



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 16, 2025	5/22/25

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

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

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

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

This plan is being used by 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 meets seven times per year. It reviews the comprehensive school safety plan, school data, progress on goals and metrics within the School Plan for Student Achievement (SPSA), and SPSA-related expenditures. It also participates in a comprehensive needs assessment to develop and approve the upcoming SPSA.

Formal, comprehensive needs assessments were conducted with multiple education partners at Plainfield Elementary, including ELAC (English Learner Advisory Committee), School Site Council, staff, and students. Each meeting included an in-depth review of the most recent California School Dashboard data for Plainfield Elementary school students' academic performance, academic engagement, conditions, and climate. Additionally, informal needs assessments occurred frequently through conversations between the administration, parents, staff, and students.

Student input was gathered using our Youth Advisory Council, two student surveys, and four student focus groups.

In September 2024, a survey was given to 180 students in grades 2 - 6, focusing on school culture and safety. Another survey focused on providing input to developing the 2025-2026 SPSA was given to 127 students in grades 3 - 6 in February 2025. The school culture and safety survey results were used to inform the effectiveness of our school safety and engagement actions. 77.8% of students reported that they always or often liked school, 95% reported that they always or often have friends that care, 96.7% of students always or often feel that their teacher treats them with respect, 94.5% of students reported that our school has clear rules for behavior always or often, 84.4% of students always or often feel safe at school, 97.2% of students always or often feel that there is an adult at my school who will help if needed, 88.3% of students always or often feel the classroom environment allows them to learn, 81.6% of students always or often feel that good behavior is noticed at my school, 74.4% of students always or often feel that our school is clean. Continued takeaways included the need to purchase additional sports equipment, hold regular sports tournaments, ensure shade for lunch tables, and suggestions for clubs (e.g., Dogman club, sports club, HW club, reading club, music club, dance club, etc.). The SPSA survey results allowed students to rate their level of safety, participation (e.g., clubs, after-school activities), levels of achievement, learning barriers, strategies that support their learning (e.g., iReady, class projects, Renaissance Place/Accelerated Reader, MyOn, whiteboards, anchor charts,

XtraMath, Math Fact Lab, etc.), interests (e.g. clubs, favorite books, assemblies), what they liked most about the school, books they want to read or for the school to purchase, and ideas to improve attendance (e.g., more spirit days, incentives, more field trips, more assemblies, poster campaigns, more communication with parents).

Our Youth Advisory Council (YAC), which included four fourth graders, five fifth graders, and four sixth graders, met six times to review local and state achievement data, SPSA implementation and metrics, student survey results, and to participate in a comprehensive needs assessment which resulted in suggested strategies for the 2025-2026 school year. The YAC reviewed and revised the student SPSA survey given to students in grades 3 - 6 in February 2025. Questions and ideas were generated through interactive activities that the Youth Advisory Council (YAC) felt would benefit our school. Based on SPSA survey results and discussions from meetings, the YAC shared the following recommendations: to increase academic engagement and school climate, keep current lunchtime clubs, and offer additional clubs based on teacher availability and/or student interest/feasibility of leading a club. The YAC members recommended that funding in goal 4 should be used to pay teachers for the Cross Country club and, if there was enough money, to pay teachers to lead other clubs during lunch or after school. YAC stated that some clubs can be student-led if they are outside and/or in conjunction with the Student Council. The YAC recommended providing funds to pay the lead teacher(s) for our Student Council since they meet almost weekly at lunch and supervise activities beyond comparable adjunct duty time requirements. The YAC suggested that the school increase recognition and incentives for good attendance and academic growth. They also recommended continuing academic programs such as Accelerated Reader, which helped them identify reading levels and books, set goals, and improve their reading comprehension.

Additionally, the YAC recommended limiting the use of the Math Fact Lab program to primary grades and students who are far behind in math skills. It was suitable for developing number sense and provided a lot of repetition for basic math facts. The YAC wanted to continue to be responsible for reviewing both student surveys, as they are an excellent way for students to propose ideas and actions to improve our school.

Four student focus groups (representative of our school's demographics) were created to participate in a comprehensive needs assessment with Principal Pinegar. Twenty-four students participated in the focus group process: six English learners in grades 3 - 6, six fourth graders, six fifth graders, and six sixth graders. The student focus groups completed a needs assessment by reviewing survey, academic, site (iReady), and state data (CA Dashboard) using Google Slides to capture their input. Students identified attendance, educational programs, student achievement in math and writing, and school connectedness as essential focus areas for our school. Students provide recommendations for SPSA activities/strategies to improve California Dashboard outcomes. Recommendations included: keep the Renaissance Place with the STAR, Accelerated Reader and MyOn programs as it motivated students to read more, set goals, develop vocabulary, and increase reading levels; provide additional attendance incentives such as raffles and student activities at lunch (i.e., clubs); writing activities that are engaging; daily language and math reviews. Our English learners recommended the Mystery Writing program and stated that notes, good instruction taught in different ways, and ample guided practice, help them the most. Our sixth graders recommended the expansion of literature circles/book clubs to more grades to improve reading fluency, comprehension, and writing. These meetings occurred on March 24, 2025 (English learner and 4th grade focus groups) and March 25, 2025 (5th and 6th grade focus groups).

Additional needs assessments were conducted. On January 29, 2025, staff reviewed Plainfield Elementary student performance data and identified English Language Arts and Mathematics as areas of need for all students, emphasizing our students with disabilities and socioeconomically disadvantaged students. Teachers are rating current programs' effectiveness and student engagement levels and prioritizing needs, strategies, and resources. Teachers identified proficiency in reading fluency and comprehension as a top need. They proposed supplemental instructional programs and materials such as Renaissance Place, i-Ready Phonics for Reading, Scholastic News with SPIN, and Heggerty Early Literacy Programs. The training of 3rd-grade through 5th-grade teachers using the promising instructional practice of literature circles/book clubs was also recommended by teachers. To improve student's writing ability, teachers identified the need for highly engaging writing curriculum (e.g. Mystery Writing, Writing Highway, Heggerty Writing Curriculum), academic and content language use, vocabulary development, and the need to utilize the SBAC interim writing assessments to increase student and teacher exposure to high rigor scoring rubrics. To strengthen students' level of proficiency in math, teachers recommended increased use of scaffolding, manipulatives, the three reads process, multiple visible representations, interactive notes, and a supplemental math program to increase computation automaticity (i.e., iReady, MathFactLab, Xtra Math). Teachers also recommended that a math or reading intervention instructor work with students not at grade level during non-core instruction.

Education partner needs assessment meetings were held with the School Site Council on February 19, 2025; Youth Advisory Council on February 25, 2025, and April 14th; ELAC (English Learner Advisory Committee) on March 13, 2025. Referencing the California Dashboard and SPSA implementation, School Site Council members noted that we are progressing toward our goals. Still, there was a slight decline in Academic Performance and an increase in our Suspension Rate. Our students' English Language Proficiency Indicator (ELPI) percentage increased significantly, and our Chronic Absenteeism decreased significantly. They advocate for additional resources for parents to use at home to

help their children with intermediate grade math and to continue current strategies such as school-wide small group support, opportunities for student academic talk, incentives, recess, and lunchtime activities/clubs, as well as integrated/designated ELD (English Language Development)/GLAD (Guided Language Acquisition and Design) strategies. Our ELAC members noted improvement in our ELPI, but reidentified parent involvement, attendance concerns, limited support/ability at home, and communication as underlying causes for lower-than-anticipated attendance performance levels and academic metrics. Parents proposed the continuation of English learner mini parent-teacher conferences and parent information nights or trainings in addition to the current strategies.

Recommendations addressed academic needs and outcomes per the California Dashboard, with promising strategies and supplemental instructional programs that support the attainment of our SPSA goals. On February 19, 2025, the Site Leadership Team reviewed staff recommendations and then, on April 15, 2025, reviewed community partner (SSC, ELAC, Youth Advisory Council, student focus group, and staff) input and proposed actions/strategies to support identified needs.

The School Site Council reviewed the plan on April 16, 2025, considered recommendations and feedback from all groups, and unanimously approved the SPSA.

ELAC and staff reviewed the SPSA on April 24, 2024, and April 30, 2025, 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.

N/A

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.

No state indicator for overall performance was in the "Red" or "Orange" performance category. Plainfield received "Yellow" performance categories for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. The English Learner Progress indicator did not have a performance color identified.

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 "Yellow" categories for "all student" performance in all indicators (i.e., Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics) except for 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.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0%	%	1	0	
African American	%	0%	%	0	0	
Asian	2.33%	1.53%	2.53%	6	4	7
Filipino	0.78%	0.76%	%	2	2	
Hispanic/Latino	49.81%	50.38%	50.54%	128	132	140
Pacific Islander	%	0%	%	0	0	
White	42.80%	42.75%	41.16%	110	112	114
Two or More Races	1.17%	2.29%	2.89%	3	6	8
Not Reported	2.72%	2.29%	2.89%	7	6	8
Total Enrollment				257	262	277

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	25	27	38
Grade 1	28	25	36
Grade 2	36	31	25
Grade3	40	40	33
Grade 4	46	42	39
Grade 5	51	47	39
Grade 6	31	49	50
Grade 7		1	
Total Enrollment	257	262	277

Conclusions based on this data:

1. Last year (2023-2024), our school enrollment increased by fifteen students after a few years of declining enrollment following the COVID-related facilities closures and subsequent remote learning. In 2020-2021, there were 287 students enrolled - a decline of 44 from 2019-2020. In 2021-2022, student enrollment was 257 - a further

decline of 30 students. This school year (2024-2025), we added Kindergarten and 1st grade classes and have had additional students enroll as the year progressed. Currently, we have 280 students enrolled.

