School Year:　2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Plainfield Elementary School	57727100000000	May 8, 2024	5/23/24

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

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

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

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

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

> Schoolwide Program

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

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Plan Description

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

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

> Schoolwide Program

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire school 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Plainfield Elementary School Site Council meets 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 participates in a comprehensive needs assessment to develop then approve the upcoming SPSA.

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

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

In August 2023, a survey was given to 176 students in grades 2 - 6 which focused on school culture and safety. Another survey focused on providing input to the development of the 2024-2025 SPSA was given to 159 students in grades 3 - 6 in March 2024. The school culture and safety survey results were used to inform the effectiveness of our actions related school safety and engagement. 85.7% of students reported that they always or often liked school, 90.9% reported that they always or often feel like they do well in school, 96.6% of students always or often feel that our school has clear rules for behavior, 92.6% of students always or often feel safe at school, 95.5% of students always or often feel that there is an adult at my school who will help if needed, 88.6% of students always or often feel that they understand the lessons being taught by the teacher, 89.1% of students always or often feel included at recess, and among other responses, 98.3% of students always or often feel that the school provides all needed school related materials for students. A big takeaway was the need to purchase additional sports equipment and suggestions for clubs (e.g. slime club, math club, wall ball club, music club, etc.). The SPSA survey results allowed students to rate their level of safety, participation (e.g. clubs, after school activities), levels of achievement, learning barriers, strategies that support their learning (e.g. iReady, Renaissance Place/Accelerated Reader, MyOn, whiteboards, anchor charts, XtraMath, Math Facts Lab, etc.), interests

(e.g. clubs, favorite books, assemblies), what they liked most about school, and ideas to improve attendance (e.g. more incentives, more assemblies, more communication with parents).

Our Youth Advisory Council (four fourth graders, five fifth graders, four sixth graders) met six times to review local and state achievement data, SPSA implementation and metrics, student survey results; and to participate in a comprehensive needs assessment which resulted in suggested strategies for the 2024-2025 school year. The Youth Advisory Council played a big role in the development of the student SPSA survey given in March 2024. Questions and ideas were generated through interactive activities that the Youth Advisory Council (YAC) felt would benefit our school. Based on survey results and discussions from previous meetings, the YAC shared the following recommendations: to increase academic engagement and school climate - keep current lunchtime clubs and offer additional clubs based on teacher availability and student interest per the survey. They noted that some SPSA funding in goal 4 can be used to pay teachers to lead clubs while some clubs can be student led. This included allocating some funding to pay the lead teachers for our Student Council to meet and supervise activities that are outside adjunct duty hours. The YAC advocated for an increase in recognition and incentives for good attendance and academic growth. They also recommended to continue academic programs such as Accelerated Reader as it has helps them identify reading levels and books, set goals and improve their reading comprehension. Additionally, the YAC recommended to add the Math Facts Lab program, that several of our intermediate grade teachers used this year to promote number sense and mathematical computation automaticity. Lastly, the YAC recommended to slightly modify the school culture and safety survey to give students at the beginning of the 2024-2025 school year. They want to continue to use the surveys as a data point and measure to student's propose ideas and actions.

Three student focus groups were created (representative of our school's demographics) to participate in a comprehensive needs assessment. 24 students participated in the focus group process (eight fourth graders, eight fifth graders, eight 6th graders). The student focus groups completed a needs assessment by reviewing survey, academic, site (iReady) and state data (CA Dashboard) using a Jamboard to capture their input. Students identified attendance, academic programs, enrichment and school connectedness as areas of focus. Students 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, develop vocabulary and increase reading rigor; provide additional attendance incentives and student-centered activities; add programs to help with reading and writing. These meetings occurred on March 25, 2024 (4th grade focus group) and March 28, 2024 (5th and 6th grade focus groups).

Additional needs assessments were conducted. On February 14, 2024, 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 and Students with Disabilities. Recommendations addressed reducing Chronic Absenteeism as well as providing instructional programs and supports that support student achievement and attainment of our SPSA goals. On February 15, 2024, the Site Leadership Team reviewed staff recommendations and then on April 25, 2024, reviewed community partner (SSC, ELAC, Youth Advisory Council, student focus group and staff) input and proposed actions and strategies to support identified needs. Areas of growth included purchasing a program that provides informational text by reading level (diffit AI), supplemental writing (i.e. scholastic news with SPIN, Heggerty, Secret Stories, Writing Highway), supplemental mathematics program for intervention (i.e. Math Facts Lab), science and agriculture programs (i.e. garden coordinator), intervention instructor, 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 21, 2024; Youth Advisory Council on February 26, 2024 and April 22nd; ELAC (English Learner Advisory Committee) on March 14, 2024. School Site Council members noted that we are making progressing toward our goals. There was a slight decline in Academic Performance, ELPI percentage, and Suspension Rate per the California Dashboard and advocation to continue current strategies such as school-wide small group support, additional opportunities for student academic talk, incentives, recess and lunchtime activities/clubs, as well as integrated/designated ELD (English Language Development)/GLAD (Guided Language Acquisition and Design) strategies. While there have been some improvements, ELAC reidentified levels of parent involvement, attendance, limited support/ability and communication as underlying causes for lower than anticipated attendance performance levels and academic metrics. Parents proposed the continuation of English learner mini parent teacher conferences and parent information nights in addition to the current strategies.

ELAC and staff reviewed the SPSA on April 25, 2024, and May 1, 2024, respectively. The ELAC chair signed the final draft of the SPSA after review of ELAC members on April 25, 2024. School Site Council reviewed the plan on April 17, 2024, considered recommendations and feedback from all groups, and unanimously approved the SPSA on May 8, 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Plainfield Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

	Percent of Enrollment			Number of Students		
Student Group	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

Enrollment By Grade Level

	Number of Students		
Grade	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:

1. Last year (2022-2023), our school enrollment increased by five students after a few years of declining enrollment following the COVID-related facilities closures and subsequent remote learning. In 2020-2021, there were 287 students enrolled - which was a decline of 44 from 2019-2020. In 2021-2022, student enrollment was 257 - a further decline of 30 students. This school year (2023-2024), we added a TK program and have had additional students

enrolled at the start of the year as the year progressed. Currently, we have 302 students enrolled. However, this data maintains the need to be proactive about Open Enrollment recruitment.

Our demographic composition primarily consists of Hispanic (50.38%), White (42.75%), Multiple/No Responses (2.29%), Asian (1.53%), and Filipino (.76%).   Our demographic data reveals the need for all students (especially our non-Hispanic and non-White students) to continue feeling socially connected and an essential part of our school.

2. The 2022-2023 Grade Level enrollment ranged from 25 to 49 students. The Primary Grade (K-3) Enrollment average was 24.6 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 23 students per class, which is lower than the 32:1 average. These smaller numbers afforded teachers additional student contact time and individual attention opportunities.

3. Due to projected enrollment numbers in specific grades for the 2024-2025 school year, we are scheduled to have three combination classes (2/3, 4/5, and 5/6). This highlights the need to develop lessons that include differentiated and small group instruction while accelerating the lower combo class students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	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:

1. 2022-2023 English Learners (EL) enrollment increased by eight students from the previous year. The number of Fluent English Proficient (FEP) decreased by five to 29 students, and the number of students who have Reclassified Fluent English Proficient (RFEP) was not shown. With a comparatively low enrollment of ELs, 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 to provide designated ELD instruction. After-school EL interventions focused on the primary grades due to the high number of ELs in grades K-3 during the current school year (2023-2024).

2. The 2022-2023 percentage of EL students as a percentage of our school increased by 2.9 percent, with no reclassified students shown. This data suggests that reclassification rates continue to be impacted by the number of dually identified EL students with IEPs (i.e., EL and Students with Disabilities). While designated and integrated ELD strategies/supports have become more consistent schoolwide, adequate interventions did not do enough to impact overall ELPAC and assessment data scores among our EL students. This demonstrates that teachers need to be intentional and provide high-yield integrated ELD strategies while monitoring the progress of EL students. With a small number of ELs, FEP, and RFEP students as a percentage of our school, each of these student groups' academic performance amplifies these indicators.

