



Plainsburg Elementary School

Plainsburg Union
Elementary School District

2011-2012 School Accountability Report Card

3708 S. Plainsburg Road
Merced, CA 95340
Phone (209) 389-4707
www.plainsburg.k12.ca.us

Serving Grades
Kindergarten through Eight

Kristi Kingston,
Superintendent/Principal/
Teacher

Board of Trustees

Jim Bright - President
Ross Urrutia - Clerk
Keith Heupel - Member
Kris Barroso - Member
Matt Kahl - Member



Community & School Profile

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 2011-12 school year 135 kindergarten through eighth grade students were enrolled in Plainsburg Elementary School on a traditional schedule. Student body demographics are illustrated in chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	-
American Indian	-
Asian	-
Filipino	-
Hispanic or Latino	50.4%
Pacific Islander	-
White	49.6%
Two or More	-
None Reported	-

Contact Information

Parents who wish to participate in Plainsburg Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 389-4707.

Discipline & Climate for Learning

Plainsburg Elementary School provides an ideal environment for students to reach their highest academic potential. The school's primary focus is on meeting the state standards. The school has open communication with both students and parents through the student handbook, Back-to-School nights, Open House, and parent conferences. Students are encouraged to be actively involved in the school through the many activities, clubs, and sports programs that are available.

The goal of Plainsburg Elementary School's disciplinary program is to teach students a variety of ways to deal with problems. Plainsburg Elementary School's discipline plan, which centers around the concept of respect: respect for oneself, respect for others, and respect for property, creates a peaceful, safe environment. The discipline plan is contained in the student handbook, which is sent home with students at the beginning of the school year.



The Suspensions and Expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	5	9	3	5	9	3
Suspension Rate	4.4%	6.6%	2.2%	4.4%	6.6%	2.2%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Plainsburg Elementary School believes in positive reinforcement, and regularly recognizes students for their achievements. Each trimester, students are awarded with certificates and gift cards when they have a GPA of 3.5 or higher. These awards are provided by the Parents Club. Additionally, Honor Roll students' names are posted on the school website.

Homework

At Plainsburg Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promotes student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students.

Extracurricular Activities

The school's extracurricular and athletic programs promote individual and team-oriented achievement and self-esteem in a safe, structured environment. The school offers a wide variety of sports programs and yearbook staff. Students may also participate in Reading Counts, a program in which students work in the library performing various tasks. Students must meet minimum academic and citizenship standards to participate in these programs.

Minimum Days & Instructional Minutes

Plainsburg Elementary School offered 180 days of instruction with 10 minimum days. During the 2011-12 school year, instructional minutes offered at Plainsburg Elementary School exceeded the annual state requirements for all grades. Actual instruction minutes are listed in the chart.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	39,720
1st	50,400	55,260
2nd	50,400	55,260
3rd	50,400	55,260
4th	54,000	55,260
5th	54,000	55,260
6th	54,000	55,260
7th	54,000	55,260
8th	54,000	55,260

Class Size

The chart displays the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12			
By Grade Level												
K	11	13	16	1	-	1	-	-	-	-	-	-
1	14	15	-	1	-	-	-	-	-	-	-	-
2	-	19	-	-	-	-	-	-	-	-	-	-
3	-	8	-	-	-	-	-	-	-	-	-	-
8	-	-	9	-	-	1	-	-	-	-	-	-
K-3	27	-	-	-	-	-	1	-	-	-	-	-
4-8	25	-	-	1	-	-	-	-	-	-	-	-
1-2	-	-	27	-	-	-	-	-	1	-	-	-
3-4	-	-	26	-	-	-	-	-	1	-	-	-
4-5	-	-	27	-	-	-	-	-	1	-	-	-
6-7	-	-	30	-	-	-	-	-	1	-	-	-

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Plainsburg Elementary School. The table illustrates the trend in enrollment for the past three years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	14	14	16
1st	15	16	11
2nd	18	19	16
3rd	12	21	21
4th	17	17	16
5th	12	20	16
6th	10	10	18
7th	8	10	12
8th	8	10	9

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and the superintendent will send letters home if absences become a problem. Students are referred to the Merced County School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Parent & Community Involvement

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.

