

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Plainfield Elementary School	57727100000000	May 3, 2023	May 25, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
 Additional Targeted Support and Improvement
 Chronic Absenteeism for students with disabilities

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Wide Plan meets the ESSA requirements through:
 A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses

necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

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

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, students, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

Through the comprehensive needs assessment, we identified the need for Additional Targeted Support and Improvement plan for the school's "Very High" Chronic Absenteeism performance level for the 2021-2022 school year. The ATSI plan will include the following strategies to reduce chronic absenteeism at our school and promote good attendance: engage students and parents; recognize good and improved attendance; monitor attendance data and practice; provide personalized early outreach; develop programmatic response to barriers. Our school's Wellness Team, teachers and support staff will work together to implement these strategies to promote positive conditions for learning and tiered systems of support.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Plainfield Elementary School's Site Council meets 7 times per year, and reviews: the comprehensive school safety plan, school data, progress made on goals and metrics within the School Plan for Student Achievement (SPSA), SPSA related expenditures, as well as participating in a comprehensive needs assessment to develop then approve the annual School Plan.

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

STUDENT INPUT

Student input was initially gathered through a survey focused on school culture and safety, of which 150 students (grades 3 - 6) responded. Our Youth Advisory Council met five times to review academic data, SPSA implementation and metrics, student survey results, participated in a Comprehensive Needs Assessment and suggested strategies for the 2023-2024 school year. Additionally, three student focus groups were created, with a balanced representation of student groups and mirrored school demographics, to participate in a Comprehensive Needs Assessment. To increase academic engagement and school climate, students recommended the following: keep the current lunchtime clubs and expand offerings for students (some clubs can be student led), increase incentives for good attendance, and continue academic programs such as Accelerated Reader and Mystery Science. Additionally, our Youth Advisory Council recommended to continue student survey revisions for 2023-2024 school year and create actions to student responses, and continuing to have a different focus for each of the 2022-2023 Student Advisory Council meetings (e.g. safety, enrichment/clubs, survey development/analysis, data review, plan for 2023-2024).

24 students participated in the focus group process (eight fourth graders, eight fifth graders, eight 6th graders). Student focus groups completed a needs assessment by reviewing survey, academic, and local data using a Jamboard to capture input. Students identified attendance, academic programs, enrichment and school connectedness as areas of focus. Students then provide recommendations for SPSA activities to improve outcomes as seen on the California Dashboard. Recommendations included: keep the Renaissance Place Accelerated Reader program as it motivated students to read more, set goals and develop vocabulary; purchase additional Mystery Science Kits so students can participate in fun, hands-on experiments; add programs to help with reading, writing and math. These meetings occurred on March 27 (4th and 5th) and March 29, 2023 (6th).

Additional needs assessments were conducted. On January 25, 2023, staff reviewed Plainfield Elementary student performance data and identified English Language Arts and Mathematics as areas of need with a continued focus on our English learners as well as developing systems to address the very high performance level of Chronic Absenteeism facing our school last year. Staff recommended programs and activities to support student achievement and attainment of our SPSA goals. On March 30, 2023 a team of four staff members (Site Leadership team, members present) reviewed staff and stakeholder (SSC, ELAC, Youth Advisory Council and staff) input and proposed actions and strategies to support identified needs. Areas of growth included writing, mathematics, science and agriculture programs, vocabulary development, use of integrated English Language Development strategies, structured student discourse, vertical articulation, parent support, and formal testing practice.

Education Partner Needs Assessment meetings were held with School Site Council on February 15, 2023; Youth Advisory Council on March 13, 2023 and with ELAC (English Learner Advisory Committee) on March 9, 2023. School Site Council members noted that we are progressing toward our goals if not surpassing the metrics. There was improvement in Academic Performance, ELPI percentage, and Suspension Rate per California Dashboard and advocated to continue current strategies such as school-wide small group support, additional opportunities for student academic talk, incentives, recess and lunchtime activities, as well as integrated/designated ELD (English Language Development) /GLAD (Guided Language Acquisition and Design) strategies. While there have been improvements, ELAC identified parent involvement, limited support/ability and communication as underlying causes for lower than anticipated attendance performance levels and academic metrics. Parents proposed the continuation of biannual mini parent teacher conferences and parent information nights.

Staff and ELAC reviewed the SPSA on April 19, 2023 and April 27, 2023 respectively, and provided additional feedback. School Site Council reviewed the plan on April 19, 2023, considered recommendations and feedback from all groups, and unanimously approved the SPSA on May 3, 2023. The ELAC chair signed the final draft of the SPSA after being unanimously approved by ELAC members on April 27, 2023.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing, and Plainfield did not identify any inequities that impacted absenteeism.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.39%	0%	1	1	0
African American	%	%	0%			0
Asian	2.8%	2.33%	1.53%	8	6	4
Filipino	0.4%	0.78%	0.76%	1	2	2
Hispanic/Latino	44.6%	49.81%	50.38%	128	128	132
Pacific Islander	%	%	0%			0
White	49.1%	42.80%	42.75%	141	110	112
Multiple/No Response	1.7%	1.17%	2.29%	5	3	6
Total Enrollment				287	257	262

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	27	25	27
Grade 1	35	28	25
Grade 2	40	36	31
Grade3	48	40	40
Grade 4	54	46	42
Grade 5	37	51	47
Grade 6	46	31	49
Grade 7			1
Total Enrollment	287	257	262

Conclusions based on this data:

- Our school enrollment has been in decline over the past three years. In 2019-20, 331 students were enrolled at Plainfield. A year later (2020-2021) there were 287 students - a decline of 44 students and in large part a result of the COVID related facilities closures and virtual learning/instruction. Last year (2021-2022) enrollment was 257, which was a further decline of 30 students. Enrollment data highlights the need to be proactive about Open Enrollment recruitment.

Our demographic composition primarily consists of Hispanic (49.81%), White (42.8%), Asian (2.33%), Filipino (.78%), American Indian (.39%); and multiple/no responses at 1.17%. Our demographic data reveals the need for all students (especially our non-Hispanic and non-White students) to continue to feel connected socially and an important part of our school.

2. 2021-2022 Grade Level enrollment ranged from 25 - 51 students. The Primary Grade (K-3) Enrollment average was 21.5 students per class, putting us well within the Grade Span Adjustment (GSA) requirements of 26:1 (student to teacher ratio). The Intermediate Grade Enrollment average was 25.6 students per class which is lower than the 32:1 average. These small numbers provide teachers additional opportunities for student contact time and individual attention.
3. Due to continued low first and second grade as well as third and fourth grade enrollment numbers, our projected enrollment for 2023-2024 indicates a 2-3 and a 4-5 combination class. This highlights the need to develop lessons that include differentiated and small group instruction while pushing up the lower grade students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	22	20	28	7.70%	7.8%	10.7%
Fluent English Proficient (FEP)	37	34	29	12.90%	13.2%	11.1%
Reclassified Fluent English Proficient (RFEP)	4			18.2%		

Conclusions based on this data:

- 2021-2022 enrollment of English Learners (EL) decreased by two students from the year prior. The number of Fluent English Proficient (FEP) decreased by three to 34 students, and the number of students who have Reclassified Fluent English Proficient (RFEP) was not shown. With comparative low enrollment of EL's, as a school percentage, we utilize the homeroom model during designated English Language Development (ELD). Teachers, by grade level, provide designated ELD to their students in small group settings or combine ELD students by grade level to provide designated ELD instruction. Due to the high number of EL in the second grade during the 2022-2023 school year, after school EL interventions focused on this grade.
- The 2021-2022 percentage of EL students as a percentage of our school increased by .1 percent with no reclassified students shown. This data suggests that reclassification rates continued to be impacted by the year of distance or virtual learning. While designated and integrated ELD strategies/supports have become more consistent school wide, adequate interventions did not do enough to impact overall ELPAC and assessment data scores among our EL students. This demonstrates that we need to continue to implement integrated ELD strategies and the monitoring of EL students. With such a small number of students that are EL and/or RFEP, each student's academic growth amplifies that particular student group.
- Over the course of three years, there is a positive trend in the number of students that are designated as Fluent English Proficient (FEP) while RFEP's and the number of EL's are trending down. As a result teachers need to be well versed in differentiate instruction using high yield integrated and designated ELD strategies.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	41		0	41		0	41		0.0	100.0	
Grade 4	53	45		0	45		0	45		0.0	100.0	
Grade 5	32	51		0	51		0	51		0.0	100.0	
Grade 6	46	31		0	30		0	30		0.0	96.8	
All Grades	179	168		0	167		0	167		0.0	99.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.			14.63			36.59			29.27			19.51	
Grade 4		2475.			28.89			24.44			24.44			22.22	
Grade 5		2507.			27.45			23.53			19.61			29.41	
Grade 6		2543.			16.67			30.00			40.00			13.33	
All Grades	N/A	N/A	N/A		22.75			28.14			26.95			22.16	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.51			73.17			7.32	
Grade 4		24.44			64.44			11.11	
Grade 5		27.45			54.90			17.65	
Grade 6		23.33			56.67			20.00	
All Grades		23.95			62.28			13.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.20			70.73			17.07	
Grade 4		8.89			66.67			24.44	
Grade 5		15.69			52.94			31.37	
Grade 6		20.69			58.62			20.69	
All Grades		13.86			62.05			24.10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32			80.49			12.20	
Grade 4		15.56			73.33			11.11	
Grade 5		21.57			64.71			13.73	
Grade 6		16.67			80.00			3.33	
All Grades		15.57			73.65			10.78	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32			73.17			19.51	
Grade 4		13.33			68.89			17.78	
Grade 5		27.45			58.82			13.73	
Grade 6		13.33			73.33			13.33	
All Grades		16.17			67.66			16.17	

Conclusions based on this data:

1. In 2021-2022, 50.89 percent of students Met or Exceeded Standard in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA)/Literacy. This represents a 6.45 percentage point increase from 2018-2019 (44.44 percent). In addition, the percentage of students not meeting standard decreased by 14.2 which demonstrates that on average, students made growth at all levels. Grades 3, 4 and 5 had more that 50 percent of students meeting or exceeding standard (51.22 percent, 53.33 percent, and 50.98 percent respectively). Grade 6 had the lowest percentage (46.67 percent) of students meeting or exceeding standards in ELA. However, the 2021-2022 grade 6 scores (46.67 percent) were an increase of 5.16 percentage points from 2018-2019 (41.51 percent).
2. Achievement Level Descriptors reveal the following percent of students scored Above Standard, At or Near Standard:
 In Reading, 86.23 percent (students can comprehend stories and information they read) - increase of 23.61% from 2018-2019
 In Writing, 75.91 percent (students can communicate effectively in writing) - increase of 3.69% from 2018-2019
 In Listening, 89.22 percent (students can understand spoken information) - increase of 8.92% from 2018-2019
 In Research/Inquiry, 83.83 percent (students can find and present information about a given topic) - increase of 18.68% from 2018-2019

Teacher familiarity and experience with the adopted ELA curriculum; additional student exposure to informational text; small group reading instruction; continued use of computer programs such as Accelerated Reader and iReady personalized lesson paths have been contributing factors to these scores.