Our demographic composition primarily consists of Hispanic (50.54%), White (41.16%), Multiple/No Responses (2.89%), and Asian (2.53%). Our demographic data reveals the need for all students (especially our non-Hispanic and non-White students) to continue feeling socially connected and part of our school.

2. The 2023-2024 Grade Level enrollment ranged from 25 to 50 students. The Primary Grade (K-3) Enrollment average was 22 students per class, putting us within the Grade Span Adjustment (GSA) requirements of 26:1 (student-to-teacher ratio). The Intermediate Grade Enrollment average was 26 students per class, which is lower than the 32:1 average. These class size numbers provide teachers with increased student contact time and one-to-one interactions.
3. Due to projected enrollment numbers in specific grades for the 2025-2026 school year, we are scheduled to have class reductions (Kindergarten and first grade) and two combination classes (2/3, and 5/6). 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.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	28	41	7.8%	10.7%	14.8%
Fluent English Proficient (FEP)	34	29	22	13.2%	11.1%	7.9%

Conclusions based on this data:

- 2023-2024 English Learners (EL) enrollment increased by thirteen students from the previous year. The number of Fluent English Proficient (FEP) decreased by seven to 22 students, and while we had three students reclassified in the Spring of 2024, 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. After-school EL interventions focused on the primary grades due to the high number of ELs in grades K-3 during the current school year (2024-2025).
- The 2023-2024 percentage of EL students as a percentage of our school increased by 4.1 percent. Although we had three students reclassify as fluent English proficient last 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, and monitor EL progress. 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.
- Over the course of three years, there is a positive trend in the number of ELs, while number of students that are designated as Fluent English Proficient (FEP) and RFEPs and the are trending down. As a result teachers need to be well versed in differentiate instruction, provide ample assessment practice and use high yield integrated and designated ELD strategies.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41	39	35	41	39	34	41	39	34	100.0	100.0	97.1
Grade 4	45	43	40	45	42	40	45	42	40	100.0	97.7	100
Grade 5	51	49	40	51	47	39	51	47	39	100.0	95.9	97.5
Grade 6	31	51	53	30	50	52	30	50	52	96.8	98.0	98.1
All Grades	168	182	168	167	178	165	167	178	165	99.4	97.8	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2413.	2406.	14.63	17.95	23.53	36.59	28.21	23.53	29.27	28.21	17.65	19.51	25.64	35.29
Grade 4	2475.	2464.	2430.	28.89	21.43	15.00	24.44	14.29	7.50	24.44	45.24	45.00	22.22	19.05	32.50
Grade 5	2507.	2498.	2477.	27.45	19.15	10.26	23.53	31.91	33.33	19.61	21.28	28.21	29.41	27.66	28.21
Grade 6	2543.	2567.	2561.	16.67	34.00	30.77	30.00	28.00	36.54	40.00	26.00	15.38	13.33	12.00	17.31
All Grades	N/A	N/A	N/A	22.75	23.60	20.61	28.14	25.84	26.06	26.95	29.78	26.06	22.16	20.79	27.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.51	20.51	20.59	73.17	58.97	55.88	7.32	20.51	23.53
Grade 4	24.44	21.43	10.00	64.44	69.05	67.50	11.11	9.52	22.50
Grade 5	27.45	12.77	10.26	54.90	70.21	69.23	17.65	17.02	20.51
Grade 6	23.33	26.00	34.62	56.67	56.00	51.92	20.00	18.00	13.46
All Grades	23.95	20.22	20.00	62.28	63.48	60.61	13.77	16.29	19.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.20	2.56	11.76	70.73	76.92	55.88	17.07	20.51	32.35
Grade 4	8.89	7.14	12.50	66.67	76.19	52.50	24.44	16.67	35.00
Grade 5	15.69	14.89	10.26	52.94	63.83	64.10	31.37	21.28	25.64
Grade 6	20.69	34.00	21.15	58.62	54.00	57.69	20.69	12.00	21.15
All Grades	13.86	15.73	14.55	62.05	66.85	57.58	24.10	17.42	27.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.32	12.82	8.82	80.49	69.23	67.65	12.20	17.95	23.53
Grade 4	15.56	9.52	7.50	73.33	88.10	80.00	11.11	2.38	12.50
Grade 5	21.57	17.02	7.69	64.71	70.21	87.18	13.73	12.77	5.13
Grade 6	16.67	20.00	26.92	80.00	72.00	63.46	3.33	8.00	9.62
All Grades	15.57	15.17	13.94	73.65	74.72	73.94	10.78	10.11	12.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.32	10.26	17.65	73.17	69.23	47.06	19.51	20.51	35.29
Grade 4	13.33	2.38	5.00	68.89	80.95	70.00	17.78	16.67	25.00
Grade 5	27.45	14.89	5.13	58.82	61.70	61.54	13.73	23.40	33.33
Grade 6	13.33	16.00	36.54	73.33	78.00	53.85	13.33	6.00	9.62
All Grades	16.17	11.24	17.58	67.66	72.47	58.18	16.17	16.29	24.24

Conclusions based on this data:

1. In 2023-2024, 46.67 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 2.77 percentage point decrease from 2022-2023 (49.44 percent). In addition, the percentage of students who did not meet the standard increased by 6.48 percent, demonstrating that, on average, students declined overall. Grades 6

had more than 67 percent of students meeting or exceeding standards. Grade 4 had the lowest percentage (22.5 percent) of students meeting or exceeding standards in ELA. This is an unusually low percentage of students not meeting or exceeding standards. This grade (4th) had approximately half the students in a combination class (4/5 combination grade class), and in the previous year, as third graders, were in a 2/3 combination grade class.

2. Achievement Level Descriptors reveal the following percent of students scored Above Standard, At or Near Standard:
In Reading, 80.61 percent (students can comprehend stories and information they read) - a decrease of 3.09% from 2022-2023 (83.7)
In Writing, 72.13 percent (students can communicate effectively in writing) - a significant decrease of 10.45% from 2022-2023 (82.58)
In Listening, 89.89 percent (students can understand spoken information) - a slight increase of 0.23% from 2022-2023 (89.89)
In Research/Inquiry, 75.76 percent (students can find and present information about a given topic) - a decrease of 7.95% from 2022-2023 (83.71)
Not having a comprehensive writing program, a new fourth-grade teacher, and a 4/5 combination grade contribute to these lower scores. We plan to increase student exposure to literature circles, small group reading instruction, and continued use of computer programs such as Accelerated Reader and iReady personalized lesson paths, which will improve these scores. Writing, reading, and research/inquiry domains are areas of growth.
3. In 2023-2024, the percentage of students tested in third through sixth grade was 98.2 percent; three students did not test or receive scores. This data reinforces that parent communication and careful scheduling of CAASPP with time allowed for make-ups ensure that overall participation numbers are high.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41	39	36	41	38	35	41	38	35	100.0	97.4	97.2
Grade 4	45	43	40	45	42	40	45	42	40	100.0	97.7	100
Grade 5	51	49	40	51	48	39	51	48	39	100.0	98.0	97.5
Grade 6	31	51	53	30	51	52	30	51	52	96.8	100.0	98.1
All Grades	168	182	169	167	179	166	167	179	166	99.4	98.4	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2434.	2434.	2441.	17.07	7.89	28.57	41.46	42.11	31.43	26.83	31.58	11.43	14.63	18.42	28.57
Grade 4	2481.	2486.	2452.	17.78	16.67	10.00	35.56	40.48	22.50	28.89	28.57	47.50	17.78	14.29	20.00
Grade 5	2511.	2499.	2484.	23.53	16.67	2.56	23.53	25.00	23.08	23.53	27.08	41.03	29.41	31.25	33.33
Grade 6	2532.	2553.	2559.	23.33	31.37	30.77	10.00	21.57	23.08	36.67	29.41	23.08	30.00	17.65	23.08
Grade 11															
All Grades	N/A	N/A	N/A	20.36	18.99	18.67	28.74	31.28	24.70	28.14	29.05	30.72	22.75	20.67	25.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.63	23.68	25.71	68.29	63.16	48.57	17.07	13.16	25.71
Grade 4	22.22	30.95	12.50	60.00	54.76	72.50	17.78	14.29	15.00
Grade 5	23.53	22.92	5.13	45.10	60.42	64.10	31.37	16.67	30.77
Grade 6	20.00	31.37	28.85	53.33	47.06	51.92	26.67	21.57	19.23
Grade 11									
All Grades	20.36	27.37	18.67	56.29	55.87	59.04	23.35	16.76	22.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.07	21.05	28.57	65.85	52.63	48.57	17.07	26.32	22.86
Grade 4	17.78	9.52	12.50	55.56	73.81	57.50	26.67	16.67	30.00
Grade 5	15.69	12.50	5.13	60.78	56.25	71.79	23.53	31.25	23.08
Grade 6	23.33	27.45	25.00	46.67	54.90	48.08	30.00	17.65	26.92
All Grades	17.96	17.88	18.07	58.08	59.22	56.02	23.95	22.91	25.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.39	5.26	25.71	63.41	84.21	57.14	12.20	10.53	17.14
Grade 4	17.78	21.43	15.00	71.11	57.14	47.50	11.11	21.43	37.50
Grade 5	19.61	8.33	5.13	58.82	64.58	74.36	21.57	27.08	20.51
Grade 6	13.33	23.53	25.00	60.00	56.86	63.46	26.67	19.61	11.54
All Grades	19.16	15.08	18.07	63.47	64.80	60.84	17.37	20.11	21.08

Conclusions based on this data:

1. In 2023-2024, 43.37 percent of students met or Exceeded the Standard in the CAASPP for Mathematics. This is a 6.9 percentage point decrease from the previous year (50.27 percent). Grades 3, and 6 had the highest percentage of students meeting or exceeding the standard, at 60 percent, and 53.85 percent, respectively. Grades 5 had the lowest scores, at 25.64 percent.
2. 2023-2024 Achievement Level Descriptors
 Concepts and Procedures:
 77.71 percent of students were above or near standard (students apply mathematical concepts and procedures). A decrease of 5.53 percent from 2022-2023 (83.24).
 Problem Solving and Modeling/Data Analysis:
 74.09 percent of students were above or near standard (students use appropriate tools and strategies to solve real-world and mathematical problems), a decrease of 3.01 percent from 2022 to 2023 (77.1).
 Communicating Reasoning:
 78.91 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions). A decrease of .97 percent from 2022-2023 (79.88).

