

2018-19 School Plan for Student Achievement

School: Plainfield Elementary School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Phillip Pinegar
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Plainfield Elementary School's Vision and Mission Statements

We are a small school with big expectations! Our vision is to create a safe, yet challenging, atmosphere that encourages and motivates students to learn and prepare for their future. For this to happen, we are committed to the following:

1. Giving students exemplary differentiated instruction that makes effective use of technology
2. Establishing strong partnerships with families and the greater community
3. Monitoring each student's progress throughout the school year
4. Collaborating as a staff and with parents to achieve our goals

Community and School Profile

The Woodland Joint Unified School District (WJUSD) serves students 10,910 (TK-12) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Plainfield Elementary is one of eleven elementary schools in the district and primary serves families in the surrounding areas of woodland, Knights Landing. Plainfield Elementary School is a thematic school with a school wide focus on agricultural and environmental sciences. The school operates on a traditional calendar, and during the current school year, approximately 361 students are enrolled in grades kindergarten through six as well as students enrolled in the Yolo County Deaf and Hard of Hearing program. Student body demographics are as follows:

2017-2018 Student Enrollment by Ethnicity

Percentage:

African American/Black 1.1%

American Indian 0.2%

Asian 2.8%

Filipino .3%

Hispanic or Latino 41%

Pacific Islander 0%

White 53.5%

Two or More 1.1%

Unknown 0%

As our school continues to increase enrollment, school staff is responding to the growth by building systems of support for students, parents, and staff in response to stakeholder feedback. During the 2017-2018 school year, the school has engaged stakeholders in various ways, including Site Council meetings, PTA meetings, ELAC meetings, and a variety of school events.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys have been created for our stakeholder groups (students, families and communities, and staff) in order to help identify areas of success and growth as well as areas of concern and need. The surveys were given in the spring of 2017 and will be reviewed by the School Site Council, ELAC, the Plainfield Student Council and the Plainfield Elementary Leadership Team.

The surveys are as follows:

Student

1. I am new to this school.
2. I feel like I am part of this school.
3. I think my school is a good school.
4. I feel safe on my campus.
5. Our school has good school spirit.
6. Our school is kept clean
7. At my school, no one cares about students who are considered the "outsiders".
8. I feel like my voice matters to teachers and administration on campus.
9. I think the students on my campus are helpful and kind.
10. Students are frequently recognized for good behavior.
11. At my school, there is a teacher or other adult who really cares about me.
12. At home, there is a parent or some other adult who is interested in my school work.
13. The behaviors in my class allow the teachers to teach.
14. I feel my school has high standards for achievement.
15. I plan to graduate high school.

Families and Communities

1. I am new to this school.
2. I am happy to be at this school.
3. Our school has good school spirit.
4. Our school is kept clean.
5. I feel like my voice matters to teachers and administration on campus.
6. In the last 30 days, my child has come to me to discuss a problem they have.
7. My child's school promotes parent involvement.
8. In the last 30 days, I have volunteered at my child's school either in the classroom or on campus.
9. Students are frequently recognized for good behavior.
10. I think my school is a good school.

Staff

1. How easy is it to get the resources you need to teach at this school?
2. How useful is the feedback the principal at this school gives you?
3. How much support does the administration at this school give to the teaching staff?
4. How much support do you feel the parents of your students give you?
5. How reasonable are the expectations for student achievement at this school?
6. Does this school give too much attention to standardized tests, too little attention to them, or about the right amount of attention to them?
7. How well do teachers at this school collaborate with each other?
8. How much attention does this school give to your professional growth?
9. Overall, are you satisfied with the teaching experience at this school, neither satisfied nor dissatisfied with it, or dissatisfied with it?
10. What are the strengths and weaknesses of this school? What is a positive thing from this year and what is one thing you would like to see changed for next year?

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walk-through observations will take place on a regular basis with feedback being given to classroom teachers in order to enhance student instruction. Principal walk-throughs will occur about twice a month. Plainfield teachers will also participate in learning rounds that will allow colleagues to observe other classrooms in the school. Each teacher will participate in learning rounds twice a year, once in the fall and once in the spring.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program The School Plan for Student Achievement Plainfield Elementary School

Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We begin our planning by analyzing state test data from the California Dashboard, CELDT data, and District assessment data to establish our instructional focus areas for the year. We also identify specific grade level objectives and identify professional development activities aligned to our grade level objectives. Every trimester during Academic Conferences, interim assessment data are reviewed to evaluate student progress toward achieving grade level standards, and to discuss instructional modifications or other interventions needed to meet student needs. We also identify specific student groups that require additional support and services and make plans for the group.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Opportunities to monitor student progress are built into staff collaboration meetings, which take place at least once per month, but often more frequently. Teachers also monitor progress on their own, using curriculum-embedded assessments. Reteaching takes place either immediately, during a lesson (using frequent checking for understanding), or the next instructional day. The continued use of i-Ready in grades 2-6 allow for teachers to assign students targeted interventions.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Plainfield Elementary School meet requirements for being highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Throughout the year, all teachers are provided opportunities to receive professional development offered through the District office, including, but not limited to, instruction in State Board of Education (SBE) adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

We have a comprehensive staff development program that is supported by a district-wide staff development calendar that is aligned to our school plan. Our goals are established as a result of our analysis of student assessment data, from both local and State measures. Collaborative Wednesdays and other professional development days are used for staff development, grade level discussions, or attending workshops to improve academic achievement in areas where we have identified a need for improvement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Most teachers have a percentage of students in their classrooms who are not yet proficient in meeting grade level standards as measured by standardized and local assessments. Current data shows that the achievement needs of our English Learners and Low Income students are the most pressing. To address these needs, teachers will have the opportunity to observe demonstration lessons taught by other teachers, and will continue to receive support from site and District-level trainers/sources to fine-tune their craft.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

A component of Plainfield's professional learning community is that teachers meet on a regular basis (at least twice per month). The purpose of these meetings is three-fold: first, to analyze data relevant to student achievement; second, to develop instructional responses to student data; and third, to plan appropriate lessons. Teacher collaboration time is also allocated to conduct academic conferences for the purpose of identifying and addressing individual achievement and social emotional needs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Plainfield Elementary principal and staff are committed to ensuring that our curriculum and instruction are aligned with the State standards. Instructional materials are used to support the teaching of the State standards in all academic areas. In addition to core instructional materials, an ongoing focus of the school has been to install and/or upgrade technological devices, develop plans to incorporate an increasing amount of technological services and identify valuable and efficient supplemental materials to augment core instructional materials.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All recommended instructional minutes in ELA and math are being adhered to with built in time for enrichment and intervention throughout the day. Daily schedules reflect this.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Common core instructional schedules within, and in some cases among, grade levels are in place to allow for the flexible grouping of students. Teachers are also implementing pacing guides for both English language arts and mathematics that were developed by District committees that included teaching staff. Teachers meet continually throughout the year to calibrate instructional pacing in order to respond to the individual needs of all students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each core subject area is supported by standards-aligned textbooks, supplemental programs (e.g. iReady, and Project Lead the Way) and instructional materials for all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core instructional materials, including materials that are used for strategic and intensive interventions, have been SBE-adopted. WJUSD recently adopted new math and ELA/ELD instructional materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have access to the core curriculum for their grade level. Our teachers differentiate their instruction and create opportunities for targeted strategic intervention during the regular school day to help under-performing students to meet grade level standards. Targeted instruction by classroom teachers is focused on English Language Arts (ELA), English Language Development (ELD), math and science. Students needing intensive interventions are provided small group instruction either as a "pull out" into a smaller group setting or as a "push in" by a designated teacher (RtI Specialist) in the regular classroom. Our teachers regularly study disaggregated student achievement data to identify and move students into ability groups of all levels.