3. Over the course of three years, there is a positive trend in the number of ELs, while number of students that are designated as Fluent English Proficient (FEP) and RFEPs and the are trending down. As a result teachers need to be well versed in differentiate instruction, provide ample assessment practice and use high yield integrated and designated ELD strategies.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	39	0	41	39	0	41	39	0.0	100.0	100.0
Grade 4	53	45	43	0	45	42	0	45	42	0.0	100.0	97.7
Grade 5	32	51	49	0	51	47	0	51	47	0.0	100.0	95.9
Grade 6	46	31	51	0	30	50	0	30	50	0.0	96.8	98.0
All Grades	179	168	182	0	167	178	0	167	178	0.0	99.4	97.8

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2413.		14.63	17.95		36.59	28.21		29.27	28.21		19.51	25.64
Grade 4		2475.	2464.		28.89	21.43		24.44	14.29		24.44	45.24		22.22	19.05
Grade 5		2507.	2498.		27.45	19.15		23.53	31.91		19.61	21.28		29.41	27.66
Grade 6		2543.	2567.		16.67	34.00		30.00	28.00		40.00	26.00		13.33	12.00
All Grades	N/A	N/A	N/A		22.75	23.60		28.14	25.84		26.95	29.78		22.16	20.79

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	20.51		73.17	58.97		7.32	20.51
Grade 4		24.44	21.43		64.44	69.05		11.11	9.52
Grade 5		27.45	12.77		54.90	70.21		17.65	17.02
Grade 6		23.33	26.00		56.67	56.00		20.00	18.00
All Grades		23.95	20.22		62.28	63.48		13.77	16.29

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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	2.56		70.73	76.92		17.07	20.51
Grade 4		8.89	7.14		66.67	76.19		24.44	16.67
Grade 5		15.69	14.89		52.94	63.83		31.37	21.28
Grade 6		20.69	34.00		58.62	54.00		20.69	12.00
All Grades		13.86	15.73		62.05	66.85		24.10	17.42

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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	12.82		80.49	69.23		12.20	17.95
Grade 4		15.56	9.52		73.33	88.10		11.11	2.38
Grade 5		21.57	17.02		64.71	70.21		13.73	12.77
Grade 6		16.67	20.00		80.00	72.00		3.33	8.00
All Grades		15.57	15.17		73.65	74.72		10.78	10.11

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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	10.26		73.17	69.23		19.51	20.51
Grade 4		13.33	2.38		68.89	80.95		17.78	16.67
Grade 5		27.45	14.89		58.82	61.70		13.73	23.40
Grade 6		13.33	16.00		73.33	78.00		13.33	6.00
All Grades		16.17	11.24		67.66	72.47		16.17	16.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022-2023, 49.44 percent of students Met or Exceeded Standards in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA)/Literacy. This represents a 1.45 percentage point decrease from 2021-2022 (50.89 percent). In addition, the percentage of students who did not meet the standard decreased by 1.37 percent, demonstrating that, on average, students grew at all levels. Grades 5 and 6 had more than 50 percent of students meeting or exceeding standards (51.06 percent and 62 percent, respectively). Grade 3 had the lowest percentage (35.72 percent) of students meeting or exceeding standards in ELA. This is an unusually low percentage of students not meeting or exceeding standards. One potential cause is that third-grade students were not as prepared for the writing rigor in the 2/3 combo class.

2. Achievement Level Descriptors reveal the following percent of students scored Above Standard, At or Near Standard:
In Reading, 83.7 percent (students can comprehend stories and information they read) - a decrease of 2.53% from 2021-2022 (86.23)
In Writing, 82.58 percent (students can communicate effectively in writing) - an increase of 6.67% from 2021-2022 (75.91)
In Listening, 89.89 percent (students can understand spoken information) - a slight increase of 0.67% from 2021-2022 (89.22)
In Research/Inquiry, 83.71 percent (students can find and present information about a given topic) - a slight decrease of 0.12% from 2021-2022 (83.83)
Teacher familiarity and experience with the adopted ELA curriculum, additional student exposure to literature circles, small group reading instruction, and continued use of computer programs such as Accelerated Reader and iReady personalized lesson paths have contributed to these scores. However, areas of growth remain in reading and research/inquiry descriptors.

3. In 2022-2023, the percentage of students tested in third through sixth grade was nearly 100 percent (97.8 %); four students did not test receive scores. This data reinforces that parent communication and careful scheduling of CAASPP with time allowed for make-ups ensure that overall participation numbers are high.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	39	0	41	38	0	41	38	0.0	100.0	97.4
Grade 4	53	45	43	0	45	42	0	45	42	0.0	100.0	97.7
Grade 5	32	51	49	0	51	48	0	51	48	0.0	100.0	98.0
Grade 6	46	31	51	0	30	51	0	30	51	0.0	96.8	100.0
All Grades	179	168	182	0	167	179	0	167	179	0.0	99.4	98.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2434.		17.07	7.89		41.46	42.11		26.83	31.58		14.63	18.42
Grade 4		2481.	2486.		17.78	16.67		35.56	40.48		28.89	28.57		17.78	14.29
Grade 5		2511.	2499.		23.53	16.67		23.53	25.00		23.53	27.08		29.41	31.25
Grade 6		2532.	2553.		23.33	31.37		10.00	21.57		36.67	29.41		30.00	17.65
All Grades	N/A	N/A	N/A		20.36	18.99		28.74	31.28		28.14	29.05		22.75	20.67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	23.68		68.29	63.16		17.07	13.16
Grade 4		22.22	30.95		60.00	54.76		17.78	14.29
Grade 5		23.53	22.92		45.10	60.42		31.37	16.67
Grade 6		20.00	31.37		53.33	47.06		26.67	21.57
All Grades		20.36	27.37		56.29	55.87		23.35	16.76

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21.05		65.85	52.63		17.07	26.32
Grade 4		17.78	9.52		55.56	73.81		26.67	16.67
Grade 5		15.69	12.50		60.78	56.25		23.53	31.25
Grade 6		23.33	27.45		46.67	54.90		30.00	17.65
All Grades		17.96	17.88		58.08	59.22		23.95	22.91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.26		63.41	84.21		12.20	10.53
Grade 4		17.78	21.43		71.11	57.14		11.11	21.43
Grade 5		19.61	8.33		58.82	64.58		21.57	27.08
Grade 6		13.33	23.53		60.00	56.86		26.67	19.61
All Grades		19.16	15.08		63.47	64.80		17.37	20.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022-2023, 50.27 percent of students met or Exceeded the Standard in the CAASPP for Mathematics. This represents a 1.17 percentage point increase from the previous year (49.1 percent). Over half the students tested met or exceeded the standard. Grades 3, 4, and 6 had the highest percentage of students meeting or exceeding the standard, at 50 percent, 57.15 percent, and 52.94 percent, respectively. Grades 5 had the lowest scores, at 41.67 percent.

2. 2022-2023 Achievement Level Descriptors
Concepts and Procedures:

83.24 percent of students were above or near standard (students apply mathematical concepts and procedures). An increase of 6.59 percent from 2021-2022.
Problem Solving and Modeling/Data Analysis:
77.1 percent of students were above or near standard (students use appropriate tools and strategies to solve real-world and mathematical problems), an increase of 1.05 percent from 2021 to 2022.
Communicating Reasoning:
79.88 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions). A decrease of 2.75 percent from 2021-2022.

This information suggests that our students are improving their ability to identify relevant information embedded in mathematical word problems, apply strategies to solve them effectively, and maintain their ability to communicate the process and answers effectively.

3. In 2021-2022, the percentage of students tested in third through sixth grade was nearly 100 percent (98.4 percent); one in three students did not test. This data reinforces that parent communication and careful scheduling of CAASPP with time allowed for make-ups ensure high participation numbers.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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	4
1	*	*	*	*	*	*	*	*	*	*	6	*
2	*	*	*	*	*	*	*	*	*	*	4	8
3	*	*	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	4	4
6	*	*	*	*	*	*	*	*	*	5	*	5
All Grades										21	24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1		
	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	13.33	42.86	37.50	26.67	38.10	50.00	43.33	9.52	4.17	16.67

Additional columns: Total Number of Students — 20-21: 21, 21-22: 24, 22-23: 30. (K–6 rows show * for Total Number of Students.)

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	20.00	57.14	50.00	53.33	14.29	20.83	23.33	4.76	0.00	3.33	21	24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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		0.00	0.00		29.17	26.67		37.50	40.00		33.33	33.33		24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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	26.67	61.90	75.00	70.00	19.05	0.00	3.33	21	24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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	43.33	52.38	54.17	50.00	4.76	4.17	6.67	21	24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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	0.00	52.38	58.33	50.00	42.86	41.67	50.00	21	24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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	13.33	71.43	70.83	63.33	19.05	25.00	23.33	21	24	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 30 students participated in the 2022-2023 English Language Proficiency Assessments for California (ELPAC) - Summative Assessment. Of those 30 English Learners, 13.33 percent achieved an Overall Language score of Level 4, and 40 percent scored a Level 3 on the 2022-2023 Summative ELPAC. This represents an increase in the number of students who took the ELPAC and those who scored an overall level of 4 in 2021-2022.
Oral Language scores revealed that 20 percent scored a Level 4 and 53.33 percent scored a Level 3.

   This data indicates that the majority of our English Learners (EL) scored similarly on the 2022-2023 ELPAC Summative Assessment than they did in 2021-2022. The consistent use of engagement strategies that focus on oral language, along with intentional reading and writing supports in designated and integrated ELD, will benefit our English Learners.

2. Language Domains:
Listening - 26.67 percent scored in the Well Developed range, while 70 percent scored in the Somewhat/Moderately Developed range.

Speaking - 43.33 percent scored in the Well Developed range, while 50 percent scored in the Somewhat/Moderately Developed range.
Reading - 0 percent scored in the Well Developed range, while 50 percent scored in the Somewhat/Moderately Developed range.
Writing - 13.33 percent scored in the Well Developed range, while 63.33 percent scored in the Somewhat/Moderately Developed range.
This data confirms that reading and writing domains have the highest need. Our English Learners need consistent, integrated English Language Development reading and writing strategies across all content areas.