3. In 2021-2022, the percentage of students tested in third through sixth grade was nearly 100 percent (99.4 %); one grade 6 student did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that overall participation numbers are high.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	41		0	41		0	41		0.0	100.0	
Grade 4	53	45		0	45		0	45		0.0	100.0	
Grade 5	32	51		0	51		0	51		0.0	100.0	
Grade 6	46	31		0	30		0	30		0.0	96.8	
All Grades	179	168		0	167		0	167		0.0	99.4	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2434.			17.07			41.46			26.83			14.63	
Grade 4		2481.			17.78			35.56			28.89			17.78	
Grade 5		2511.			23.53			23.53			23.53			29.41	
Grade 6		2532.			23.33			10.00			36.67			30.00	
All Grades	N/A	N/A	N/A		20.36			28.74			28.14			22.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.63			68.29			17.07	
Grade 4		22.22			60.00			17.78	
Grade 5		23.53			45.10			31.37	
Grade 6		20.00			53.33			26.67	
All Grades		20.36			56.29			23.35	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07			65.85			17.07	
Grade 4		17.78			55.56			26.67	
Grade 5		15.69			60.78			23.53	
Grade 6		23.33			46.67			30.00	
All Grades		17.96			58.08			23.95	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.39			63.41			12.20	
Grade 4		17.78			71.11			11.11	
Grade 5		19.61			58.82			21.57	
Grade 6		13.33			60.00			26.67	
All Grades		19.16			63.47			17.37	

Conclusions based on this data:

- In 2021-2022, 49.1 percent of students Met or Exceeded Standard in the CAASPP for Mathematics. This represents a 8.3 percentage point increase from the previous year (40.8 percent). While this is significant growth, just over half the students tested did not meet standard. Grades 3 and 4 had the highest percentage of students meeting or exceeding standard at 58.53 percent and 53.34 percent respectively. Grades 5 and 6 had the lowest scores at 47.06 percent and 33.33 percent respectively.
- 2021-2022 Achievement Level Descriptors
 Concepts and Procedures:
 76.65 percent of students were above or near standard (students apply mathematical concepts and procedures). An increase of 16.95 percent from 2018-2019
 Problem Solving and Modeling/Data Analysis:
 76.05 percent of students were above or near standard (students use appropriate tools and strategies to solve real world and mathematical problems). An increase of 8.89 percent from 2018-2019
 Communicating Reasoning:
 82.63 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions). An increase of 12.48 percent from 2018-2019

 This information suggests that our students are improving their ability to identify relevant information embedded in mathematical word problems, apply strategies to solve, as well as to communicate the process and answers effectively.
- In 2021-2022, the percentage of students tested in third through sixth grade was nearly 100 percent (99.4 percent); one sixth grader did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		7	4	
1	*	*		*	*		*	*		*	6	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	4	
6	*	*		*	*		*	*		5	*	
All Grades										21	24	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	9.52	8.33		42.86	37.50		38.10	50.00		9.52	4.17		21	24	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	23.81	29.17		57.14	50.00		14.29	20.83		4.76	0.00		21	24	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	19.05	25.00		61.90	75.00		19.05	0.00		21	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	42.86	41.67		52.38	54.17		4.76	4.17		21	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	4.76	0.00		52.38	58.33		42.86	41.67		21	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.52	4.17		71.43	70.83		19.05	25.00		21	24	

Conclusions based on this data:

- 24 students participated in the 2021-2022 English Language Proficiency Assessments for California (ELPAC) - Summative Assessment. Of those 24 English Learners, 8.33 percent achieved an Overall Language score of Level 4 and 37.5 percent scored a Level 3 on the 2021-2022 Summative ELPAC. This represents a decrease in the number of students that took the ELPAC and those that scored an overall level of 4 in 2020-2021. Oral Language scores revealed that 29.17 percent scored a Level 4 and 50 percent scored a Level 3.

This data indicates that the majority of our English Learners (EL) scored lower on the 2021-2022 ELPAC Summative Assessment than they did in 2020-2021. The consistent use of engagement strategies which focus on oral language along with intentional reading and writing supports in designated and integrated ELD will benefit our English Learners.
- Language Domains:
 Listening - 25 percent scored in the Well Developed range while 75 scored Somewhat/Moderately Developed
 Speaking - 41.67 percent scored in the Well Developed range while 54.17 scored Somewhat/Moderately Developed
 Reading - 0 percent scored in the Well Developed range while 58.33 percent scored in the Somewhat/Moderately Developed range
 Writing - 4.17 percent scored in the Well Developed range while 70.83 scored Somewhat/Moderately Developed
 This data confirms that reading and writing domains have the highest need. Consistent integrated English Language Development reading and writing strategies are needed by our English Learners.

3. This data indicates an overall decline among our EL achievement on the 2021-2022 ELPAC Summative Assessment: 8.33 percent of English Learners achieved a Level 4, whereas this category in 2020-2021 was 9.52 percent. Despite these decreases, our English Language Progress Indicator (ELPI) rating was very high - which demonstrates that our EL's are making steady growth from year to year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
257	52.5	7.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Plainfield Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	7.8
Foster Youth		
Homeless	2	0.8
Socioeconomically Disadvantaged	135	52.5
Students with Disabilities	30	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	1	0.4
Asian	6	2.3
Filipino	2	0.8
Hispanic	128	49.8
Two or More Races	3	1.2
Pacific Islander		
White	110	42.8

Conclusions based on this data:

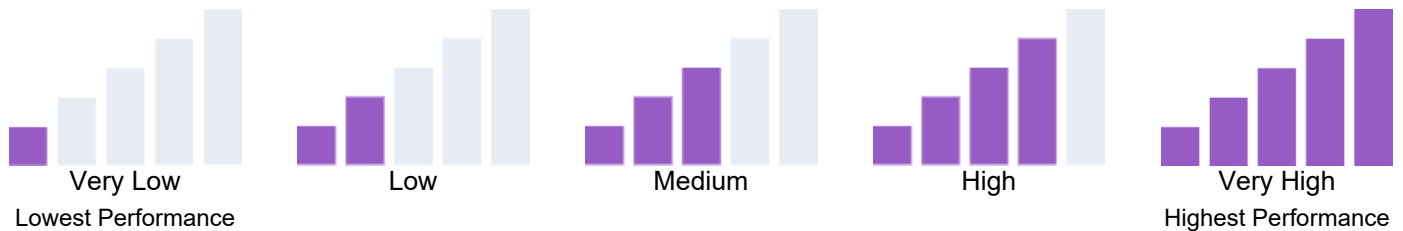
1. The largest Student Group for All Students/Student Group are our Socioeconomically Disadvantaged students representing 52.5 percent of our student body. Students with Disabilities were 11.7 percent followed by English Learners comprising 7.8 percent. While Homeless and Foster Youth combined were .8 percent, they historically represent a student group that has a high need of intensive social-emotional and academic supports.
2. The majority of our Enrollment by Race/Ethnicity is Hispanic (49.8 percent), followed by White (42.8 percent), Asian (2.3 percent), Two or More Races (1.2 percent), Filipino (.8 percent) and American Indian (.4 percent) Student Groups. Whenever there are significant numeric differences between Student Groups, it is important that our school culture emphasizes universal acceptance/inclusion and celebrates cultural diversity in order to foster school connectedness and home to school partnerships.
3. This aggregated data indicates a significant need to provide multi-tiered systems of support beyond quality first instruction to ensure all of our students become proficient in literacy, numeracy, 21st Century skills, while being able to graduate high school and be college and career ready. To achieve this we need to continually refine our efforts to build relationships with students and provide targeted instructional and social emotional supports to students most in need.

School and Student Performance Data

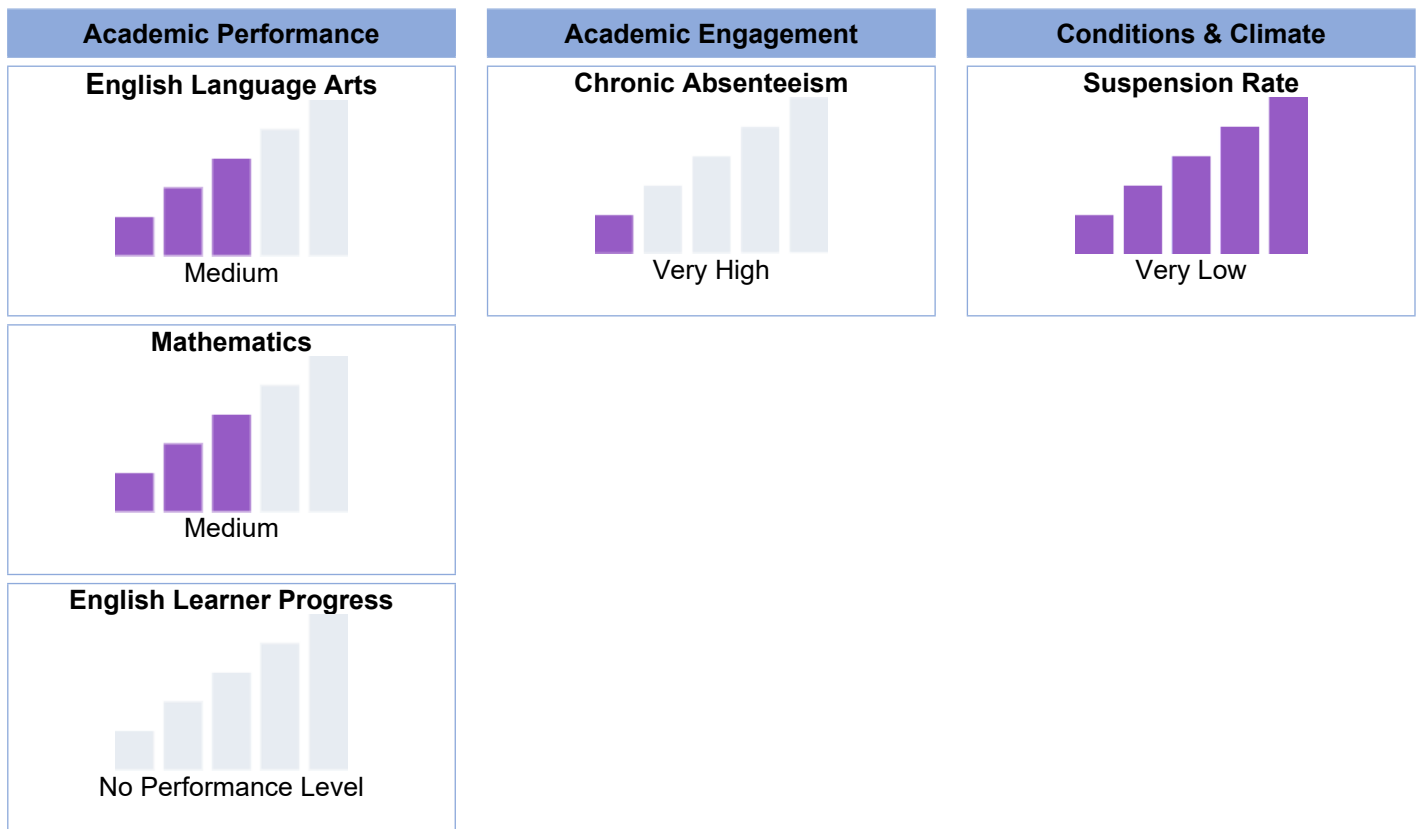
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. In 2018-2019 student academic performance was in the Orange for both ELA and Mathematics with a Low Status Levels in both ELA and Math. The average distance from standard was 20.3 points below in ELA and 25.4 points below in Mathematics. In 2021-2022, our school had a medium performance level for All Students in both ELA and Math. The average distance from standard was 6.4 points above in ELA and 8.4 points below in Math.

In 2021-2022, 50.89 percent of students in grades three through six, met or exceeded standard in ELA - an increase of 6.45% percentage point; 49.1 percent of students in grades three through six met or exceeded standard in Math - an increase of 8.3 percentage points. Deeper analysis indicated that our Hispanic and Socioeconomically Disadvantaged Student Groups performed low while the White Student Group performed high.

Although our English Learner Progress Indicator (ELPI) does not show a performance level due to low EL enrollment numbers (20), 65% of EL's are making progress towards English language proficiency.

We made significant growth despite coming back from a year of distance/remote learning. Our focus on quality first instruction, student engagement, consistent use of iReady and supplemental curriculum, math manipulatives and anchor charts, along with additional language supports and scaffolds supported all students. However, we must further support, engage and connect our underperforming Student Groups with their learning.