This information suggests that our students regressed in their ability to identify relevant information embedded in mathematical word problems, apply strategies to solve them correctly and communicate their conclusions coherently.

3. In 2023-2024, the percentage of students tested in third through sixth grade was 98.2 percent; three 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1417.9	*	*	1439.1	*	*	1368.9	4	4	14
1	*	*	*	*	*	*	*	*	*	6	*	*
2	*	*	*	*	*	*	*	*	*	4	8	*
3	*	*	*	*	*	*	*	*	*	*	5	8
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*		*	*		*	*		4	4	
6	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										24	30	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	14.29	*	*	35.71	*	*	28.57	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	13.33	11.11	37.50	26.67	44.44	50.00	43.33	33.33	4.17	16.67	11.11	24	30	36

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	14.29	*	*	35.71	*	*	42.86	*	*	7.14	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.17	20.00	36.11	50.00	53.33	36.11	20.83	23.33	22.22	0.00	3.33	5.56	24	30	36

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	7.14	*	*	28.57	*	*	14.29	*	*	50.00	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	2.78	29.17	26.67	25.00	37.50	40.00	36.11	33.33	33.33	36.11	24	30	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	7.14	*	*	92.86	*	*	0.00	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	26.67	25.00	75.00	70.00	69.44	0.00	3.33	5.56	24	30	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	28.57	*	*	50.00	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	43.33	33.33	54.17	50.00	55.56	4.17	6.67	11.11	24	30	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	7.14	*	*	64.29	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	5.56	58.33	50.00	61.11	41.67	50.00	33.33	24	30	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.43	*	*	21.43	*	*	57.14	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.17	13.33	11.11	70.83	63.33	55.56	25.00	23.33	33.33	24	30	36

Conclusions based on this data:

- 36 students participated in the 2023-2024 English Language Proficiency Assessments for California (ELPAC) - Summative Assessment. Of those 36 English Learners, 11.11 percent achieved an Overall Language score of

Level 4, and 44.44 percent scored a Level 3 on the 2023-2024 Summative ELPAC. This represents an increase in the number of students who took the ELPAC and those who scored overall levels of 3 and 4 in 2022-2023.

Oral Language scores revealed that 36.11 percent scored a Level 4, and 36.11 percent scored a Level 3.

This data indicates that the majority of our English Learners (EL) improved their levels on the 2023-2024 ELPAC Summative Assessment. The consistent use of engagement strategies that focus on oral language, along with intentional reading and writing supports in designated and integrated ELD, benefits our ELs.

2. Language Domains:
Listening - 25 percent scored in the Well Developed range, while 69.44 percent scored in the Somewhat/Moderately Developed range.
Speaking - 33.33 percent scored in the Well Developed range, while 55.56 percent scored in the Somewhat/Moderately Developed range.
Reading - 5.56 percent scored in the Well Developed range, while 61.11 percent scored in the Somewhat/Moderately Developed range.
Writing - 11.11 percent scored in the Well Developed range, while 55.56 percent scored in the Somewhat/Moderately Developed range.
This data confirms that reading and writing domains have the highest need. Our English Learners need consistent, integrated English Language Development reading and writing strategies across all content areas.
3. This data indicates a slight overall decline in the achievement of our ELs on the 2023-2024 ELPAC Summative Assessment: 11.11 percent of English Learners achieved a Level 4, whereas this category in 2022-2023 was 13.33 percent. Despite this decrease, our English Language Progress Indicator (ELPI) rating jumped from 41.7%, to 63.6% (increase of 22%) demonstrating that our ELs significantly improved from the previous year.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
277	59.6%	14.8%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	14.8%
Foster Youth	0	0.0%
Homeless	2	0.7%
Socioeconomically Disadvantaged	165	59.6%
Students with Disabilities	48	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	7	2.5%
Filipino	0	0.0%
Hispanic	140	50.5%
Two or More Races	8	2.9%
Pacific Islander	0	0.0%
White	114	41.2%

Conclusions based on this data:

- The largest Student Group for All Students/Student Group are our Socioeconomically Disadvantaged students, who represent 59.6 percent of our student body. Students with Disabilities (SWD) were 17.3 percent, followed by English

Learners (ELs), who comprised 14.8 percent. We have noticed that the increasing percentage of ELs and SWDs increases the need to provide intensive academic support.

2. The majority of our Enrollment by Race/Ethnicity is Hispanic (50.5 percent), followed by White (41.2 percent), Two or More Races (2.9 percent), and Asian (2.5 percent) Student Groups. As there are significant numeric differences between Student Groups, our staff must ensure that our school culture implements universal acceptance/inclusion and celebrates cultural diversity with an assets-based approach to foster school connectedness of students and home-to-school partnerships.
3. This aggregated data maintains the continued need to provide multi-tiered systems of support beyond quality first 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2023-2024, students' academic performance was Orange for ELA and Yellow for Mathematics. The average distance from standard was 11.5 points below in ELA and 15.2 points below in Mathematics. In 2021-2022, our school had Yellow performance levels for All Students in both ELA and Math. The average distance from standard was 3 points above in ELA and 6.1 points below in Math. There were similar assessment outcomes in both years.

In 2023-2024, 46.67 percent of students in grades three through six met or exceeded the standard in ELA (Medium Level) - a decrease of 2.77 percentage points; 43.37 percent of students in grades three through six met or exceeded the standard in Math (Low Level)- a decrease of 6.9 percentage points.

In ELA, a deeper analysis indicated that our Socioeconomically Disadvantaged Student Group performed low level (20.3 points below standard) and maintained (+ 2.8 points), Hispanic Student Group performed at a low level (19.1 points below standard) and increased (+5 points), White Student Group performed at a high level (24.8 points above standard) and declined (-14.3 points), English Learners (ELs) declined 10.2 points, and Students with Disabilities (SWD) declined 28 points.

In Math, a deeper analysis indicated that our Socioeconomically Disadvantaged Student Groups performed at a low level (37.9 points below standard) and declined by 10 points; Hispanic Student Group performed at a low level (39.5 points below standard) and declined (8.8 points); White Student Group performed at a high level (14.8 points above standard) and declined 5.4 points; English Learners (ELs) performed at a low level (57.1 points below standard) and increased 3.2 points; Students with Disabilities (SWD) performed at a low level (57.1 points below standard) and increased 3.2 points.

The English Learner Progress Indicator (ELPI) increased by 22%, resulting in 63.6% of ELs progressing towards English language proficiency.

We declined in Math and ELA, while some student groups grew. Our focus on PLCs, quality first instruction, student engagement, consistent use of the Core Curriculum, iReady and supplemental materials, math manipulatives, anchor charts, and additional language supports and scaffolds will continue to support all students. However, we must further support, engage, and connect our underperforming Student Groups (ELs and SWD) with their learning, especially in test preparation with SBAC performance tasks.

2. In 2023-2024, Chronic Absenteeism levels for All Students were Yellow and ranked High, with 17.2 percent identified as chronically absent. This is an overall decrease of 5 percent. All Student Groups made improvements: Hispanic = 22.2% (declined - 4.1%), Socioeconomically Disadvantaged = 24.1% (declined - 2.5%), Students with Disabilities = 21.1% (declined - 1.2%), ELs = 14% (declined - 4.8%), White = 11% (declined - 8.1%). Although there is an area for growth, significant improvement has been made. 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, 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 to get support.
3. The performance level for Suspension Rates increased slightly (+0.3%) but remained Low in 2023-2024. 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 with the resources that the PBIS team has developed and implemented, has shown to have a positive impact on behavior. Additionally, having a part-time school counselor, behavior specialist, and social worker provide services to students, teachers, and families in need - continues to support positive behavior and resiliency outcomes.

