAC results are not available for the two dually identified SPED/EL students who were assigned domain exemptions on the summative ELPAC.	
Performance Level on the English Learner Progress Indicator (ELPI)	2022-2023: While no official ELPI indicator was provided due to low English Learner enrollment (24), 41.7% of our ELs progressed towards English language proficiency. Baseline 2023-2024: While no official ELPI indicator was provided due to low English Learner enrollment (22), 63.6% of our ELs progressed towards English language proficiency. Actual 2024-2025: Goal Not Met While no official ELPI indicator was provided due to low English Learner enrollment (25), 24% of our ELs progressed towards English language proficiency.	Increases of 1/2 (one half) to a whole band/level based on the English Learner Progress Indicator - Schools Five-by-Five Placement
Percentage of English Learner (ELs) students who reach growth targets on iReady in Reading and Math (elementary only)	2023-2024: Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 39% Math Grades 1 - 6th = 14% Baseline 2024-2025: Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 40% (no) Math Grades 1 - 6th = 9% (no) Actual 2025-2026: Goal Not Met Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 13% (no) Math Grades 1 - 6th = 17% (no)	Increase the percentage of English Learners in grades 1 - 6 that reached typical growth targets on the mid-year diagnostic by 10 percent in Reading and 10 percent in Math (23% in Reading and 27% in Math).

School rating of EL (English Learner) Roadmap Principle 1 (self-assessment conducted with staff and averaged)	2023-2024: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 3 (Language and cultures are assets) sub 2 = 3.1 (No single EL profile) sub 3 = 3.6 (School climate is affirming, inclusive, safe) sub 4 = 3.7 (Strong family and school partnership) sub 5 = 3.4 (Supporting English Learners with disabilities) 3.36 average rating Baseline 2024-2025: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.7 (Language and cultures are assets) sub 2 = 2.7 (No single EL profile) sub 3 = 3.4 (School climate is affirming, inclusive, safe) sub 4 = 3.5 (Strong family and school partnership) sub 5 = 3.1 (Supporting English Learners with disabilities) 3.08 average rating Actual 2025-2026: Goal Not Met Principle 2: Assets-Oriented and Needs Responsive Schools sub 1 = 2.33 (Language and cultures are assets) sub 2 = 2.77 (No single EL profile) sub 3 = 3.55 (School climate is affirming, inclusive, safe) sub 4 = 3.44 (Strong family and school partnership) sub 5 = 3.08 (Supporting English Learners with disabilities) 3.08 average rating	Increase each sub-component to a 3 or higher, and the average rating to 3.1 for ELRM Principle 1
School rating of EL (English Learner) Roadmap Principle 2 (Self-assessment should be conducted with staff and ELAC, and averaged)	New Metric Actual 2025-2026: sub 1 = 2.93 (Language development through subject matter learning, including integrated and designated ELD) sub 2 = 3.21 (Rigorous, intellectually rich standards-based curriculum) sub 3 = 3.43 (Teaching and learning emphasis on engagement, discourse, inquiry and critical thinking with high expectations) sub 4 = 3.07 (ELs are provided access to the full curriculum with supports) sub 5 = 2.57 (Home language is a means to access subject matter, a foundation for English development)	Increase each sub-component by 0.5

	and where possible is developed to promote high levels of literacy along with English) sub 6 = 2.64 (Instructional materials support high levels of intellectual engagement with scaffolds) sub 7 = 2.43 (ELs are provided choices of research-based language support/development programs and enrolled in programs designed to overcome language barriers and access to curriculum) Overall = 2.89 out of 4	
Percent of English Learner families' survey rating of Satisfaction for Parent Information Presentations/Workshops	2023-2024: 100% Baseline 2024-2025: 100% Actual 2025-2026: Goal Met 100%	Maintain 100% percent parent satisfaction on the Parent Information Presentations/Workshops survey