14. Research-based educational practices to raise student achievement

Since we have a current need to increase the academic achievement of our English Learners and students who are low income, as well as increasing student achievement in expository writing and reading comprehension, the research-based practices that the school will focus on will be how to increase spoken and written language fluency. An additional area of focus to benefit all students will be instructional practices that will improve student engagement in the learning process. Many of the teachers at Plainfield were trained in Project GLAD years ago. GLAD is a proven methodology for increasing student engagement and learning. The school also plans to continue incorporating Kagan Cooperative Learning strategies to increase student engagement and achievement. Another area of methodological focus will continue to be in incorporating complex text and close reading strategies throughout the school.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Plainfield Elementary supports a strong home-school connection by maintaining ongoing communication between the teachers, the principal and parents through regular community meetings (ELAC, PTA, SSC, etc.), class and school-to-home communication in English and Spanish, parent education nights, Student Success Team meetings, and parent-teacher conferences. The school also conducts academic conferencing for all non-proficient students, as well as GATE-identified students. We are also a site that participates in the After School Education and Safety (ASES) grant, which provides after school activities and homework help to Plainfield students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Plainfield Elementary School has an operating and active School Site Council (SSC) and English Language Learners Advisory Council (ELAC), in addition to a very active PTA. All parents groups serve in an advisory role in the development of school programs and the school is consistently looking for parent input through a variety of ways including surveys and parent groups' meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding is strategically used to employ support personnel whose primary focus is to improve student achievement. A credentialed English Language Specialist is on staff to oversee annual English Learner assessments and to ensure that all deadlines and procedures are met. Instructional paraprofessionals are employed to provide intensive instructional support to under-performing students and help to reduce the adult to student ratio during targeted instructional time. The following specialists are on site at Plainfield School to provide support for students with disabilities: speech and language pathologist, school psychologist, and a resource specialist. Their first responsibility is to assure that all students with disabilities are appropriately served. Resource specialist program services, designated instruction and services may be provided to pupils who have not been identified as an individual with a disability in accordance with California Education Code §52850 through §52870, School Based Coordinated Categorical Programs. School based services may be provided to students without an identified disability when the specialist caseload allows and parents' written consent is obtained through a 504 accommodation plan.

18. Fiscal support (EPC)

Our student demographics have remained relatively stable over the past five years. Plainfield Elementary School qualifies as a Title I school. In addition to Title I funding, to be used school-wide, the school also receives Economic Impact Aid (EIA) funding for English Learners. Plainfield also serves as the primary redirect school and as such receives additional economic support from the school district.

IV. Description of Barriers and Related School Goals

Because many of the barriers to achievement are beyond our control, we must focus on what we control, and to take action on those things. We have made tremendous strides as a school to see to the learning needs of a very diverse student population. During the last year that CST data was reported to us from the state, our Academic Performance Index (API) increased in one year's time by 27 points to 830. For that we are very proud. However 2016-2017 SBAC scores in both Language Arts and Math declined overall. Two barriers still need to be addressed more effectively. First, our teaching needs to include both broadly-based instructional strategies that will have the greatest impact on student learning, as well as explicitly planned-for checkpoints that assess and mitigate the needs of struggling learners. Students who are low socio-economically, students who are Hispanic, and students who are English learners consistently under-perform other student groups, therefore well thought-out instructional strategies and checkpoints will help our academically neediest students and provide opportunities for reteaching. Secondly, we need to continue to refine our instructional practices to get students to co-construct meaning and demonstrate deep understanding through relevant, rigorous and complex tasks aligned to standards. Consistent use of intentional and effective questioning strategies to facilitate academic language both in talk and writing of our students as well as lessons that increase student engagement in the learning process. Questions that we need to keep asking ourselves as we plan and analyze data in order to improve student achievement are: "What is my content objective, and how will I know that I have achieved it by the end of today's lesson?" "What concepts of language do I want my students to master?" "What do I want them to be able to do or know as a result of this lesson?" "Am I planning every lesson well so that all of my students are engaged?".

Our overall goal will be focused on improving our practice as educators for the greatest outcomes for every student, and in using our available funds to greatest effectiveness in reaching that goal.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	52	53	43	52	52	43	52	52	95.6	100	98.1
Grade 4	50	57	57	48	56	57	48	56	57	96	98.2	100
Grade 5	46	63	58	45	59	58	45	59	58	97.8	93.7	100
Grade 6	56	53	49	54	51	49	54	51	49	96.4	96.2	100
All Grades	197	225	217	190	218	216	190	218	216	96.4	96.9	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2392.4	2385.5	2435.9	14	15.38	21.15	21	13.46	36.54	21	21.15	25.00	44	50.00	17.31
Grade 4	2473.3	2412.2	2419.7	21	14.29	14.04	35	19.64	17.54	17	10.71	15.79	27	55.36	52.63
Grade 5	2487.4	2474.7	2443.7	7	10.17	10.34	44	33.90	18.97	22	11.86	15.52	27	44.07	55.17
Grade 6	2540.3	2535.4	2566.3	22	19.61	34.69	37	35.29	32.65	20	21.57	20.41	20	23.53	12.24
All Grades	N/A	N/A	N/A	16	14.68	19.44	35	25.69	25.93	20	16.06	18.98	29	43.58	35.65