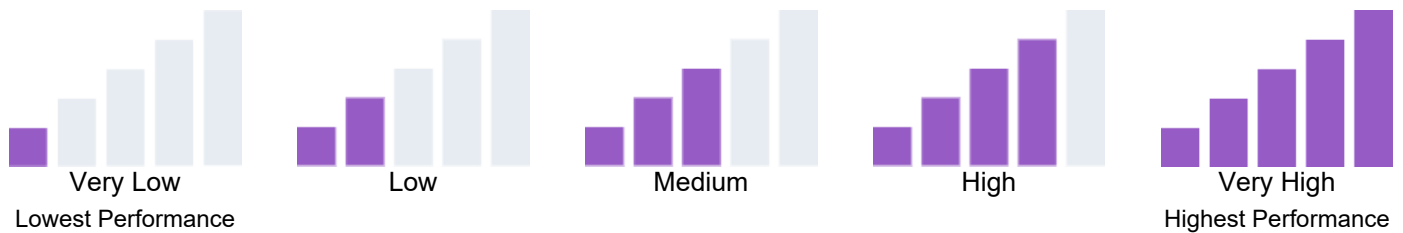
2. In 2021-2022, the Chronic Absenteeism performance level for All Students was very high. 31.1 percent of all students were identified as chronically absent. This is an overall increase of 21 percent. All Student Groups had a very high level of chronically absent students (Hispanic - 37.3%, Socioeconomically Disadvantaged - 41.1%, Students with Disabilities - 27.7%, White - 27%). This indicates a need to design and implement systematic strategies (i.e. engage students and parents, recognize good and improved attendance, monitor attendance data and practice, provide personalized early outreach, develop programmatic response to attendance barriers). This must include information campaign to parents about the impact absences have on student learning, provide a detailed explanation of the Independent Study process, provide recognitions and ensure students feel connected to school, their peers and adults on campus.
3. The performance level for Suspension Rates were very low in 2021-2022. The work that teachers do to build community (for example: Social Emotional lessons, class meetings, incentives, etc.), coupled with the resources that the PBIS Tier I and II teams have developed and implemented have shown to have a positive impact on behavior. Additionally, having our school counselor, behavior specialist and social worker provide services to students and families in need support holistic positive outcomes.

School and Student Performance Data

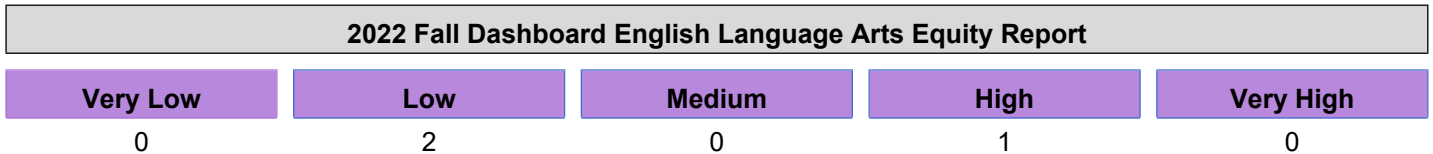
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

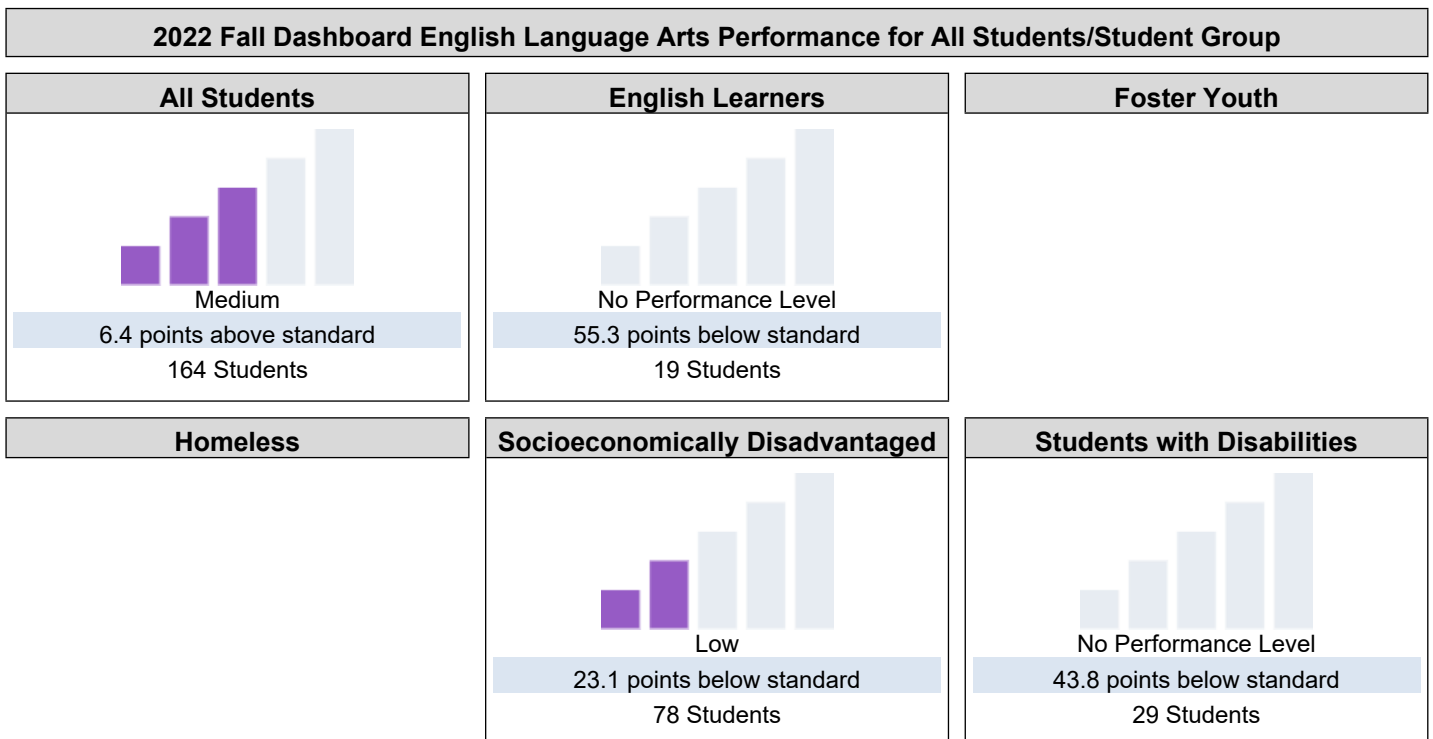
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



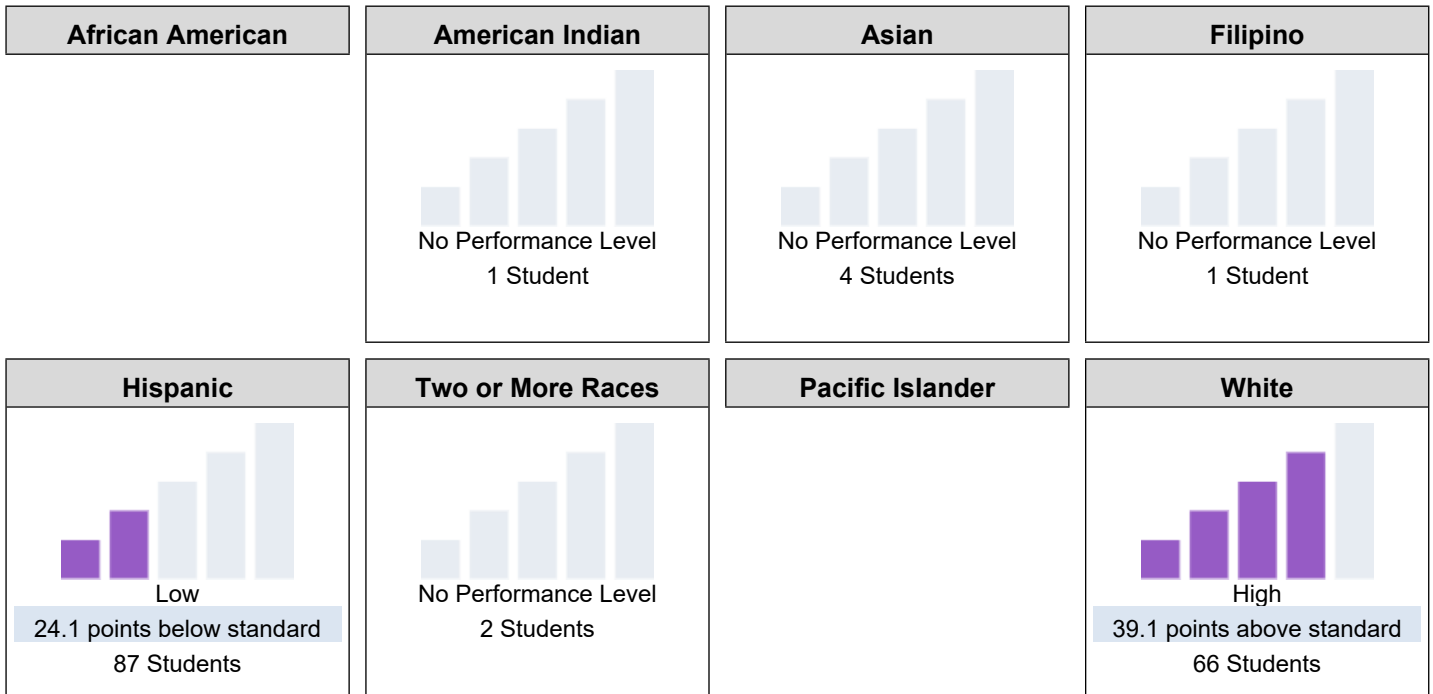
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	10 Students	14.1 points above standard 129 Students

Conclusions based on this data:

1. Overall, All Students had a Medium performance level of ELA with average score of 6.4 points above standard, an increase of 26.7 points from 2018-2019 scores.
 - Students identified as Socioeconomically Disadvantaged had a Low performance level with an average score of 23.1 points below standard, an increase of 31.8 points from 2018-2019 scores.
 - Students identified as White had a High performance level with an average score of 39.1 points above standard, an increase of 34.5 points from 2018-2019 scores.
 - Students identified as Hispanic had a Low performance level with an average score of 24.1 points below standard, an increase of 26.7 points from 2018-2019 scores.

The data reveals significant growth from 2018-2019 scores in terms of the average points away from standard in each student group.

2. English Learners continue to make increases which is a great success; in 2018-2019 the average score of ELs was 106.9 points below standard. In 2021-2022 the average score of ELs was 55.3 points, an increase of 51.6 points from 2018-2019 scores. As a result we need to continue to provide integrated ELD strategies across the curriculum, monitor EL progress and provide small group instruction whenever possible.
3. In 2018-2019 the average score of Students with Disabilities was 106.2 points below standard (California Dashboard). In 2021-2022, although Students with Disabilities did not have a performance level they were 43.8 points below standard. This represents a 62.4 point increase and indicates that additional general

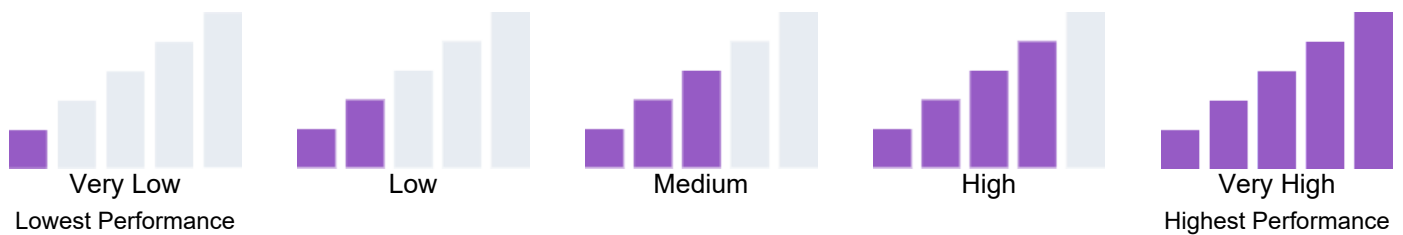
education and RSP (Resource) collaboration, IEP (Individual Education Plan) goals, services and supports per classroom instruction and IEP services have improved student ability to perform on the CAASPP.