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	Goal 3.1 - Targeted focus to provide instructional interventions for English Learners (ELs) who are not making adequate growth in English Language Arts (i.e. reading, writing) and Math.	English Learners	3000 Title I Part A: Basic Grants Low-Income and Neglected Intervention Instructor VSA (Variable Service Agreement)
3.2	Goal 3.2 - Targeted focus to provide selected teachers EL-related professional development to increase the use and effective delivery of best instructional practices during designated ELD and integrated ELD.	English Learners	2501 Title I Part A: Basic Grants Low-Income and Neglected GLAD Demonstration School Professional Development
3.3	Goal 3.3 - Targeted focus to provide After School Interventions to English Learners (ELs) who are not making adequate growth in English Language Arts (i.e. reading, writing) and/or Math.	English Learners	992 Title I Part A: Basic Grants Low-Income and Neglected Two Sessions (twice a week for four weeks, 1 hour)
3.4	Goal 3.4 - Schoolwide focus to utilize designated and integrated English Language Development (ELD) instructional strategies and best practices across the curriculum, including sentence frames, writing structures, small group reading, vocabulary development, and ELPAC practice. Specifically: -Provide substitutes to relieve teachers to collaborate and plan with the EL Specialist to co-develop strategies and supports for English Learners (ELs)	English Learners	804 Supplemental/Concentration Concentration (6 half day substitutes to cover teachers and EL specialist)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Provide EL shadowing days so the EL Specialist, teachers, and the Principal can track and monitor EL supports and oral language use throughout the day		
3.5	Goal 3.5 - Targeted focus to provide information nights/trainings/workshops to increase knowledge and the level of understanding of school programs and resources to parents	English Learners	127 Title I Part A: Parent Involvement
3.6	Goal 3.6 - Schoolwide focus to provide interpreters for families during conferences, parent meetings, and information nights	English Learners	242 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The following strategies are in place for Goal 3: Collaboration between our English Learner Specialist and teachers of designated ELD to discuss and plan best instructional practices (integrated and designated ELD), EL data review, and ELPAC test preparation; provided EL specific after school interventions that are focused on our early primary grades (K/1 and 4/5 grade students); Family literacy workshops with our CAFE specialist were provided with a focus on literacy resources and strategies to use at home; GLAD professional development was attended by the teacher (5th grade) with the most English Learners; English learners have priority enrollment in the Expanding Minds; we provided interpreting for Spanish speaking families during Parent Teacher Conferences, Back to School Night, IEP/SST meetings and parent trainings/workshops; we purchased supplemental materials to support integrated ELD and designated ELD; and continued to utilize data analysis protocols during PLC meetings, which identify strengths and areas of need of our ELs, as well as research-based strategies teachers agreed-upon.

The 2025 ELPI declined substantially, decreasing by nearly 40% to 24% making progress. Three students reclassified as fluent English proficient last Spring, with a similar amount anticipated after this year's ELPAC summative results are available. The Parent Information/Workshop (Family Literacy Program) had a 100% satisfaction rating, and our ELAC families indicated that Plainfield is asset-oriented and needs-responsive, specifically toward our English Learners. Although we did not reach our i-Ready mid-year diagnostic growth targets for ELs, parents are informed during Parent Teacher Conference and SST meetings, with the recommendation to have their students work on i-Ready after school. Due to our statistically low numbers of English learners are a part of our school's population, teachers reported that ELs were not typically getting the same amount of time as English Only (EO), Initial Fluent English Proficient (IFEP) or Reclassified students, to complete i-Ready lessons during the day because designated ELD is typically held when English-only students are provided with i-Ready time. To counter this reality, we continue to work with the Expanding Minds program to have all students in the after school program work for 20 minutes each day on i-Ready.

Teachers reported that collaborate with the EL specialist has value and has made a positive impact on student learning. Teachers have attended GLAD refresher training on a rotational basis. Mrs. Johnson's use of Literature Circles was shared with staff and she led a training with the other 4th, 5th and 5/6 combination grade teachers. Next year, we plan to expand this beneficial practice to third grade.

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

Due to a change in our assigned English Learner Specialist (ELS), limited experience, and a family emergency, we were unable to hold EL Mini Conferences this year. Also, because our ELS was on site in the afternoons, collaboration and coaching was held then versus the need to use substitutes to release teachers to collaborate. In addition, due to lack of parent availability in the afternoon and evening, we had to provide planned Parent workshop information and resources during ELAC meetings. Aside from that no strategies or budget expenditures significantly changed. One teacher attended EL-related training (Guided Language Acquisition Design). We are in the process of scheduling the last round of EL interventions.