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	19.23	23.08	42	26.92	59.62	42	53.85	17.31			
Grade 4	25	21.43	14.04	48	26.79	38.60	27	51.79	47.37			
Grade 5	13	18.64	13.79	51	45.76	32.76	36	35.59	53.45			
Grade 6	17	19.61	30.61	48	62.75	46.94	35	17.65	22.45			
All Grades	18	19.72	19.91	47	40.37	43.98	35	39.91	36.11			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	9.62	17.31	35	46.15	53.85	56	44.23	28.85
Grade 4	27	14.29	12.28	54	28.57	43.86	19	57.14	43.86
Grade 5	24	20.34	10.34	51	52.54	39.66	24	27.12	50.00
Grade 6	26	25.49	42.86	50	50.98	40.82	24	23.53	16.33
All Grades	22	17.43	19.91	48	44.50	44.44	30	38.07	35.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	9.62	21.15	67	61.54	69.23	21	28.85	9.62
Grade 4	17	19.64	12.28	73	44.64	59.65	10	35.71	28.07
Grade 5	13	11.86	12.07	64	59.32	55.17	22	28.81	32.76
Grade 6	22	19.61	42.86	69	64.71	46.94	9	15.69	10.20
All Grades	16	15.14	21.30	68	57.34	57.87	15	27.52	20.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	15.38	26.92	44	42.31	57.69	35	42.31	15.38
Grade 4	19	14.29	15.79	60	37.50	43.86	21	48.21	40.35
Grade 5	18	23.73	10.34	67	37.29	37.93	16	38.98	51.72
Grade 6	44	37.25	44.90	41	37.25	42.86	15	25.49	12.24
All Grades	26	22.48	23.61	53	38.53	45.37	21	38.99	31.02

Conclusions based on this data:

1. While our enrollment increased, overall achievement scores of all students not meeting standard has risen from 29% in 2015-2016 to 43.58% in 2016-2017. This highlights the need to differentiate instruction and provide timely interventions to meet the needs of all students.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	52	53	44	52	52	44	52	52	97.8	100	98.1
Grade 4	50	57	57	49	56	57	49	56	57	98	98.2	100
Grade 5	46	63	58	45	62	58	45	62	58	97.8	98.4	100
Grade 6	56	53	49	55	52	49	55	52	49	98.2	98.1	100
All Grades	197	225	217	193	222	216	193	222	216	98	98.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2399.4	2407.1	2429.8	14	19.23	9.62	18	17.31	40.38	34	25.00	32.69	34	38.46	17.31
Grade 4	2487.6	2425.7	2448.4	16	7.14	12.28	37	8.93	17.54	37	44.64	43.86	10	39.29	26.32
Grade 5	2495.5	2500.2	2454.6	11	24.19	8.62	29	16.13	12.07	24	25.81	27.59	36	33.87	51.72
Grade 6	2517.9	2504.2	2558.0	18	11.54	26.53	20	25.00	28.57	35	28.85	26.53	27	34.62	18.37
All Grades	N/A	N/A	N/A	15	15.77	13.89	26	16.67	24.07	33	31.08	32.87	26	36.49	29.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	25.00	19.23	32	28.85	61.54	48	46.15	19.23
Grade 4	33	8.93	17.54	41	19.64	47.37	27	71.43	35.09
Grade 5	29	32.26	10.34	27	32.26	29.31	44	35.48	60.34
Grade 6	22	23.08	44.90	44	36.54	26.53	35	40.38	28.57
All Grades	26	22.52	22.22	36	29.28	41.20	38	48.20	36.57

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	19.23	25.00	50	44.23	48.08	34	36.54	26.92
Grade 4	31	8.93	12.28	47	42.86	56.14	22	48.21	31.58
Grade 5	16	19.35	10.34	47	38.71	37.93	38	41.94	51.72
Grade 6	16	15.38	32.65	51	44.23	46.94	33	40.38	20.41
All Grades	20	15.77	19.44	49	42.34	47.22	32	41.89	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	23.08	21.15	45	42.31	50.00	36	34.62	28.85
Grade 4	29	10.71	17.54	55	30.36	45.61	16	58.93	36.84
Grade 5	13	19.35	6.90	56	38.71	43.10	31	41.94	50.00
Grade 6	18	13.46	32.65	55	42.31	36.73	27	44.23	30.61
All Grades	20	16.67	18.98	53	38.29	43.98	27	45.05	37.04

Conclusions based on this data:

1. Overall Participation of All Students increased from the previous year, which was both a combination of higher enrollment and the percentage of students in grades 3-6 participating in the CAASPP.
2. Overall Achievement for All Students declined from the previous year.

3. Concepts & Procedures, Applying mathematical concepts and procedures:
Problem Solving & Modeling/Data Analysis, Using appropriate tools and strategies to solve real world and mathematical problems:
Communicating Reasoning, Demonstrating ability to support mathematical conclusions:

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	0			14.3			***	***		28.6	***		14.3		
1	25			25	100		38			13			0		
2	13			13	50		50	33		13	17		13		
3	0			40			20	83		40			0	17	
4	17	11		50	22		33	56		0	11		11.1		
5	0			50	100		50			0			12.5		
6	0	13		33	50		33	38		33			8.3		
Total	8	5		33	48		39	38		18	7		2	2	

Conclusions based on this data by levels:

1. The majority of our students are in the Early Advanced and Intermediate levels. Structures and systems need to be put in place to find the unique areas of need for each student in order to help the students progress to advanced. This includes effective integrated and designated ELD lessons and supports.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	0	14		20			40	57		30	29		10		
1	25			25	86		38	14		13			0		
2	11			11	50		44	33		11	17		22		
3	0			33			25	83		33			8	17	
4	14	10		43	20		29	50		0	10		14	10	
5	0			38	56		50	22		13			12.5	22	
6	0	10		25	40		42	30		25			8	20	
Total	6	5		27	36		38	40		20	7		9	11	





Conclusions based on this data by levels:

1. The majority of our students are in the Intermediate and Early Advanced levels. Structures and systems need to be put in place to find the unique areas of need for each student in order to help the students progress to advanced.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	3
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Suspensions: All students were yellow (ELs 4.7%, Students with Disabilities 10.3%, Hispanics 2.4%, Whites 4.7%). In order to reduce this indicator, we need to continue to ensure that students and staff feel safe, supported and connected to school. Services such as counseling, PBIS coaching, classroom support, classroom meetings, Life Skills, celebrations and structured recess activities will support this end.
2. EL: We went from green to yellow due to a lack of 2.5% growth. We need to refine our use of ELD curriculum, increase scaffolding measures, visual supports as well as Close Reading strategies.
3. Math and ELA: Overall we declined significantly in both areas. First best instruction, reteaching opportunities, targeted interventions, coordinated SBAC test prep, and high expectations will continue to be our next steps.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		397	High 3.3%	Declined -0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		397	High 3.3%	Declined -0.3%
English Learners		64	High 4.7%	Increased Significantly +4.7%
Foster Youth		2	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		181	High 3.9%	Declined Significantly -1%
Students with Disabilities		37	Very High 10.8%	Increased +0.6%
African American		5	*	*
American Indian		4	*	*
Asian		15	Very Low 0%	
Filipino		5	*	*
Hispanic		168	Medium 2.4%	Declined Significantly -1.3%
Two or More Races		6	*	*
White		192	High 4.7%	Increased +1.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Overall this indicator was yellow with a 3.3% rate (ELs 4.7%, Students with Disabilities 10.3%, Hispanics 2.4%, Whites 4.7%). Suspensions of ELs and students with disabilities increased at the highest rate
2. In order to reduce this indicator, we need to continue to ensure that students and staff feel safe, supported and connected to school. Services such as counseling, PBIS coaching, classroom support, classroom meetings, Life Skills, celebrations and structured recess activities will support this end.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		50	High 76.0%	Declined -2.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 4.7%	Increased Significantly +4.7%
English Learner Progress (1-12)		High 76.0%	Declined -2.5%
English Language Arts (3-8)		Very Low 77.7 points below level 3	Declined Significantly -25.5 points
Mathematics (3-8)		Low 81.9 points below level 3	Declined Significantly -23.3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Overall we were rated as a yellow in this indicator due to a lack of 2.5% growth.
2. Academically, we need to increase scaffolding measures of the core curriculum, provide more visual supports and the use of Close Reading strategies to improve comprehensions. In addition we need to refine our use of designated and integrated ELD curriculum.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		202	Low 31.2 points below level 3	Declined Significantly -25.4 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		202	Low 31.2 points below level 3	Declined Significantly -25.4 points
English Learners		43	Very Low 77.7 points below level 3	Declined Significantly -25.5 points
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		82	Very Low 77.4 points below level 3	Declined Significantly -27.1 points
Students with Disabilities		28	Low 69.4 points below level 3	Declined -5.6 points
African American		3	*	*
American Indian		2	*	*
Asian		3	*	*
Filipino		1	*	*
Hispanic		84	Low 66 points below level 3	Declined Significantly -35.3 points
Two or More Races		2	*	*
White		107	Low 7.8 points below level 3	Declined Significantly -18.3 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.


Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	21	Low 18.1 points below level 3	Declined Significantly -43.4 points
EL - English Learner Only	22	Very Low 134.5 points below level 3	Declined Significantly -49.9 points
English Only	156	Low 19.4 points below level 3	Declined Significantly -28.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. All student groups declined from the previous year on the CAASPP. ELs, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic student groups were at least 66 points below level 3.
2. On average, EL - Reclassified Only status was comparable to English Only; both low and approximately 19 to 20 points below level 3. However, EL- English Learner Only were very low and 134.5 points below level 3.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		202	Low 35.1 points below level 3	Declined Significantly -15.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		202	Low 35.1 points below level 3	Declined Significantly -15.5 points
English Learners		43	Low 81.9 points below level 3	Declined Significantly -23.3 points
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		82	Low 77.8 points below level 3	Declined Significantly -18.5 points
Students with Disabilities		28	Low 86.7 points below level 3	Increased +13 points
African American		3	*	*
American Indian		2	*	*
Asian		3	*	*
Filipino		1	*	*
Hispanic		84	Low 67.1 points below level 3	Declined Significantly -21.8 points
Two or More Races		2	*	*
White		107	Medium 13.1 points below level 3	Declined -12.1 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	21	Low 36.3 points below level 3	Declined Significantly -24.6 points
EL - English Learner Only	22	Very Low 125.5 points below level 3	Declined Significantly -47.2 points
English Only	156	Medium 22.4 points below level 3	Declined -14.7 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. With the exception of Students with Disabilities, all student groups declined from the previous year's CAASPP scores.
2. EL-Reclassified Only students were 36.3 points below level 3 compared to English Only students which were 22.4 points. EL-English Learners were very low at 125.5 points. The data indicates that language and the application of grade level math skills on the state math assessment challenge our English Learners especially.
3. We must ensure that our instruction and student tasks are comparable to the rigor of the state assessment.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	78.5%	76.0%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	5.8 points below level 3	31.2 points below level 3
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Mathematics	19.6 points below level 3	35.1 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. While our English Learner Progress Indicator decrease by 2.5 percent from last year, more than three quarters of our English Learners made progress towards English proficiency. This is an indication that our current instructional and monitoring practices support EL growth towards English proficiency, however we need to continue to make strides in this area.
2. The overall Academic Indicator declined from the previous year in both ELA and Math. Our school went from 5.8 points below level three in 2016 to 31.2 points below level three in 2017; a net decline of 25.4 points in ELA. In Mathematics, we went from 19.6 points below level three in 2016 to 35.1 points below level three in 2017; a net decrease of 15.5 points.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	3.6% (13)	3.3% (13)

Conclusions based on this data:

1. The suspension rate remained relatively the same from 2016 to 2017, decreasing by 0.3 percent.
2. Current practices of positive behavior supports and related services continue to reduce student behaviors that lead to suspensions.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. English Learners and Students with Disabilities are at the lowest performance level on the state indicators for Suspension Rate as well as English Language Arts performance on the CAASPP.
2. No Student Group achieved a green or blue performance level in either English Language Arts or Mathematics. The highest level was a yellow in Mathematics by White Student Group.
3. As measured by the CAASPP, Math and ELA assessment scores for all Student Groups need improvement.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:				
Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B				
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.				
Data Used to Form this Goal:				
Literacy:				
According to the California School Dashboard system, 202 students were assessed for proficiency in ELA in the 2016-2017 school year. On average students scored in the low range (31.2 points below level 3) for proficiency in ELA and showed a decrease of 25.4 points (declined significantly) compared to the previous year. English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students are scoring lower than the student body.				
Student Group	Student Performance	Number of Students	Status	Change
All Students	Orange	202	Low	Declined Significantly (25.4 points)
English Learners	Red	43	Very Low	Declined Significantly (25.5 points)
Economic Disadvantaged	Red	82	Very Low	Declined Significantly (27.1 points)
Students with Disabilities		28	Low	Declined (5.6 points)
Hispanic	Orange	84	Low	Declined Significantly (25.3 points)
White	Orange	107	Low	Declined Significantly (18.3 points)
Numeracy:				
According to the California School Dashboard system, 202 students were assessed for proficiency in Math in the 2016-2017 school year. On average students scored in the low range (35.1 points below level 3) for proficiency in math and showed a decrease of 15.5 points (declined significantly) compared to the previous year. English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students are scoring lower than the student body.				
Student Group	Student Performance	Number of Students	Status	Change
All Students	Orange	202	Low	Declined Significantly (15.5 points)
English Learners	Orange	43	Low	Declined Significantly (23.3 points)
Economic Disadvantaged	Orange	82	Low	Declined Significantly (18.5 points)
Students with Disabilities		28	Low	Increased (13 points)
Hispanic	Orange	84	Low	Declined Significantly (21.8 points)
White	Yellow	107	Medium	Declined (12.1 points)

21st Century Skills:

Students are using technology more in the classroom. Plainfield Elementary has chromebooks assigned to all 4th, 5th and 6th graders, as well as classroom sets of chromebooks for 1st, 2nd and 3rd graders. Plainfield Elementary also has two iPad carts that are intended more for the primary grades. Additionally, students are expected to incorporate the 4-C's, critical thinking, communicating, collaborating and creating through problem-based learning utilized with the Project Lead the Way supplemental materials.

