Plainfield Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	Each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

At Plainfield Elementary School, we believe that all children have the capacity for greatness. It is our job to provide the best environment and guidance to ensure their success every step of the way. We look forward to working with our students and families each year as we continue to improve and develop our educational program.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 60,000 people, the city is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, an adult education school, and served 9,307 students in the 2021-22 school year.

Plainfield Elementary School is a traditional elementary school with a focus on agricultural and environmental sciences. The school operates on a traditional calendar, and during the 2021-2022 school year, 257 students were enrolled in grades kindergarten through six.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	28
Grade 2	36
Grade 3	40
Grade 4	46
Grade 5	51
Grade 6	31
Total Enrollment	257

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.6
Male	56.4
American Indian or Alaska Native	0.4
Asian	2.3
Black or African American	0.0
Filipino	0.8
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.2
White	42.8
English Learners	7.8
Foster Youth	0.0
Homeless	0.8
Migrant	1.2
Socioeconomically Disadvantaged	52.5
Students with Disabilities	11.7

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	99.35	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	0.10	0.65	29.10	5.99	18854.30	6.86
Total Teaching Positions	15.40	100.00	485.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.90	98.59	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	1.48	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.20	1.68	11953.10	4.28
Unknown	0.00	0.00	18.00	3.70	15831.90	5.67
Total Teaching Positions	14.10	100.00	488.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as

a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	Pearson Scott Foresman Adopted 2008	No	0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	No	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Plainfield Elementary School, originally constructed in 1949, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 18 classrooms, one library, one multipurpose room, one staff room, and one playground. Recent modernization includes the addition of a multipurpose building. In the summer of 2005, Plainfield received a grant, through the Pacific Gas & Electric Solar Schools Program, to build a greenhouse. In the summer of 2009, portable classrooms and restrooms were added to the campus to allow room for the absorption of students from another school. This allowed for the creation of a computer lab in one of the permanent classrooms on campus which now serves as an Response to Intervention and Professional Development room during the day and doubles as the After School Education and Safety Office and classroom. Facility information is current as of November 23, 2022.

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

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

Year and month of the most recent FIT report	11/23/2022 - 11/23/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Girls Restroom: 4: (D) sheet vinyl On floor is coming up. Work order 52090
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Administration: 5: (D) Replace filter front Admin in air purifier Work order 54402 Room 03: 5: (D) Air purifiers need filters changed (2)

			Work order 54402
Electrical		X	Multi-Purpose Room: 5: (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Tables against the wall are dirty, need cleaned. Along wall and baseboards dirty. Clean door windows. 7: VERIFY all lights are operational (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 52093 Room B1: 7: (D) Lens cover is broken, replace 9: (D) Replace aerator on sink faucet Work order 52095 Room B2: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out by front door. Work order 52096 Room B3: 7: 1 light bulb out, replace - near back door (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 52097 Room P3: 5: (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Windows are dirty with dead flies, also clean blinds. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out, please replace. 15: (D) Doors are NOT intact or have other conditions that could present safety hazards. Adjust door stop on front door Work order 52100 Room P9: 7: (D) 1 light bulb is out. (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 52106 Room S3: 7: (D) There is an unusual hum or noise from the light fixtures. Ballast is humming. 9: (D) Needs new aerator on faucet Work order 52107
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Girls Restroom: 8: Lights not functional (D) Restrooms are NOT fully operational. Work order 52091 Room B1: 7: (D) Lens cover is broken, replace 9: (D) Replace aerator on sink faucet Work order 52095 Room K2: 9: (D) A Leak is evident. Drinking fountain does not work and is leaking. Work order 52098 Room P4: 5: (D) Windows and blinds need cleaned

School Facility Conditions and Planned Improvements

			(X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. 9: j(D) Replace aerator on sink Work order 52102 Room P8 Lab: 9: (D) Replace aerator on faucet 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Remove objects too close to extinguisher. Work order 52104 Room S3: 7: (D) There is an unusual hum or noise from the light fixtures. Ballast is humming. 9: (D) Needs new aerator on faucet Work order 52107
Safety: Fire Safety, Hazardous Materials	X		Room P8 Lab: 9: (D) Replace aerator on faucet 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Remove objects too close to extinguisher. Work order 52104
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Grounds: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found. Remove bottom blue step and recoat - all chipping off Repaint older portion of play structure. Supply and install 1 metal basketball net (missing) Work order 52092 Room P2: 15: (D) Gates are NOT intact or have other conditions that could present safety hazards. Repair door base, dragging badly. (D) When you walk out, part of the base of hand railing frame is protruding out (green) and is a trip hazard Work order 52099 Room P3: 5: (X) Area appears to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Windows are dirty with dead flies, also clean blinds. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out, please replace. 15: (D) Doors are NOT intact or have other conditions that could present safety hazards. Adjust door stop on front door Work order 52100

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	State Priority: Pupil Achievement

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	49	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	167	99.40	0.60	50.90
Female	68	68	100.00	0.00	52.94
Male	100	99	99.00	1.00	49.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	37.08

Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	68	67	98.53	1.47	67.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	75	75	100.00	0.00	38.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	23.33

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	167	99.40	0.60	49.10
Female	68	68	100.00	0.00	44.12
Male	100	99	99.00	1.00	52.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	38.20
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	68	67	98.53	1.47	61.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	13	13	100.00	0.00	38.46