School and Student Performance Data

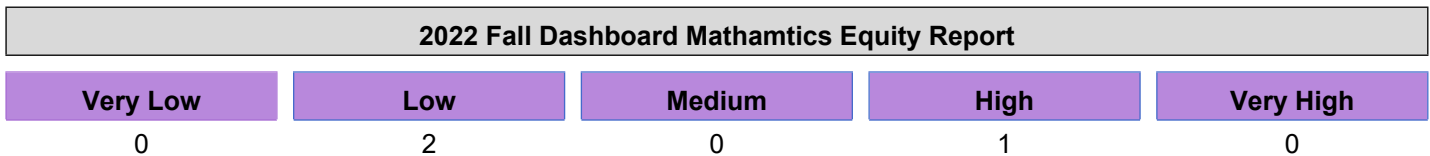
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

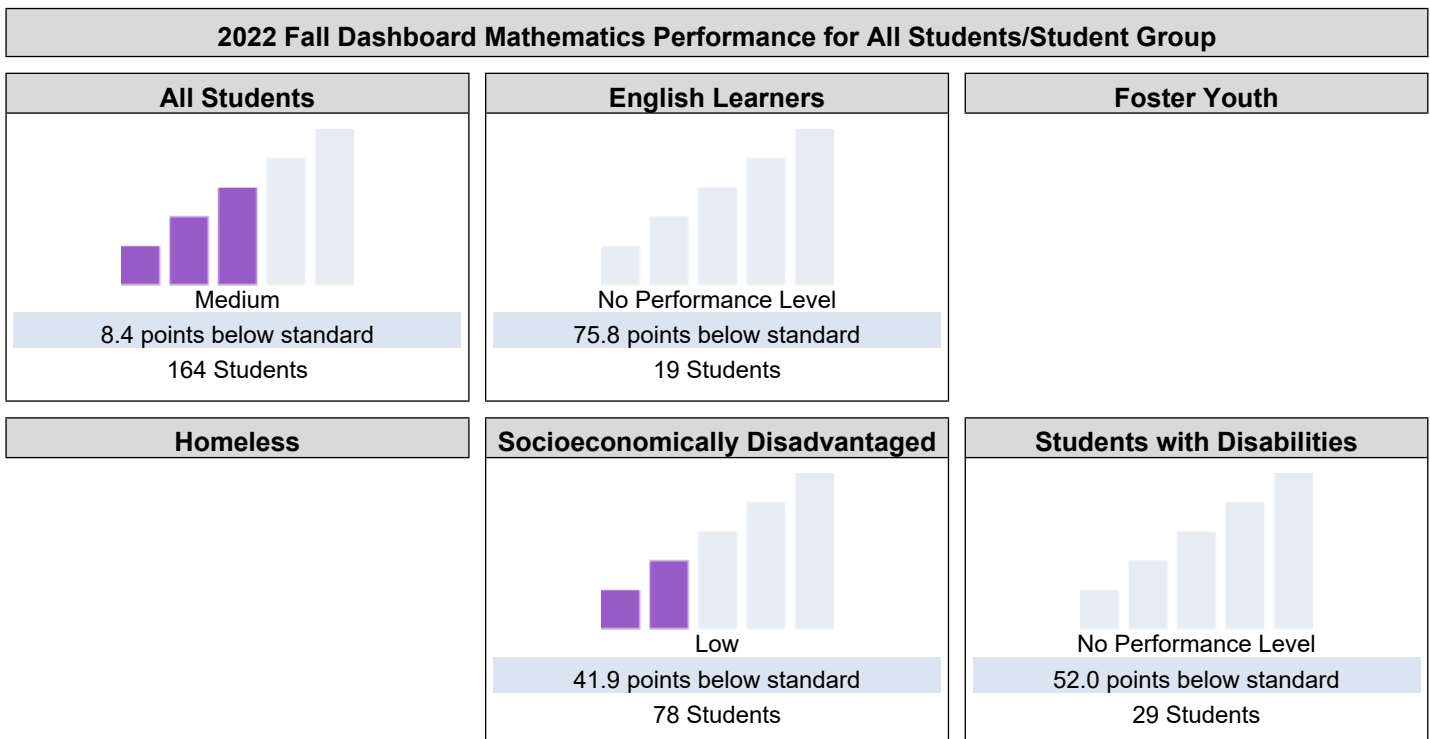
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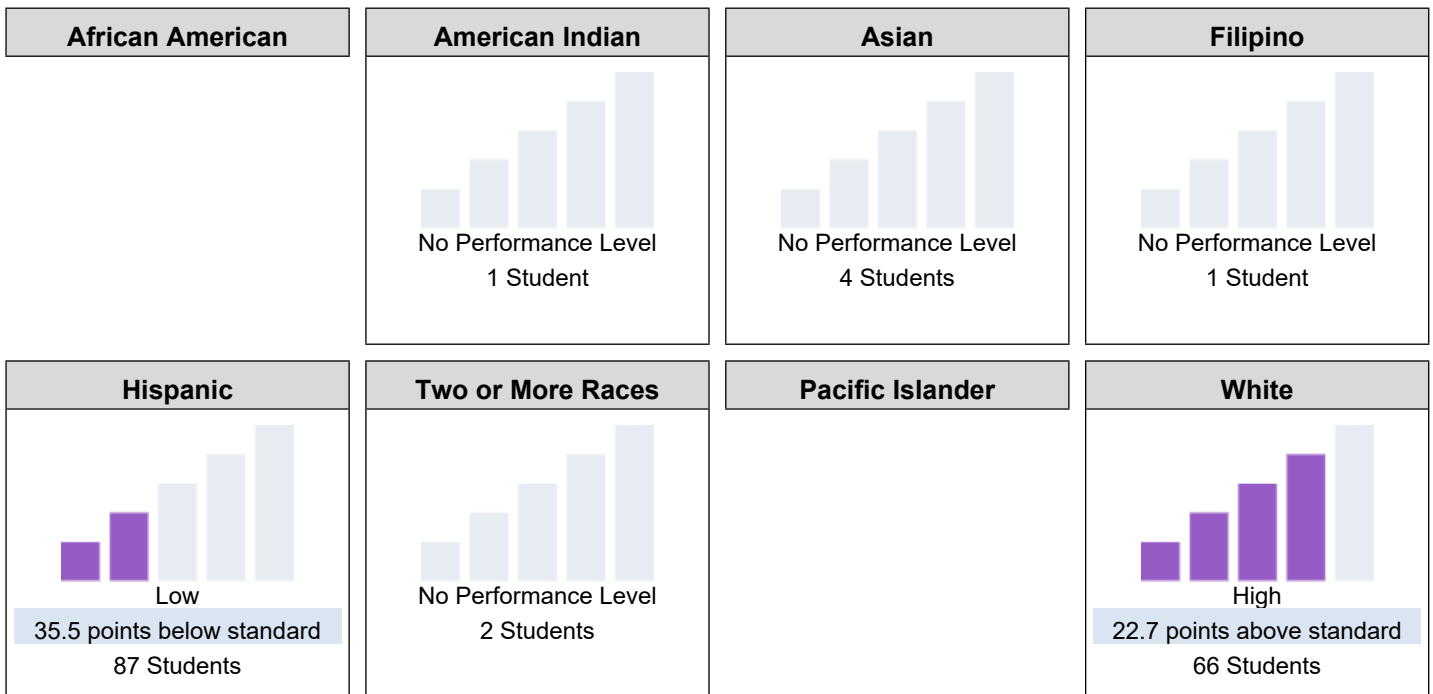
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	10 Students	0.4 points below standard 129 Students

Conclusions based on this data:

1. In 2021-2022, the performance level in Math for All Students was medium. The average distance from standard was -8.4 points. This demonstrates growth as there was a 17 point increase in the average distance from 2018-2019 scores (i.e. All Students were at a low status level with an average score of 25.4 points below standard). We believe that the work we have done in small group and after school interventions, over the course of several years, have paid off now that the primary grades are in grades 3 - 6.
2. All reportable Student Group showed increases as a comparison from 2018-2019 data. In 2021-2022, the average distance from standard were as follows by student group:
 English Learners scored 75.8 points below standard (increase of 2.1 points) - in 2018-2019 the score was 77.9 points below standard.
 Socioeconomically Disadvantaged scored 41.9 points below standard (increase of 14.5 points)- in 2018-2019 the score was 56.4 points below standard.
 Students with Disabilities scored 52 points below standard (increase of 63 points) - in 2018-2019 the score was 115 points below standard.
 Quality first instruction, along with Resource, EL Specialist, and general education teacher collaboration has improved learning outcomes.

3. Performance data by Race/Ethnicity was limited to White (High, 22.7 points above standard) and Hispanic (Low, 25.5 points below standard) identification. There were only nine English Learners, and 10 Reclassified English Learners in these Student Groups. English Only students scored .04 below standard. Despite these limitations, we believe additional language supports and word problem strategies are needed to help close the gap. Our implementation of the 3-Reads Math Strategy, Number Talks, and Multiple Representations set forth by the district, should continue to increase scores for all students in grades 3-6.

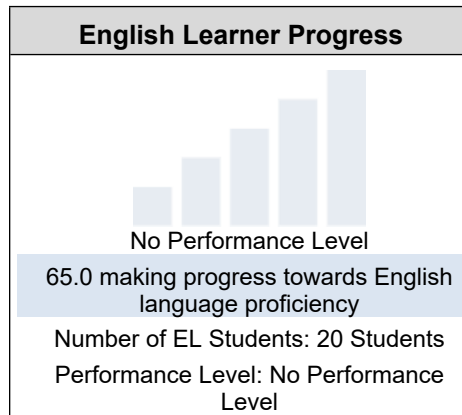
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.0%	20.0%	0.0%	65.0%

Conclusions based on this data:

1. In 2021-2022, 13 of our 20 English Learners (65 percent) made progress towards English Language proficiency - progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC. Had we had additional English Learners our school would have had a Very High level of performance rating. 20 percent or four students maintained ELPI levels 1, 2L, 2H, 3L, or 3H from the previous ELPAC assessment. This is a success of our instructional integrated and designated practices
2. Less than half of our English Learners (EL) are in the Moderately Developed (Level 3) designation and are on the cusp of being Reclassified pending an overall ELPAC score of a 4. To help ensure this outcome, alignment of the ELD and ELA programs must continue to improve vocabulary and reading comprehension abilities. as well as regular classroom supports/interventions.
3. The majority of our EL's are in the Somewhat Developed (Level 2) and Beginning Stage (Level 1). This highlights the need to continue to differentiate instruction during ELD/ELA and provide regular classroom supports/interventions to help ensure adequate language development with students most in need.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

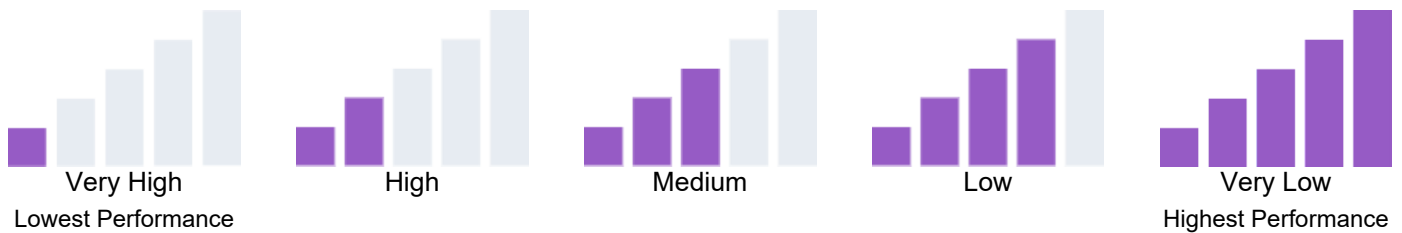
1. While there is no data for this section, the strength of our school's academic programs, enrichment activities, student's connectedness to school and our multi-tiered system of supports will impact the trajectory of our students educational and career path.