Dis-aggregated data from the District Benchmarks and SBAC scores were used by the site.

Findings from the Analysis of this Data:

Our students are scoring lower than proficient on the end of year exams and declined significantly from the previous year in general and for all student groups. We believe that first best instruction coupled with the continued use of close reading strategies, targeted interventions and increased strategic technological use will support student achievement and will show end of year gains. English Learners and Economically Disadvantaged Student Groups had the lowest student performance (red) and status (very low). We believe that a continued emphasis on Positive Behavior Intervention Strategies as well as integrated and designated English Language Development instruction will help our students in these groups show growth and gains. We are the primary redirect school for the district and understand that students who are redirected may struggle due to the transition from school to school. As a result we feel it necessary to develop an "intake" protocol that will help all students feel included and confident in the "Plainfield Way".

2016-2017 SBAC Claim Performance data indicated that 39.9% of students were below standard in Reading and 37.7% were below standard in Writing. A continued emphasis will be placed on delving into complex text (close reading) in all core areas as well as intentional instruction for how to set up written work.

Our school continues to utilize Accelerated Reader for all students, as a means to close the comprehension gap, which our data have shown to also be an area of need. In order to maximize the effect of Accelerated Reader, the school will need to look into strategies that will require the students to write critically, using expository text as evidence as well as incorporating more project based learning.

Additionally, Plainfield teachers have begun to incorporate Close and Guided Reading strategies, and will continue to do so, in order to increase the reading comprehension of complex texts among all students.

How the School will Evaluate the Progress of this Goal:

Assessments used: WJUSD Interim Assessments; iReady Reading and Math Assessments, curriculum-embedded assessments, daily checking for understanding.

Process of Evaluation: Cycle of Inquiry, interim benchmark assessment data via regular teacher collaboration time, including academic conferences.

During the months of August and September, the following will be done:

1. Interpret prior year third trimester interim data
2. Collaborate to determine lesson sequence for each flexible group including interventions for remediation and acceleration
3. Determine training and/or coaching needs (lesson sequence, data, etc.).

During the months of November and December, the school will do the following:

1. Interpret first trimester interim data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to first trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.).

Finally, during the months of February and March, the teaching staff will do the following:

1. Interpret second trimester data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to second trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.)

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Goal 1.1 Increase proficiency in literacy and numeracy for all students.</p> <p>1. Provide teachers with professional development in strategies to increase literacy in the regular classroom, especially in writing.</p> <p>2. Provide students with focused, leveled, differentiated instruction during Language Arts and math instructional time each day. Teachers will become adept at teaching to posted content and language objectives, and will incorporate instructional strategies that will result in higher levels of student achievement. Students will be placed in flexible learning groups for math instruction, as needed.</p> <p>3. Provide staff with equipment needed to be more effective in their teaching.</p> <p>4. Provide Accelerated Reader access to all students in the school. The school already has an active AR account for all students, so funding is to maintain the contract on an ongoing basis.</p> <p>5. Provide Grammar Gallery (web-based software).</p> <p>6. Provide supplemental grade level complex texts for all students (K-6).</p>	8-22-2018 - 6-7-2019	Classroom teachers, Rtl specialist, principal and ASES coordinator	Accelerated Reader contract (Renaissance Learning)	Supplemental/Concentration	4500
			Grammar Gallery contract, and other professional contracts, and trainings	Supplemental/Concentration	650
			NewsELA subscription for grades 3-6	Supplemental/Concentration	3500
			Scholastic News with SPIN (Science) subscription for Grades K-2	Supplemental/Concentration	1500
			Professional Trainings	Supplemental/Concentration	500
				Supplemental/Concentration	500
				Title I Part A: Basic Grants Low-Income and Neglected	1500
			Supplies and equipment	Supplemental/Concentration	3114

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.2 Provide Opportunities for Teacher Collaboration</p> <p>1. Teachers will meet at regular intervals to participate in professional collaboration. The focus of these meetings will include discussion of dis-aggregated assessment data, reflection on current literature of best practices, identification of grade level goals for subgroup populations who are not meeting adequate yearly progress, professional development, and to develop individual action plans for students not yet proficient at each trimester.</p>	8-22-2018 - 6-7-2019	Teachers and principal	Cost of substitute teacher salaries	Title I Part A: Basic Grants Low-Income and Neglected	2000
<p>1.3 Support Teachers with Interim Assessments</p> <p>1. Substitute teachers will be provided to allow teachers to gather assessment data to determine the needs of under served students.</p>	8-22-2018 - 6-7-2019	Principal	Cost of substitute teacher salaries	Supplemental/Concentration	1000
<p>1.4 Provide equipment and supplies needed for daily classroom instruction.</p>	8-22-2018 - 6-7-2019	Principal	Supplies, copies Equipment, copies Supplies, copies	Site Discretionary Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	11974 1500 1000 1500
<p>1.5 Project Lead the Way and Mystery Science Materials</p> <p>The school will purchase an</p>	8-22-2018 - 6-7-2019	Principal and Teachers	Supplemental Materials	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	3000 944

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
integrated ELA, math and science support materials through Project Lead the Way and Mystery Science to provide an increased opportunity for students to apply math and critical reading and thinking skills in a project based learning situation.					
1.6 Library Upkeep Provide funds for the library to replace and and replenish the library materials selection.	8-22-2018 - 6-7-2019	Principal and Librarian	Library Books, Technology and Materials	Title I Part A: Basic Grants Low-Income and Neglected	500

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
Every Student will be Engaged Graduate High School and be Competitively College and Career Ready Through Personalized Learning.
Data Used to Form this Goal:
<p>District Level Data</p> <p>College/Career Indicator (Fall 2017 Dashboard)</p> <ul style="list-style-type: none"> Woodland High School reported that 40.4% were Prepared, 31.1% Approaching Prepared, and 28.5% were Not Prepared. Pioneer High School reported that 40.9% were Prepared, 30.7% Approaching Prepared, and 28.4% were Not Prepared. <p>College and Career Ready (source dataquest):</p> <ul style="list-style-type: none"> At the elementary level, there is a need for actions and service that address college and career planning and guidance. The 2015-16 cohort graduation rate for Pioneer High is 94.3% and for Woodland High is 94%. The 2015-16 cohort graduation rate in WJUSD for English Learners is 3.5 percentage points lower (90.5%) than that of All Students (94%). The 2015-16 cohort dropout rate for Pioneer High is 5.1% and for Woodland High is 5%. The 2015-16 cohort dropout rate in WJUSD is 6.5%. The cohort dropout rate for African American students (42.9%) and for White students (7.5%) is higher than the rate for all students (6.5%). The cohort dropout rate for English Learners (7.1 %), Foster Youth (12.5%), Special Education students (10%), and Socioeconomically Disadvantaged students (7%) is higher than the rate for all students (6.5%). <p>Graduates Meeting UC/CSU Course Requirements (source ed-data.org):</p> <ul style="list-style-type: none"> In 2014-15, 54% of Woodland High School 12 grade graduates met the A-G requirements <p>Breakdown by Gender: 59.2% female, 48.8% male</p> <p>Breakdown by Race/Ethnicity: 66.7% Asian, 33.3% Black or African American, 50% Filipino, 55% Hispanic or Latino, 54.3% White</p> <p>Breakdown by English Learners and Socioeconomically Disadvantaged: 26.1% English Language Learners, 52.4% Socioeconomically Disadvantaged.</p>

- In 2014-15, 43.3% of Pioneer High School 12 grade graduates met the A-G requirements
Breakdown by Gender: 53% female, 34.2% male

Breakdown by Race/Ethnicity 48.4% Asian, 0% Black or African American, 100% Filipino, 39.6% Hispanic or Latino, 50.6% White

Breakdown by English Language Learners and Socioeconomically Disadvantaged: 5.3% English Language Learners, 40.8% Socioeconomically Disadvantaged.

