



Princeton Elementary School

428 Norman Rd. • Princeton, CA 95970-0008 • 530.439.2501 • Grades K-6

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Princeton Joint Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 530.439.2501.

District and School Description

Princeton Joint Unified School District is located in the rural farming community of Princeton, California and has two schools: Princeton Elementary School (K-6) and Princeton Junior Senior High School (7-12), totaling enrollment of about 220 students. The town of Princeton is situated on the Colusa and Glenn County line, on Highway 45, adjacent to the Sacramento River. The Glenn County Office of Education has oversight of the Princeton Joint Unified School District.

Our schools offer excellent educational opportunities for our students. We are high-achieving academically, with our district API at 807, elementary API at 819, and junior / senior high school at 800. Our elementary school is in its third consecutive year above the 800 API mark, and our high school is currently the only high school in Colusa and Glenn Counties scoring at the 800 level.

Both of our schools enjoy very low student to teacher ratios, typically around 15 students per class. Our small school and class sizes make it much easier for students to enjoy closer relationships with teachers and staff and for teachers to provide students with greater individualized attention. Our schools are also very safe; we have few discipline issues and remain almost completely free of the gang problems experienced in some neighboring districts.

Our K-12 courses are standards-based and academically rigorous. In addition to college preparatory courses, we offer a variety career technical education courses, oriented toward agriculture and medicine. Some advanced placement courses are offered on the master schedule; a variety of other courses are available as online options. English learners are offered English Language Development courses at both sites, and our district consistently does an excellent job of helping our English learners become proficient in English.

Despite our small size, Princeton schools offer our students a wide variety of opportunities for involvement. As expected in an agricultural community, 4-H and FFA are popular organizations. Our athletics teams include football, volleyball, basketball, baseball, and softball. Students wishing to participate in other sports have the opportunity to do so at neighboring schools. Yearbook, CSF, student government, school site council, MeCHA, and sixth grade science camp are some of the other extracurricular activities our students enjoy.

Each year our seniors apply and are accepted to quality colleges and universities. Many are the recipients of awards and scholarships from both Glenn and Colusa Counties to help them in their pursuit of post-high school education. Our dropout rate is extremely low, and nearly all seniors graduate on time with a diploma.

A significant number of Princeton's students have chosen to transfer from their district of residence and attend Princeton as interdistrict transfer students. We welcome interdistrict transfers and have seen very positive results for many of our transfer students. If you should have interest in your students becoming Princeton Eagles, please contact our school offices.

Both of our schools look forward to the new opportunities presented by the transition to Common Core State Standards. We believe that we will be able to help our students become even better prepared for their lives in school and beyond.

Mission Statement

To provide our students with the academic, social and emotional skills needed of pre-adolescent children so that they may be better prepared to meet the challenges of middle school, high school and beyond.

Opportunities for Parental Involvement

Parents are encouraged to become involved in the school by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents can stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact the school secretaries at (530) 439-2501 for more information on how to become involved in your child's school.

Opportunities to be Involved:

School Site Council
Classroom Helper
Chaperone
Fundraising Committees
CPM

Focus Groups
Winter Program
Fall Pumpkin Carnival
Migrant Parent Advisory Committee
School Activities

Back to School Night
Open House
Class Community Project Activities
Field trips

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	4
Gr. 1	15
Gr. 2	10
Gr. 3	13
Gr. 4	11
Gr. 5	17
Gr. 6	14
Total	84

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	64.3
Native Hawaiian/Pacific Islander	0.0
White	34.5
Two or More Races	0.0
Socioeconomically Disadvantaged	81.0
English Learners	42.9
Students with Disabilities	3.6

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	12	19	4	1	1	1	0	0		0	0	
Gr. 1			8			2						
Gr. 2	23	18	10	0	1	1	1	0		0	0	
Gr. 3	21	18	7	1	1	2	0	0		0	0	
Gr. 4			11			1						
Gr. 5	22	22	9	1	1	2	0	0		0	0	
Gr. 6	24	22	14	0	1	1	1	0		0	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	0.0	0.0	7.1
Expulsions Rate	0.0	0.0	0.0
District	10-11	11-12	12-13
Suspensions Rate	4.3	2.7	9.0
Expulsions Rate	0.0	0.0	1.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participate in simulated emergency preparedness drills. Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiencies. We do all we can to ensure the safety of our students, staff, and community at large. To ensure safety on campus, supervisors or administrators routinely monitor appropriate behavior. Campus supervisors are assigned to monitor appropriate behavior. To ensure that all people are authorized to be on school property all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student at the beginning of each school year. This helps to ensure that all students are aware of behavior expectations and consequences; a copy is mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides.