3. This data indicates a slight overall decline among our ELs' achievement on the 2022-2023 ELPAC Summative Assessment: 13.33 percent of English Learners achieved a Level 4, whereas this category in 2021-2022 was 8.33 percent. Despite this increase, our English Language Progress Indicator (ELPI) rating dropped from a very high percentage of 65% to 41.7%, which demonstrates that our ELs significantly declined from the previous year.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
262	**54.6**	**10.7**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	28	10.7
Foster Youth		
Homeless	3	1.1
Socioeconomically Disadvantaged	143	54.6
Students with Disabilities	39	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	4	1.5
Filipino	2	0.8
Hispanic	132	50.4
Two or More Races	6	2.3
White	112	42.7

Conclusions based on this data:

1. The largest Student Group for All Students/Student Group are our Socioeconomically Disadvantaged students, who represent 54.6 percent of our student body. Students with Disabilities (SWD) were 14.9 percent, followed by English Learners (ELs), who comprised 10.7 percent. We have noticed that the increasing percentage of ELs and SWDs increases the need to provide intensive academic support.

2. The majority of our Enrollment by Race/Ethnicity is Hispanic (50.4 percent), followed by White (42.7 percent), Two or More Races (2.3 percent), Asian (1.5 percent), and Filipino (.08 percent) Student Groups. Whenever there are significant numeric differences between Student Groups, it is important that our school culture implements universal acceptance/inclusion and celebrates cultural diversity with an assets-based approach to foster school connectedness of students and home-to-school partnerships.

3. This aggregated data maintains the continued need to provide multi-tiered systems of support beyond quality first instruction to ensure all of our students become proficient in literacy, numeracy, and 21st-century skills while being able to graduate high school and be college and career-ready. To achieve this, we must continually refine our efforts to build relationships with students and provide targeted instructional and social-emotional support to most needy students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. In 2022-2023, students' academic performance was in the Yellow for ELA and Mathematics. The average distance from standard was 3 points above in ELA and 6.1 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. There were similar assessment outcomes in both years.

In 2022-2023, 49.44 percent of students in grades three through six met or exceeded the standard in ELA—a decrease of 1.45 percentage points; 50.27 percent of students in grades three through six met or exceeded the standard in Math—an increase of 1.6 percentage points.

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

In Math, a deeper analysis indicated that our Socioeconomically Disadvantaged Student Group performed low level (27.9 points below standard) and increased (+ 14 points), Hispanic Student Group performed at a low level (30.7 points below standard) and increased (+4.8 points), White Student Group performed high level (20.2 points above standard) and maintained (-2.5 points), English Learners (ELs) increased 14.3 points, and Students with Disabilities (SWD) declined 8.4 points.

Although our English Learner Progress Indicator (ELPI) does not show a performance level due to low EL enrollment numbers across two consecutive years, 41.7% of ELs are making progress towards English language proficiency, a decline of 18.3%.

We made some growth in mathematics but declined slightly in ELA. 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, will continue to support all students. However, we must further support, engage, and connect our underperforming Student Groups (ELs and SWD) with their learning, especially test preparation with SBAC performance tasks.

2. In 2022-2023, All Students' Chronic Absenteeism levels were Yellow but still very high. 22.2 percent of all students were identified as chronically absent. This is an overall decrease of 8.8 percent. All Student Groups had a very high level of chronically absent students (Hispanic = 26.3%, Socioeconomically Disadvantaged = 26.7%, Students with Disabilities - 22.27%, White - 19.1% but all groups declined in the level of chronically absent students. This indicates a need to continue to refine the systematic strategies (i.e., engage students and parents, recognize good and improved attendance, monitor attendance data and practice, provide personalized early outreach, and develop programmatic responses to attendance barriers). This includes improving our information campaign to parents about the impact absences have on student learning, providing detailed explanations of the Independent Study process, providing recognitions, and ensuring students feel connected to school, their peers, and adults on campus.

3. The performance level for Suspension Rates was low in 2022-2023. The work that teachers do to build community (e.g., Social-Emotional lessons, class meetings, incentives, etc.), coupled with the resources that the PBIS team has developed and implemented, has shown to have a positive impact on behavior. Additionally, having our school counselor, behavior specialist, and social worker provide services to students, teachers, and families in need continues to support positive behavior and resiliency outcomes.

School and Student Performance Data

Academic Performance
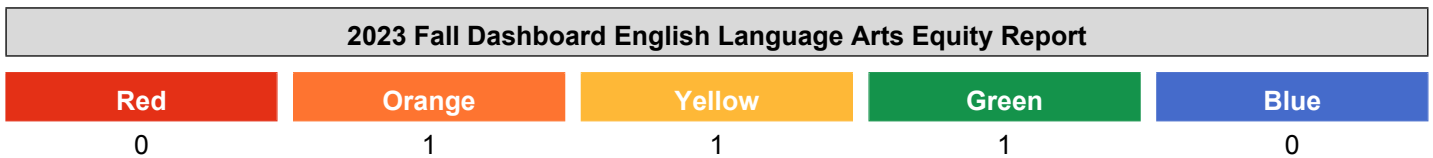### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	65.5 points below standard	No Performance Color
3 points above standard	Decreased -10.2 points	0 Students
Decreased -3.4 points	18 Students	
177 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	71.8 points below standard
1 Student	20.3 points below standard	Decreased Significantly -28 points
	Maintained +2.8 points	39 Students
	92 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	0 Students	3 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Green
19.1 points below standard	3 Students	0 Students	24.8 points above standard
Increased +5 points			Decreased -14.3 points
91 Students			76 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.2 points below standard	Less than 11 Students	9.1 points above standard
11 Students	8 Students	Decreased -5 points
		139 Students

Conclusions based on this data:

1. Overall, All Students had a Yellow performance level in ELA with an average score of 3 points above standard, a decline of 3.4 points from 2021-2022 scores.
- Students identified as Socioeconomically Disadvantaged had an Orange performance level with an average score of 20.3 points below standard, an increase of 2.8 points from 2021-2022 scores.

Students identified as White had a Green performance level, with an average score of 24.8 points above standard, a decline of 14.3 points from the 2021-2022 scores.
- Students identified as Hispanic had a Yellow performance level with an average score of 19.1 points below standard, an increase of 5 points from 2021-2022 scores.

The data reveals growth in the average points away from standard for two of the three student groups that received a low performance color (Socioeconomically Disadvantaged and Hispanic) compared to the 2021-2022 scores.

2. English Learners declined last year but have improved from 2018-2019. The average score of ELs was 106.9 points below standard. Last year, in 2022-2023, the average score of ELs was 65.5 points below standard, a decline of 10.2 points from 2021-2022 scores. As a result, we must continue improving designated ELD instruction and integrated ELD strategies across the curriculum, monitor EL progress, and provide small group instruction whenever possible.

3. Students with Disabilities declined last year but still showed improvement the average score of 106.2 points below standard. Last year, in 2022-2023, the average score of Students with Disabilities was 71.8 points below standard, a decline of 28 points from 2021-2022. This decrease indicates that additional general education and RSP collaboration

with grade level teachers, IEP goals, services and supports per classroom instruction, and IEP services are needed to improve student performance on the CAASPP.

School and Student Performance Data
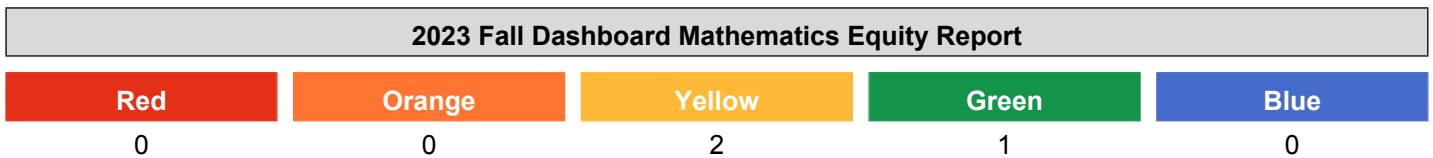
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	61.5 points below standard	No Performance Color
6.1 points below standard	Increased +14.3 points	0 Students
Maintained +2.3 points	18 Students	
176 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	60.3 points below standard
1 Student	27.9 points below standard	Decreased -8.4 points
	Increased +14 points	39 Students
	91 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	0 Students	3 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Green
30.7 points below standard	3 Students	0 Students	20.2 points above standard
Increased +4.8 points			Maintained -2.5 points
90 Students			76 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	1.7 points above standard
		Maintained +2.1 points
10 Students	8 Students	138 Students

Conclusions based on this data:

1. In 2022-2023, the Math for All Students performance level was Yellow. The average distance from standard was 6.1 points below standard. This demonstrates small but important growth, as there was a 2.3-point increase in the average distance from 2021-2022 scores (i.e., All Students were at a Yellow status level with an average score of 8.4 points below standard).
We believe that the work we have done through first-best instruction, small groups, and after-school interventions over the course of two years has paid off now that the primary grades are in grades 3 - 6.

2. Nearly all reportable Student Groups showed increases compared to 2021-2022 data. In 2022-2023, the average distance from the standard were as follows by student group:
English Learners scored 61.5 points below standard (an increase of 14.3 points) - in 2021-2022, the score was 75.8 points below standard.
Socioeconomically Disadvantaged scored 27.9 points below standard (an increase of 14 points)- in 2021-2022, the score was 41.9 points below standard.
Students with Disabilities scored 60.3 points below standard (a decline of 8.4 points) - in 2021-2022, the score was 51.9 points below standard.
This year, we have noticed that many English Learners are dually identified as Students with Disabilities. This information reinforces the need for us to develop our Professional Learning Communities to ensure consistency across grade level spans amongst common formative assessments, data analysis, and instructional practices such as three reads, multiple representations, and number talk strategies.