ELAC requested a parent training on iReady, Accelerated Reader, and math resources to help them understand the curriculum in order to support their student(s) at home.

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

The majority of ELs are underperforming - we are not making as much progress on the CAASPP as anticipated. We must improve the effectiveness of Tier 1, first best instruction coupled with integrated ELD resources. We plan to improve the efficacy of PLCs to collaborate, plan and deliver Tier 1 best first instruction. In addition, we will utilize ELA unit plans centered on Literature Circles/Book Clubs to increase consistency and rigor, as well as to continue refining our interventions to focus on response to literature. We believe this along with intentional instruction with and exposure to SBAC interims will improve EL scores. Additionally, increasing the amount of oral language use during designated and integrated ELD instruction as a precursor to writing will support academic achievement. Metrics will remain the same as last year.

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.

To increase opportunities for student voice and participation in the development of extracurricular, support, and leadership activities.

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
Percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2022-2023: 150 students (or 54% of the student body) in grades 3-6 provided input to the SPSA through a survey in the first semester. 2023-2024: 175 students (58% of the student body) provided input to the SPSA in the Fall, and 159 students (53% of the student body) provided input to the SPSA in the Spring. Baseline 2024-2025: 180 students from grades 2nd - 6th (65% of the student body) provided input to the Safety Plan/SPSA in the Fall, and 127 students from grades 3rd - 6th (46% of the student body) provided input to the SPSA in the Spring. Actual 2025-2026: Goal Met 183 students from grades 2nd - 6th (66% of the student body) provided input to the Safety Plan/SPSA in the Fall, and 144 students from grades 3rd - 6th (52% of the student body) provided input to the SPSA in the Spring.	Maintain the percentage of students (as a percentage of the student body) providing input to the SPSA at 65%.
Percent of students, reflective of school demographics, providing input to the SPSA through focus groups	2023-2024: Youth Advisory Council Representation: 4th grade: 4 students (2 male, 2 female) 5th grade: 5 students (4 male, 1 female) 6th grade: 4 students (2 male, 2 female) Youth Advisory Council Total 13 students (8 male, 5 female) 3 SWD, 4 SES, 1 RFEP, 1 EL SPSA Focus Group 1 (eight 4th grade students - 1 RFEP, 2 SWD, 2 EL, 2 SES, 1 SC; 4 males, 4 females) SPSA Focus Group 2 (Eight 5th grade students - 2 RFEP, 1 SWD, 3 SES, 1 SC; 4 males, 4 females) SPSA Focus Group 3 (Eight 6th grade students - 1 RFEP, 2 SWD, 2 EL, 4 SES, 1 SC; 4 males, 4 females) Focus Group Total	Maintain the percentage of students providing input to the SPSA through focus groups at 33% or higher, and the number of representative demographic groups [3 Reclassified Fluent English Proficient (RFEP), 4 Students with Disabilities (SWD), 3 English Learners (EL), 6 Socioeconomic Status (SES), 2 Student Council (SC)] with a balanced female to male ratio.