Textbooks & Instructional Materials (School Year 2012-13)

Plainsburg Elementary School District held a public hearing on September 27th, 2012 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 California State Content Standards and Frameworks 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 2012, are illustrated by the chart.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	Language Arts	Houghton-Mifflin	2000	Yes	0.0%
7th-8th	Language Arts	McDougal Littell	2000	Yes	0.0%
6th-8th	Mathematics	Holt, Rinehart & Winston	2009	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%
7th-8th	Science	Holt	2003	Yes	0.0%
K-6	Science	Scott Foresman	2008	Yes	0.0%
6th-8th	Social Science	Houghton-Mifflin	2006	Yes	0.0%
K-5	Social Science	Scott Foresman	2006	Yes	0.0%

Library & Computers

All classes visit the library and computer lab on a regular basis as an extension of classroom learning. The library is staffed by a part-time classified library assistant, as well as by parent volunteers. Plainsburg Elementary School utilizes Reading Counts, a motivational reading program. Students are encouraged to read independently and then respond to a comprehension quiz using a computer. Students are awarded for their achievements within the program.

Each classroom has an average of five computer workstations with Internet access. Students receive computer-assisted instruction in a wide variety of areas. The school's technology plan aims at preparing students to enter high school with a wide range of technological skills, including proficiency in keyboarding, word-processing, and data collection.

Additional Internet Access/Public Libraries

In addition to the computers at the school, students have access to the computers at the Le Grand Branch of the Merced County Library located at 12949 Le Grand Road in Le Grand. For library hours and other information please call (209) 389-4541.

Curriculum Improvement

Plainsburg Elementary School provides a balanced, comprehensive, and standards-aligned core curriculum to all students. The goal of all instruction is to challenge students at their own learning level. Teachers receive training on many instructional strategies, which they then adapt and combine to meet the needs of their particular class.

The schoolwide curriculum is developed in accordance with the criteria laid out by the California Department of Education (CDE) and the State Instructional Materials Advisory Panels (IMAP). Recent improvements to the Plainsburg Elementary School Curriculum include the adoption of State Curriculum Standards and Standards Aligned Report Cards.

Board policies have been adopted that enhance the supervision and evaluation of the school. The State Curriculum Frameworks are in place as the standard of achievement for Plainsburg School.

Counseling & Other Support Services (School Year 2011-12)

Plainsburg Elementary School strives to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, have trouble with decision making, or issues with handling peer pressure.

The English Language Development (ELD) program takes a sheltered language approach: instruction is provided in English, with support provided in the form of native-language speaking peer professionals.

Speech/Language Therapy is provided by a district specialist. Whenever possible, special-needs students are mainstreamed into the general curriculum classes.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Assistant	1	0.4
Nurse	1	As Needed
Psychologist	1	0.05
Speech and Language Specialist	1	0.10

School Leadership

Leadership at Plainsburg Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Principal/Superintendent duties have been assumed by Kristi Kingston starting in the 2010-11 school year.

Staff members participate in making decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Student Achievement & Testing

Plainsburg Elementary School has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their student's achievement. All assessment data is collected regularly, so that all students will be prepared for standardized state testing. In addition to the STAR (Standardized Testing and Reporting) program, all kindergarten students in the Plainsburg Union Elementary School District are required to take Early School Assessment, all first grade students must take the SAT-1, and all fourth through eighth grade students are given the WRAT (Wide Range Achievement Test) if the classroom teacher decides it is necessary.