3. Performance data by Race/Ethnicity was limited to White (Yellow = High, maintained -2.5, 20.2 points above standard) and Hispanic (Yellow = Low, increased by 4.8 points, 30.7 points below standard) identification. There were fewer than 11 English Learners and Reclassified English Learners in these Student Groups, so no performance data was provided. English-only students scored 1.7 points above standard, maintaining progress with an increase of 2.1 points. Despite these limitations, we believe additional language support 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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
41.7 points above standard making progress towards English language proficiency
Number of EL Students: 24 Students
Performance Level: No Performance Level

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.

2023 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
7	7	0	10

Conclusions based on this data:

1. In 2022-2023, 10 of our 24 English Learners (41.7 percent) made progress towards English Language proficiency - progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC. This is a decrease of 23.3 percentage points from the previous year's score of 65 percent. 29 percent or seven students maintained ELPI levels 1, 2L, 2H, 3L, or 3H from the previous ELPAC assessment. With the intentional use of test preparation/test-taking strategies, we will demonstrate that more of our students can progress toward English language proficiency each year.

2. About 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. Most of our ELs are in the Somewhat Developed (Level 2) and Beginning Stage (Level 1). This highlights the need to continue differentiating instruction during ELD/ELA and provide regular classroom supports/interventions to help

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

School and Student Performance Data

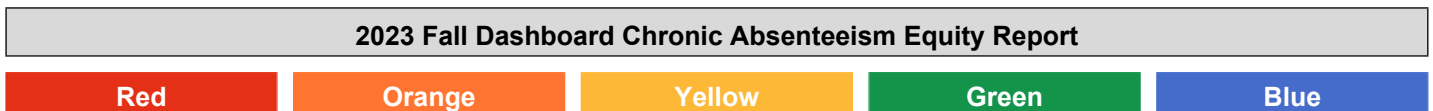## Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	18.8% Chronically Absent	No Performance Color
22.2% Chronically Absent	Declined -8.2	0 Students
Declined Significantly -8.8		
270 Students	32 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
3 Students	26.7% Chronically Absent	22.2% Chronically Absent
	Declined Significantly -14.5	Declined -5.4
	150 Students	54 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	0 Students	4 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	16.7% Chronically Absent	No Performance Color	Yellow
26.3% Chronically Absent	0	0 Students	19.1% Chronically Absent
Declined -11	12 Students		Declined -7.9
137 Students			115 Students

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 the 2018-2019 percentages. Students with Disabilities were 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 were 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 ensure all students attend school at a high rate. Despite a 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 on the strong correlation between attendance and academic achievement. Each month, we acknowledge classes with the highest percentage with a trophy. We plan to expand this recognition to include the top intermediate and primary grade levels and the class with the best improvement from the previous month. Our Wellness team will meet monthly to look at trends, identify students 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 by having frequent adult check-ins with our students who have a history of chronic absenteeism or are at risk for chronic absenteeism to provide appropriate interventions. Students who do not improve after interventions and support have been provided will be referred to SART/SARB.

School and Student Performance Data

Academic Engagement
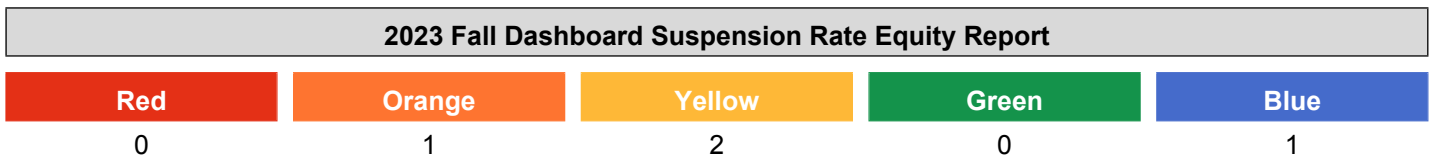### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
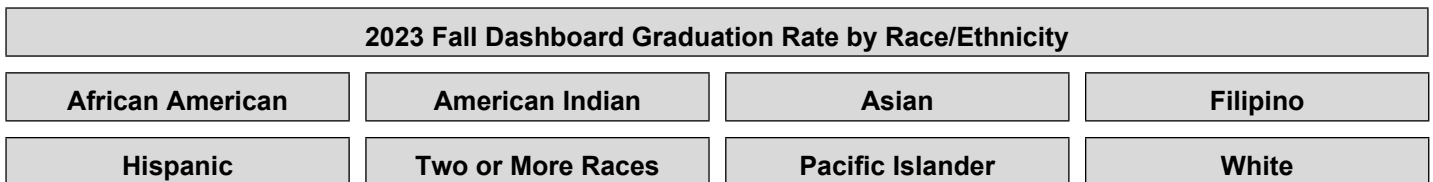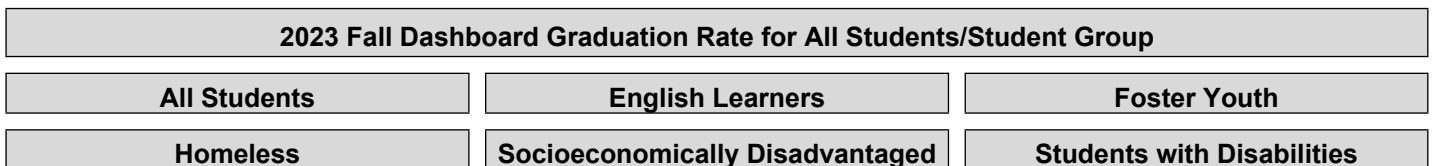
Conclusions based on this data:

1. While we have no data for this section, our instructional programs and school plan call for intervention efforts to increase the percentage of students at grade level standard at the end of each academic year. These efforts include our first best instruction, after-school math interventions, EL and RFEP monitoring, a collaboration between RSP and general education teachers, bi-annual academic conferences, and more. Our goal is that by the time students move to the next grade, they are either at/above grade level or have made stretch growth in all academic areas.

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	1

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	0% suspended at least one day	No Performance Color
0.7% suspended at least one day	Maintained 0	0 Students
Increased 0.7	32 Students	
273 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Blue
3 Students	1.3% suspended at least one day	0% suspended at least one day
	Increased 1.3	Maintained 0
	151 Students	55 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	0 Students	4 Students	2 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	0% suspended at least one day	No Performance Color	Yellow
0.7% suspended at least one day	Maintained 0	0 Students	0.9% suspended at least one day
Increased 0.7	13 Students		Increased 0.9
138 Students			116 Students

Conclusions based on this data:

1. In 2022-2023, two students were suspended. In the past, most suspensions were due to fighting at lunch recess or other less/unstructured supervision times. This has informed the locations where our noon duty and support staff consistently monitor during such times. Our PBIS (Positive Behavior Intervention and Support) efforts focus on positive incentives, teaching and re-teaching expectations (BEST lessons), coupled with consistent expectations and consequences, social-emotional lessons, class meetings, counseling, tier 1 behavior specialist support, and other restorative practices have helped keep suspensions low and made a positive impact on student behaviors.

2. To support the school's behavior expectations, we have included the following strategies: roving substitute provides classroom coverage to the Teacher in Charge; Life Skill tickets that can be entered into drawings and for use to redeem prizes at our Life Skill student store each Wednesday; monthly recognition for academic achievements and Life Skill of the month attainment; Adopt a Student initiative; and our Conflict Management program - using students in grades 4-6 to help resolve conflicts during our K-3 recess. We continue to believe these activities and mentorship opportunities promote good behavior of all students and demonstrate another way we are building capacity from within.

3. The suspension rate in 2022-2023 was .7%, and as of 3/26/2023, the suspension rate for the 2023-2024 school year is .6% or two students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	20-21: 100% of students received Visual Art lessons. Band/Performing Arts 6th = 16 students (Band 13 + Strings 3), 16/45 = 35.5% 5th = 9 students (Band 6 + Strings 3), 9/33 = 27.2% 4th = 57 students (Strings), 57/57 = 100% 21-22: 100% of students received Visual Art lessons. Band/Performing Arts 6th = 14 students (Band 11 + Strings 3), 14/30 = 46.6% 5th = 30 students (Band 25 + Strings 5), 30/54 = 55.5% 4th = 46 students (Strings), 46/46 = 100% Baseline 22-23: 100% of students received Visual Art lessons. 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% Actual 23-24: Partially Met Visual Arts 100% of students received Visual Art lessons. Band/Performing Arts 6th = 27 students (Band 17+Strings 10), 27/53 students = 51% (yes) 5th = 28 students (Band 19+Strings 9), 28/42 students = 66.7% (no) 4th = 43 students (Strings), 43/43 students = 100% (yes)	Maintain 100% of K-6 students receiving Visual Art lessons. Increase the percentage of 6th graders in band and strings by 3 percent (54%) Increase the percentage of 5th graders in band and strings by 3 percent (69.7%) Maintain the percentage of 4th graders in strings at 100%.
Number of in-person college or career related Field Trips taken by each class.	20-21: N/A 21-22: zero field trips Baseline 22-23: All grades have taken at least one educational or career-related field trip. Actual 23-24: Goal Met	Maintain- each class will take at least one in-person field trip.