For more information about how parents can receive more information, or to view the School Safety Plan, contact the District Office at 530-439-2261.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/12/13

The District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One custodian is assigned to Princeton Elementary.

The custodians are responsible for:

Groundskeeping	Cafeteria Cleanup/Setup
Restrooms	Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The Director of Maintenance and Operations communicates daily with the Superintendent and custodial staff concerning maintenance and school safety issues.

The district Director of Maintenance & Operations does an annual inspection of all sites in accordance with Education Code §17592.72(c) (1). The most recent inspection took place on November 12, 2013. The inspection tool is on file and available for review at the district office.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials

School	10-11	11-12	12-13
Fully Credentialed	7	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	16
Without Full Credential	♦	♦	0

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Training and curriculum development activities at Princeton Elementary have focused on the California State Content Standards and Frameworks; they are now shifting to a focus on Common Core Standards and Next Generation Science Standards. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to content standards. Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, state assessment results and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Princeton Elementary continues to offer three (3) paid in-service days annually for staff development. These days are focused on the improvement of student achievement and the development of safe schools. The district also offers ongoing support to new teachers through BTSA (Beginning Teacher Assessment and Support), and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. The district also devotes up to six (6) minimum days that are for collaboration purposes and/or staff development. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education. Classified employees are also encouraged to seek outside staff development opportunities to enhance job proficiency.

Teacher Misassignments and Vacant Teacher Positions at this School

School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.25
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	336

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Princeton funds a full time teacher in a pull out program to assist with the education of our English learners. We continue to provide classroom instruction through our Summer School Program and we offer before and after school programs/tutoring. All programs offer these services to all students who are below basic or at risk of retention.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11423	\$1823	\$9600	\$45129
District	♦	♦	\$9600	\$46418
State	♦	♦	\$5,537	\$58,606
Percent Difference: School Site/District			0.0	-2.8
Percent Difference: School Site/ State			73.4	-23.0

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,390
Mid-Range Teacher Salary		\$55,793
Highest Teacher Salary		\$72,306
Average Principal Salary (ES)		\$88,846
Average Principal Salary (MS)		\$92,801
Average Principal Salary (HS)		\$95,916
Superintendent Salary		\$116,026
Percent of District Budget		
Teacher Salaries	34.0%	34.0%
Administrative Salaries	8.9%	6.6%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: April 22, 2010

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures K-8
Mathematics	Harcourt Math K-6 Pre-Algebra 6th - 8th
Science	Holt Science
History-Social Science	California Reflections K-6
Health	Wonders

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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 star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	51	61	63	43	59	61	54	56	55
Math	60	66	64	37	43	43	49	50	50
Science	23	67	24	35	62	58	57	60	59
H-SS				44	37	49	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	61	43	60	49
All Student at the School	63	64	28	
Male	59	65	27	
Female	67	63		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	61	61		
Native Hawaiian/Pacific Islander				
White	68	73		
Two or More Races				
Socioeconomically Disadvantaged	57	58	14	
English Learners	48	48		
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.0	5.0	10.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	49	20	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	58	33	-20
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	4	6	6
Similar Schools			

Federal Intervention Program (School Year 2013-14)

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 (ELA 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 webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	59	150	4,655,989
	API-G	835	807	790
Black or African American	Students	0	0	296,463
	API-G			708
American Indian or Alaska Native	Students	1	7	30,394
	API-G			743
Asian	Students	0	0	406,527
	API-G			906
Filipino	Students	0	0	121,054
	API-G			867
Hispanic or Latino	Students	38	92	2,438,951
	API-G	795	782	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	20	51	1,200,127
	API-G	874	862	853
Two or More Races	Students	0	0	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	51	120	2,774,640
	API-G	806	791	743
English Learners	Students	30	56	1,482,316
	API-G	771	729	721
Students with Disabilities	Students	4	11	527,476
	API-G		605	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A