School and Student Performance Data

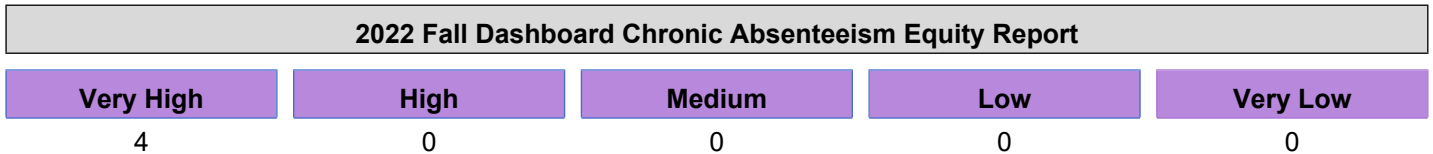
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

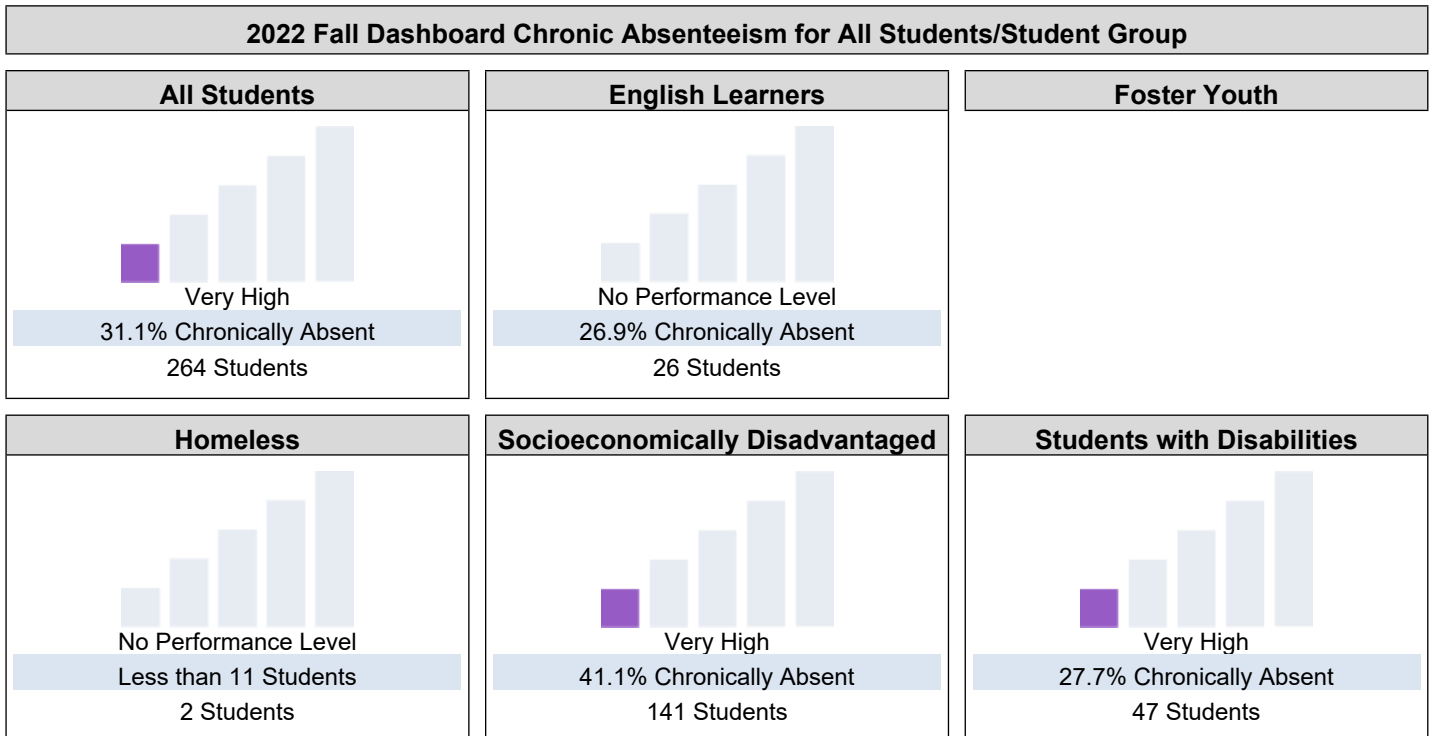
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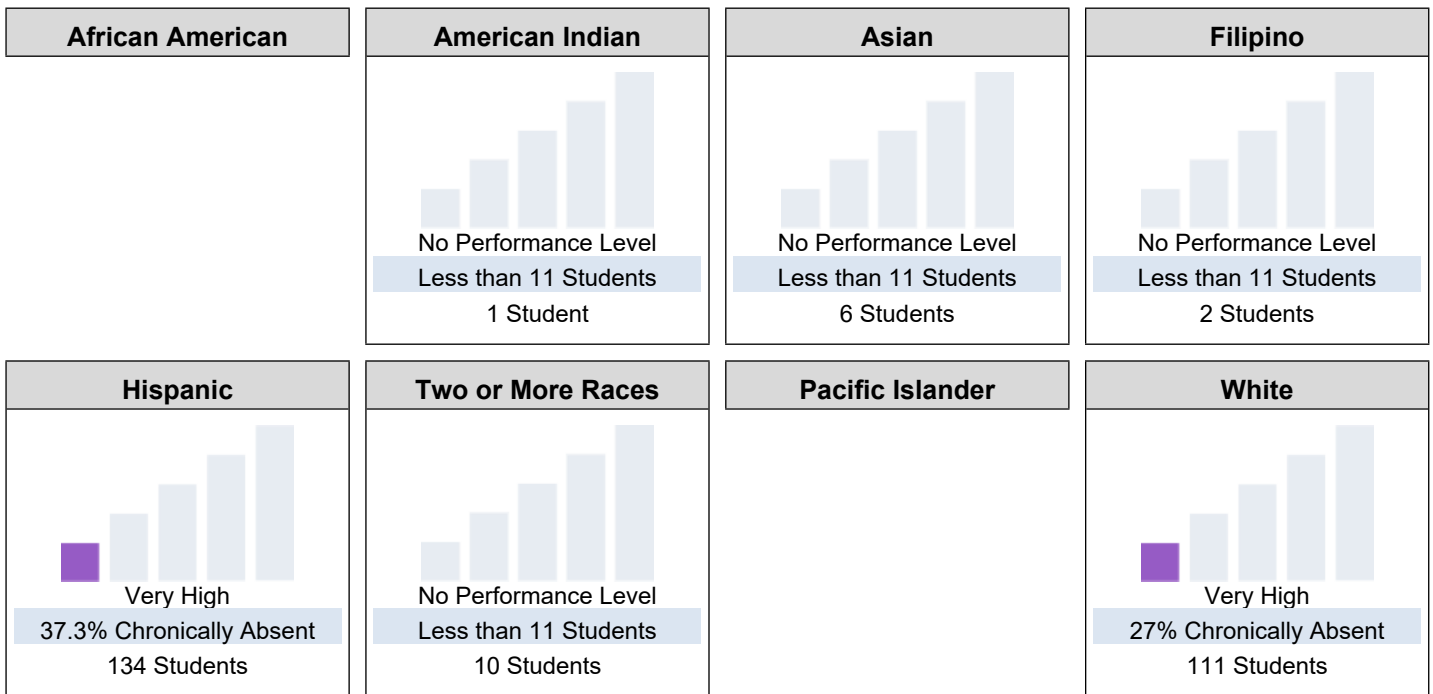
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

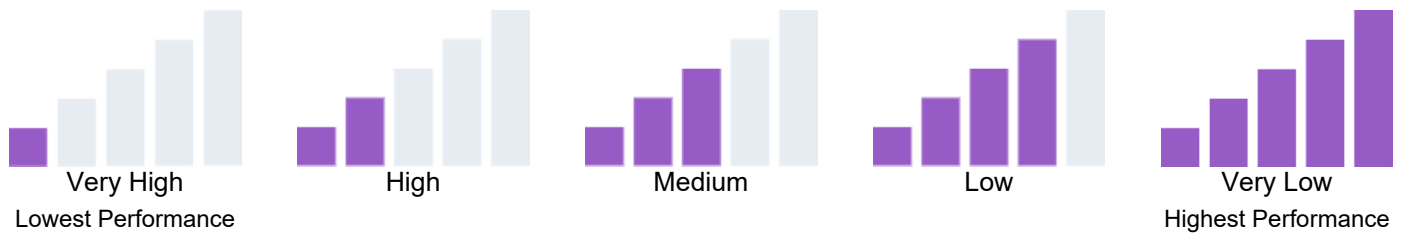
1. In 2021 -2022 our rating for All Students was Very High with 31.1 percent of students identified as chronically absent (missing more than 10 percent of the enrolled year), a 20 percent increase from 2018-2019 percentages. Students with Disabilities was rated Very High with 27.7 percent chronically absent. Socioeconomically Disadvantaged students were also rated Very High with 41.1 percent identified as chronically absent.
2. While limited to two groups (White and Hispanic), the performance levels for Chronic Absenteeism by Race/Ethnicity was also Very High. Out of 111 students identifying as White, 27 percent were identified as chronically absent. Out of 134 students identifying as Hispanic, 37.3 percent were identified as chronically absent.
3. This data indicates that we still have work to do to ensure all students attend school at a high rate. Despite return to school and quarantine COVID protocols nearly one third of our students missed 18 or more days of school. To address this, we will continue to promote student attendance through general and targeted outreach to parents on attendance policies, community supports, Independent Study options, and the emphasis of the strong correlation between attendance and academic achievement. Each month we acknowledge classes with the highest percentage with a trophy. We plan to expand this recognition to include the top intermediate and primary grade levels as well as the class with the best improvement from the previous month. Our Wellness team will meet once a month to continue to look at trends and identify students that are nearing the 10 percent threshold each month and make action plans. Each month's plans will be reviewed and analyzed to measure the impact and adjusted as needed. In addition, we must continue to promote student connectedness efforts by having frequent adult check-ins with our students that are have a history of chronic absenteeism or at-risk for chronic absenteeism to provide appropriate interventions. Students that do not improve after interventions and supports have been provided will be referred to SART/SARB (School Absence Review Team/ School Absence Review Board).

School and Student Performance Data

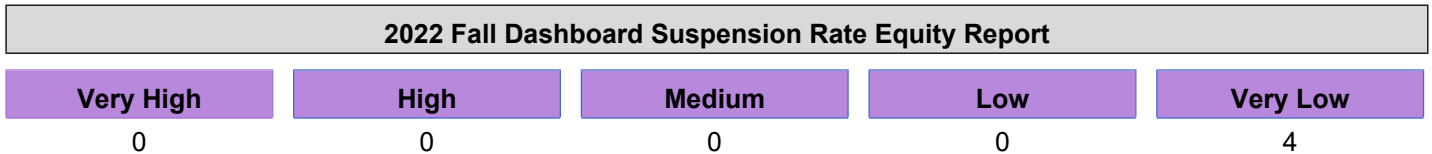
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