	All grades have taken (or are approved to take) at least one educational or career-related field trip.	
Percentage of Parent Portal Accounts	20-21: N/A 21-22: 98.54% of families had parent portal accounts. Baseline 22-23: 100% of students' parents have at least one Aeries Parent Portal Account. Actual 23-24: 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	20-21: 180 lessons and 160 mini lessons were delivered as a school (340 total lessons) Kindergarten: 10 lessons and 15 mini lessons First grade: 29 lessons and 23 mini lessons Second grade: 9 lessons and 32 mini lessons Third grade: 21 lessons and 58 mini lessons Fourth grade:37 lessons and 22 mini lessons Fifth grade: 74 lessons and ten mini lessons 21-22: 145 lessons and 143 mini lessons were delivered as a school (288 total lessons) Kindergarten: 10 lessons and15 mini lessons First grade: 8 lessons and three mini-lessons Second grade: 7 lessons and 19 mini lessons Third grade: 36 lessons and 64 mini lessons Fourth grade:24 lessons and 17 mini lessons Fifth grade: 56 lessons and eight mini lessons Baseline 22-23: 170 lessons and 66 mini-lessons were delivered as a school (236 total lessons) Kindergarten: 8 lessons and 0 mini lessons	We will no longer use Mystery Science.

	First grade: 44 lessons and one mini lessons Second grade: 19 lessons and 11 mini lessons Third grade: 27 lessons and 45 mini lessons Fourth grade: 46 lessons and nine mini lessons Fifth grade: 26 lessons and 0 mini-lessons Actual 23-24: Goal Not Met 111 lessons and 85 mini lessons were delivered as a school (196 total lessons) Kindergarten: 12 lessons and 18 mini lessons First grade: 32 lessons and 19 mini lessons Second grade: 14 lessons and 17 mini lessons Third grade: 13 lessons and 31 mini lessons Fourth grade: 26 lessons and 0 mini-lessons Fifth grade: 13 lessons and 0 mini-lessons Sixth grade: 1 lesson and 0 mini lessons	
Assertive Discipline Entries and Types	20-21: 4 total entries DJ - Failure to follow directions - 1 DO - Disruptive behavior to express frustration or gain attention - 1 DS - Yelling or using aggressive language - 2 21-22: 37 total entries DA - Interruption during class or activities - 3 DB - Running, excessive noise, loitering - 1 DF - Inappropriate display of affection - 1 DG - Lying to get self or others out of trouble - 1 DJ - Failure to follow directions - 4 DK - Minor physical aggression - 11 DL - Mutual fight (little or no injury) - 1 DM - Unintentional, incidental physical contact - 1 DN - Minor or accidental damage to property - 4 DO - Disruptive behavior to express frustration or gain attention - 9 DS - Yelling or using aggressive language toward others - 1 Baseline 22-23:	Decrease the total assertive discipline entries by 5 (75) - with a focus on minor physical aggression.

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 Actual 23-24: Goal Not Met 80 total entries: D2 - Inappropriate Language - 2 DA - Interruption during class or activities - 4 DB - Running, excessive noise, loitering - 1 DJ - Failure to follow directions - 9 DK - Minor physical aggression - 22 DM - Unintentional, incidental physical contact- 2 DN - Minor or accidental damage to property - 2 DO - Disruptive behavior to express frustration or gain attention - 22 DS - Yelling or using aggressive language toward others - 3 DP - Violation of school rules (i.e. use of personal tech) - 2 DT - Spreading rumors/excluding someone - 1 DY - Profanity - 8	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Goal 1.1 There will be a school-wide focus on encouraging students to participate in a variety of extracurricular and extended learning activities and providing incentives to improve school readiness and connectedness.	All Students	8379 Supplemental/Concentration 92 Title I Part A: Basic Grants Low-Income and Neglected

	• 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., Math Facts Lab, Scholastic news with Science Spin, Writing Highway, Diffit AI, etc.) • Provide an organization system for family communication and homework recording (e.g., Parent Square, K-6 School to Home Communication Folders, Grades 3-6 Student Planners) • Provide assemblies and incentives to recognize and promote attendance, academics, literacy, and character development of students • Provide Life Skills, classroom incentives, and reward systems • Provide teachers with professional development opportunities • Provide mentoring opportunities with "at promise" students who have assertive discipline entries • Provide regular attendance analysis and data share with staff followed by parent/guardian phone contact for "at promise" students • Provide college & career/educationally related field trips, guest speakers and learning activities • Provide teacher-led visual arts lessons and materials to students • Provide goal-setting and/or data chat opportunities with students • Implement an "adopt a student" program, in which teachers will seek out two to three students who have been identified as being at risk for absenteeism or in need of social-emotional support • Develop a college and career-themed month to include guest speakers and related projects		
1.2			

Annual Review

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

Analysis

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

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 Scholastic News and Mystery Science; School Planners and School to Home Communication Folders; assemblies and incentives to recognize and promote attendance, academics instruction, literacy and character development; Life Skills and classroom incentives (PBIS); attendance analysis followed by parent contacts; goal-setting and /or data chat opportunities with students; Garden Coordinator; lunch clubs for students; field trip opportunities and guest speakers.

This year, we increased the percentage of sixth-grade students participating in performing arts (music), maintained the percentage of fourth-grade students in strings, and decreased the rate of fifth-grade students participating in school-provided performing arts. While the percentage remained at 100%, with the addition of a transition to a kindergarten program, K/1 combo class, and increased enrollment - the number of students receiving specialized art lessons has increased. Additionally, every class has attended or will attend a college and/or career-related field trip by the end of the year.

Our PTA has done an excellent job with outreach and building community, which allowed our school to raise funds to provide enrichment opportunities (i.e., Art and Garden Coordinator Variable Service Agreement, LEGO Engineering After School enrichment clubs, assemblies, teacher supplies, and field trip monies). In addition, our school has a good relationship with the Yolo Farm to Fork program to promote activities within the day and during the Expanding Minds program. Consistent student/teacher use of planners (3rd - 6th grade) and red communication folders (TK-6) support high levels of parent volunteerism and the college and career skills of goal setting, time management, and organization. All students receive quality art instruction with Mrs. Wood several times throughout the year and can share their masterpieces at home. Intentional efforts (e.g., personal contact, weekly attendance announcements, incentives, monthly raffles to highest and most improved attendance rates, perfect attendance awards, etc.) to make early outreach to the families of students at risk for chronic absenteeism have demonstrated some improvement. Additionally, our band and string teachers are engaging and have captivated many intermediate-grade students' interests so that they can continue their pursuit in our school music program.

All students reported enjoyment when working on art projects with Mrs. Wood. Field trips, lunchtime and/or after-school clubs, assemblies (i.e., Wild Things, Movement in Rhythm with Phil Tulga), and gardening have broadened students' interests, community resources, and future careers and improved their ability to interact well with peers. School-wide efforts have demonstrated that all families have support in creating and maintaining Parent Portal accounts that increase school-to-home communication. We plan to use the Art grant to provide additional opportunities for VAPA, restructure the garden coordinator position to make it a more consistent part of each class's instructional week, and, due to the adoption of science, no longer use Mystery Science. PBIS rewards systems (life skills and the life skill student store) continue to promote positive behaviors and acknowledgment systems. The use of our 4th, 5th, and 6th-grade conflict managers is having an impact on addressing student behaviors and developing leadership/mentor skills. Students have highly attended our lunchtime clubs.

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 not needing Title I funds to pay for the 6th-grade field trip transportation costs, there were no major differences between the intended implementation and/or budgeted expenditures to implement the articulated strategies. We provided additional supplemental instructional material for the professional development of several teachers to use high-leverage integrated and designated ELD strategies to support all students, notably our English learners. With the recent adoption of the Science Curriculum and the end of funding, we will eliminate the use and financing of Mystery Science and the accompanying metric.

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

For the 2024-2025 SPSA, we want to continue to refine our implementation of the Graduate Profile at the elementary level. We want to add a college and career-themed day with guest speakers and related projects. We will add a metric that measures student group (e.g., Hispanic/Latino, White, Asian, etc.) participation in band and strings. We will also include a short survey to measure their enjoyment and a student perspective on "areas of growth" for each program.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

To increase all students' proficiency in Math and English Language Arts, emphasizing English Learners and Students with Disabilities.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	20-21: N/A Baseline from 21-22: ELA Performance Level - Medium (51% of All Students) Math Performance Level - Medium (49% of All Students) Actual 22-23: Goal Not Met ELA Performance Level - Yellow (49.4% of All Students met proficiency) Math Performance Level - Yellow (50.3% of All Students met proficiency) The percentage of All Students meeting proficiency in ELA declined by 1.6% from the 2021-2022 SBAC results. ELA status was Medium, 3 points above standard. In 2021-2022, it was Medium, 6.4 points above standard, decreasing by 3 points on average. The percentage of All Students meeting proficiency in Mathematics increased by 1.3% from 2021-2022 results. Math status was Medium, at 6.1 points below standard. In 2021-2022, it was Medium, at 8.4 points below standard, which increased by 2.3 points on average.	Increase ELA and Math academic indicators in the "Distance From Standard" category by three or more points for all students from the previous year. Increase the percentage of students meeting proficiency in ELA and Math from the previous year by five percent (5%) or more. Continue progressing toward Green on the dashboard in both ELA and math.
Performance level on English Learner Progress Indicator (ELPI)	20-21: N/A Baseline from 21-22: Goal Met No official rating due to the low number of English Learners taking the ELPAC. Based on the percentage of ELPI, the unofficial rating is Very High - 65% Actual 22-23: Goal Not Met No official rating due to the low number of English Learners taking the ELPAC. 41.7% of English Learners were making progress towards English language proficiency. This is a decline of 23.3%.	Increase the ELPI by five percent of students who are making progress.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	20-21: N/A Baseline from 21-22:	Increase the percentage of students meeting proficiency in ELA by five percent (5%) or more from the previous year.

