

Princeton Junior-Senior High School

PO Box 8 • Princeton, CA 95970 • (530) 439-2261 • Grades 7-12

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



Princeton Joint Unified School District

473 State St.
Princeton, CA 95970
(530) 439-2261
www.pjusd.org

District Governing Board

Lance Glassgow
Troy Hansen
Victoria Reamer
Debbie Wills
Cathy Withrow

District Administration

Randy Wise
Superintendent
Diana Baca
Chief Business Official
Director of Human Resources

Lance Swift
**Director Maintenance, Operations
& Transportation**

Terri Harris
Food Services Manager

Raylene Robinson
Academic Counselor

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 200 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.

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 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 other districts.

Our K-12 courses are standards-based and academically rigorous. In addition to college preparatory courses, we offer a variety of career technical education courses, oriented toward agriculture and medicine. Advanced placement courses are sometimes 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.

School Mission

The mission of Princeton High School, an ethnically diverse, rural school that respects individual differences, is to graduate students with the skills and knowledge to be lifelong learners, transition to higher education or the workplace and become productive members of society. The implementation of a rigorous, dynamic, academic and career-technical curriculum will address career paths that will integrate technology, and be delivered in a partnership between an effective staff and the community.

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
Grade 7	13
Grade 8	12
Grade 9	14
Grade 10	18
Grade 11	31
Grade 12	9
Total Enrollment	97

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	61.9
Native Hawaiian or Pacific Islander	0
White	37.1
Two or More Races	0
Socioeconomically Disadvantaged	73.2
English Learners	11.3
Students with Disabilities	8.2
Foster Youth	1

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			
Princeton Junior-Senior High School	15-16	16-17	17-18
With Full Credential	7	8	8
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Princeton Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	12
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Princeton Junior-Senior High	15-16	16-17	17-18
Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
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)

Textbooks and Instructional Materials Year and month in which data were collected: July 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	7th-8th 4-22-2010 9th-12th 7-21-2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CPM 7th - 8th (July 2016); Integrated Math, Houghton- Mifflin 9th-11th (August 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Chemistry 12-18-2008 Modern Biology The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Various texts and adoptions The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish I & II 5-19-2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe Teen Health 10-18-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 a custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two custodians are assigned to PHS.

The custodians are responsible for:

- Grounds keeping
- Restrooms
- Cafeteria Cleanup/Setup
- 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 inspection tool is on file and available for review at the district office.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/17				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Gym HVAC and roof scheduled for restoration/replacement. Career center roof scheduled for restoration.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	52	30	41	48	48
Math	35	25	26	35	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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	79	40	60	40	60	56

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	30.8	30.8	
9	25	16.7	16.7

* 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	43	93.5	39.5
Male	20	18	90.0	50.0
Female	26	25	96.2	32.0
Hispanic or Latino	29	29	100.0	24.1
White	17	14	82.4	71.4
Socioeconomically Disadvantaged	34	33	97.1	30.3

* 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	53	52	98.11	51.92
Male	24	24	100	45.83
Female	29	28	96.55	57.14
Black or African American	--	--	--	--
Hispanic or Latino	37	36	97.3	41.67
White	15	15	100	80
Socioeconomically Disadvantaged	42	41	97.62	46.34
English Learners	16	15	93.75	20
Students with Disabilities	--	--	--	--
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	54	53	98.15	24.53
Male	24	24	100	16.67
Female	30	29	96.67	31.03
Black or African American	--	--	--	--
Hispanic or Latino	37	36	97.3	16.67
White	15	15	100	46.67
Socioeconomically Disadvantaged	43	42	97.67	19.05
English Learners	16	15	93.75	6.67
Students with Disabilities	--	--	--	--
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)

Parents are encouraged to become involved in their student's 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 our district office at (530) 439-2261 for more information on how to become involved in your student's school.

Opportunities to Volunteer:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Chaperone • Fundraising • Committees • School Site Council • WASC Team • Migrant Parent Advisory Committee | <ul style="list-style-type: none"> • School Activities • Back to School Night • Open House • Athletics & Transportation • Class Community Project Activities • Field trips |
|---|--|

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

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 participates in simulated emergency preparedness drills. Each year, there are safety checks by the 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, and 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 during a pre-selected period at the beginning of each school year. This helps to ensure that all students are aware of behavior expectation and consequences; a copy is then 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 or to view the School Safety Plan, contact the District Office at (530) 439-2261.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.54	0.81	6.67
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.96	0.49	3.83
Expulsions Rate	0	0	0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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	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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.75
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	137

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	14	17	13	10	5	9	1	1	1			
Mathematics	11	16	12	10	5	3	1	1				
Science	12	13	10	6	7	5						
Social Science	17	16	16	5	3	4		1	1			

* 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 rather than grade level.

Professional Development provided for Teachers

Training and curriculum development activities at Princeton Junior Senior High School 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 6 minimum days that are strictly 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,164
Mid-Range Teacher Salary		\$61,818
Highest Teacher Salary		\$84,567
Average Principal Salary (ES)		\$96,125
Average Principal Salary (MS)		\$103,336
Average Principal Salary (HS)		\$101,955
Superintendent Salary		\$126,855
Percent of District Budget		
Teacher Salaries	26%	32%
Administrative Salaries	9%	6%

* 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	\$15,297	\$910	\$14,386	\$54,874
District	♦	♦	\$14,386	
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			118.8	-12.0

* Cells with ♦ do not require data.

Types of Services Funded

Princeton offers before and after school tutoring to students who scored low on the state standards tests or are at risk of retention. A credit recovery class is available for students who need to make up for credit deficiencies. Online classes in a variety of subjects, including AP level, are available to students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Princeton Junior-Senior High School	2013-14	2014-15	2015-16
Dropout Rate	5	0	0
Graduation Rate	95	90	100
Princeton Joint Unified School District	2013-14	2014-15	2015-16
Dropout Rate	5	0	0
Graduation Rate	95	90	100
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	49
% of pupils completing a CTE program and earning a high school diploma	4.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.7%

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	80.41
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	20

* Where there are student course enrollments.

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	100	100	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	100	63.9
English Learners	100	100	55.44
Students with Disabilities	100	100	85.45
Foster Youth	0	0	68.19

Career Technical Education Programs

Princeton Junior Senior High School participates in a consortium led by Glenn County Office of Education. Ms. Raylene Robinson, our school counselor, serves as the primary representative for the district's CTE program. CTE courses are open to all 9th-12th graders at Princeton Junior Senior High School. In the 2015-16 school year and currently, Princeton offers two CTE pathways: Ag Sciences and Ag Shop. The specific classes for each of these pathways are below.

Ag Sciences: Ag Earth Science, Ag Biology, Animal Anatomy / Plant Physiology

Ag Shop: Ag Shop 1, Ag Shop 2, Ag Mechanics

For most CTE courses, there are preliminary general education classes as prerequisites. CTE courses also provide students with credits that fulfill the general academic course requirements. The outcomes of CTE programs are reported to and evaluated by the Glenn County CTE Consortium. The consortium evaluation includes participation and completion rates.

The CTE advisory committee is comprised of a variety of representatives from a variety of agricultural fields.

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.