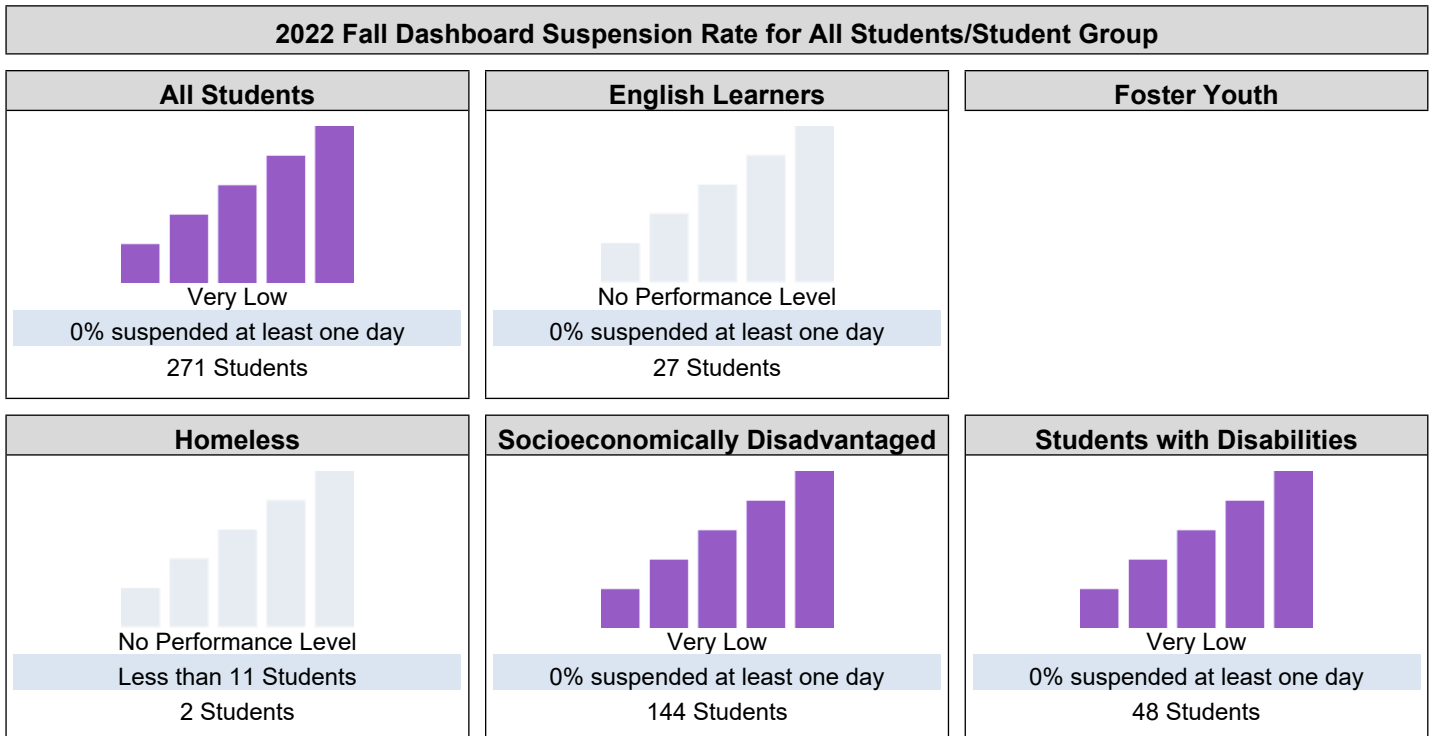
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



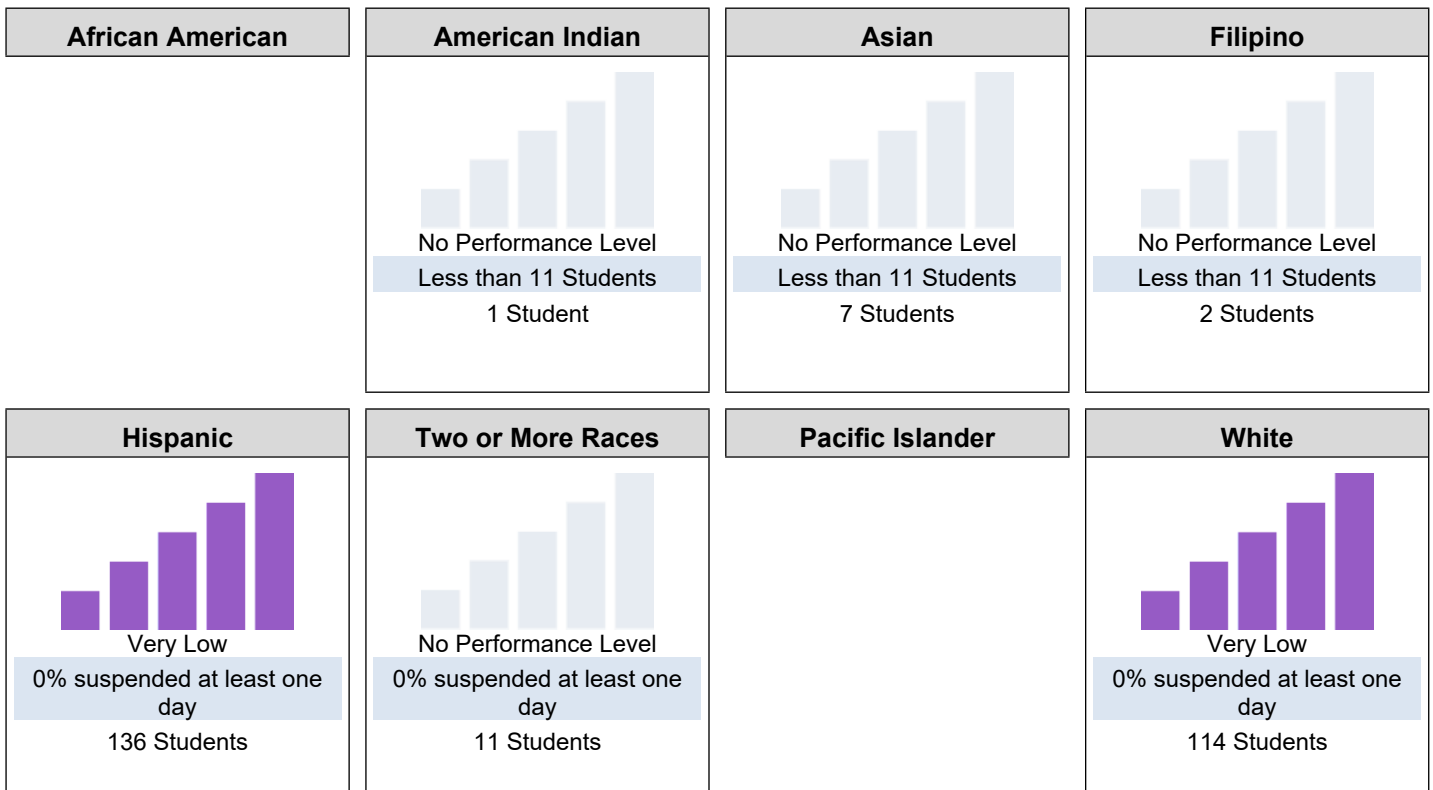
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. In 2021-2022, no students were suspended. In the past the vast majority of these suspensions were due to fighting at lunch recess or other less/unstructured times of supervision. This has informed the locations where our noon duty and support staff consistently monitor during recess times. In addition, PBIS (Positive Behavior Intervention and Support) interventions such as positive incentives, teaching and re-teaching of expectations (BEST lessons), consistent expectations and consequences, social emotional lessons, class meetings, counseling, tier 1 behavior specialist support and many other restorative practices have currently made a positive impact.
2. To support the behavioral norms and expectations of our school we have included the following strategies: roving substitute provides classroom coverage to the Teacher in Charge; Life Skill tickets that can be entered into drawings and for use to redeem prizes at our Life Skill student store each Wednesday; monthly recognition for academic achievements, Life Skills attainment; Adopt a Student initiative; and our revamped Conflict Management program using students in grades 4-6 to be conflict managers to our K-3 students. It is our belief that such activities and mentorship promote good behavior of all students and demonstrates another way we are building capacity from within.
3. The suspension rate in 2021-2022 was 0%, and as of 3/30/2023, the suspension rate for the 2022-2023 school year was also 0%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>Goal Met 100% of students received Visual Art lessons.</p> <p>Band/Performing Arts 6th = 21 students (Band 17+Strings 4), 21/54 students = 38.9% 5th = 39 students (Band 24+Strings 15), 39/49 students = 79.6% 4th = 46 students (Strings), 46/46 students = 100%</p>	<p>Maintain 100% of K-6 students receiving Visual Art lessons.</p> <p>Increase the percentage of 6th graders in band and strings by 3 percent (41.9%)</p> <p>Increase the percentage of 5th graders in band and strings by 3 percent (82.6%).</p>
Number of in-person college or career related Field Trips taken by each class.	<p>22-23: Goal Met All grades have taken (or is approved to take) at least one educational or career relate field trip.</p>	<p>Maintain- each class will take at least one in-person field trip</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parent Portal Accounts	22-23: Goal Met 100% of students' parents have at least one Aeries Parent Portal Account.	Maintain 100% of students' parents that have at least one Aeries Parent Portal Account
Number of Mystery Science lessons delivered by the school and grade levels K - 5	22-23: Goal Not Met 170 lessons and 66 mini lessons were delivered as a school (236 total lessons) Kindergarten: 8 lessons and 0 mini lessons First grade: 44 lessons and 1 mini lessons Second grade: 19 lessons and 11 mini lessons Third grade: 27 lessons and 45 mini lessons Fourth grade: 46 lessons and 9 mini lessons Fifth grade: 26 lessons and 0 mini lessons	Increase the total number of lessons and/or mini lessons delivered by each grade by 5 total.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assertive Discipline Entries and Types	22-23: 63 total entries D2 - Inappropriate Language - 1 D3 - Bus Citation - 1 DA - Interruption during class or activities - 2 DE - Minor annoying behavior or negative gesture - 3 DG - Lying to get self or others out of trouble - 3 DJ - Failure to follow directions - 10 DK - Minor physical aggression - 15 DM - Unintentional, incidental physical contact- 2 DN - Minor or accidental damage to property - 5 DO - Disruptive behavior to express frustration or gain attention - 14 DQ - Violation of AUP - 1 DS - Yelling or using aggressive language toward others - 1 DW - Electronics violation - 2 DY - Profanity - 3	Decrease the total assertive discipline entries by 3 (60) - with a focus on minor physical aggression.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1.1

School wide focus for students to participate in a variety of extracurricular and extended learning activities as well as incentives to improve school readiness, and connectedness.

- Provide extra duty pay for staff to lead lunch clubs for students to experience extracurricular activities (e.g. STEAM, debate, sports)
- Provide opportunities for students to participate in Visual and Performing Arts (e.g. art lessons with June Woods and/or after school sessions)

- Provide supplemental materials and technology opportunities for student participation (e.g. Mystery Science, Kessler Labs, etc.)
- Provide an organization system for family communication and homework recording (e.g. Parent Square, K-6 School to Home Communication Folders, 3-6 Student Planners)
- Provide assemblies and incentives to recognize and promote attendance, academics, literacy, and character development
- Provide Life Skills, classroom incentives and reward systems
- Provide mentoring opportunities with "at promise" students who have assertive discipline entries
- Provide regular attendance analysis/data share with staff followed by parent/guardian phone contact for "at promise" students
- Provide college & career/educationally related field trips and learning activities
- Provide teacher led visual arts lessons and materials to students
- Provide goal-setting and/or data chat opportunities with students
- Implement an "adopt a student" program, in which teachers will seek out two to three students that have been identified as being at risk for absenteeism or in need of social-emotional support
- Develop a college and career themed month to include guest speakers and related projects

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
660	Supplemental/Concentration
7900	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In a school wide effort for students to participate in a variety of extracurricular and extending learning activities to improve school readiness, and connectedness we provided: Students visual art lessons with June Wood; supplemental materials and technology opportunities for student participation such as Mystery Science Kits; School Planners and School to Home Communication Folders; assemblies and incentives to recognize and promote attendance, academics, literacy and character development; Life Skills and classroom incentives (PBIS); attendance analysis followed by parent contacts; goal-setting and /or data chat opportunities with students; Garden Coordinator; lunch clubs for students; field trip transportation support.

We are meeting most of our metrics. All students maintained (visual) or increased (performing arts) in the Visual and Performing Arts; all grades will have taken at least one college or career related field trip by the end of the year; 100 percent of parents have at least one parent portal account; Mystery Science lessons are being utilized but not at the same level as last year. This was in part due to the addition of Mystery Science experiment kits. Students and teachers reported that Mystery Science kits are a nice convenient supplement to the digital instructional platform. Even though there are fewer lessons/mini lessons being taught, students are performing hands-on experiments and are observed to be much more engaged. Our PBIS Tier I Systems of support continue to require life skill tickets to support PBIS, while our Tier 2 Systems of support focus on targeted behavioral interventions which are conducted primarily at our weekly Wellness Team meetings. We continue to hold a student run Life Skills store, in which students are able to redeem their earned life skill tickets for educational related supplies. Additionally we were able to hold a variety of lunchtime and after school clubs for students to participate in. The conflict manager mentor system was refined this year with additional training and guidance. This supported the ability of our fifth and sixth grade students to support primary grade students during their snack recess.