	50.89% of students in grades 3 - 6 met or exceeded the 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) Actual 22-23: Goal Not Met 49.44% of students in grades 3 - 6 met or exceeded the Standards level on SBAC English Language Arts in 2022-2023: 3rd grade = 46.15% (Goal Not Met) 4th grade = 35.71% (Goal Not Met) 5th grade = 51.06% (Goal Not Met) 6th grade = 62% (Goal Met)	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	20-21: N/A Baseline from 21-22: 49.1% of students in grades 3 - 6 met or exceeded the 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) Actual 22-23: Goal Not Met 50.27% of students in grades 3 - 6 met or exceeded Standards level on SBAC English Language Arts in 2022-2023: 3rd grade = 50% (Goal Not Met) 4th grade = 57.14% (Goal Not Met) 5th grade = 41.67% (Goal Not Met) 6th grade = 52.29% (Goal Met)	Increase the percentage of students meeting proficiency in Math by five percent (5%) or more from the previous year.
Percentage and number of students who are chronically absent Percentage of Students with Disabilities (SWD) that are chronically absent	20-21: 7.07% of students were chronically absent 16% of students with disabilities (SWD) were chronically absent Baseline from 21-22: 32.16% of students were chronically absent 27.7% of students with disabilities (SWD) were chronically absent Actual in 22-23: Goal Met 22.2% of students were chronically absent (declined by 8.8%) 22.2% of students with disabilities (SWD) were chronically absent (declined by 5.4%)	Decrease the percentage of students who are chronically absent by 10% or to 20% (10% of 22.2% = 2.22%) Decrease the chronic absenteeism of SWD by 10% or to 20% (10% of 22.2% = 2.22%)

Student sense of safety and school connectedness	20-21: The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 84% School Connectedness 88% Feel Safe at School Baseline from 21-22: 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 Actual 22-23: Goal Met The Plainfield Elementary CHKS (California Healthy Kids Survey) percentage of 5th-grade responses on safety and school connectedness: 86% School Connectedness 83% Feel Safe at School	Increase the 5th grade student sense of safety and school connectedness by three percent (3%).
Suspension rate	20-21: Suspension rate was 0% Baseline from 21-22: Suspension rate was 0% Actual 22-23: Goal Not Met Suspension rate was .7%	Decrease suspension rate by .1 percent
Parent/family satisfaction on Healthy Kids Survey, on key indicators	20-21: N/A Baseline from 21-22: Due to low school participation, the WJUSD 2020-2021 CHKS Parent Survey was used. The percentage of WJUSD Elementary parents responded to the following key indicators - indicating strongly agree: Parental Involvement = 58% Student Learning Environment = 62% Student Risk Behavior and Prevention, Disorder = 4% Facilities = 47% Actual 22-23: Goal Partial Met (1 of 4 indicators) Plainfield 2022-2023 CHKS Parent Survey responded to the following key indicators - indicated strongly agree: Parental Involvement = 67% (Yes) Student Learning Environment = 56% (No) Student Risk Behavior and Prevention, Disorder = 20% (No) Facilities = 45% (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)	20-21: Mid-Year Reading = 33% Mid-Year Math = 22% 21-22: Mid-Year Reading = 44% Mid-Year Math = 26% Baseline from 21-22: Mid-Year Reading = 36% Mid-Year Math = 25% Actual 22-23: Goal Not Met Mid-Year Reading = 36% (maintained) Mid-Year Math = 22% (decreased by 3)	Increase the percentages of students who reach growth targets on iReady Reading and Math by 3 percentage points Mid-Year Reading = 39% Mid-Year Math = 25%
Total number of words read on the Accelerated Reader Program (Renaissance Place)	21-22: Kindergarten = 451 1st grade = 232,021 2nd grade = 2,095,780 3rd grade = 7,155,425 4th grade = 9,239,220 5th grade = 21,671,499 6th grade = 12,288,839 Total words = 52,683,235 Baseline from 22-23: Kindergarten = 0 1st grade = 86,586 2nd grade = 1,315,142 3rd grade = 6,959,732 4th grade = 13,732,394 5th grade = 5,210,643 6th grade = 26,830,925 Total words = 54,135,422 Actual 23-24: Goal Not Met Kindergarten = 0 1st grade = 14,831 2nd grade = 1,482,814 3rd grade = 5,080,588 4th grade = 5,485,538 5th grade = 7,963,825 6th grade = 17,405,627 Total words = 37,433,223	Increase the number of words read by 10% (or by 3,743,322 words) for the school. Total words = 41,176,545
Number of times teachers met in Professional Learning Communities (PLCs) during staff meetings	20-21: Teaching staff did not meet (0) as Professional Learning Communities 21-22: Teaching staff did not meet (0) as Professional Learning Communities Baseline from 22-23: Teaching staff met six (6) times as Professional Learning Communities Actual 23-24: Goal Met	Maintain the number of PLC meetings (total of 13)

	Teaching staff met 13 times in Professional Learning Communities	
Percentage of students that have good (1- 5 absences) and perfect (100%) attendance	20-21: Good attendance - 181/289 students or 62.62% Perfect attendance - 34/289 students or 11.76% 21-22: Good attendance - 37/273 students or 13.55% Perfect attendance - 5/273 students or 1.83% Baseline from 22-23: Good attendance - 61/281 students or 21.71% Perfect attendance - 5/281 students or 2.13% Actual 23-24: Goal Partially Met Good attendance - 90/302 students or 29.80% (Yes) Perfect attendance - 9/302 students or 2.98% (No)	Increase the percentage by 5 percent for both good attendance (26.71%) and perfect attendance (7.13%)
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	New Metric Baseline from 23-24: (End of Year) Overall Self-Evaluation Average Rating = 7.8	PLC teams will average between a 5 - 7 rating on the Self-Evaluation for PLC Implementation

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Goal 2.1 a) School-wide English Language Arts focus on supporting quality first instruction, increasing 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 a 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	All Students with a focus on English learners and Students with Disabilities	14324 Supplemental/Concentration 9800 Title I Part A: Basic Grants Low-Income and Neglected

- 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., the 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., the cycle of learning)

c) 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/after school)
- 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 (SSTs), 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, suitable, and improved attendance • Create action plans at the Wellness team meetings to support student re-engagement and improve attendance			
2.2				

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We 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, focusing on English learners (EL), our site dedicated morning time to provide social-emotional learning to promote engagement and 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), and three mathematic reads and multiple representations were used 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 Project Lead the Way (PLTW), iReady, PLC, and EL strategies. Primary grades provided scholastic news and phonics instruction, while intermediate-grade students utilized class novels, supplemental complex informational text, and support literature circles. Staff requested supplies and materials to fulfill instructional needs.

Additionally, the district provided two K-3 literacy paraprofessionals to support underperforming students, and we hired a literacy intervention instructor to support Tier 2 students in grades 3-6. The implementation of the following also supports the attainment of this Goal: PBIS (Life Skills, reward systems); use of 4th - 6th-grade conflict managers; .5 FTE counselor; weekly Wellness Team meetings to monitor MTSS, attendance; .5 FTE behavior specialist tier 1 support; .2 FTE NVIH social worker/therapist; .2 FTE attendance liaison; K-3 literacy paraeducator; use of intervention materials; needed supplies for teachers. We were also fortunate to hold two schoolwide assemblies to engage further and connect students with the school.

SBAC—We declined by 3.4 % in ELA from the previous year and increased by 1.5% in Math. Our SWD and EL student groups were, on average, over 70 and 60 points below standard.
iReady Growth Targets -We maintained the percentage of students meeting their mid-year Reading growth targets and declined by 3% in the mid-year Math.
CHKS & SAEBRS—The percentage of students feeling safe and connected to school improved from the previous year's CHKS, increasing from 79% to 86% (school connectedness) and 80% to 83% (safe).
Suspension Rate - Declined from the previous dashboard rating from "very low" in 2022 to "yellow" in 2023. Two students were suspended.
Chronic Absenteeism - In 2022-2023, Chronic Absenteeism declined by 9.18% from the previous year. 22.73% of All Students were Chronically Absent. In 2022-2023, 26.32% of Students with Disabilities were Chronically Absent. This was a decline of 3.5% from the previous year. Yellow on the dashboard.