	37 students (20 male, 17 female: 5 RFEP, 8 SWD, 5 EL, 13 SES, 2 SC), 37/142 (26.1%) Baseline 2024-2025: The Youth Advisory Council (grades 4 - 6) meets regularly (approximately each month) throughout the year to provide input to the SPSA. Youth Advisory Council representation: Youth Advisory Council Representation: 4th grade: 4 students (2 male, 2 female) 5th grade: 4 students (2 male, 2 female) 6th grade: 4 students (2 male, 2 female) Youth Advisory Council Total 12 students (6 male, 6 female) 2 SWD, 4 SES, 1 RFEP, 1 EL SPSA Focus Group 1 (Six 4th grade students - 1 RFEP, 1 SWD, 2 SES, 0 SC; 3 males, 3 females) SPSA Focus Group 2 (Six 5th grade students - 1 RFEP, 1 SWD, 3 SES, 1 SC; 3 males, 3 females) SPSA Focus Group 3 (Six 6th grade students - 1 RFEP, 2 SWD, 3 SES, 1 SC; 3 males, 3 females) SPSA Focus Group 4 (Six English learners - 6 EL; 3 males, 3 females) Focus Group Total 36 students (18 male, 18 female: 4 RFEP, 6 SWD, 7 EL, 12 SES, 2 SC), 36/110 (32.7%) Actual 2025-2026: Goal Met The Youth Advisory Council (grades 4 - 6) meets regularly (approximately each month) throughout the year to provide input to the SPSA. Youth Advisory Council representation: Youth Advisory Council Representation: 4th grade: 4 students (1 male, 3 female) out of 26 (15.4%) 5th grade: 5 students (2 male, 3 female) out of 40 (12.5%) 6th grade: 4 students (2 male, 2 female) out of 35 (11.4%) Youth Advisory Council Total 13 students (5 male, 8 female: 3 SWD, 7 SES, 3 RFEP, 2 EL) out of 101 (12.9%)	
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	SPSA Focus Group 1 (Six 4th grade students - 1 RFEP, 1 SWD, 2 SES, 0 SC; 3 males, 3 females), 6/26 (23.1%) SPSA Focus Group 2 (Six 5th grade students - 1 RFEP, 2 SWD, 3 SES, 1 SC; 3 males, 3 females), 6/40 (15%) SPSA Focus Group 3 (Six 6th grade students - 1 RFEP, 2 SWD, 3 SES, 1 SC; 3 males, 3 females), 6/35 (17.1%) SPSA Focus Group 4 (Six English learners - 6 EL; 3 males, 3 females) Focus Group Total 37 students (17 male, 20 female: 6 RFEP, 8 SWD, 2 EL, 15 SES, 2 SC), 37/101 (36.6%)	
Number of partnerships with the community and other programs that provide students with opportunities to increase engaged	2023-2024: Yolo Farm to Fork, Scouts of America, Running for Rhett, Playwell Teknologies, UC Davis Project Catalyst, UC Davis Kids in Nutrition, Art with June Wood, Woodland Public Library, California Foundation for Ag in the Classroom (10), Crocker Art Museum, Westminster Woods, Conservation Ambassadors, Explorit Science, Rec2Go, Woodland Police Department (16). Baseline 2024-2025: Yolo Farm to Fork, Scouts of America, Playwell Teknologies, Art with Judy Catambay, Woodland Public Library, Sutter's Fort, Westminster Woods, Conservation Ambassadors, Yolo Federal Credit Union, City of Woodland Parks and Recreation (Rec2Go), Woodland Police Department - GREAT program, Willow Oak Fire Department, AMR Sacramento Valley, CalFire, Cache Creek Conservatory, Yolo Basin Organization, UC Davis, NED Show (18) Actual 2025-2026: Goal Met Yolo Farm to Fork (La Tourangelle Farm), Scouts of America, Woodland Public Library, Woodland Regional Park Preserve, Sutter's Fort, Walker Creek, Conservation Ambassadors, City of Woodland Parks and Recreation (Rec2Go), Woodland Police Department - DARE program, Willow Oak Fire Department, Yolo	Increase the percent of partnerships with the community by 5% (1 or more partnerships).

	County Sheriff's Department, 4-H and the Yolo County Fair Grounds (Farm Connection Day), Museum of Science and Curiosity, Tuleyome, Sprouts Farmers Market, UC Davis Children's Center, UC Davis Farm, Mondavi Center, WHS CTE program (19)	
Number of student led clubs offered NEW METRIC	2023-2024: Lunchtime Lego Club, Art Club, Library Club, Cross Country Club, Lunch Bunch, After School LEGO Club, Student Council, Youth Advisory Council, Book Club, Role Playing Game Club (10) Baseline 2024-2025: Lunchtime Lego Club, Art Club, Library Club, Cross Country Club, Lunch Bunch, After School LEGO Club, Student Council, Youth Advisory Council, Book Club, Character Club, Board Game Club, Student Council Sports Club (12) Actual 2025-2026: Goal Met Lunchtime Lego Club, Art Club, Library Club, Cross Country Club, Lunch Bunch, After School LEGO STEM Club, Student Council, Youth Advisory Council, Book Club, Character Club, Table Top Game Club, Anime Club, Student Council Sports Club (13)	Increase the number of extracurricular programs offered by one or more.
Number of student led initiatives NEW METRIC	NEW METRIC Baseline 2025-2026: Souper Bowl Donation Drive	Increase the number of student led initiatives by one or more.
Percent of students in lunch clubs or extra curricular activities	2023-2024: (Survey from Spring 2024) Lunch Bunch 54.7% Art Club = 56% Library Club = 13.2% Lunchtime Lego Club = 18.2% After-School Lego Club = 25.8% Cross Country Club = 23.3% Book Club = 11.9% Role Playing Game Club = 9.4% Student Council Sports Club = 31.4% Baseline 2024-2025: Survey from Spring 2025) Lunch Bunch 63% Art Club = 40.9% Library Club = 19.7% Lunchtime Lego Club = 10.2% After-School Lego Club = 15.7% Cross Country Club = 22% Book Character Club = 29.1% Board Game Club = 11.8% Student Council Sports Club = 27.6%	Obtain a participation rate of 20% of the student body involved in lunch clubs or extra-curricular activities.