The majority of our student body feels connected and successful in our school. An internal survey in December of 2022 indicated that 89% of students always or often like school. Our music teachers connect with and inspire students while providing quality music instruction. Having all 4th graders take strings - with the vast majority enjoying the course - promotes a high number of students wanting to further their studies in either strings or band as 5th or 6th graders. Such student retention has allowed the number of fifth and sixth graders in music to increase from the previous year. Additionally, our art instructor Mrs. Wood provides a variety of engaging art lessons and students share a high level of satisfaction.

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

Aside from using carryover Title I funds to pay for 6th grade field trip transportation costs, and a delay in hiring and subsequent reduction in funding of our Garden coordinator, there were no major differences between the intended implementation and/or budgeted expenditures to implement the articulated strategies.

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

For 2023-2024 SPSA, we want to continue to refine our implementation of the Graduate Profile at the elementary school level. We would like to add a College and Career Themed month that include guest speakers, and related projects. Add a metric and compare assertive discipline entries and types from year to year to measure effectiveness of PBIS. Additionally, we will add a significant amount of funds to cover the transportation cost of our 6th grade science camp to Alliance Redwoods (Goal 1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

To increase all students' proficiency in Math and English Language Arts with an emphasis on English Learners, and to decrease the percentage of Chronic Absenteeism at our school (Additional Targeted Support and Intervention - Students with Disabilities).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	Actual 22-23: Goal Met All grades have taken (or is approved to take) at least one educational or career relate field trip.	<p>Increase ELA and Math academic indicator in category of "Distance From Standard" by three or more points for all students from previous year.</p> <p>Increase the percentage of students meeting proficiency in ELA and Math from previous year by five percent (5%) or more.</p> <p>Continue to progress towards Green on the dashboard, in both ELA and math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance level on English Learner Progress Indicator (ELPI)</p>	<p>Goal Met No official rating due to low number of English Learners taking the ELPAC, based on percentage of ELPI the unofficial rating is Very High 65%</p>	<p>Increase the ELPI by 5 percentage of students making progress.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.</p>	<p>Actual in 21-22: Goal Met 50.89% of students in grades 3 - 6 met or exceeded Standards level on SBAC English Language Arts in 2021-2022: 3rd grade = 51.22% (Goal Met) 4th grade = 53.33% (Goal Not Met) 5th grade = 50.98% (Goal Met) 6th grade = 46.67% (Goal Met)</p>	<p>Increase the percentage of students meeting proficiency in ELA from previous year by five percent (5%) or more.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC</p>	<p>21-22: Goal Met 49.1% of students in grades 3-6 met or</p>	<p>Increase the percentage of students meeting proficiency in Math from previous year by five percent (5%) or more.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Smarter Balanced Assessment Consortium) Math.	21-22: Goal Met 49.1% of students in grades 3 - 6 met or exceeded Standards level on SBAC English Language Arts in 2021-2022: 3rd grade = 58.53% (Goal Not Met) 4th grade = 53.34% (Goal Not Met) 5th grade = 47.06% (Goal Met) 6th grade = 33.33% (Goal Not Met)	
Percentage and number of students who are chronically absent Percentage of Students with Disabilities (SWD) that are chronically absent	21-22: Goal Not Met 32.16% of students were chronically absent 27.7% of students with disabilities (SWD) were chronically absent	Decrease the percentage of students who are chronically absent by 10% or 28.94% (10% of 32.16% = 3.22%) Decrease the chronic absenteeism of SWD by 10% or 24.93% (10% of 27.7% = 2.77%)
Student sense of safety and school connectedness	21-22: Goal Not Met The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th grade responses on safety and school connectedness: 79% School Connectedness 80% Feel Safe at School	Increase the 5th grade student sense of safety and school connectedness by three percent (3%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	Actual 21-22: Suspension rate was 0%	Maintain overall suspension rate of zero percent.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	21-22: Goal Partial Met (3 of 4 indicators) Plainfield 2020-2021 CHKS Parent Survey responded to the following key indicators - indicated strongly agree: Parental Involvement = 58% (Yes) Student Learning Environment = 62% (Yes) Student Risk Behavior and Prevention, Disorder = 4% (Yes) Facilities = 47% (No)	Increase the overall percentage of strongly agree by 5% on all key indicators
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Actual 22-23: Goal Not Met Mid-Year Reading - 36% Mid-Year Math -26%	Increase the percentages of students who reach growth targets on iReady Reading and Math by 3 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total number of words read on the Accelerated Reader Program (Renaissance Place)	22-23: Goal Met (2 out of 7 grades met/exceeded goal) Kindergarten = 0 1st grade = 86,586 (No) 2nd grade = 1,315,142 (No) 3rd grade = 6,959,732 (No) 4th grade = 13,732,394 (Yes) 5th grade = 5,210,643 (No) 6th grade = 26,830,925 (Yes) Total words = 54,135,422	Increase the number of words read by 10% for the school. Total words = 59,548,964
Number of times teachers met in Professional Learning Communities (PLCs) during staff meetings	Baseline from 22-23: Teacher staff met 6 times as Professional Learning Communities	Increase the number of PLC meetings by 4 (total of 10)
Percentage of students that have good (1- 5 absences) and perfect (100%) attendance	Baseline from 22-23: Good attendance - 61/281 students or 21.71% Perfect attendance - 5/281 students or 2.13%	Increase the percentage by 5 percent for both good attendance (26.71%) and perfect attendance (7.13%)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on English learners

Strategy/Activity

Goal 2.1

- a) School wide English Language Arts focus to support quality first instruction, increase reading comprehension and student support in the writing process
- Provide opportunities for teacher professional development, collaboration and planning to support all students
 - Provide online resources, programs and general materials for student use
 - Provide supplemental writing program to ensure continuity between primary and intermediate grades
 - Provide supplemental grade level complex text for all students
 - Provide staff with equipment and supplies needed to be more effective in their teaching
 - Provide copies and paper for instructional use and family communication
 - Provide technology programs to support standardized instruction in ELA and cross curriculum subjects
 - Provide teachers extra duty pay or release time to gather assessment data and collaborate to determine the needs of underserved and underperforming students
 - Provide teachers time during staff meetings to participate in Professional Learning Communities to improve instructional practice and student outcomes (i.e. cycle of learning)
- b) School wide Math focus to support quality first instruction, improve number sense, as well as computation and reasoning skills among students
- Provide opportunities for teacher professional development, collaboration and planning to support all students
 - Provide online resources and general materials for student use
 - Provide supplemental grade level material for all students (e.g. manipulatives, visual supports and learning tools)
 - Provide staff with equipment and supplies needed to be more effective in their teaching
 - Provide copies and paper for instructional use and family communication
 - Provide technology programs to support standardized instruction in mathematics
 - Provide teachers extra duty pay or release time to gather assessment data and collaborate to determine the needs of underserved and underperforming students
 - Provide teachers time during staff meetings to participate in Professional Learning Communities to improve instructional practice and student outcomes (i.e. cycle of learning)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15439	Supplemental/Concentration
3500	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with a focus on students with disabilities (SWD)

Strategy/Activity

Goal 2.2

School wide focus to support student attendance, student safety, academic success and social-emotional well-being through a system of support and intervention

- Provide a roving substitute to support the Teacher in Charge when the site administrator is off site at a district required training or leadership academy
- Provide interventions to underperforming students (e.g. small group/afterschool)
- Provide supplemental intervention materials as needed to support underperforming students
- Provide engaging schoolwide assemblies to promote school connectedness, learning and attendance
- Provide roving substitutes to teachers so they may participate in Student Study Teams (SST's), section 504, or Individual Education Program (IEP) meetings or Academic Conferences (RSP)
- Provide PBIS (Positive Behavior Intervention and Support) implementation and monitoring, including BEST lessons, Life Skills and Growth Mindset strategies
- Provide and implement an attendance plan to support and prevent chronic absenteeism with a focus on students with disabilities (e.g. tiered re-engagement process: general and targeted parent outreach of students, monitoring, recognition, incentives, action plan):
- Identify and monitor students (SWD) at our weekly Wellness team meetings
- Meet with identified parents at the start and middle of the year to share concerns and promote attendance
- Meet weekly with the IEP Case Managers to discuss areas of support and incentives for good and improved attendance
- Recognize students with perfect, good and improved attendance
- Create action plans at the Wellness team meetings to support student re-engagement and improve attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4130

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were able to implement nearly all of the planned strategies/activities for Goals 2.1 and 2.2. To support quality first instruction in English Language Arts and Math with a focus on English learners (EL), our site dedicated morning time to provide Social Emotional Learning to promote engagement, vocabulary development, and designated English Language Development (ELD) to support English learner needs. Additionally, integrated ELD strategies such as Kagan, Guided Language Acquisition Design (GLAD), as well as mathematic three reads and multiple representations to support engagement during classroom instruction. Students utilized Renaissance Place (i.e. Accelerated Reader) to set reading goals and monitor their literacy while staff conducted data chats. Staff received District and site level professional development on Universal Design for Learning (UDL), iReady, PLC and EL strategies. Primary grades provided scholastic news, phonics instruction while intermediate grade students utilized class novels, supplemental complex informational text and support literature circles. Staff requested supplies and materials to fulfill in-person instructional needs. Additionally, the district provided K-3 literacy paraprofessionals to support underperforming students and we hired a literacy intervention instructor to support Tier 2 students in grades 3-6. We were fortunate to hold four schoolwide assemblies to further engage and connect students with school.

We are meeting most of our metrics. SBAC performance levels (Academic Indicator, growth), ELPI, Chronic Absenteeism, Safety and School Connectedness, Suspension, Parent Satisfaction are metrics in which we attained our target. We did not meet the percentage of students who reach growth targets on iReady in Reading and Math nor the number of words read by grade level using the Accelerated Reader program (Renaissance Place), however we did exceed total number of words read from 2021-2022. Although we are currently meeting our Chronic Absentee goal from last year, we need to develop a multi prong approach to address our high Chronic Absentee rating.

Quality first instruction, student resilience, literacy related programs, library story time/activities, vocabulary instruction, reading intervention instruction, use of math manipulative (e.g. fractions), anchor charts, social emotional lessons, PBIS/wellness team, etc. are some of the reasons that support the results that indicate metrics we met. Not meeting our iReady Reading and Math growth target (increase +3% from previous year) demonstrates there is at least some disconnect between instruction and diagnostic outcomes. We plan to refine our data chats and goal setting among students.

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

Due to increased copier leases and copy costs, we reallocated some unused funds in other areas to ensure staff was able to make enough copies. We were also unable to hold after school math interventions due to the lack of teacher availability so we moved these funds to cover overages and supplement supply needs. With additional Title I carryover funding, we were able to double funding for our Reading Intervention instructor which allowed for three additional months of targeted reading interventions.

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

To impact instruction and student academic outcomes, teachers will work to implement Professional Learning Communities (PLC's), including the development of rubrics to effectively gauge implementation progress outputs. Teachers will horizontally and vertically collaborate to identify essential standards, learning targets, common formative assessments, analysis, sharing of instructional practices, and to provide intervention/enrichment. Additionally, as stated above, to

address the number of chronic absentee students we will develop a programmatic response to barriers which will include efforts to engage students and parents, recognition of good and improved attendance, personalized outreach, and monitoring attendance data as well as our responses. We will add a metric that measures the percent of students that have perfect/good attendance (Goal 2.2) and add a metric that tracks the number of PLC meetings during the 2023-24 school year (Goal 2.1).