We have made a concerted effort to help Plainfield families understand the importance of good attendance and the harm poor attendance has academically and socially through Parent Square messages and personal phone calls. Families are informed of the school goal of 95%, past 7-day attendance, and year-to-date attendance rates. We also monitor students' attendance below the 90% threshold each week during our Wellness Team meetings with follow-up by the admin., counselor, and attendance liaison. We have incentivized attendance through the WJUSD attendance campaigns, class competitions, and raffles. We post the attendance rate of each class each month and randomly draw a winner from the classes with the best attendance and most improved.
Each teacher provides students time during the day to work on their personalized iReady lessons. Additionally, they set goals with students and monitor time on lessons and the number of lessons passed each month. Diagnostic results are sent home with students to inform parents where they are rated (mid or above grade level, early on grade level, one grade level below, two grade levels below, three or more below).
Having combo classes makes it challenging for teachers to provide as many minutes of direct instruction as well as intervention time during the day.

Renaissance Place (Accelerated Reader, Myon, STAR assessment) supports student literacy. The STAR provides another data point for student reading ranges and allows for appropriate high-interest books for students to read through class, school, or digital libraries (MyOn). The STAR and AR support goal setting and reading comprehension and track the total number of words read.
Literacy interventions by retired teacher Mrs. Sullivan have improved student outcomes as measured by pre-and post-assessments. The targeted use of SIPPS has improved reading fluency and comprehension.
Attendance recognition and monitoring have also had a positive impact so far this year. However, despite our efforts, we continue to have students who are below the 90% attendance rate (chronically absent).

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

To increase student exposure to informational text by reading levels, the staff piloted Diffit AI and recommended its purchase as a site for the 2024-2025 school year. Additionally, through PLC data team meetings, our intermediate grade teachers noted that many of our students not scoring at proficiency needed a variety of math concept review and skill development. They piloted the use of the "Math Fact Lab" program and recommended its purchase for the 2024-2025 school year.
We will measure the effectiveness of supplemental reading (Diffit AI) and math (Math Facts Lab) programs by tying the effectiveness to STAR reading growth and iReady mid-year reading diagnostics (increase the percentage of students in grades 3-6).
Instead of funding a literacy intervention instructor, we will use the funding to support a short-term support provider (SSP) with an emphasis on math intervention who will work alongside the teachers in the intermediate grades (4-6).

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

The staff believes having three combo classes will necessitate additional support, especially in the 2/3, 4/5, and 5/6 combo classes. We will continue to utilize PLCs, add push-in support with an intervention instructor, and utilize the math facts lab.

To support the limited amount of informational text the core curriculum provides and materials to reference in writing activities, Diffit AI will be used. This program will allow teachers to adjust reading levels for literacy circles and support writing instruction. Some intermediate-grade teachers also requested the purchase of Writing Highway to support writing instruction. We will measure the effectiveness of these strategies using SBAC reading, writing, and math interims. Next year will be the baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

To improve our English learners' reading, written, and oral language skills.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	20-21: 8.7% (2 out of 23) 21-22: 7.7% (2 out of 26) Baseline from 22-23: 6.9% (2 out of 29) Actual 23-24: Goal Met 10% (4 of 40)	Increase the Reclassification rate by three percent (3%) or more.
English Learner Progress Indicator (ELPI)	20-21: N/A Baseline from 21-22: The English Learner Progress metric indicated that 65% of our English learners progressed towards English language proficiency. Actual 22-23: Goal Not Met While no official ELPI indicator was provided due to low English Learner enrollment, 41.7% of our ELs progressed towards English language proficiency.	Increase to a Medium level based on the English Learner Progress Indicator - Schools Five-by-Five Placement (45% - 54.9%)

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)	20-21: N/A 21-22: Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 36% Math Grades 1 - 6th = 22% Baseline from 22-23: Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 22% Math Grades 1 - 6th = 20% Actual 23-24: Goal Partially Met Percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 39% Math Grades 1 - 6th = 14%	Increase the percentage of English Learners in grades 1 - 6 that reached typical growth targets on the mid-year diagnostic by 3 percent in Reading and 5 percent in Math (42% in Reading and 19% in Math).
School rating of EL (English Learner) Roadmap Principle 1 self-assessment	20-21: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.5 (Language and cultures are assets) sub 2 = 3.0 (No single EL profile) sub 3 = 3.0 (School climate is affirming, inclusive, safe) sub 4 = 2.5 (Strong family and school partnership) sub 5 = 2.0 (Supporting English Learners with disabilities) 2.6 average rating 21-22: Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.5 (Language and cultures are assets) sub 2 = 2.5 (No single EL profile) sub 3 = 3.5 (School climate is affirming, inclusive, safe) sub 4 = 3 (Strong family and school partnership) sub 5 = 2.5 (Supporting English Learners with disabilities) 2.8 average rating Baseline from 22-23:	Increase each sub-component by .5, and the average in principle to 3.5 for ELRM Principle 1

	Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 2.5 (Language and cultures are assets) sub 2 = 2.5 (No single EL profile) sub 3 = 3.5 (School climate is affirming, inclusive, safe) sub 4 = 3 (Strong family and school partnership) sub 5 = 2.5 (Supporting English Learners with disabilities) 2.8 average rating Actual 23-24: Goal Not Met Principle 1: Assets-Oriented and Needs Responsive Schools sub 1 = 3 (Language and cultures are assets) sub 2 = 3.1 (No single EL profile) sub 3 = 3.6 (School climate is affirming, inclusive, safe) sub 4 = 3.7 (Strong family and school partnership) sub 5 = 3.4 (Supporting English Learners with disabilities) 3.36 average rating	
Percent of English Learner families' survey rating of Satisfaction for Parent Information Night presentations	20-21: N/A 21-22: N/A Baseline from 22-23: N/A Actual 23-24: Goal Met 100%	Obtain 100% percent parent satisfaction on the Parent Information Night survey
Reclassification of LTEL Students	20-21: No LTELs 21-22: No LTELs Baseline from 22-23: 2 LTELs, 1 reclassified (50%)	Reclassify 100% of LTEL students with an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Goal 3.1 - Schoolwide focus to utilize integrated English Language Development (ELD) instructional strategies and supports across the curriculum,	English Learners	900 Supplemental/Concentration

	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 joint strategies and supports for English Learners (ELs) • Provide PLC data analysis that addresses EL strengths and needs • Provide opportunities (extra duty pay) for teachers and parents of ELs to meet to discuss English Learners academic progress • Provide teachers 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 support for our Spanish-speaking families via our bilingual Administrative Clerk, English Language, and CAFE Specialists		1660 Title I Part A: Basic Grants Low-Income and Neglected 384 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The following strategies are in place for Goal 3: Provide collaboration time between our English Learner Specialist and teachers of designated ELD to discuss and plan best instructional practices (integrated and designated ELD), EL data review, and ELPAC test preparation; provide EL after school interventions that are focused on our early primary grades (TK/K, 1/2 grade students); biannual EL Mini Conferences (October/February) take place between families, teachers and

English Learner Specialist; Parent Training/Workshop Nights are provided with a focus on literacy tools to use at home - per ELAC's recommendation; GLAD professional development is offered to teachers on a rotational basis; our English learners have priority enrollment in the Expanding Minds; we provide interpreting for Spanish speaking families during Parent Teacher Conferences, Back to School/Open House, meetings and information nights; purchase supplemental materials to support iELD and dELD. This year, we also provided data analysis protocols during PLC meetings, which identify strengths and areas of need of our ELs, and teachers' agreed-upon strategies that they will use.

ELPI did not make as much progress as planned, nor did we reach our goal of iReady mid-year diagnostic growth targets for ELs. Upon further evaluation, teachers reported that ELs were not typically getting the same amount of time to complete iReady lessons since dELD is often held when EOs are provided with iReady time. Our school community indicated that our school is asset-oriented and needs-responsive, specifically toward our English Learners. The Parent Information/Workshop night had a 100% satisfaction rating. We also implemented small group iReady time during the Expanded Minds after-school program.

Release time for teachers to collaborate with the ELS has been reported to be valuable and has impacted designated ELD and integrated ELD instruction and student learning. Teachers have attended GLAD refresher training on a rotational basis. Mrs. Johnson's use of Literature Circles was shared, and support was extended to other teachers—our third-grade teacher is now using it. We want to expand this instructional practice to all grades 3 - 6.

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

No strategies or budget expenditures significantly changed. Three teachers attended EL-related training (CABE, GLAD), and all teachers of ELs attended mini-conferences with Mr. Killion and EL families in the Fall and Spring before Parent-Teacher Conferences. We are in the process of EL interventions.
ELAC desired increased participation with the PTA and requested funding to support interpreting needs so they could attend. This will be measured by participation records/sign-ins. Currently, only one ELAC parent has attended PTA meetings.