Socioeconomically Disadvantaged	75	75	100.00	0.00	37.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	26.67

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	31.37	NT	19.88	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100	0	31.37
Female	19	19	100	0	42.11
Male	32	32	100	0	25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100	0	12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100	0	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100	0	20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.1%	100.0%	100.0%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

Each year Plainfield Elementary seeks parent input in a variety of ways, but formally through the use of annual surveys. Survey results provide essential parent perspective on our school's instructional program, school safety and climate. Likewise, Plainfield values student voice and engagement. Student participation in surveys (e.g. Trimester School Climate and Student Safety surveys-grades 3-6, California Healthy Kids Survey-grade 5), Student Advisory Council, and Youth Advisory Council meetings provide us a detailed lens of overall student safety, connectedness, well-being, need for supports, risk behaviors and leadership opportunities. Students that demonstrate concern or have suggestions for improvement are followed up with school administration or support staff. Throughout the year, students are also asked about their knowledge surrounding safety protocols during emergency drills by school administration. Student feedback is valuable and informs our Comprehensive School Site Safety Plan, School Plan for Student Achievement, and our efforts to create a safe and engaging learning environment for our students.

Plainfield Elementary School has also benefited from partnerships with: Cache Creek Nature Conservancy, Crocker Art Museum, Yolo Farm to Fork, Yolo Basin Foundation, Pacific Gas & Electric, Teichert Foundation, Willows Fire Department, Woodland Public Library, Woodland Schools Foundation, Yolo Lumber, Nugget Market, Raley's, Costco, and other local businesses.

Parents who wish to participate in Plainfield Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-9301. The district's website (www.wjusd.org) provides a variety of resources for parents, students and community members. Parents can stay abreast of school events by joining our PTA, visiting the school's

2022-23 Opportunities for Parental Involvement

website (https://plainfield.wjusd.org/), and registering with a Parent Square account. Parents are also encouraged to participate in community forums at the district level.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	271	264	82	31.1
Female	116	112	37	33.0
Male	155	152	45	29.6
American Indian or Alaska Native	1	1	0	0.0
Asian	7	6	0	0.0
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	136	134	50	37.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	0	0.0
White	114	111	30	27.0
English Learners	27	26	7	26.9
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	144	141	58	41.1
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	48	47	13	27.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.72	4.16	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Student safety is a top priority of the school staff. Students are supervised throughout the day by teachers, staff and noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in at the office.

Plainfield Elementary School's Safety Plan is revised each year by the School Site Council, which consists of the principal, three teachers, one classified staff, and five parents. The Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The Safety Plan was approved unanimously by the School Site Council on September 21, 2022 and discussed with school faculty throughout the year. Prior to approval, all components and sections of the Safety Plan are reviewed and updated by the Site Safety Committee (September 15, 2022) and the Youth Advisory Council

2022-23 School Safety Plan

(September 13, 2022). Annual updates include but are not limited to assessments of school safety, such as suspension and expulsion data, parent and student surveys, tiered fidelity inventory scores - which measures the extent to which our schools apply core features of school wide positive behavior interventions and supports (PBIS) - attendance data, and the Youth Advisory Council input. In addition, the Safety Committee updates school objectives and action steps related to creating and maintaining: safe physical environments, a school culture that promotes positive school wide behaviors and safety, as well as academic and social/emotional support systems through a multi-tiered system of supports and staff training. WJUSD Board of Trustees approved the Safety Plan on October 13, 2022.

Due to COVID-19, additional protocols have been added to the Safety Plan to ensure appropriate measures are taken to help prevent the spread of the virus. When deemed necessary by the Department of Public Health and WJUSD, measures include protocols for healthy hygiene (e.g. handwashing, healthy hygiene behaviors); face coverings; cleaning, disinfection and ventilation; to the extent possible physical distancing inside classrooms, workspaces and outdoor areas (e.g. visitors, ingress/egress, desk spacing, use of outdoor spaces); training (e.g. staff and students); signs and symptoms (e.g. weekly testing, daily screenings for staff and students); plans for illness/exposure (i.e. isolation room, notifications, quarantine, return to school protocols, etc.); and considerations for partial or total closure.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including fire evacuations, earthquake and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The Safety Plan is reviewed annually with staff.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	23		2	
2	23		2	
3	29		2	
4	27	1	1	1
5	26	1	1	
6	29		2	
Other	51			2

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	19	2		
2	22		2	
3	25		2	
4	38		2	1
5	19	1	1	
6	24	1	2	
Other	21	6	1	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	
1	14	1	1	
2	19	2		
3	22		2	
4	24		2	
5	18	1	2	
6	16	1	1	
Other	2	1		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,157	$978	$6,179	$70,962
District	N/A	N/A	$5,707	$73,100
Percent Difference - School Site and District	N/A	N/A	7.9	-3.0
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-6.5	-15.8

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of $5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$47,505	$52,478
Mid-Range Teacher Salary	$67,644	$80,810
Highest Teacher Salary	$96,876	$101,276
Average Principal Salary (Elementary)	$110,190	$127,080
Average Principal Salary (Middle)	$115,533	$134,264
Average Principal Salary (High)	$127,448	$147,200
Superintendent Salary	$246,598	$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:
Universal Design for Learning, TK-12
Ethnic Studies, Preschool-12
English Learner Roadmap, TK-12
Social Emotional Learning TK-12
Early Literacy TK-3

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0