	Actual 2025-2026: Goal Met (Survey from Spring 2026) Lunch Bunch 61.1% Art Club = 47.2% Library Club = 37% Lunchtime Lego Club = 18.5% After-School Lego Club = 15.7% Cross Country Club = 22.2% Book Character Club = 22.2% Table Top Game Club = 36.1% Student Council Sports Club = 45.4% Anime Club = 23.1%	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Schoolwide focus to promote student participation in lunch time or after school clubs. -Provide extra duty pay for teachers to host lunch time or after school clubs of student interest (Site and PTA funds)	All Students	744 Supplemental/Concentration Supplemental
4.2	4.2 Schoolwide focus is to promote student voice and participation in the development of extracurricular, support, and leadership activities. -Provide extra duty pay for teacher(s) to lead Student Council -Provide a reading buddy system in which intermediate grade classes are paired with primary grade classes. Intermediate grade students mentor, read, and do activities with their assigned primary grade students (No cost) -Provide students in grades 2 - 6 surveys to be completed at the end of each semester on academic engagement, academic programs, enrichment, and extracurricular activities (No cost) -Provide students in grades 3 - 6 the opportunity to be a part of the student council: commissioners or class representatives (No cost) -Nominate students in grades 4 - 6 to be part of the Youth Advisory Council (No cost) -Provide a conflict manager program so students can develop leadership and problem-solving skills (No cost - adjunct duty) -Provide student-led conferences for grade 6 (No cost) -Identify "Student Voice" as one of the two after-school Expanding Minds (ELOP) Continuous Quality Improvement Plan goals (No cost) -Provide focus groups of students in grades 4 - 6 to be a part of the School Plan for Student Achievement: comprehensive needs assessment and SPSA review/input (No cost)	All students	992 Supplemental/Concentration Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.3	4.3 Leadership focus on promoting student participation in the development of extracurricular, support, and leadership activities. • Provide teachers of combination grade classes substitutes so they can participate on field trips with their classes. • Provide the Youth Advisory Council and Student Council funding for leadership-related field trip substitute costs	Students in the Youth Advisory Council and Student Council	1602 Supplemental/Concentration Concentration
4.4	4.4 Leadership focus on promoting student participation in the development of extracurricular, support, and leadership activities. -Provide the Youth Advisory Council, Student Council and 6th grade students funding for leadership-related field trip transportation costs	Students in the Youth Advisory Council, Student Council and 6th Grade Students	290 Supplemental/Concentration Concentration
4.5	4.5 Leadership focus on providing the Youth Advisory and Student Council decision making in purchasing council supplies and school equipment needs	All Students	163.50 Supplemental/Concentration Concentration 59.60 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

To promote student voice and participation in the development of extracurricular activities, support, and leadership activities, Plainfield Elementary:

Provided surveys during the Fall to students in grades 2-6 to determine their perspective on school safety, climate, culture, interests, and needs. In the spring, students in grades 3-6 participated in a survey to inform the development of SPSA.

Allocated extra duty pay to compensate teachers to facilitate the Student Council meetings and planning for student-led activities

Trained students in grades 4-6 to be Conflict Managers during the primary grade recess to develop leadership and problem-solving skills. These students meet quarterly to discuss the needs of students and the school and receive additional training.

Four staff members and the principal participated in the WJUSD Youth Development Institute to build knowledge and capacity on the principals and tenets of Youth Development.