School and Student Performance Data

Academic Performance English Language Arts

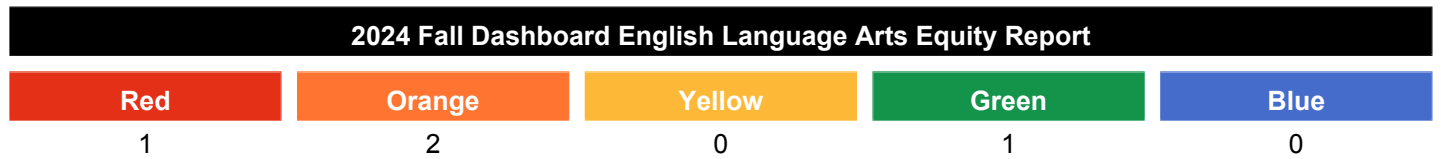
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 11.5 points below standard Declined 14.5 points 155 Students	English Learners  No Performance Color 82.7 points below standard Declined 17.2 points 22 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 44.1 points below standard Declined 23.8 points 87 Students

Students with Disabilities  Red 75.0 points below standard Declined 3.2 points 35 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  Orange 36.1 points below standard Declined 17.1 points 83 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  Green 17.7 points above standard Declined 7.1 points 63 Students

Conclusions based on this data:

- Overall, All Students had an Orange performance level in ELA with an average score of 11.5 points below standard, a decline of 14.5 points from 2022-2023 scores.
-Students identified as Socioeconomically Disadvantaged had an Orange performance level with an average score of 44.1 points below standard, a decline of 23.8 points from 2022-2023 scores.
-Students identified as Hispanic had an Orange performance level with an average score of 36.1 points below standard, a decline of 17.1 points from 2022-2023 scores.
-Students with Disabilities had a Red performance level with an average score of 75 points below standard, a decline of 3.2 points from 2022-2023 scores.

The data reveals a decline in the average points away from standard for all Student Groups.
- English Learners declined last year but did not meet the threshold to be statistically significant for a performance level color. The average score of ELs was 82.7 points below standard, a decline of 17.2 points from 2022-2023 scores. As a result, we must continue improving designated ELD instruction and integrated ELD strategies across the curriculum, monitor EL progress, and provide daily small group instruction.
- Students with Disabilities slightly declined last year (-3.2 points) with an average score of 75 points below standard. This decrease indicates that additional collaboration between the general education and RSP teachers must occur. IEP goals, services and supports need to match classroom instruction to improve student performance on the CAASPP.

School and Student Performance Data

Academic Performance Mathematics

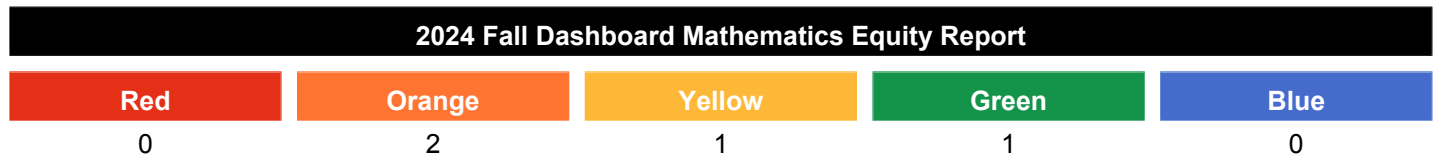
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 15.2 points below standard Declined 9.1 points 156 Students	English Learners  No Performance Color 73.5 points below standard Declined 12.0 points 23 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 37.9 points below standard Declined 10.0 points 88 Students

Students with Disabilities  Yellow 57.1 points below standard Increased 3.2 points 35 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  Orange 39.5 points below standard Declined 8.8 points 84 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  Green 14.8 points above standard Declined 5.4 points 63 Students

Conclusions based on this data:

1. In 2023-2024, the Math for All Students performance level was Yellow. The average distance from standard was 15.2 points below. This demonstrates a need for improved foundational math skills such as number sense, mathematical computation and automaticity. Both primary and intermediate grade teachers are mindful of this area of growth and the need to move students on to the next grade level proficient in the needed skills. They are utilizing manipulatives, computer programs, small group interventions and most importantly - best first instruction.
2. Nearly all reportable Student Groups showed declines. In 2023-2024, the average distance from the standard was as follows by student group:
English Learners scored 73.5 points below standard (a decline of 12 points) - in 2022-2023, the score was 61.5 points below standard.
Socioeconomically Disadvantaged scored 37.9 points below standard (a 10-point decline)—in 2022-2023, the score was 27.9 points below standard.
Students with Disabilities scored 57.1 points below standard (an increase of 3.2 points). In 2022-2023, the score was 60.3 points below standard.
As in past years, many English Learners are dually identified as Students with Disabilities. This information reinforces the need for us to develop our Professional Learning Communities (PLCs) to ensure consistency across grade level spans amongst common formative assessments, data analysis, and instructional practices such as three reads, multiple representations, number talk strategies, and explaining the process to solve mathematical word problems. Qualitative data suggest that students struggle with the Math Performance Task of the CAASPP.
3. Performance data by Race/Ethnicity was limited to White (Green = High, declined by 5.4 points, 14.8 points above standard) and Hispanic (Orange = Low, decreased by 8.8 points, 39.5 points below standard) identification. Current English Learners did not have a performance color but were 92.5 points below standard. There were fewer than 11 Reclassified English Learners in this Student Group, so no performance data was provided. English-only students

scored 4.1 points below standard, declined by 5.9 points. We believe intentional scaffolds and language support for word problems are needed to close the achievement gap. Consistent implementation of the 3-Reads Math Strategy, Number Talks, and Multiple Representations set forth by the district and manipulatives and interventions will increase scores for all students in grades 3-6.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 63.6% making progress. Number Students: 22 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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6%	22.7%	0%	63.6%

Conclusions based on this data:

1. In 2023-2024, 14 of our 22 English Learners (63.6 percent) made progress towards English Language proficiency - progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC. This is an increase of 22 percentage points from the previous year's score of 41.7 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 Moderately Developed (Level 3) designation level and 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 vocabulary, reading comprehension, and writing ability, as well as learning from classroom instruction, supports and interventions.
3. Less than half of our ELs are in the Somewhat Developed (Level 2) and Beginning Stage (Level 1). This highlights the need to continue differentiating instruction during ELD/ELA and provide 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

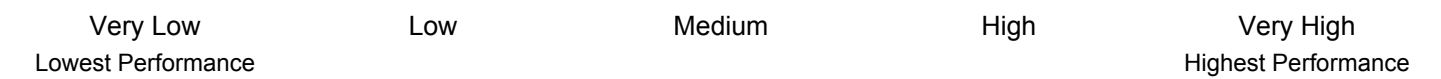
Academic Performance College/Career Report

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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.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 17.2% Chronically Absent Declined 5 290 Students	English Learners  Yellow 14% Chronically Absent Declined 4.8 43 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Orange 24.1% Chronically Absent Declined 2.5 170 Students

Students with Disabilities  Orange 21.1% Chronically Absent Declined 1.2 57 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 22.2% Chronically Absent Declined 4.1 144 Students
Two or More Races  No Performance Color 26.3% Chronically Absent Increased 9.6 19 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 11% Chronically Absent Declined 8.1 118 Students

Conclusions based on this data:

1. In 2023 -2024, our rating for All Students was High, with 17.2 percent of students identified as chronically absent (missing more than 10 percent of the enrolled year), a 5 percent decline from the 2022-2023 percentages. Students with Disabilities were rated Very High, with 21.1 percent chronically absent (declined by 1.2%). Socioeconomically disadvantaged students were rated Very High, with 24.1 percent identified as chronically absent (declined by 2.5%). English Learners were rated High, with 14 percent chronically absent (declined by 4.8%)
2. While limited to three groups (White, Hispanic, and Two or More Races), the performance levels for Chronic Absenteeism by Race/Ethnicity were High to Very High. Out of 118 students identifying as White, 11 percent were identified as chronically absent (declined by 8.1%). Out of 144 students identifying as Hispanic, 22.2 percent were identified as chronically absent (declined by 4.1%). Out of 19 students identifying as Two or More Races, 26.3 percent were identified as chronically absent (increased by 9.6%).
3. This data indicates that we have made significant gains overall as a school but still have to work to ensure all students 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 and academic achievement. Each month, we acknowledge classes with the highest percentage with a trophy. We plan to expand this recognition to include the top intermediate and primary grade levels and the class with the best improvement from the previous month. Our Wellness team meets monthly, analyzes trends, identifies students nearing the 10 percent threshold each month, and develops action plans. In addition, we must 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 SART/SARB.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

- | | |
|----|---|
| 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 math interventions, EL and RFEP monitoring, strong collaboration between RSP and general education teachers, bi-annual academic conferences, and more. Our goal is to have students move to the next grade at/above grade level or have made stretch growth in all academic areas. |
| 2. | N/A |
| 3. | N/A |

School and Student Performance Data

Conditions & Climate Suspension Rate

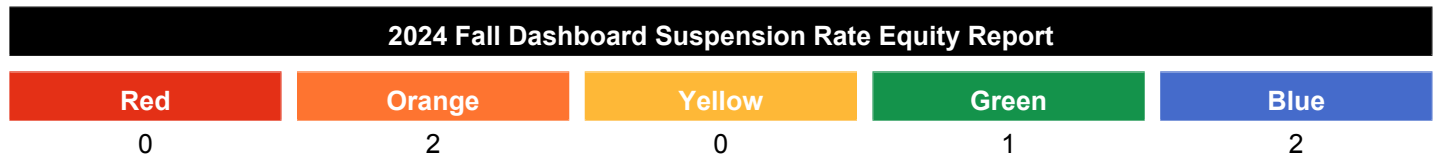
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1% suspended at least one day Increased 0.3% 298 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 47 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Orange 1.7% suspended at least one day Increased 0.4% 178 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 58 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 1.3% suspended at least one day Increased 0.6% 149 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.8% suspended at least one day Maintained 0% 120 Students

Conclusions based on this data:

1. In 2023-2024, three 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 and consequences, 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 help 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.
3. The suspension rate in 2023-2024 was 3%. As of 3/20/2025 five students have been suspended.

