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

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Woodland Joint Unified School District
435 Sixth Street
Woodland, CA 95695-4109
(530) 662-0201
www.wjusd.org

District Governing Board

Michael Pyeatt, President

Tico Zendejas, Vice President

Tania Tafoya, Clerk

Morgan Childers

Debbie Decker

Teresa Guerrero

Karen Rosenkilde-Bayne

District Administration

Thomas Pritchard
Superintendent

Stacy Spector
Assistant Superintendent
Educational Services

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Danyel Conolley
Senior Director
Human Resource Services

School Description

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, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served over 10,550 students in 2016-2017.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	46
Grade 1	46
Grade 2	50
Grade 3	53
Grade 4	56
Grade 5	58
Grade 6	50
Total Enrollment	359

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	2.8
Filipino	1.1
Hispanic or Latino	40.1
Native Hawaiian or Pacific Islander	0
White	52.6
Two or More Races	1.1
Socioeconomically Disadvantaged	39.8
English Learners	13.6
Students with Disabilities	9.2
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	**15-16**	**16-17**	**17-18**
With Full Credential	18	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Woodland Joint Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Plainfield Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	17
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 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 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
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%

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. Facility information is current as of October 12, 2017.

Cleaning Process

The Principal works daily with the custodial staff of two (one full-time and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Administration: 4: (D) Ceiling tiles are stained Library: 4: (D) Ceiling tiles are stained Room 03: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose Room A1: 4: (D) Ceiling tiles are stained Room A2: 4: (D) Ceiling tiles are stained Room B2: 4: (D) Ceiling tiles are stained Room K1: 4: (D) Ceiling tiles are stained Room K2: 4: (D) Ceiling tiles are stained Room P1: 4: (D) Ceiling tiles are stained Room P4: 4: (D) Ceiling tiles missing, damaged or loose Room P7: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high 7: (D) Lighting covers are missing, damaged, or loose Room P8 Lab: 4: (D) Ceiling tiles missing, damaged or loose 9: (D) Water pressure too high or low
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Grounds: 6: (D) Evidence of rodents Room P7: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				7: (D) Lighting covers are missing, damaged, or loose
Electrical: Electrical	X			Room P7: 4: (D) Ceiling tiles missing, damaged or loose 5: (D) Unsecured items are stored too high 7: (D) Lighting covers are missing, damaged, or loose Room P9: 7: (D) Lighting covers are missing, damaged, or loose
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room P8 Lab: 4: (D) Ceiling tiles missing, damaged or loose 9: (D) Water pressure too high or low
Safety: Fire Safety, Hazardous Materials	X			Room P1: 7. (D) lighting covers are missing, damaged, or loose 10. (D) Fire extinguisher is out of date or missing tag
Structural: Structural Damage, Roofs	X			A1: Stained ceiling tiles/Evidence of roof leaks Asphalt play surface: Many areas failing K-2: Stained ceiling tiles, evidence of roof leaks Library: Missign and Damaged ceiling tiles/evidence of roof leaks Portabel Boys RR: Floor and partitions need replacement. Exterior Dryort Portable Girls RR: Floor and partitions need replacement. Exterior dryrot Sidewalk campus wide: many trip hazards
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room P2: 14: (D) Significant cracks, trip hazards, holes or deterioration (D) Signs of water drainage problems including standing water on hardscape areas
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

	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**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	42	47	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

	2016-17 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	51	40	40	38	48	48
Math	41	32	27	27	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	8.5	13.6	59.3

* 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.

	2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)			
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	46	45	97.8	46.7
Male	23	23	100.0	52.2
Female	23	22	95.7	40.9
Hispanic or Latino	24	23	95.8	30.4
White	18	18	100.0	66.7
Socioeconomically Disadvantaged	29	29	100.0	37.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	226	218	96.46	40.37
Male	112	109	97.32	32.11
Female	114	109	95.61	48.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	91	96.81	19.78
White	112	109	97.32	56.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	92	94.85	17.39
English Learners	56	51	91.07	19.61
Students with Disabilities	19	18	94.74	16.67
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 2016-17 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	226	222	98.23	32.43
Male	112	111	99.11	28.83
Female	114	111	97.37	36.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	93	98.94	19.35
White	112	109	97.32	44.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	12.5
English Learners	56	55	98.21	16.36
Students with Disabilities	18	18	100	16.67
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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, Apple Tree Foundation, BP America, National Energy Education Development Project, 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 monthly 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 was last reviewed with staff in March 2016.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.2	3.6	3.3
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2007-2008
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	25				2	2	2			
1	24	24	24				2	2	2			
2	30	23	26				1	2	2			
3	29	24	27				1	2	2			
4	31	26	29				2	2	2			
5	30	25	29				1	1	2			
6	32	29	27				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

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,475	$46,511
Mid-Range Teacher Salary	$62,310	$73,293
Highest Teacher Salary	$86,258	$92,082
Average Principal Salary (ES)	$106,757	$113,263
Average Principal Salary (MS)	$114,823	$120,172
Average Principal Salary (HS)	$121,527	$131,203
Superintendent Salary	$211,312	$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 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	$65,991
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			4.4	10.8
Percent Difference: School Site/ State			-19.5	-2.5

* Cells with ♦ do not require data.

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 2016-2017 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 GrantTitle ITitle II Title IIISpecial Ed-StateMedi-CalSmall Learning CommunitiesPartnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.