Advanced Placement:

- In 2015-16, the percentage of tests (491) with scores of 3+ (377) was 76.7% (source dataquest)
- In Advanced Placement courses, passage rates by subject area vary widely, with English, History and Social Sciences, and Sciences having the lowest passage rates.
- In terms of enrollment in AP courses, students who are Hispanic or Latino are more likely to be enrolled in AP Spanish Language and AP Spanish Literature, and less likely to be enrolled

in AP Biology or AP Physics.

Career Technical Education:

- In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the California High School Exit Exam (CAHSEE) for English Language Arts

was 49.7%.

- In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the CAHSEE for Math was 49.5%.
- In 2013-14, the percentage of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields was

39%.

Findings from the Analysis of this Data:

Plainfield is not disproportionate in its suspension rate. The school will continue to provide alternate means of correction regarding student disciplinary issues.

Plainfield is not disproportionate in its identification of GATE students (31.4%), but because our Hispanic population is 41% of our overall population, a 40% identification rate for GATE will need some monitoring.

How the School will Evaluate the Progress of this Goal:

Monitor suspension data each trimester for trends.

Monitor Hispanic student progress during the first two trimesters to look for trends and to predict GATE qualification.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1 Monitor student discipline data</p> <p>Monitor student discipline data each trimester to look for trends on which students are showing up most often with office referrals. Meet with those students and their parents, when necessary, to find and implement alternative means to correction as a way to keep our suspension rates within the acceptable range of proportionality.</p>	8-22-2018 - 6-9-2019	Principal	<p>Data analysis of student discipline</p> <p>Cost of substitute teacher salaries</p>	<p>None Specified</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p></p> <p>500</p>
<p>2.2 Conduct academic conferences</p> <p>1. Continue to hold academic conferences with teachers once per trimester to monitor student progress.</p> <p>2. Determine which students need Level 1 and Level 2 interventions, based on the Response to Intervention (RtI) model used in the district.</p> <p>3. Specifically monitor the academic progress of our Hispanic student population.</p>	8-22-2018 - 6-9-2019	Principal and teachers	Substitute teacher costs for academic conferences, paid for by the district office		
<p>2.3 Conduct Student Study Team (SST) meetings</p> <p>Continue to hold SST meetings to monitor the learning needs of identified students at risk.</p>	8-22-2018 - 6-9-2019	Principal, teachers	Substitute teacher costs for SST meetings	<p>Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration Supplemental/Concentration</p>	<p>500 500 932 500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.4 Use technology to support under served students by providing additional opportunities to access curriculum in ways that best fit their needs.	8-22-2018 - 6-9-2019	Principal and teachers	Cost of technology and maintenance	Supplemental/Concentration	2500
				Title I Part A: Basic Grants Low-Income and Neglected	1000
2.5 Provide the ASES after-school program as a way to extend students' learning time and support their literacy and numeracy skill development.	8-22-2018 - 6-9-2019	Principal and ASES coordinator	Salary for ASES coordinator	After School and Education Safety (ASES)	32432
			Hourly wage for ASES tutors	After School and Education Safety (ASES)	60679.5
			Salary for band teacher for portion of instruction that takes place during ASES hours	After School and Education Safety (ASES)	12012.5
2.6 Provide under-performing students with supplemental instructional materials at their level.	8-22-2018 - 6-9-2019	Principal, teachers	Supplemental materials	Supplemental/Concentration	3000

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All students will be successful through the development of targeted and coherent systems of support.
Data Used to Form this Goal:
Suspensions and Expulsions: <ul style="list-style-type: none">• The 2016-17 WJUSD suspension rate (calculated by CDE) was 6.3%, which is a decrease from previous years (9.4% in 2014-2015, 6.8% in 2015-2016). However, the percentage of total suspension days assigned to African American and Special Education students is disproportionate when compared to Asian and White students.• The 2016-17 Plainfield Elementary suspension rate (calculated by CDE) was 3.3%, which is a decrease from last year (2.2% in 2014-15, 3.6% in 2015-2016).• The 2016-17 WJUSD expulsion rate (calculated by CDE) was 0.08%, with 8 students expelled, which is an increase from last year (0% in 2014-15, 0.04% in 2015-2016). Attendance: <ul style="list-style-type: none">• The 2015-16 Truancy Rate for Plainfield Elementary (calculated by CDE) was 32.23, up from the previous year (2014-2015 was 27.6%). Truancy is defined as the number of students absent at least 3 days or for more than 30 minutes 3 times during the school year. Physical Fitness: <ul style="list-style-type: none">• In 2016-17, the vast majority of 5th graders met the Healthy Fitness Zone in all following areas: Aerobic Capacity 72.9%, Body Composition 72.9%, Abdominal Strength 89.8%, Trunk Extension Strength 100%, Upper Body Strength 83.1%, Flexibility 84.7%. Miscellaneous: <p>Plainfield Elementary continues to be the primary redirect school for the district. Positive Behavior Intervention System plans continue to be utilized in order to bring all students together in the "Plainfield Way". Programs such as Life Skills, Student Council and Lunch with the Principal have been effective in teaching our students proper behavior both in and out of the classroom.</p>
Findings from the Analysis of this Data:
Plainfield Elementary is not disproportionate in the number of students being suspended, nor in the ethnicity of students being suspended. Throughout the coming year the school will continue to monitor its suspension rate, as will seek alternate means to correction whenever possible to keep the suspension rate low.
Parent participation and volunteerism is very high.
The PBIS team will need to continue to work on specific items, such as office referral forms, lessons to teach school-wide expectations, and an intake program for redirected students, to improve the Tier 1 supports for our students.

How the School will Evaluate the Progress of this Goal:

Plainfield Elementary will continue to monitor the progress of classroom behaviors, attendance, academic achievement and PE preparedness. Each month Plainfield staff will meet and look at least one facet of the school culture and make plans to improve in order to aim for continual reflection and improvement.