California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	69	65	63	69	65	63	52	54	56
Mathematics	69	66	63	69	66	63	48	50	51
Science	65	74	56	65	74	56	54	57	60
History/Social Science	*	*	*	*	*	*	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	63	63	56	*
School	63	63	56	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	54	50	*
Pacific Islander	*	*	*	*
White	75	73	62	*
Males	65	74	58	*
Females	61	52	54	*
Socioeconomically Disadvantaged	54	63	58	*
English Learners	17	42	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2012-2013	-
Year in PI (2012-13)	Year 1	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	100.00%

Academic Performance Index (API)

California uses the results of the NRT and the California Standards Test to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1,000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their API.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. "N/A" means a number is not applicable or not available due to missing data. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	6	8	7
Similar Schools	-	-	7
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	57	-21	-8
White			
Actual API Change	-	6	-3
Socioeconomically Disadvantaged			
Actual API Change	-	-	2

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	108	834	108	834	4,664,264	788
Hispanic or Latino	56	792	56	792	2,425,230	740
White	52	878	52	878	1,221,860	853
Socioeconomically Disadvantaged	59	812	59	812	2,779,680	737
English Learners	25	774	25	774	1,530,297	716

Adequate Yearly Progress (AYP) (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Physical Fitness (School Year 2011-12)

In the spring of each year, Plainsburg Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six fitness areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). Results are displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	43.8%	25.0%	18.8%
7	25.0%	25.0%	50.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Substitute Teachers

The district utilizes Merced County Office of Education's pool of qualified substitute teachers. On the rare occasion when a substitute teacher is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

Teacher Assignment

Plainsburg Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, Plainsburg Elementary School had six fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	5	6	6	6
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year. For the 2012-13 school year, the most current data are reported.

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.

Misassignments/Vacancies				
	10-11	11-12	12-13	
	Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0	0
Total Misassignments of Teachers	0	0	0	0
Vacant Teacher Positions	1	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Teacher Evaluation & Professional Development

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 three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for the 2011-12 school year included: first aid, CPR, core curriculum, and lesson planning.

All first and second year teachers in the district participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Staff members are also eligible to receive support from the Peer Assistance and Review (PAR) program.

School Facilities & Safety

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

School Facility Conditions				
Date of Last Inspection: 10/10/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 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 2012 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 are held regularly and all staff have been trained on evacuation procedures.

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. At the time of publication, 100% of the restrooms on campus were in good working order.

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 one part-time custodian to ensure that the campus is safe, clean and sanitary.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, Plainsburg Union Elementary School District allocated \$9,975 for the deferred maintenance program. This represents 1.2% of the district's general fund budget. The district's complete deferred maintenance plan is available for review at the district office. During 2012-13, the district did not approved any deferred maintenance projects for Plainsburg Union Elementary School.

Salary & Budget Comparison (Fiscal Year 2010-11)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts having less than 1,000 average daily attendance throughout the state. The table illustrates the average teacher salary at the school/district and compares it to the average teacher salary at the state level.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$32,360	\$38,625
Mid-Range Teachers	\$46,665	\$55,530
Highest Teachers	\$60,558	\$70,729
Elementary School Principals	-	\$92,955
Middle School Principals	-	\$96,092
High School Principals	-	\$94,993
Superintendent	-	\$106,757
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.0%	37.0%
Administrative Salaries	5.7%	6.9%

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2010-11 financial statements).

Average Teacher Salaries School & District	
School	\$36,876
District	\$36,876
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,019
Percentage of Variation	-35.33%

District Expenditures (Fiscal Year 2010-11)

Plainsburg Union Elementary School District spent an average of \$6,169 to educate each student, during the 2010-11 school year. The figures shown in the table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide. Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,806
From Supplemental/Restricted Sources	\$1,603
From Basic/Unrestricted Sources	\$4,203
District	
From Basic/Unrestricted Sources	\$4,203
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-22.95%

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2011-12)

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
- Federal, Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Class Size Reduction
- Peer Assistance and Review

Data Sources

Data within the SARC was provided by Plainsburg Union Elementary School District, retrieved from the 2011-12 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.