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 students who participate in VAPA (Visual and Performing Arts).	2021-2022: Goal Met 100% of students received Visual Art lessons from Mrs. Wood (yes) Band/Performing Arts 6th = 14 students (Band 11 + Strings 3), 14/30 = 46.6% (yes) 5th = 30 students (Band 25 + Strings 5), 30/54 = 55.5% (yes) 4th = 46 students (Strings), 46/46 = 100% (yes) 2022-2023: Goal Partially Met 100% of students received Visual Art lessons from Mrs. Wood (yes) Band/Performing Arts 6th = 21 students (Band 17+Strings 4), 21/54 students = 38.9% (no) 5th = 39 students (Band 24+Strings 15), 39/49 students = 79.6% (yes) 4th = 46 students (Strings), 46/46 students = 100% (yes) Baseline 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) Actual 2024-2025: Goal Partially Met Visual Arts 100% of students received Visual Art lessons from Mrs. Catambay. 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)	Maintain 100% of K-6 students receiving Visual Art lessons. Increase the percentage of 6th graders in band and strings by 3 percent (52%) Increase the percentage of 5th graders in band and strings by 3 percent (67%) Maintain the percentage of 4th graders in strings at 100%.
Number of in-person college or career related Field Trips taken by each class.	21-22: Goal Not Met zero field trips 22-23: Goal Met All grades have taken at least one educational or career-related field trip. Baseline 23-24: Goal Met	Maintain 100% of class will take at least one in-person field trip.

	All grades have taken (or are approved to take) at least one educational or career-related field trip. Actual 24-25: Goal Met All grades have taken at least one educational or career-related field trip.	
Percentage of Parent Portal Accounts	Actual 21-22: 98.54% of families had parent portal accounts. Actual 22-23: Goal Met 100% of students' parents have at least one Aeries Parent Portal Account. Baseline 23-24: Goal Met 100% of students' parents have at least one Aeries Parent Portal Account. Actual 24-25: 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	21-22: Goal Not Met 37 total entries DA - Interruption during class or activities - 3 DB - Running, excessive noise, loitering - 1 DF - Inappropriate display of affection - 1 DG - Lying to get self or others out of trouble - 1 DJ - Failure to follow directions - 4 DK - Minor physical aggression - 11 DL - Mutual fight (little or no injury) - 1 DM - Unintentional, incidental physical contact - 1 DN - Minor or accidental damage to property - 4 DO - Disruptive behavior to express frustration or gain attention - 9 DS - Yelling or using aggressive language toward others - 1 22-23: Goal Not Met 63 total entries D2 - Inappropriate Language - 1 D3 - Bus Citation - 1 DA - Interruption during class or activities - 2 DE - Minor annoying behavior or negative gesture - 3 DG - Lying to get self or others out of trouble - 3 DJ - Failure to follow directions - 10 DK - Minor physical aggression - 15	Decrease the total assertive discipline entries by 10 (93) - with a focus on minor physical aggression.

	DM - Unintentional, incidental physical contact- 2 DN - Minor or accidental damage to property - 5 DO - Disruptive behavior to express frustration or gain attention - 14 DQ - Violation of AUP - 1 DS - Yelling or using aggressive language toward others - 1 DW - Electronics violation - 2 DY - Profanity - 3 Baseline 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 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 Actual 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	
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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 encouraging students to participate in extracurricular and extended learning activities and providing incentives to improve school readiness and connectedness. -Provide extra duty pay for staff to lead lunch clubs for students to experience extracurricular activities (e.g., STEAM, debate, sports) -Provide an organization system for family communication and homework recording (e.g., Parent Square, K-6 School to Home Communication Folders, Grades 3-6 Student Planners) -Provide assemblies and incentives to recognize and promote attendance, academics, literacy, and character development of students -Provide Life Skills, classroom incentives, and reward systems -Provide mentoring opportunities with "at-risk" students who have assertive discipline entries -Provide regular attendance analysis and data share with staff, followed by parent/guardian phone contact for "at-risk" students -Provide college & career/educationally related field trips, guest speakers, and learning activities -Provide teacher-led visual arts lessons and materials to students -Provide goal-setting and data chats with students -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	2722 Supplemental/Concentration (\$1,582 Sup; \$1,140 Con) 782 Site Discretionary
1.2	Goal 1.2 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 their creativity and interest. -Hire a part-time certificated VAPA (visual arts or general music) teacher or classified VAPA facilitator students to deliver regular instruction in visual arts or music	All Students	40167 Arts and Music in Schools (\$38,962 staff, \$1,205 materials)

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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 Judy Catambay; supplemental materials and technology opportunities for student participation such as Math Fact Lab, Scholastic News, Writing Highway, iReady Phonics for Reading; 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 Gness; lunch clubs for students; field trip opportunities and guest speakers.

This year, we declined the percentage of sixth and fifth-grade students participating in performing arts (music, strings, and band) and maintained the percentage of fourth-grade students in performing arts (music, strings). While the percentage remained at 100%, with the addition of a transition to a kindergarten program, K/1 combo class, and increased enrollment, the number of students receiving specialized art lessons has increased. Every class has attended at least one interactive college and/or career-related field trip.

Our PTA has done an excellent job with outreach and building community, which allowed our school to raise funds to provide enrichment opportunities (i.e., Art and Garden Coordinator through a Variable Service Agreement contract, LEGO Engineering After School enrichment 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 to promote activities during the day and the Expanding Minds program. Consistent student/teacher use of planners (3rd - 6th grade) and red communication folders (TK-6) support high levels of parent volunteerism and the college and career skills of goal setting, time management, and organization. All students receive quality art instruction with Mrs. Catambay several times throughout the year and take home their masterpieces. 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 five percent 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. The Woodland High School Band provides a tour each year to inspire students to join the secondary music programs.

All students reported enjoyment when working on art projects with Mrs. Catambay. Field trips, lunchtime and/or after-school clubs, assemblies (i.e., Wild Things, Movement in Rhythm with Phil Tulga), 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. 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. We plan to use the funding for the Prop 28 grant to provide additional opportunities for VAPA and refine the garden coordinator schedule and activities to make it a consistent part of every class's instructional week. PBIS rewards systems (life skills and the life skill student store) continue to promote positive behaviors and acknowledgment systems. Using our 4th, 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 transportation and substitute costs. 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, the Yolo Farm to Fork Garden Plan, and extra duty funding for teachers to supervise lunch clubs.

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 2025-2026 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. With the addition of a VAPA instructor, we will document how many art or music sessions students by grade participate in. 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.

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.	2020-2021: N/A 2021-2022: ELA Performance Level - Medium (51% of All Students met or exceeded standard) Math Performance Level - Medium (49% of All Students met or exceeded standard) Baseline from 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 Actual 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 = None Math Performance Level - Yellow (43.4% of All Students met or exceeded standard) 15.2 points below standard Student Groups in Red = Students with Disabilities (75 points below standard)	Increase ELA and Math academic indicators in the "Distance From Standard" category by three or more points for all students from the previous year. Increase the percentage of students meeting proficiency in ELA and Math by five percent (5%) or more from the previous year. Students with Disabilities will decrease the points away from the standard by 3 points or more, moving from 75 points to at least 72 points. Continue progressing toward Green on the dashboard in both ELA and math.
Performance level on English Learner Progress Indicator (ELPI)	2020-2021: N/A 2021-2022: No official rating due to the low number of English Learners taking the ELPAC. Based on the percentage of ELPI, the unofficial rating is Very High - 65% Baseline from 2022-2023: There is no performance color due to the low number of English Learners (24) taking the ELPAC. 41.7% of English Learners were making progress towards English language proficiency, a decline of 23.3%. Actual 2023-2024: Goal Met There is no performance color due to the low number of English Learners (22) taking the ELPAC. 63.6% of English Learners were making	Increase the ELPI by five percent of students who are making progress.

	progress towards English language proficiency, an increase of 22%.	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	2020-2021: N/A 2021-2022: 50.89% of students in grades 3 - 6 met or exceeded the Standards level on SBAC English Language Arts in 3rd grade = 51.22% (Goal Met) 4th grade = 53.33% (Goal Not Met) 5th grade = 50.98% (Goal Met) 6th grade = 46.67% (Goal Met) Baseline from 2022-2023: 49.44% of students in grades 3 - 6 met or exceeded the Standards level on SBAC English Language Arts in 3rd grade = 46.15% (Goal Not Met) 4th grade = 35.71% (Goal Not Met) 5th grade = 51.06% (Goal Not Met) 6th grade = 62% (Goal Met) Actual 2023-2024: Goal Not Met 46.67% of students in grades 3 - 6 met or exceeded the Standards level on SBAC English Language Arts in 3rd grade = 47.06% (Goal Not Met) 4th grade = 22.50% (Goal Not Met) 5th grade = 43.56% (Goal Not Met) 6th grade = 67.31% (Goal Met)	Increase the percentage of students meeting proficiency in ELA by five percent (5%) or more from the previous year.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	2020-2021: N/A 2021-2022: 49.1% of students in grades 3 - 6 met or exceeded the Standards level on SBAC Math in 2021-2022: 3rd grade = 58.53% (Goal Not Met) 4th grade = 53.34% (Goal Not Met) 5th grade = 47.06% (Goal Met) 6th grade = 33.33% (Goal Not Met) Baseline from 2022-2023: 50.27% of students in grades 3 - 6 met or exceeded Standards level on SBAC Math in 2022-2023: 3rd grade = 50% (Goal Not Met) 4th grade = 57.14% (Goal Not Met) 5th grade = 41.67% (Goal Not Met) 6th grade = 52.29% (Goal Met) Actual 2023-2024: Goal Not Met 43.37% of students in grades 3 - 6 met or exceeded Standards level on SBAC Math in 2023-2024: 3rd grade = 60% (Goal Met) 4th grade = 32.5% (Goal Not Met) 5th grade = 25.64% (Goal Not Met)	Increase the percentage of students meeting proficiency in Math by five percent (5%) or more from the previous year.