August/September:

- Classroom Behavioral Concerns
- Attendance

October/November:

- Academic Achievement
- Parent Volunteer Data

December/January:

- PE Preparedness
- Staff Morale

February/March:

- Academic Achievement
- School Behavior

April/May:

- School Survey
- Celebration of Success

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1 Building healthy lifestyles</p> <p>1. Building Effective Schools Together (BEST) strategies will continue to be emphasized as a means to continue to improve our school climate.</p> <p>2. A Positive Behavior Intervention System (PBIS) will be developed and incorporated throughout the school.</p> <p>3. Continue to use our school garden program as a means to expose students to fresh produce and a healthy lifestyle. (Garden Coordinator paid out of PTA donations)</p> <p>4. Include student assemblies that emphasize the need for healthy living and the benefits of a healthy lifestyle. (Assemblies paid for by PTA donations)</p> <p>5. Establish a conflict managers program for 5th and 6th grade students.</p>	8-22-18 - 6-7-2019	Principal, Teachers, Rtl Specialist, Counselor	<p>PBIS Coaching (provided by the school district)</p> <p>Rtl specialist salary (paid for out of district funds)</p>		
<p>3.2 CPR and First Aid training</p> <p>Train all staff in CPR and First Aid as a means to increase the safety of everyone on our campus.</p>	8-22-18 - 6-7-2019	Principal	Cost of Certified First/CPR Trainer	Site Discretionary	500
<p>3.3 Kagan Training and Coaching</p> <p>1. Teachers will participate in a training to increase the student engagement strategies utilized during classroom instruction.</p>	8-22-18 - 6-7-2019	Principal and Teachers	Cost of Kagan training and coaching	Supplemental/Concentration	5564

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2. Kagan Coaching and lesson plan development will occur to support teacher use of engagement strategies to reach all learners.					
3.4 Learning Rounds 1. Substitutes will be provided for teachers to be able to conduct learning rounds on and off site to gather ideas of teaching strategies to be incorporated into classroom instruction	8-22-18 - 6-7-2019	Principal	Cost of substitute teachers	Supplemental/Concentration	339
3.5 Radios Funds will be set aside for the maintenance of school radios	8-22-18 - 6-7-2019	Principal	Cost of radio maintenance	Supplemental/Concentration	500

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
<p>English Proficiency: in 2016-17 the majority of our students assessed in the Early Advanced and Intermediate levels as measured by the CELDT (recently changed to ELPAC). The majority of our students are progressing through the CELDT (recently changed to ELPAC) levels and are making progress toward reclassification. The distribution of CELDT (recently changed to ELPAC) levels is as follows: Advanced - 5.0% Early Advanced - 36.0% Intermediate - 40.0% Early Intermediate - 7.0% Beginning - 11.0% These statistics reflect both initial and annual assessments 22.6% (12/53) of Plainfield English Learner students were reclassified in the 2016-2017 school year.</p> <p>Academic Achievement: In 2016-217, according to the CAASPP website, 20 EL students from grades 3-6 were tested in ELA and 0% of the students met or exceeded state standards and 100% of students did not meet state standards. 25 EL students from grades 3-6 were tested in Math and 0% of the students met or exceeded state standards, 8% nearly met standard while 92% of students did not meet state standards. EL students demonstrated a relative strength in Listening (ELA) and Communicating Reasoning (Math).</p>
Findings from the Analysis of this Data:
The English Proficiency of our English learners has been improving year to year. We feel that the incorporation of Close Reading strategies has been beneficial to all our students, especially our English Learners. Having nearly a full year of implementation of our new ELA/ELD textbook adoption, we look forward to having a more meaningful ELD instruction that is directly related to the ELA instruction of the students. In the CELDT data, our students have a tendency to become stagnant in the CELDT level 3.

How the School will Evaluate the Progress of this Goal:

Assessments used: WJUSD ELA Interim Assessments; WJUSD RESULTS, ELPAC (historic CELDT)

Process of Evaluation: Cycle of Inquiry, especially ongoing assessment in our effectiveness in building academic vocabulary

Principal and teachers will review ELPAC data and interim data according to this cycle:

August – September

1. Interpret prior year benchmark data; prior year third trimester interim data
2. Collaborate to determine lesson sequence for each flexible group including interventions for remediation and acceleration
3. Determine training and/or coaching needs (lesson sequence, data, etc.)
4. Ongoing vocabulary development for all students

November – December

1. Interpret first trimester interim data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to first trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.)
5. Ongoing vocabulary development for all students

February – March

1. Interpret second trimester data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to second trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.)
5. Ongoing vocabulary development for all students

April - June

1. Continued focus on student growth and flexible groupings.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.1 Provide targeted language intervention materials</p> <p>1. Provide required resources to augment and support classroom teachers with targeted language instruction.</p> <p>2. Step Up to Writing - Purchase the Step Up to Writing materials and provide teacher training to augment student learning through writing and specific strategies for writing from grades K-6.</p>	8-22-2018 - 6-7-2019	Principal and EL Specialist	<p>Cost of materials</p> <p>Cost of materials</p> <p>Cost of Step Up to Writing materials and training</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>2000</p> <p>500</p> <p>1500</p>
<p>4.2 Increase case management of English Learners</p> <p>1. Provide substitutes for classroom teachers and the English Learner Specialist to meet on a regular basis to discuss student achievement and set goals for English Learners.</p>	8-22-2018 - 6-7-2019	EL Specialist and Teachers	Cost of Substitues	Supplemental/Concentration	1000
<p>4.3 GLAD Training</p> <p>1. Provide initial GLAD training for teachers in order to incorporate target language acquisition for all students.</p> <p>2. Provide refresher GLAD trainings for teachers that have participated in a previous GLAD training in order to refresh and update their understanding of the strategies.</p> <p>3. Provide professional development for teachers to increase instructional</p>	8-22-2018 - 6-7-2019	Principal and Teachers	Cost of trainings	<p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>4500</p> <p>4199</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
strategies and practices to support English Language Learners.					
<p>4.4 Specific supports for English Learners</p> <p>1. EL specialist will provide coaching to teachers in best instructional strategies for English Learners.</p> <p>2. As she is able and as funds are available, the EL specialist will provide instructional support to English Learners, especially in the primary grades.</p> <p>3. English Learners will participate in after-school interventions (ASES) whenever possible.</p> <p>4. Classroom practices will emphasize increased speaking opportunities for English Learners and in developing academic vocabulary.</p> <p>5. The EL specialist and teachers will monitor English Learners' progress, program implementation and outcomes, and will utilize curricular materials to align instruction to the ELD content standards.</p>	8-22-2018 - 6-7-2019	EL specialist, teachers and principal	EL specialist salary (paid for out of district funds)		