To address Chronic Absenteeism, we will refine our strategies/activities to continue to promote student attendance through general and targeted outreach to parents on attendance policies, community supports, Independent Study options, and the emphasis of the strong correlation between attendance and academic achievement. Each month we acknowledge classes with the highest percentage with a trophy. We plan to expand this recognition to include the top intermediate and primary grade levels as well as the class with the best improvement from the previous month. Our Wellness team will meet once a month to continue to look at trends and identify students that are nearing the 10 percent threshold each month and make action plans. Each month's plans will be reviewed and analyzed to measure the impact and adjusted as needed. In addition, we must continue to promote student connectedness efforts by having frequent adult check-ins with our students that have a history of chronic absenteeism or at-risk for chronic absenteeism to provide appropriate interventions. Students that do not improve after interventions and supports have been provided will be referred to SART/SARB.

To demonstrate a better measure literacy growth using Renaissance Place, we changed this metric to identify the total number of words read by the school versus by grade level (Goal 2.1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

To improve the reading, written, and oral language skills of our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	22-23: Goal Not Met As of 2/14/2023 the reclassification rate 3.33%	Increase the Reclassification rate by three percent (3%) or more.
English Learner Progress Indicator (ELPI)	21-22: Goal Met While no official ELPI indicator was provided due to low English Learner enrollment, 65% of our ELs made progress towards English language proficiency (CA School Dashboard).	Maintain Very High Status (65% or greater making progress towards English Language Proficiency in current year)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Through Implementation of the English Learner Roadmap Principle 2: Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	Actual 22-23: Goal Not Met Reading Grades 1 - 6th = 22% Math Grades 1 - 6th = 20%	Increase the percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostic by 5 percent (27% in Reading and 25% in Math).
School rating of EL (English Learner) Roadmap Principle 1, 2, 3 on the self-assessment	Actual 22-23: Goal Met 1- ELAC (3.5 ave.) Staff (3 ave) = 3.25 2- ELAC (4 ave.) Staff (3 ave) = 3.5 3 - Admin. & ELS = 3	Increase each sub-component by .5, and the average in principle to 3.5 for ELRM Principle 1
Percent of English Learner families' survey rating of Satisfaction for Parent Information Night presentations	Baseline from 22-23 N/A	Obtain 100% percent parent satisfaction on the Parent Information Night survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Goal 3.1 - Schoolwide focus to utilize integrated English Language Development (ELD) instructional strategies and supports across the curriculum, including sentence frames, small group reading groups and vocabulary development.

- Provide targeted language rich instructional materials to supplement the core curriculum
- Provide teacher collaboration and planning time to develop common strategies and supports for English Learners (EL's)
- Provide opportunities (extra duty pay) for teachers and parents of ELs to meet to discuss English Learner academic progress
- Provide teacher professional development opportunities for EL instruction
- Provide EL shadowing days so ELS and Principal can track and monitor oral language use
- Provide English Language Specialist coaching, support and professional development during staff meetings
- Provide priority enrollment for EL participation in the Expanding Minds program to increase academic support and enrichment exposure
- Provide ongoing monitoring of English Learner progress, implementation, achievement outcomes, and ELD curriculum between teachers and EL Specialist
- Provide information nights/trainings to increase knowledge and the level of understanding of school programs and resources to parents
- Provide interpreters for families during conferences, meetings and information nights
- Provide communication supports for our Spanish speaking families via our bilingual Administrative Clerk, English Language and CAFE Specialists

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1390	Supplemental/Concentration
2675	Title I Part A: Basic Grants Low-Income and Neglected
393	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The following planned strategies were implemented and assisted in the overall improvement of the reading, writing and oral language skills of our English Learners:

Intervention and supplemental materials were purchased to support ELA and math skills of English Learners (EL)

A parent information nights was provided to our EL families this year based ELAC suggested topics: Social Emotional support (i.e. anxiety, self-esteem, school supports)

Two teachers attended Guided Language Acquisition Design (GLAD) and EL related professional development trainings

An after school EL intervention series was provided to clusters of EL students for 12 weeks

English Learner Mini Conferences with parents, teacher, and English Language Specialist (ELS) took place prior to both parent teacher conferences

Teachers collaboration with the EL Specialist, outside of and during the regular school day to plan for designated/integrated EL instruction and interventions

EL students were prioritized for the Expanding Minds program enrollment

Interpreters were provided for Spanish speaking families during parent teacher conferences, meetings and information nights

Academic supplies and materials for parents of English Learners provided at English Language Advisory Committee (ELAC)

We did not meet most of our metric goals. While we are making progress toward reclassification, not enough EL's are reaching overall ELPAC scores of level 4 and meeting levels of proficiency on iReady and the SBAC. We did notice that our EL's are making very high progress toward reclassification (ELPI). Our school decreased in the amount and percentage of students that reclassified from the previous year. EL Roadmap self-assessment increased/maintained in all areas. We had fewer ELs at the start of the year than in the past; most EL's are in the primary grades; more than half of our English Learners also qualify for Individualized Education Plans (IEP's) which shows they have both language and academic needs. We believe that despite not meeting the iReady growth target goal, students are making great growth overall. As a result we believe that the planned strategies are having a positive qualitative impact (e.g. parent/teacher feedback, observations, surveys).

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

There were no major differences between the intended implementation or budget expenditures to implement the strategies/activities listed to meet the articulated goal. A small budget adjustment needed to be made to ensure that funding was provided to teachers for their time and preparation to conduct EL mini Conferences as the number of EL students increased from the start of the year. During our comprehensive needs assessment with parents at ELAC, they suggested that we continue all existing strategies and include an additional parent night and additional translator support to further parent involvement in school activities and programs such as Parent Teacher Association (PTA). They were very satisfied with all other aspects of Goal 3.

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

No major changes will be made to this goal, aside from an EL Shadowing Day strategy. We want to build upon the successes of our EL's and instructional practices of teachers. We will include a parent information night satisfaction survey metric (Goal 3.1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of partnerships with the community and other programs that provide students with opportunities to get engaged</p>	<p>22-23: Goal Met YFTF, Scouts, Running for Rhett, Playwell TekNologies, Project Catalyst, Fourth and Hope, Cache Creek Conservatory, Crocker Art Museum, Woodland Public Library, Woodland Opera House, Willow Oak Fire Department, Bayer Learning Lab, Woodland Police Department, Alliance Redwoods, Sutter's Fort (15 partnerships)</p>	<p>Increase the percent of partnerships with the community by 5% (1 or more partnerships).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of extracurricular and co-curricular programs offered	Actual 22-23: Goal Met Lunch Time Lego Club, After School Lego Club, Art Club, Book Club, Lunch Time Role Playing Game Club, Bird Watching Club, Computer Game Club, Running for Rhett, Lunch Bunch	Increase the number of extracurricular programs offered by one or more.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Actual 22-23: 150 students (or 54% of the student body) in grades 3-6 provided input to the SPSA through a survey in the first semester.	Increase the percentage of students (percentage of the student body) providing input to the SPSA through surveys by 5% from the previous year (158 students).
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>Actual 22-23: Goal Met Youth Advisory Council (grades 4 - 6)</p> <p>4th grade: 4 students (2 females, 2 males)</p> <p>5th grade: 5 students (3 females, 2 males)</p> <p>6th grade: 5 students (3 females, 2 males)</p> <p>2 Students With Disabilities (SWD)</p> <p>3 Low socioeconomic status (SES)</p> <p>2 Reclassified Fluent English Proficient (RFEP)</p> <p>1 English learner (EL)</p> <p>1 Student Council (SC)</p> <p>Focus Group 1 (Eight 4th grade students - 1 RFEP, 2 SWD, 1 SES Focus Group 2, 1 SWD, 1 EL (Eight 5th grade students - 1 RFEP, 1 SWD, 1 EL, 1 SES Focus Group 3 (Eight 6th grade students -</p>	Increase the percent of students providing input to the SPSA through focus groups by three percent (25) while maintaining the number of representative demographic groups [3 Reclassified Fluent English Proficient (RFEP), 4 Students With Disabilities (SWD), 3 English Learners (EL), 6 Socioeconomic Status (SES), 2 Student Council (SC) and balancing female to male ratio.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

1 RFEP, 1 SWD, 1 EL, 2 SC,
1SES

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students in lunch clubs or extra curricular activities	Baseline from 22-23: N/A	Obtain a participation rate of 20 percent of the student body involved in lunch clubs or extra curricular activities.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on English learners

Strategy/Activity

4.1

Schoolwide focus to promote student voice and participation in the development of extra-curricular, support, and leadership activities

- Provide students in grades 3 - 6 surveys to be completed at the end of each semester on academic engagement, academic programs, enrichment and extra-curricular activities.
- Provide students in grades 2 - 6 the opportunity to be a part of student council
- Provide extra duty pay for teachers to lead Student Council
- Provide a conflict manager program so students can develop leadership and problem solving skills
- Provide students opportunities to determine and participate in lunch time or after school clubs; including supply/equipment needs
- Provide student-led conferences for grades 5 and 6
- Target Student Voice as one of the two after school Expanding Minds (ELOP) Continuous Quality Improvement Plan goals
- Provide focus groups of students in grades 4 - 6 to be a part of the School Plan for Student Achievement (comprehensive needs assessment and SPSA review/input)
- Provide students the opportunity to be a part of the Youth Advisory Council.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Supplemental/Concentration
89	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year we provided teachers Student Council extra duty pay to ensure consistent and quality student council meetings and activities. Spirit days had great participation and were a big hit with students. We continued to provide students in grades 3 - 6 surveys to gauge their sense of safety, school climate, academic engagement, academic programs, enrichment and extracurricular activities. These surveys assisted in the development of lunchtime clubs and activities. We provided students in grades 2 - 6 the opportunity to be a part of student council and refined the conflict manager program with additional training to provide students leadership experiences and problem solving skills. To boost advocacy and student ownership of their learning, we had student-led conferences for grades 5th and 6th grades. Our Expanding Minds program targeted Student Voice as one of the two Continuous Quality Improvement Plan goals and we provided Youth Advisory Council meetings and focus groups of students in grades 4 - 6 to be a part of the School Plan for Student Achievement (SPSA) comprehensive needs assessment and SPSA review/input.

We met all Goal 4 metric targets. We met our goal to increase the number of community partners by four and continue to explore more as the year progresses. We increased the number of extra-curricular activities provided to students notably in lunchtime clubs. A higher percentage of students participated in a survey that informs our SPSA, school climate and safety and we also increased the number of students participating in representative demographic focus groups (SWD, EL, RFEP, Student Council) while balancing the male to female ratio.

An emphasis was placed on having a well-organized student council while beginning a student advisory council which meets weekly. Teachers and staff continue to be willing to host lunchtime and after school clubs that were of high interest based on student input/surveys, and outreach efforts. Student participation (classroom, student council, Youth Advisory Council), behavior and communication (i.e. letters of thanks) has encouraged good participation in clubs and fostered relationships with community organizations and partners (Fourth and Hope, Running for Rhett, Audubon, Yolo Farm to Fork, etc.).

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

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

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

There will be no major changes made to this goal only refinement. Based on the outcome of the Youth Advisory's Comprehensive Needs assessment and Focus Group responses, the decision has been made to keep existing strategies and add a new metric to document the number of students that participate in lunch or afterschool clubs. Per the Youth Advisory Council, a strategy will be to develop a way to gain second grader input in the survey.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$14557
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,876.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$14,164.00
Title I Part A: Parent Involvement	\$393.00

Subtotal of additional federal funds included for this school: \$14,557.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$22,319.00

Subtotal of state or local funds included for this school: \$22,319.00

Total of federal, state, and/or local funds for this school: \$36,876.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Phillip Pinegar	Principal
Barbara Densmore	Classroom Teacher
Brandon Killion	Classroom Teacher
Quincy Newsom	Classroom Teacher
Brandi Bolden	Other School Staff
Seth Albin	Parent or Community Member
Megan Price	Parent or Community Member
Johanna Pena	Parent or Community Member
Keri Nims	Parent or Community Member
Andrea Romo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Melissa I. Solardo

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 3, 2023.

Attested:

Phillip Pinegar

Principal, Phillip Pinegar on 5/3/2023

Andrea Romo

SSC Chairperson, Andrea Romo on 5/8/2023