Provide students multiple opportunities to participate in lunchtime or after-school clubs based on the input from student surveys and availability of supervising staff.

Nominated students to the Youth Advisory Council to inform and review school achievement data and surveys, student needs, as well as to discuss and plan opportunities to improve student engagement.

Held SPSA focus groups (students in grades four, five, and six) to review the California Dashboard indicators and identify root causes and potential barriers before brainstorming change ideas for next year's SPSA strategies.

Identify "Student Voice" as one of the two after-school Expanding Minds program Continuous Quality Improvement (CQI) plan goals to ensure students have a say in the after-school program activities.

Facilitated and supervised the Conflict Manager program with 5th and 6th grade students being recruited and trained to resolve peer conflicts among the Kinder through 6th grade.

Provided mentoring opportunities through the Reading Buddies program.

We are meeting all our metric outcomes for Goal 4 (increase the number of partnerships with the community and other programs, increase the number of extra/co-curricular programs, maintain the percentage of students providing input to the SPSA through both surveys and focus groups).

The Youth Advisory and Student Council are great resources to identify needs and interests, increase student connectedness, and provide leadership opportunities for our students. Discussions and planned actions have been well-received by our students. Over the year, the student council has taken over the facilitation of the school's Monday morning assemblies, where they lead the school in the pledge of allegiance, identify the Life Skill focus of the month, plan and announce spirit days, present student academic and attendance awards, plan the talent show, organize and supervise intramural games at lunchtime, perform skits, run our life skill student store, and share important messages with our student body. The Youth Advisory Council develops and refines surveys, analyzes data, and makes recommendations to improve the survey outcomes of our students. They also present relevant meeting information to their peers in their classes and during assemblies.

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

There were no major differences between the intended implementation to meet the articulated goal. Students have a variety of opportunities to stay engaged and connected at Plainfield. Based on surveys, students reported a positive experience at Plainfield Elementary. However, we will continue to seek student input on their academics, extracurricular activities, sense of safety and belonging, and engagement with the larger community. Following analysis of student surveys, the Youth Advisory Council recommended purchasing equipment and materials for clubs and student engagement during recess times.

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.

No major changes will be made to this goal; only refinements will be made. Based on the outcome of the Youth Advisory's Comprehensive Needs assessment and Focus Group responses, the decision has been made to keep existing strategies and maintain the metric to document the number of students who participate in lunch or after school clubs. Per the Youth Advisory Council, a strategy will be to develop a way to gain second grader input in the SPSA survey (to be developed at the next several Youth Advisory Council meetings) — Second graders will continue to be included in the school safety and culture survey.

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	\$21,156
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,524.60
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$19,240.00
Title I Part A: Parent Involvement	\$369.00

Subtotal of additional federal funds included for this school: \$19,609.00

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	\$41,846.00
Site Discretionary	\$10,026.60
Supplemental/Concentration	\$18,043.00

Subtotal of state or local funds included for this school: \$69,915.60

Total of federal, state, and/or local funds for this school: \$89,524.60

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	41,846.00
Site Discretionary	10,026.60
Supplemental/Concentration	18,043.00
Title I Part A: Basic Grants Low-Income and Neglected	19,240.00
Title I Part A: Parent Involvement	369.00

Expenditures by Budget Reference

Budget Reference	Amount
	83,691.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	41,846.00
	Site Discretionary	10,026.60
	Supplemental/Concentration	18,043.00
	Title I Part A: Basic Grants Low-Income and Neglected	19,240.00
	Title I Part A: Parent Involvement	369.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,386.00
Goal 2	32,621.50
Goal 3	7,666.00
Goal 4	3,851.10

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Phillip Pinegar	Principal
Heather Allan	Classroom Teacher
Barbara Densmore	Classroom Teacher
Ailine Miranda-Sanchez	Classroom Teacher
Seth Albin	Other School Staff
Matt Hays	Parent or Community Member
Lindsay Shields	Parent or Community Member
Jennifer Thurman	Parent or Community Member
Crystal Turben	Parent or Community Member
Kelly Trillo	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 April 15, 2026.

Attested:



Principal, Phillip Pinegar on 4/15/2026



SSC Chairperson, Kelly Trillo on 4/15/2026