

Princeton Joint Unified School District
Princeton Elementary & Community Day

Grades K through 6
John S. Greene, Ed.D, Principal



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2006-07 School Accountability Report Card
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**2007-08
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Contents

- Principal's Message
- School Vision
- School Profile
- Student Achievement
- Parent Involvement
- School Facilities & Maintenance
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- District Expenditures

Principal's Message

I'd like to welcome you to Princeton Elementary & Community Day's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Princeton Elementary & Community Day provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Princeton Elementary & Community Day's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work our students will be challenged to reach their maximum potential.

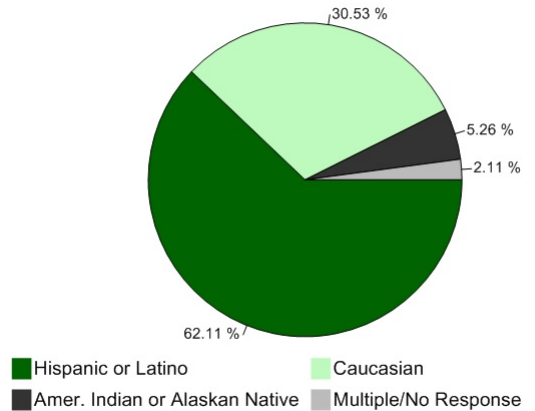
School Vision

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.

School Profile

Princeton Elementary & Community Day is located in the unincorporated community of Princeton, California, which lies on the county line bordering Colusa and Glenn Counties and is nestled along the Sacramento River on State Highway 45. Princeton Elementary & Community Day serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2006-07 school year, 95 students were enrolled, including 33% qualifying for English Learner support, 18% identified for migrant education services, and 71% qualifying for free or reduced price lunch. Princeton Elementary & Community Day achieved a 2007 Academic Performance Index (API) score of 713.

Percentage of Students by Ethnicity
2006-07 Enrollment: 95



The statistical information disclosed in this report is obtained from the California Department of Education and the Princeton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

Student Achievement

California English Language Development Test
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Princeton Elementary & Community Day participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Princeton Elementary & Community Day is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2006-07 fitness exam, 11% of the grade five students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Princeton Elementary & Community Day			District			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Language Arts	37	32	33	29	31	35	40	42	43
Math	44	43	44	39	38	40	38	40	40
Science	33	31	11	20	35	34	27	35	38
Social Science				23	17	21	32	33	33

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Princeton Elementary & Community Day						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts		*			25		46
Math		*			36		62
Science		*			*		*
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Princeton Elementary & Community Day						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Language Arts	31	35	8	25	*	25	
Math	44	44	15	32	*	17	
Science	*	*	*	*	*		
Social Science							

CAT/6 Test Results
All Students
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Princeton Elementary & Community Day			PJUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Reading	33	50	*	36	50	35	41	42	42
Math	40	58	*	50	53	46	52	53	53

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Students in grades three and seven participated in this assessment. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details, including grade level results, can be obtained from the CDE's website <http://star.cde.ca.gov/>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years. The API table in this report highlights Princeton Elementary & Community Day's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. Princeton Elementary & Community Day's results were calculated using alternative methods specifically formulated to accurately report results for small schools (schools with less than 100 enrolled students and/or valid test scores). Detailed information on the alternative methods used to calculate results for small schools can be found on the California Department of Education's website www.cde.ca.gov.

Note: Small schools are defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores for API purposes. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API based on small numbers of student results. These schools also receive asterisked statewide ranks to indicate the decile rank into which their APIs would have fallen if they had been included in the ranking system. Schools with asterisked APIs do not receive similar schools ranks.

CAT/6 Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Princeton Elementary & Community Day						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading		*			*		*
Math		*			*		*

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Princeton Elementary & Community Day					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Reading	*	*	*	*		*
Math	*	*	*	*		*

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2007	2005	2006	2007
Schoolwide - All Students	713	15	15	-30
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2005, 2006, and 2007 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2006-07 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/Language Arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2006-07		
Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?		
AYP Indicator	PES	PJUSD
Overall Results	Yes	Yes
Participation Rate - 2006-07		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score 590 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

Title I Program Improvement (PI) Status		
	PES	PJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Princeton Elementary & Community Day qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Parent Involvement

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom,

participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact Claudia Berkman, Assistant Principal at (530) 439-2261 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone
Fundraising

Committees

School Site Council
WASC Team
Migrant Parent Advisory Committee

School Activities

Back to School Night
Open House
Athletics
Class Community Project Activities

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Elementary & Community Day's original facilities were built in 1973; 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 ensure 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 day custodian is assigned to Princeton Elementary & Community Day. The day custodian is responsible for:

