Plainfield Elementary School

20450 County Road 97 • Woodland, CA 95695-9378 • (530) 662-9301 • Grades K-6
Phillip Pinegar, Principal
phillip.pinegar@wjusd.org
www.plainfield.wjusd.org

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Principal's Message

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

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, elevn elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and currently serves approximately 10,550 students.

Plainfield Elementary School is a thematic school with a school wide focus on agricultural and environmental sciences. The school operates on a traditional calendar, and during the current school year, 359 students are enrolled in grades kindergarten through six.

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

1. Giving students exemplary differentiated instruction that makes effective use of technology

2. Establishing strong partnerships with families and the greater community

3. Monitoring each student's progress throughout the school year

4. Collaborating as a staff and with parents to achieve our goals

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	47
Grade 1	49
Grade 2	49
Grade 3	54
Grade 4	56
Grade 5	55
Grade 6	50
Total Enrollment	360

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	3.3
Filipino	0.3
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	0.0
White	52.8
Socioeconomically Disadvantaged	38.9
English Learners	14.4
Students with Disabilities	6.9
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Plainfield Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	17	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Woodland Joint Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Plainfield Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Plainfield Elementary School, originally constructed in 1949, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 18 classrooms, one library, one multipurpose room, one staff room, and one playground. Recent modernization includes the addition of a multipurpose building. In the summer of 2005, Plainfield received a grant, through the Pacific Gas & Electric Solar Schools Program, to build a greenhouse. In the summer of 2009, portable classrooms and restrooms were added to the campus to allow room for the absorption of students from another school. This allowed for the creation of a computer lab in one of the permanent classrooms on campus which now serves as an Response to Intervention and Professional Development room during the day and doubles as the After School Education and Safety Office and classroom. Facility information is current as of July 12, 2018.

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

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/12/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Library: 4: (D) Ceiling tiles are stained Room 03: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) Lighting covers are missing, damaged, or loose Room K2: 4: (D) Ceiling tiles are stained Room P9: 4: (D) Ceiling tiles missing, damaged or loose Maintenance & Operations Work Order #32934
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Grounds: 6: Squirrels every where Some cracking and lots of patches in asphalt uneven surfaces
Electrical: Electrical	Fair	Room 03: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) Lighting covers are missing, damaged, or loose Room B3: 7: J box open Maintenance & Operations Work Orders #32937 and #32937

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/12/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Multi Purpose Room: 8: Cracked light lens Squirrels under portable Room P1: 8: (D) Toilet/urinal/sink is damaged, broken, or clogged Maintenance & Operations Work Orders #32936 and #32935
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

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

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

2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	40.0	45.0	38.0	40.0	48.0	50.0
Math	32.0	38.0	27.0	29.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.5	22.8	19.3

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	217	216	99.54	45.37
Male	114	113	99.12	30.97
Female	103	103	100.00	61.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	84	83	98.81	27.71
White	121	121	100.00	57.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	21.59
English Learners	46	46	100.00	30.43
Students with Disabilities	22	22	100.00	13.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	217	216	99.54	37.96
Male	114	113	99.12	31.86
Female	103	103	100	44.66
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	84	83	98.81	22.89
White	121	121	100	48.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	88	100	18.18
English Learners	46	46	100	23.91
Students with Disabilities	22	22	100	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
The school district benefits from extensive support from parents and community members. Plainfield Elementary School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fund raising, parent education, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council membership.

Plainfield Elementary School has also benefitted from partnerships with: Cache Creek Nature Conservancy, Yolo Basin Foundation, Yolo Audubon Society, Pacific Gas & Electric, Pacific Star Gardens, the Rumsey Foundation, Teichert Foundation, Woodland Schools Foundation, BP America, National Energy Education Development Project, Nugget Market, Raley's, Costco and Lowe's.

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

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and yard supervisors. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in at the office.

Plainfield Elementary School's Site Safety Plan is revised each year by the School Site Council, which consists of the principal, teachers, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

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

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.6	3.3	2.1
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	24	25	24				2	2	2			
1	24	24	27				2	2	2			
2	23	26	26				2	2	2			
3	24	27	27				2	2	2			
4	26	29	28				2	2	2			
5	25	29	28				1	2	2			
6	29	27	26				2	2	2			
Other	27						1					

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
UC Davis Math Project: Focus on Conceptual Understanding, TK-12
Ethnic Studies with the Acosta Group, Preschool-12
UC Davis History Project: Understanding the History/Social Science Framework, TK-12
Literacy for All Content Areas with Maria Losee, Grades 5-12
Restorative Practices, TK-12
Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,910	$47,547
Mid-Range Teacher Salary	$62,933	$74,775
Highest Teacher Salary	$87,121	$93,651
Average Principal Salary (ES)	$106,757	$116,377
Average Principal Salary (MS)	$114,823	$122,978
Average Principal Salary (HS)	$121,527	$135,565
Superintendent Salary	$211,312	$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,062	$756	$4,306	$67,528
District	♦	♦	$4,126	$66,356
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			4.4	10.8
Percent Difference: School Site/ State			-19.5	-2.5

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Woodland Joint Unified School District spent an average of $11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2017-2018 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.