	6th grade = 53.85% (Goal Not Met)	
Percentage and number of students who are chronically absent Percentage of Students with Disabilities (SWD) that are chronically absent	2020-2021: 7.07% of students were chronically absent 16% of students with disabilities (SWD) were chronically absent 2021-2022: Goal Not Met 32.16% of students were chronically absent 27.7% of students with disabilities (SWD) were chronically absent Baseline from 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%) Actual 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%)	Decrease the percentage of students who are chronically absent by 10% or to 20% (10% of 22.2% = 2.22%) Decrease the chronic absenteeism of SWD by 10% or to 20% (10% of 22.2% = 2.22%)
Student sense of safety and school connectedness (California Healthy Kids Survey and SAEBRS, SCOE Bully Prevention and Intervention Evaluation Report - Bully Prevalence)	2020-2021: The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 84% School Connectedness 88% Feel Safe at School 2021-2022: The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 79% School Connectedness 80% 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 84% Baseline from 2022-2023: The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 86% School Connectedness 83% Feel Safe at School The Plainfield Elementary Spring SAEBRS (Social Academic Emotional Behavior Risk Screener) percent of	Due to low participation rates among 5th-grade students - data will not be available next year. (CHKS 2024-2025 Expected Outcome: Increase the 5th grade student sense of safety and school connectedness by three percent (+3%, 74%). (Spring SAEBRS 2024-2025 Expected Outcome: Increase the percentage of students with low to no risk by one percent (+1%, to 88%). (SCOE Bully Prevention and Intervention Evaluation Report Expected Outcome: Decrease the percentage of students who report that spreading rumors and lies about other students behind their back is a big/very big problem by 5 percent (-5%, to 23%).

	students who have low to no risk is 83% Actual 2023-2024: Goal Not Met 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.	
Suspension rate	2020-2021: Suspension rate was 0% 2021-2022: Suspension rate was 0% Baseline from 2022-2023: Suspension rate was 0.7% Actual 2023-2024: Goal Not Met Suspension rate was 1.0%	Decrease suspension rate by .1 percent
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2020-2021: N/A 2021-2022: Due to low school participation, the WJUSD 2020-2021 CHKS Parent Survey was used. The percentage of WJUSD Elementary parents responded to the following key indicators, indicating strongly agree: Parental Involvement = 58% Student Learning Environment = 62% Student Risk Behavior and Prevention, Disorder = 4% Facilities = 47% Baseline from 2022-2023: Plainfield 2022-2023 CHKS Parent Survey responded to the following key indicators - indicated strongly agree: Parental Involvement = 67% (Yes) Student Learning Environment = 56% (No)	Increase the overall percentage of strongly agree by 5% on all key indicators

	Student Risk Behavior and Prevention, Disorder = 20% (No) Facilities = 45% (No) Actual 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)	
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2020-2021: Mid-Year Reading = 33% Mid-Year Math = 22% 2021-2022: Mid-Year Reading = 44% Mid-Year Math = 26% 2021-2022: Mid-Year Reading = 36% Mid-Year Math = 25% Baseline from 2022-2023: Mid-Year Reading = 36% Mid-Year Math = 22% Actual 2023-2024: Goal Not Met Mid-Year Reading = 32% (decreased) Mid-Year Math = 14% (decreased by 8)	Increase the percentages of students who reach growth targets on i-Ready Reading and Math by 3 percentage points Mid-Year Reading = 35% Mid-Year Math = 17%
Total number of words read on the Accelerated Reader Program (Renaissance Place)	2021-2022: Kindergarten = 451 1st grade = 232,021 2nd grade = 2,095,780 3rd grade = 7,155,425 4th grade = 9,239,220 5th grade = 21,671,499 6th grade = 12,288,839 Total words = 52,683,235 2022-2023: Kindergarten = 0 1st grade = 86,586 2nd grade = 1,315,142 3rd grade = 6,959,732 4th grade = 13,732,394 5th grade = 5,210,643 6th grade = 26,830,925 Total words = 54,135,422 Baseline from 2023-2024: Kindergarten = 0 1st grade = 14,831 2nd grade = 1,482,814	Increase the number of words read by 10% (or by 2,912,268 words) for the school. Total words = 32,034,951

	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 Actual 2024-2025: Goal Not Met 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	
Number of times teachers met in Professional Learning Communities (PLCs) during staff meetings	2020-2021: Teaching staff did not meet (0) as Professional Learning Communities 2021-2022: Teaching staff did not meet (0) as Professional Learning Communities 2022-2023: Teaching staff met six (6) times as Professional Learning Communities Baseline from 2023-2024: Teaching staff met 13 times in Professional Learning Communities Actual 2023-2024: Goal Met Teaching staff met 15 times in Professional Learning Communities	Maintain the number of PLC meetings (total of 15)
Percentage of students that have good (1- 5 absences) and perfect (100%) attendance	2020-2021: Good attendance - 181/289 students or 62.62% Perfect attendance - 34/289 students or 11.76% 2021-2022: Good attendance - 37/273 students or 13.55% Perfect attendance - 5/273 students or 1.83% 2022-2023: Good attendance - 61/281 students or 21.71% Perfect attendance - 5/281 students or 2.13% Baseline from 2023-2024: Good attendance - 90/302 students or 29.80% (Yes) Perfect attendance - 9/302 students or 2.98% (No) Actual 2023-2024: Goal Not Met	Increase the percentage by 5 percent for good attendance (31.78%) and by 2 percent for perfect attendance (5.21%)

	Good attendance (Missed between 1 and 5 days) - 75/280 students or 26.78% (No) Perfect attendance - 9/280 students or 3.21% (No)	
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	New Metric - No data 2022-2023 Baseline from 2023-2024: Overall Self-Evaluation Average Rating = 7.8 Actual 2023-2024: Goal Met Overall Self-Evaluation Average Rating = 8.6	PLC teams will average between a 6 - 8 rating on the Self-Evaluation for PLC Implementation
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 from 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%	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 and copies for teachers and support staff to use for instruction and family communication (Title I- 25%)	All Students	8250 Supplemental/Concentration Sup (\$4,125), Con (\$4,125) 2750 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 -Provide staff with the equipment and supplies needed to be more effective in their teaching -Provide copies and paper for instructional use and family communication (Title I- 25%) 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 -Provide staff with the equipment and supplies needed to be more effective in their teaching	All Students	4589 Supplemental/Concentration Supplemental 500 Title I Part A: Basic Grants Low-Income and Neglected 6347 Site Discretionary

	-Provide copies and paper for instructional use and family communication (Title I- 25%)		
2.3	Goal 2.3 a) School-wide English Language Arts focus to support best first instruction, increasing reading comprehension, student support in the writing process, improve number sense, as well as computation and reasoning skills among students -Provide supplemental grade-level material for all students (e.g., manipulatives, visual supports, and learning tools)	All Students	2000 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Goal 2.4 a) 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, and provide digital library (MyOn) selections for independent and assigned reading.	All students with a focus on socioeconomically disadvantaged students and English learners	3800 Title I Part A: Basic Grants Low-Income and Neglected
2.5	Goal 2.5 a) Provide strategic interventions to students who are not proficient in English Language Arts and/or Math through an intervention instructor. -With teacher guidance, the hired intervention instructor provides small group and/or pull-out instruction to support students -Provide extra duty pay for classroom teachers or a hired intervention instructor to provide targeted small-group interventions after school	All students with a focus on socioeconomically disadvantaged students and English learners	5500 Title I Part A: Basic Grants Low-Income and Neglected
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, Writing Highway, Mystery Writing, leveled books for literature circles/book club) and/or Math (e.g., Common Core SBAC Test Prep, MathFactLab, IXL, XtraMath). Title I. 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	6663 Supplemental/Concentration Concentration 249 Title I Part A: Basic Grants Low-Income and Neglected
2.7	Goal 2.7 School-wide focus to support student attendance, student safety, academic success, and social-	All students with a focus on socioeconomically disadvantaged students,	1460 Site Discretionary

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 b) Provide roving substitutes to teachers so they may participate in Student Study Teams (SSTs), Section 504, or Individual Education Program (IEP) meetings, or Professional Learning Communities for the RSP teacher c) Provide PBIS (Positive Behavior Intervention and Support) implementation and monitoring, including BEST lessons, Conflict Manager program, Life Skills, and Growth Mindset strategies d) Provide engaging schoolwide assemblies to promote school connectedness, learning, and attendance e) 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 -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	students with disabilities, and English learners	
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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), number talks, three mathematic reads, and 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 with i-Ready

trainers, Professional Learning Communities (PLC), and ELD strategies. Primary grades provided scholastic news to increase exposure to informational text and phonics instruction using Heggerty Phonemic Awareness program 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 (Newsela) 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 (4/5 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 4th - 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, .5 FTE behavior specialist, .2 FTE NVIH social worker/therapist; .2 FTE attendance liaison; .2 FTE school nurse, .4 FTE CAFE specialist and Expanding Minds Program site support specialist. We 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 two high-interest schoolwide assemblies to engage further and connect students.

