

Plainsburg Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Plainsburg Elementary School
Street	3708 S. Plainsburg Road
City, State, Zip	Merced, CA 95340
Phone Number	(209) 389-4707
Principal	Kristi Kingston
Email Address	kkingston@plainsburg.k12.ca.us
Website	www.plainsburg.k12.ca.us
County-District-School (CDS) Code	24 65813 6025779

Entity	Contact Information
District Name	Plainsburg Union Elementary School District
Phone Number	(209) 389-4707
Superintendent	Ms. Kristi M Kingston
Email Address	kkingston@plainsburg.k12.ca.us
Website	www.plainsburg.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Community & School Profile (School Year 2018-19)

The Plainsburg Union Elementary School District is a single site school district located in South Merced County and serves the largely rural community of Plainsburg . Nearly half of the students are "interdistrict " and live outside of the Plainsburg Elementary School district boundaries. Due to the smaller class sizes, students receive more individual attention, and as a result , the school does not have the student discipline problems that larger urban schools sometimes have. During the 2018-19 school year 110 kindergarten through eighth grade students were enrolled in Plainsburg Elementary School on a traditional schedule . Student body demographics are as follows:

44.55% Hispanic

1.82% Hawaiian/ Pacific Islander

51.82% White

1.82% Asian/Indian

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	16
Grade 1	11
Grade 2	14
Grade 3	14
Grade 4	7
Grade 5	14
Grade 6	8
Grade 7	18
Grade 8	8
Total Enrollment	110

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	1.8
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	1.8
White	51.8
Socioeconomically Disadvantaged	48.2
English Learners	7.3
Students with Disabilities	5.5
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	5	5	5
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: December 2018

Plainsburg Elementary School District held a public hearing on September 11, 2014 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students 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. All textbooks and instructional materials used within the school are aligned with the Common Core Content Standards as well as the school's Curriculum Council standards. Plainsburg Elementary School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. The most recent textbooks for Plainsburg Elementary School, as of October 2018, are illustrated by the chart.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin 2000 (K-6) McDougal Littell 2000 (7th-8th) EdCaliber Houghton-Mifflin Wonders (K-5) 2018 StudySync (6-8)	Yes	0.0%
Mathematics	Holt, Rinehart & Winston 2009 (6th-8th) Houghton-Mifflin 2009 (K-5) EdCaliber/Engage NY Pearson- Envision Math (K-5) 2017 Digits (6-8)	Yes	0.0%
Science	Holt 2003 (7th-8th) Scott Foresman 2008 (K-6)	Yes	0.0%
History-Social Science	Houghton-Mifflin 2006 (6th-8th) Scott Foresman 2006 (K-5)	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current school campus was constructed in 1969 and is comprised of five classrooms, a staff room, a library, a playground, a gym/multi-purpose room, and the main office. In the year 2000, Plainsburg Elementary School underwent a complete modernization. Since that time, there has not been any additional renovations.

Cleaning Process

Plainsburg Elementary School strives to maintain a safe , clean and orderly campus that is conducive to learning. The combined efforts of students and staff help keep the campus clean and litter-free. The school employs Scott's Cleaning Service to ensure that the campus is safe, clean and sanitary .

Maintenance & Repair

A scheduled maintenance program is administered by Plainsburg Union Elementary School District to ensure that all classrooms and facilities are well maintained . District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The chart shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/14/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	41	43	41	43	50	50
Mathematics (grades 3-8 and 11)	21	20	21	20	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	43.08
Male	29	29	100.00	0.00	41.38
Female	36	36	100.00	0.00	44.44
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	27	27	100.00	0.00	29.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	54.05
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	30	30	100.00	0.00	33.33
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	20.00
Male	29	29	100.00	0.00	20.69
Female	36	36	100.00	0.00	19.44
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	27	27	100.00	0.00	7.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	29.73
Two or More Races					
Socioeconomically Disadvantaged	30	30	100.00	0.00	3.33
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.7		23.1
7	11.8	35.3	29.4

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

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 2019-20)

Parents and the community are very supportive of the educational programs at Plainsburg Elementary School. Parents are invited to participate in the Parent Teacher Club, School Site Council, volunteer to work in the school library and help in the classrooms. Parents are also welcome to coach various sports and other extracurricular endeavors such as the student yearbook preparation.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	0.8	0.0	2.4	0.8	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Plainsburg Elementary School provides a safe environment for all students . There are locks on all exterior gates leaving the playground. Additionally, all visitors must sign in at the front office and receive proper authorization allowed to us by using the new Raptor system to be at the school. Visitors are asked by the school site staff to display their pass at all times .

The safety of students and staff is a primary concern at Plainsburg Elementary School. The school's safety program is fully compliant with federal and state regulations and the School Site Safety Plan was last updated in Spring 2018 by the site administration. Key elements of the safety plan focus on emergency drill procedures, staff responsibilities during emergencies , child abuse reporting , and crisis procedures . Emergency drills, including lockdown drills and practices with the support of Merced County Sheriff's Department, are held regularly and all staff have been trained on evacuation procedures.

A comprehensive safety plan will be adopted by the governing board before March of each school year starting with March of 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	1			13	1			16	1		
1	14	1			14	1			11	1		
3	23		1		23		1		28		1	
5	26		1		25		1		21		1	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,030	\$1,222	\$5,808	\$46,459
District	N/A	N/A	\$5,808	\$48,779.00
Percent Difference - School Site and District	N/A	N/A	0.0	24.8
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	8.6	-21.5

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

In addition to general state funding, Plainsburg Union Elementary School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- School Improvement Program
- Peer Assistance and Review
- Economic Impact Aid
- Class Size Reduction

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,654	\$45,252
Mid-Range Teacher Salary	\$50,650	\$65,210
Highest Teacher Salary	\$65,814	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$0	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	2%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies.

Temporary and probationary teachers are evaluated annually. Evaluations are conducted by Superintendent Kingston, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria is based on the California Standards for the Teaching Profession.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered twelve staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for our next school year include: Next Generation Science Standards, i-Ready and modification of our current PBIS system.

All first and second year teachers in the district participate in the beginning teacher program (TIP).