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Excellence for all students is supported through meaningful stakeholder engagement
Excellence for All students is supported through meaningful stakeholder engagement.
Data Used to Form this Goal:
Stakeholder engagement is essential to the function of Plainfield Elementary and especially to our student success. We define "stakeholder" as any population of people that can have a positive impact on the academic and social success of our students, which includes: Parents, Community at large, Certificated and Classified Staff, Students, Administration and the Board of Trustees. In order to educate the whole child, each of these stakeholders have an essential role to fulfill and it is incumbent upon the school to include each stakeholder group in the crafting of school policy and establishing strong partnerships. The 2017-2018 school year will be a year dedicated to gathering data of stakeholder participation and engagement. The areas of focus will be: 1 - Parent Use of the Aeries Parent Portal System 2 - Participation in Parent Groups (PTA, SSC, ELAC, Parent University) 3 - School Event Participation (Back to School Night, Open House, Parent Nights) 4 - Stakeholder Survey feedback 5 - School Participation in Community Events
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
We will continue to collect parent involvement data. As we progress through the year we will be identifying our strengths and areas of concern and take steps to formulate plans on how to improve in specific areas. We will be keeping data of the numbers of parents in attendance at various school functions, as well as parents volunteering classrooms. We will also increase the school outreach and partnership with community members as well. We will create a form to identify partnerships that already exist and focal points for improvements. We will also utilize the Plainfield Student Council to gather data on the effectiveness of student programs and what needs we have.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>5.1 Increasing opportunities for parent education and involvement</p> <p>1. Update school website.</p> <p>2. Establish a parent liaison as part of a student support program to make phone calls to parents to keep them apprised of classroom news.</p> <p>3. Provide funding for paying a translator throughout the school year to translate oral communication at parent-teacher meetings, such as conferences.</p> <p>4. Provide child care during parent meetings.</p> <p>5. The parent handbook, critical components of the SPSA, the School Safety Plan, and other announcements will be posted on the school website in English and Spanish to inform parents about school programs and parental involvement opportunities at school and in the community. Hard copies of those documents will be made available on a limited basis to those parents who do not have access to the internet.</p> <p>6. Student planners, kindergarten materials for parents and homework folders will be provided to students in order to increase communication between teachers and parents.</p> <p>7. Fund a parental involvement</p>	8-22-2018 - 6-7-2019	Principal, Teachers	Funds to pay for substitute teachers to release the webmaster to work update the school website	Title I Part A: Basic Grants Low-Income and Neglected	500
			Supplies	Site Discretionary	1250
			Funds for a translator	Supplemental/Concentration	500
			Funds to conduct Parent Involvement Nights	Supplemental/Concentration	500
			Extra duty pay for teachers to lead Parent Informational Nights.	Supplemental/Concentration	500
				Supplemental/Concentration	500
			Parent Liaison	Title I Part A: Basic Grants Low-Income and Neglected	1000
			Child Care during parent meetings	Title I Part A: Basic Grants Low-Income and Neglected	500
			Funds for families to participate in trainings/workshops such as CAFE	Title I Part A: Parent Involvement	409

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>program that will focus on increasing the number of parent volunteers in the classroom and during school events.</p> <p>8. Provide parent informational nights, such as math nights, PLTW nights, CPR nights, etc.</p>					
<p>5.2 Increase the amount of Plainfield involvement in community groups, such as Rotary or Lyons. The principal and members of the School Site Council will find and join community groups to increase the amount of communication with the community and the school.</p>	8-22-2018 - 6-7-2019	Principal, School Site Council	The principal and members of the School Site Council will find and join community groups to increase the amount of communication with the community and the school.	None Specified	
<p>5.3 Increase the parent and community involvement at school, specifically in Parent groups (PTA, SSC, ELAC) and parents volunteers in the classroom.</p>	8-22-2018 - 6-7-2019	Principal, Teachers	Data will be collected to ascertain the level of parent involvement in these groups.	None Specified	

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
After School and Education Safety	105,124.00	0.00
Supplemental/Concentration	44,043.00	0.00
Site Discretionary	13,724.00	0.00
Title I Part A: Basic Grants Low-Income	16,199.00	0.00
Title I Part A: Parent Involvement	409.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	105,124.00
Site Discretionary	13,724.00
Supplemental/Concentration	44,043.00
Title I Part A: Basic Grants Low-Income and Neglected	16,199.00
Title I Part A: Parent Involvement	409.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	39,182.00
Goal 2: All students will graduate high school and be	114,056.00
Goal 3: All students will be successful through the	6,903.00
Goal 4: Improve the English proficiency and academic	13,699.00
Goal 5: Goal 5: Excellence for All students is supported	5,659.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly and punctually
- Always try to do my best in my work and my behavior
- Come to school each day prepared with appropriate materials and completed assignments
- Communicate struggles/triumphs to both parents and teachers
- Observe regular study hours
- Conform to rules of student conduct at school and on the bus
- Respect myself, my school, and my community
- Take pride in my school
- Believe that I can and will learn

Parents Pledge:

I want my child to succeed. Therefore, I shall encourage him/her by doing the following:

- Provide for the basic needs of my child so he/she is equipped and prepared to learn
- Provide a home environment that encourages my child to learn
- Ensure that my child attends school regularly and punctually
- Provide appropriate materials, space, and a specific time for my child to study
- Insist that all homework assignments be completed and review my child's homework regularly.
- Communicate regularly with my child's teachers
- Together with the school, provide support in developing positive behaviors in school and at home
- Support the school discipline policy by reviewing the Parent/Student Handbook
- Talk with my child about his/her school activities every day
- Read daily to/with my child and monitor his/her TV viewing
- Show respect and support for my child, the teacher, and the school

Staff Pledge:

It is important that students achieve. Therefore, I shall strive to do the following:

- Believe and ensure that each student can learn
- Show respect for each child and his/her family
- Come to class prepared to teach
- Provide a safe and caring learning environment where the student will begin to be responsible for his/her own behavior and learning
- Help each child grow to his/her fullest potential
- Provide appropriate homework experiences
- Enforce school and classroom rules fairly and consistently
- Encourage students and parents by providing information about student progress
- See ways to communicate with parents and involve them in the school program

X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Barbara Chase	530.662.9301	Fall 2018		X			
Cindy Phillips	530.662.9301	Fall 2018		X			
Wendi Zane	530.662.9301	Fall 2018		X			
Phil Pinegar	530.662.9301	N/A	X				
Geoff Hulbert	530.666.4660	Fall 2019				X	
Brooke Santoni	530.406.1022	Fall 2019				X	
Andrea Looney	530.908.1851	Fall 2018				X	
Sebastian Torres	530.662.9301	Spring 2019			X		
Nick Waldron	530.681.6524	Fall 2018				X	
Allyson Bleile	530.601.6671	Fall 2018				X	
Numbers of members of each category:			1	3	1	5	

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 4-24-2018.

Attested:

Phillip Pinegar

Typed Name of School Principal

Signature of School Principal

Date

Allyson Bleile

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date