SBAC—We declined by 2.77% in ELA and 6.9% in Math. In ELA, our socioeconomically disadvantaged and students with disabilities (SWD) student groups were over 75 points below standard. In Math, our socioeconomically disadvantaged and students with disabilities (SWD) student groups were over 57 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—declined from 86% to 71% (school connectedness) and 80% to 77% (safe). Fewer students participated in the survey this year.

Suspension Rate - Increased 0.3% from the previous dashboard rating from “very low” in 2023 to “yellow” in 2024. Three students were suspended.

Chronic Absenteeism - In 2023-2024, Chronic Absenteeism declined by 5% from the previous year. 17.2% of All Students were Chronically Absent. In 2022-2023, 22.2% of Students with Disabilities were Chronically Absent. We maintain the 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 and personal phone calls. 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, and attendance liaison. We have incentivized attendance through the WJUSD attendance campaigns, 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 below). Renaissance Place (Accelerated Reader, Myon, STAR assessment) supports student literacy. The STAR provides another data point for student reading ranges and allows for appropriate high-interest books for students to read through class, school, or digital libraries (MyOn). The STAR and AR support goal setting and 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.

A group of staff piloted Diffit AI and recommended it as a site expenditure for the 2024-2025 school year. Although it was approved as a strategy to increase student exposure to informational text by reading levels, the piloting group shared a comparable program with teachers, which was free. As a result, additional funds were available for other strategies to support goal 2. During district professional development with i-Ready trainers, several teachers used the i-Ready

Reading for Phonics program during summer school and shared positive outcomes. After a tutorial, the i-Ready trainers left several copies of each level for our teachers to use with needy students. Soon after teachers recommended its purchase for the 2024-2025 school year. With the School Site Council's approval, the site leadership team moved to add Math Fact Lab accounts for primary grade students and purchase i-Ready Phonics for Reading for students identified through a screener.

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 two combo classes expected for the 2025-2026 school year (a 2/3 combo class and a 5/6 combo class). To address this need, we will continue to utilize PLCs, add push-in support with an intervention instructor, intentionally use the combination of paraprofessionals, and use the math fact lab for specific students (not the entire class).

Mystery Writing and the Writing Highway will be used with second through fifth grade to support writing instruction. This program provides highly engaging, structured, step-by-step video instructions, prompts, and printable activities. In addition, our sixth-grade teacher will offer in-house professional development 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. 2025-2026 will be the baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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)	2020-2021: 8.7% (2 out of 23) 2021-2022: 7.7% (2 out of 26) 2022-2023: 6.9% (2 out of 29) Baseline from 2023-2024: 10% (4 of 40) Actual 2023-2024: Goal Not Met 6.9% (3 of 43)	Increase the Reclassification rate by three percent (3%) or more.
English Learner Progress Indicator (ELPI)	2020-2021: N/A 2021-2022: The English Learner Progress metric indicated that 65% of our English learners progressed towards English language proficiency. Baseline from 2022-2023: While no official ELPI indicator was provided due to low English Learner enrollment (24), 41.7% of our ELs	Maintain a High level based on the English Learner Progress Indicator - Schools Five-by-Five Placement (55.0% -64.9%)

	progressed towards English language proficiency. Actual 2023-2024: Goal Met While no official ELPI indicator was provided due to low English Learner enrollment (22), 63.6% of our ELs progressed towards English language proficiency.	
Through Implementation of the English Learner Roadmap Principle 2: Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	2020-2021: N/A 2021-2022: Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 36% Math Grades 1 - 6th = 22% 2022-2023: Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 22% Math Grades 1 - 6th = 20% Baseline from 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% Actual 2024-2025: Goal Not Met 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)	Increase the percentage of English Learners in grades 1 - 6 that reached typical growth targets on the mid-year diagnostic by 2 percent in Reading and 11 percent in Math (42% in Reading and 20% in Math).
School rating of EL (English Learner) Roadmap Principle 1 self-assessment	2020-2021: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.5 (Language and cultures are assets) sub 2 = 3.0 (No single EL profile) sub 3 = 3.0 (School climate is affirming, inclusive, safe) sub 4 = 2.5 (Strong family and school partnership) sub 5 = 2.0 (Supporting English Learners with disabilities)	Increase each sub-component to a 3 or higher, and the average rating to 3.1 for ELRM Principle 1

	2.6 average rating 2021-2022: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.5 (Language and cultures are assets) sub 2 = 2.5 (No single EL profile) sub 3 = 3.5 (School climate is affirming, inclusive, safe) sub 4 = 3 (Strong family and school partnership) sub 5 = 2.5 (Supporting English Learners with disabilities) 2.8 average rating 2022-2023: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.5 (Language and cultures are assets) sub 2 = 2.5 (No single EL profile) sub 3 = 3.5 (School climate is affirming, inclusive, safe) sub 4 = 3 (Strong family and school partnership) sub 5 = 2.5 (Supporting English Learners with disabilities) 2.8 average rating Baseline from 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 Actual 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	
Percent of English Learner families' survey rating of Satisfaction for Parent Information Presentations/Workshops	2020-2021: N/A	Obtain 100% percent parent satisfaction on the Parent Information Presentations/Workshops survey

	2021-2022: N/A 2022-2023: N/A Baseline from 2023-2024: 100% Actual 2024-2025: Goal Met 100%	
Reclassification of SPED/EL	2021-2022: N/A 2022-2023: N/A 2023-2024: N/A Baseline year 2024-2025: N/A - No dually identified SPED/EL student had an alternate summative ELPAC Level 3 N/A - No dually identified SPED/EL students were assigned domain exemptions on the summative ELPAC	Reclassify 100% of all Dually-Identified SPED/EL students with an Alternate Summative ELPAC Level 3. Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions.
Reclassification of LTEL Students	2020-2021: No LTELs 2021-2022: No LTELs Baseline from 2022-2023: 2 LTELs, 1 reclassified (50%) Actual from 2023-2024: Goal Not Met 2 LTELs, 2 reclassified (50%)	Reclassify 100% of LTEL students with an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Goal 3.1 - 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	584 Title I Part A: Basic Grants Low-Income and Neglected (4 half day substitutes to cover teachers and EL specialist)

	-Provide substitutes to relieve teachers to monitor English Learner progress, implementation of strategies, achievement outcomes, and ELD curriculum with the EL specialist -Provide EL shadowing days so ELS, teachers, and the Principal can track and monitor oral language use of ELs throughout the day		
3.2	Goal 3.2 - Targeted focus to provide extra duty pay and materials for teachers to lead after school interventions for English Learners (ELs) who are not making adequate growth in English Language Arts (i.e. reading, writing)	English Learners	1450 Title I Part A: Basic Grants Low-Income and Neglected (\$1200 for interventions, \$250 materials)
3.3	Goal 3.3 - 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	1700 Title I Part A: Basic Grants Low-Income and Neglected
3.4	Goal 3.4 - Schoolwide focus to provide time for teachers (sub costs and extra duty pay) and parents of English Learners to meet to discuss EL academic progress through the use of biannual EL Mini Conferences	English Learners	712 Title I Part A: Basic Grants Low-Income and Neglected
3.5	Goal 3.5 - Schoolwide focus to provide interpreters for families during conferences, parent meetings, and information nights	English Learners	220 Title I Part A: Parent Involvement
3.6	Goal 3.6 - Targeted focus to provide support (communication and refreshments) to our Spanish-speaking families during ELAC meetings	English Learners	201 Title I Part A: Parent Involvement
3.7	Goal 3.7 - 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	1200 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The following strategies are in place for Goal 3: Collaboration time 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; provide EL after school interventions that are focused on our early primary grades (K/2 newcomers and 4/5 grade students); biannual EL Mini Conferences (October/January) take place between families, teachers, RSP, principal and English Learner specialist; Parent Training/Workshop Nights are provided with a focus on literacy tools to use at home - per ELAC's recommendation; GLAD professional development is offered to teachers on a rotational basis; our English learners have priority enrollment in the Expanding Minds; we provide interpreting for Spanish speaking families during Parent Teacher Conferences, Back to School/Open House, IEP/SST meetings and

parent trainings/workshops; purchase supplemental materials to support integrated ELD and designated ELD. This year, we also provided data analysis protocols during PLC meetings, which identify strengths and areas of need of our ELs, as well as teachers' agreed-upon strategies that they will use.

The 2024 ELPI made significant progress, increasing 22% to 63.6%. We also had three students reclassified as fluent English proficient in the fall, with more anticipated after the ELPAC summative. The Parent Information/Workshop (Family Literacy Program) had a 100% satisfaction rating, and our school community 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, we plan to inform parents during EL Mini Conferences, SST meetings, and Parent Teacher Conferences to have their students work on i-Ready after school. Upon further evaluation, teachers reported that ELs were not typically getting the same amount of time to complete i-Ready lessons during the day because designated ELD is often held when English-only students are provided with i-Ready time. To counter this reality, we plan to have all students in the Expanding Minds program work for 20 minutes each day on i-Ready.

Release time for teachers to collaborate with the EL specialist has been reported to be valuable and has impacted designated ELD and integrated ELD instruction and student learning. Teachers have attended GLAD refresher training on a rotational basis. Mrs. Johnson's use of Literature Circles was shared, and support was extended to other teachers—our third and fourth-grade teachers are now using it. We want to expand this instructional practice to fifth grade.