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

The majority of ELs are underperforming - not as many were making progress in last year's ELPAC Summative. After consultation with the EL specialist, teachers, and ELAC parents, we believe our EL students will benefit from taking the ELPAC interim and practicing each of the language domains during designated ELD. Our ELS worked with teachers domain by domain for each task type to better prepare their designated and integrated ELD instruction. This year, we are doing two separate EL intervention groups in the primary grades. This will be measured on the EPLI and the number of Reclassified students.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to increase engaged	20-21: GREAT Program (WPD), Lego Club-Playwell Technologies, Yolo County Courthouse Debate Club, Citizen Science UC Davis/Solano County Office of Education - Peggy Hart, Yolo Farm to Fork, ArtsBridge, Victor Services, Boy Scouts, and Girl Scouts (10 partnerships) 21-22: Woodland Police Department GREAT (Gang Resistance Education and Training) Program, Yolo County Courthouse Debate Club, Citizen Science, Yolo Farm to Fork, Victor Services, Boy Scouts and Girl Scouts, Fourth and Hope, Running for Rhett, Audubon Society, Rotary Club, Yolo Arts (11 partnerships). Baseline from 22-23: 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) Actual 23-24: Goal Met Yolo Farm to Fork, Scouts of America, Running for Rhett, Playwell Teknologies, UC Davis Project Catalyst, UC Davis Kids in Nutrition, Art with June Wood, Woodland Public Library, California Foundation for Ag in the Classroom (10), Crocker Art Museum, WestMinster Woods, Conservation Ambassadors, Explorit Science, Rec2Go, Woodland Police Department (16).	Increase the percent of partnerships with the community by 5% (1 or more partnerships).
Number of extracurricular and co-curricular programs offered	20-21: Lego Club, ASES, and Art (3) 21-22: Lego Club, ASES, Art, Book Club, Sign Club, Debate Club, lunchtime D&D club, after-school Baking Club (8) Baseline from 22-23: Lunch Time Lego Club, After School Lego Club, Art Club, Book Club, Lunch	Increase the number of extracurricular programs offered by one or more.

	Time Role Playing Game Club, Bird Watching Club, Computer Game/Library Club, Running for Rhett, Lunch Bunch (9) Actual 23-24: Goal Met Lunchtime Lego Club, Expanding Minds, Art Club, Library Club, Cross Country Club, Running for Rhett, Lunch Bunch, After School LEGO Club, Student Council, Youth Advisory Council (10), Expanding Minds, Book Club, Role Playing Game Club (13)	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	20-21: 108 students (or 36% of the student body) in grades 3-6 provided input to the SPSA through a survey. 21-22: 136 students (or 49% of the student body) in grades 3-6 provide input to the SPSA through a survey in the first trimester. Baseline from 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. Actual 23-24: 175 students (58% of the student body) provided input to the SPSA in the fall, and 159 students (53% of the student body) provided input to the SPSA in the Spring.	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	20-21: Three focus groups totaled 16 students (nine females, seven males), representing 141 students in grades 4 - 6, or 8.8%.10 students were Hispanic/Latino, and 6 students were White. 3 Reclassified as Fluent English Proficient (RFEP) 3 students with disabilities (SWD) 3 English learners (EL) 6 low socioeconomic status (SES) 2 student council representatives (SC) 21-22: The Student Advisory Council (grades 4 - 6) meets regularly (approximately each month) throughout the year to provide input to the SPSA. Student Advisory Council representation: 4th grade: 4 students (2 females, 2 males)	Maintain the percent of students providing input to the SPSA through focus groups (24) and the number of representative demographic groups [3 Reclassified Fluent English Proficient (RFEP), 4 Students with Disabilities (SWD), 3 English Learners (EL), 6 Socioeconomic Status (SES), 2 Student Council (SC) and balancing female to male ratio.

| | 5th grade: 4 students (2 females, 2 males) | |
| | 6th grade: 4 students (2 females, 2 males) | |

5th grade: 4 students (2 females, 2 males)
6th grade: 4 students (2 females, 2 males)
*2 Students with Disabilities (SWD), 2 Low socioeconomic status (SES), 2 Reclassified Fluent English Proficient (RFEP), 1 Student Council (SC)

SPSA Focus Group 1 (Eight 4th grade students - 1 RFEP, 2 SWD, 1 EL; 2 SES; 1 SC; 4 males, 4 females)
SPSA Focus Group 2 (Six 5th grade students - 2 RFEP, 1 SWD, 3 SES; 3 males, 3 females)
SPSA Focus Group 3 (Two 6th grade and five 5th grade students - 1 RFEP, 3 EL, 3 SES; 1 SC; 3 males, 3 females)

Focus Group and Student Advisory Council Demographics:
*5 SWD, 4 EL, 6 RFEP, 10 SES, 3 SC
*16 males, 16 females

Baseline from 22-23:
The Youth Advisory Council (grades 4 - 6) meets regularly (approximately each month) throughout the year to provide input to the SPSA. Youth Advisory Council representation:

Youth Advisory Council (grades 4 - 6)
4th grade: 4 students (2 females, 2 males)
5th grade: 5 students (3 females, 2 males)
6th grade: 5 students (3 females, 2 males)
Youth Advisory Council Total:
14 students (8 female, 6 male) - 2 RFEP, 2 SWD, 3 SES, 1 EL, 1 SC

Focus Group 1
(Eight 4th grade students - 1 RFEP, 2 SWD,1 SES)
Focus Group 2
(Eight 5th grade students - 1 RFEP, 1 SWD, 1 EL, 1 SES)
Focus Group 3
(Eight 6th grade students - 1 RFEP, 1 SWD, 1 EL, 2 SC, 1 SES)

Focus Group Total:
24 students (12 males, 12 females) - 3 RFEP, 4 SWD, 2 EL, 3 SES, 2 SC

Actual 23-24: Goal Met
Youth Advisory Council Representation:
4th grade: 4 students (2 male, 2 female)

| | 5th grade: 5 students (4 male, 1 female)
6th grade: 4 students (2 male, 2 female)
Youth Advisory Council Total
13 students (8 male, 5 female) 3 SWD, 4 SES, 1 RFEP, 1 EL

SPSA Focus Group 1
(eight 4th grade students - 1 RFEP, 2 SWD, 2 EL, 2 SES, 1 SC; 4 males, 4 females)
SPSA Focus Group 2
(Eight 5th grade students - 2 RFEP, 1 SWD, 3 SES, 1 SC; 4 males, 4 females)
SPSA Focus Group 3 (Eight 6th grade students - 1 RFEP, 2 SWD, 2 EL, 4 SES, 1 SC; 4 males, 4 females)

Focus Group Total
24 students (12 male, 12 female) - 4 RFEP, 5 SWD, 4 EL, 9 SES, 2 SC | |
| Percent of students in lunch clubs or extra curricular activities | 20-21:
N/A

21-22:
N/A

Baseline from 22-23:
N/A

Actual 23-24: Goal Met (Survey from Spring 2024)
Lunch Bunch 54.7%
Art Club = 56%
Library Club = 13.2%
Lunchtime Lego Club = 18.2%
After School Lego Club = 25.8%
Cross Country Club = 23.3%
Book Club = 11.9%
Role Playing Game Club = 9.4%
Student Council Sports Club = 31.4% | Obtain a participation rate of 20% of the student body involved in lunch clubs or extra-curricular activities. |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Schoolwide focus to promote student voice and participation in the development of extracurricular, support, and leadership activities. • Provide students in grades 2 - 6 surveys to be completed at the end of each semester on academic engagement,	All students	1920 Supplemental/Concentration

		academic programs, enrichment, and extracurricular 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 lunchtime or after-school clubs, including supply/equipment needs		
		• Provide student-led conferences for grades 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.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To promote student voice and participation in the development of extracurricular activities, support, and leadership activities, Plainfield Elementary:
Provided surveys during the Fall to students in grades 2-6 to determine their perspective on school safety, climate, culture, interests, and needs. In the spring, students in grades 3-6 participated in a survey to inform them of the development of SPSA.
Allocated extra duty pay to compensate two teachers for leading the Student Council
Trained students in grades 4-6 to be Conflict Managers during the primary grade recess to develop leadership and problem-solving skills. These students meet quarterly to discuss the needs of students, the school, and additional training.
Provide Students multiple opportunities to participate in lunchtime or after-school clubs based on their feedback from the surveys.
Provide students to be a part of the Youth Advisory Council to review school achievement data, surveys... revise surveys, discuss potential next steps.
Hold three separate SPSA focus groups (students in grades four, five, and six) to review the California Dashboard indicators and identify root causes and potential barriers before brainstorming change ideas for next year's SPSA strategies.
Identify "Student Voice" as one of the two after-school Expanding Minds program Continuous Quality Improvement (CQI) plan goals to ensure that students have a say in the after-school program activities.

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

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

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

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

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

No major changes will be made to this goal; only refinement will be made. Based on the outcome of the Youth Advisory's Comprehensive Needs assessment and Focus Group responses, the decision has been made to keep existing strategies and add a new metric to document the number of students who 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 SPSA survey—they were included in the school safety and culture survey.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$11,836
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$37,459.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$11,552.00
Title I Part A: Parent Involvement	$384.00

Subtotal of additional federal funds included for this school: $11,936.00

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	$25,523.00

Subtotal of state or local funds included for this school: $25,523.00

Total of federal, state, and/or local funds for this school: $37,459.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	25,523.00
Title I Part A: Basic Grants Low-Income and Neglected	11,552.00
Title I Part A: Parent Involvement	384.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	25,523.00
	Title I Part A: Basic Grants Low-Income and Neglected	11,552.00
	Title I Part A: Parent Involvement	384.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,471.00
Goal 2	24,124.00
Goal 3	2,944.00
Goal 4	1,920.00

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
Jennifer Thurman	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. Salcido	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 8, 2024.

Attested:

Signature	
Phillip Pinegar	Principal, Phillip Pinegar on 5/8/2024
Keri Nims	SSC Chairperson, Keri Nims on 5/8/2024