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

No strategies or budget expenditures significantly changed. One teacher attended EL-related training (GLAD), and all teachers of ELs attended mini-conferences with Mrs. Scheuer and EL families in the Fall and Spring before Parent-Teacher Conferences. We are in the process of EL interventions with intermediate grades in writing. ELAC desired math resources to help them understand the curriculum in order to support their student(s).

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 plan to refine our interventions to focus on response to literature. We believe this along with more instruction with and exposure to SBAC interims will improve their scores. Additionally, increasing the amount of oral language use during designated and integrated ELD instruction and an increased use of literature circles/book clubs 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
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Number of partnerships with the community and other programs that provide students with opportunities to increase engaged	2020-2021: GREAT Program (WPD), Lego Club-Playwell Technologies, Yolo County Courthouse Debate Club, Citizen Science UC Davis/Solano County Office of Education - Peggy Hart, Yolo Farm to Fork, ArtsBridge, Victor Services, Boy Scouts, and Girl Scouts (10 partnerships) 2021-2022: Woodland Police Department GREAT (Gang Resistance Education and Training) Program, Yolo County Courthouse Debate Club, Citizen Science, Yolo Farm to Fork, Victor Services, Boy Scouts and Girl Scouts, Fourth and Hope, Running for Rhett, Audubon Society, Rotary Club, Yolo Arts (11 partnerships). 2022-2023: YFTF, Scouts, Running for Rhett, Playwell TekNologies, Project Catalyst, Fourth and Hope, Cache Creek Conservatory, Crocker Art Museum, Woodland Public Library, Woodland Opera House, Willow Oak Fire Department, Bayer Learning Lab, Woodland Police Department, Alliance Redwoods, Sutter's Fort (15 partnerships) Baseline from 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). Actual 2024-2025: Goal Met 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)	Increase the percent of partnerships with the community by 5% (1 or more partnerships).
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Number of extracurricular and co-curricular programs offered	2020-2021: Lego Club, ASES, and Art (3) 2021-2022: Lego Club, ASES, Art, Book Club, Sign Club, Debate Club, lunchtime D&D club, after-school Baking Club (8) 2022-2023: Lunch Time Lego Club, After School Lego Club, Art Club, Book Club, Lunch Time Role Playing Game Club, Bird Watching Club, Computer Game/Library Club, Running for Rhett, Lunch Bunch (9) Baseline from 2023-2024: Lunchtime Lego Club, Expanding Minds, Art Club, Library Club, Cross Country Club, Running for Rhett, Lunch Bunch, After School LEGO Club, Student Council, Youth Advisory Council (10), Book Club, Role Playing Game Club (12) Actual 2024-2025: Goal Met Lunchtime Lego Club, Expanding Minds, 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 (13)	Increase the number of extracurricular programs offered by one or more.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2020-2021: 108 students (or 36% of the student body) in grades 3-6 provided input to the SPSA through a survey. 2021-2022: 136 students (or 49% of the student body) in grades 3-6 provide input to the SPSA through a survey in the first trimester. 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. Baseline from 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. Actual 2024-2025: Goal Met	Maintain the percentage of students (as a percentage of the student body) providing input to the SPSA at 65%.

	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.	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2020-2021: Three focus groups totaled 16 students (nine females, seven males), representing 141 students in grades 4 - 6, or 8.8%. 10 students were Hispanic/Latino, and 6 students were White. 3 Reclassified as Fluent English Proficient (RFEP) 3 students with disabilities (SWD) 3 English learners (EL) 6 low socioeconomic status (SES) 2 student council representatives (SC) 2021-2022: The Student Advisory Council (grades 4 - 6) meets regularly (approximately each month) throughout the year to provide input to the SPSA. Student Advisory Council representation: 4th grade: 4 students (2 females, 2 males) 5th grade: 4 students (2 females, 2 males) 6th grade: 4 students (2 females, 2 males) *2 Students with Disabilities (SWD), 2 Low socioeconomic status (SES), 2 Reclassified Fluent English Proficient (RFEP), 1 Student Council (SC) SPSA Focus Group 1 (Eight 4th grade students - 1 RFEP, 2 SWD, 1 EL; 2 SES; 1 SC; 4 males, 4 females) SPSA Focus Group 2 (Six 5th grade students - 2 RFEP, 1 SWD, 3 SES; 3 males, 3 females) SPSA Focus Group 3 (Two 6th grade and five 5th grade students - 1 RFEP, 3 EL, 3 SES; 1 SC; 3 males, 3 females) Focus Group and Student Advisory Council Demographics: *5 SWD, 4 EL, 6 RFEP, 10 SES, 3 SC *16 males, 16 females 2022-2023: The Youth Advisory Council (grades 4 - 6) meets regularly (approximately every month) throughout the year to	Maintain the number of students providing input to the SPSA through focus groups (24) 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)] and balance the female to male ratio.

	provide input to the SPSA. Youth Advisory Council representation: 4th grade: 4 students (2 females, 2 males) 5th grade: 5 students (3 females, 2 males) 6th grade: 5 students (3 females, 2 males) Youth Advisory Council Total: 14 students (8 female, 6 male) - 2 RFEP, 2 SWD, 3 SES, 1 EL, 1 SC Focus Group 1 (Eight 4th-grade students - 1 RFEP, 2 SWD, 1 SES) Focus Group 2 (Eight 5th grade students - 1 RFEP, 1 SWD, 1 EL, 1 SES) Focus Group 3 (Eight 6th grade students - 1 RFEP, 1 SWD, 1 EL, 2 SC, 1 SES) Focus Group Total: 24 students (12 males, 12 females) - 3 RFEP, 4 SWD, 2 EL, 3 SES, 2 SC Baseline from 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 24 students (12 male, 12 female) - 4 RFEP, 5 SWD, 4 EL, 9 SES, 2 SC Actual 2024-2025: 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:	
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	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 24 students (12 male, 12 female) - 3 RFEP, 4 SWD, 6 EL, 8 SES, 2 SC	
Percent of students in lunch clubs or extra curricular activities	2020-2021: N/A 2021-2022: N/A Baseline from 2022-2023: N/A Actual 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% Actual 2024-2025: Goal Met (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%	Obtain a participation rate of 20% of the student body involved in lunch clubs or extra-curricular activities.

	Book Character Club = 29.1% Board Game Club = 11.8% Student Council Sports Club = 27.6%	
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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 The schoolwide focus is to promote student voice and participation in the development of extracurricular, support, and leadership activities. -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. -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. -Provide students in grades 2 - 6 the opportunity to be a part of the student council (commissioners or class representatives) -Nominate students in grades 4 - 6 to be part of the Youth Advisory Council -Provide extra duty pay for teacher(s) to lead Student Council -Provide extra duty pay for a teacher to lead lunchtime or after-school clubs -Provide a conflict manager program so students can develop leadership and problem-solving skills -Provide students opportunities to determine and participate in lunchtime or after-school clubs, including supply/equipment needs -Provide student-led conferences for grade 6 -Identify "Student Voice" as one of the two after-school Expanding Minds (EOP) Continuous Quality Improvement Plan goals -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)	All students	1047 Supplemental/Concentration Supplemental 975 Site Discretionary (\$279 Clubs, \$496 Student Council, \$200 YAC/Student Council Materials
4.2	4.2 Leadership focus on promoting student participation in the development of extracurricular, support, and leadership activities. -Provide the Youth Advisory Council and Student Council funding for leadership-related field trip transportation costs	Students in the Youth Advisory Council and Student Council	290 Title I Part A: Basic Grants Low-Income and Neglected
4.3	4.3 Leadership focus on promoting student participation in the development of extracurricular, support, and leadership activities.	Students in the Youth Advisory Council and Student Council	582 Supplemental/Concentration Supplemental

- | | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Provide the Youth Advisory Council and Student Council funding for leadership-related field trip substitute costs | | |
|--|---|--|--|

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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.

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

Nominated students to the Youth Advisory Council to review school achievement data and surveys, and 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.

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 and lead 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	\$94,740.00
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	\$20,735.00
Title I Part A: Parent Involvement	\$421.00

Subtotal of additional federal funds included for this school: \$21,156.00

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	\$40,167.00
Site Discretionary	\$9,564.00
Supplemental/Concentration	\$23,853.00

Subtotal of state or local funds included for this school: \$73,584.00

Total of federal, state, and/or local funds for this school: \$94,740.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	40,167.00
Site Discretionary	9,564.00
Supplemental/Concentration	23,853.00
Title I Part A: Basic Grants Low-Income and Neglected	20,735.00
Title I Part A: Parent Involvement	421.00

Expenditures by Budget Reference

Budget Reference	Amount
	37,019.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	40,167.00
	Site Discretionary	9,564.00
	Supplemental/Concentration	23,853.00
	Title I Part A: Basic Grants Low-Income and Neglected	20,735.00
	Title I Part A: Parent Involvement	421.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,671.00
Goal 2	42,108.00
Goal 3	6,067.00
Goal 4	2,894.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Phillip Pinegar	Principal
Heather Allan	Classroom Teacher
Ronni Bassett	Classroom Teacher
Barbara Densmore	Classroom Teacher
Vacant	Other School Staff
Seth Albin	Parent or Community Member
Keri Nims	Parent or Community Member
Lindsay Shields	Parent or Community Member
Jennifer Thurman	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

Melissa I. Goido

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 16, 2025.

Attested:

Phillip Pinegar

Principal, Phillip Pinegar on 4/16/2025

Jennifer Thurman

SSC Chairperson, Jennifer Thurman on 4/18/2025