- Groundskeeping
- Restroom
- Cafeteria Cleanup/Setup
- Office Area Cleaning

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

Campus Description	
Year Built	1973
	Quantity
Permanent Classroom	6
Portable Classroom	0
Restroom (student use)	1 set
Library	1
Cafeteria	1

Deferred Maintenance

Princeton Elementary & Community Day participate in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Princeton Elementary & Community Day received \$25,200 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems
- Interior/Exterior Painting

Facilities Inspection

The district's maintenance department inspects Princeton Elementary & Community Day on an annual basis in accordance with Education Code §17592.72(c)(1). Princeton Elementary & Community Day uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, June 13, 2007. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2006-07, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, June 13, 2007			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom		✓	
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(11)	Boys' and Girls' Restroom: Doors missing on stalls

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: the principal and secretary. During recess, the principal and teachers supervise playground activity. The principal and teachers monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Princeton Elementary & Community Day is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Princeton Elementary & Community Day in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in September, 2007 and updated in September, 2007. Staff responsibilities and safety plan updates were discussed with staff in September, 2007.

Classroom Environment

Instructional Time

All instructional time offered at Princeton Elementary & Community Day either meets or exceeds California's Education Code requirements. For the 2006-07 school year, Princeton Elementary & Community Day offered 180 days of instruction comprised of 170 regular days and 10 minimum days. Minimum days were used for parent conferences, staff training, staff meetings, and teacher planning.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2006-07		
Grade Level	Actual Minutes Offered	State Requirement
K	36,900	36,000
1-3	53,040	50,400
4-6	53,100	54,000

Discipline & Climate for Learning

Princeton Elementary & Community Day's discipline policies are based upon the district's conduct code, which is used as a guide to develop school rules, develop behavior management programs, and encourage positive choices in behavior. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Princeton Elementary & Community Day employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include loss of recess, a phone call home, and parent conferences.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher and in weekly folders. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior through notes sent home and in weekly folders.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Princeton Elementary & Community Day sponsors the following behavioral incentive: Student of the Month, Citizenship Awards and Perfect Attendance. Academic honors include Honor Roll.

Extracurricular and enrichment programs held after school improve attendance and promote academic achievement. Princeton Elementary & Community Day offers an Annual Track and Field Meet and the SPARK Program.

Suspensions & Expulsions			
	PES		
	04-05	05-06	06-07
Suspensions (#)	7	0	10
Suspensions (%)	6.73 %	0.00 %	10.53 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PJUSD Elementary Schools			
Suspensions (#)	7	0	10
Suspensions (%)	6.73 %	0.00 %	10.53 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Princeton Elementary & Community Day participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2006-07 school year, 100% of Princeton Elementary & Community Day's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2004-05	2005-06	2006-07
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2004-05			
	Avg. Class Size	Number of Classrooms		
K	11.0	1-20	21-32	33+
1	15.0	1		
2	16.0	1		
3	17.0	1		
4	14.0	1		
5	14.0	1		
6	13.0	1		
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
K	12.0	1-20	21-32	33+
Combo K-3	18.5	2		
Combo 4-8	20.5	1	1	
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
Combo K-3	16.0	1-20	21-32	33+
Combo 4-8	21.0	1	1	

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Princeton Elementary & Community Day revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state 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. During the 2006-07 school year, Princeton Elementary & Community Day held three (3) staff development days devoted to improving student achievement levels.

Princeton Elementary & Community Day offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Princeton Elementary & Community Day are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district

follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 20, 2007, the Princeton Joint Unified's governing board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The governing board adopted Resolution No. 07/08-001 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks		
Adoption Year	Publisher & Series	Grades
Language Arts		
2003	SRA/McGraw-Hill, SRA/Open Court Reading	K-6
Math		
2006	McDougal Littell, Pre-Algebra	6
Social Science		
2006	Harcourt School Publishers, Reflections: California Series	K-6

School Leadership

School leadership is shared among the superintendent/principal, school staff, and parents. Principal John S. Greene is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the assistant principal based upon individual strengths and expertise.

Principal John S. Greene has been in the educational field for 31 years and serving Princeton Elementary & Community Day for one year (as of 2007-08). Previous positions held in other schools include: principal, classroom teacher, counselor, director of special education, coach, and director of alternative education. Principal John S. Greene holds a bachelor's degree in Social Science and Psychology, a master's degree in Counseling/Guidance, a doctorate in educational administration and leadership, and a Life Standard Secondary Teaching Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based

instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Princeton Elementary & Community Day offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Princeton Elementary & Community Day's teachers utilize Prentice Hall series, a state-approved reading intervention program and textbook adoption. Princeton Elementary & Community Day monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Princeton Elementary & Community Day's special education program is staffed by a Special Education Resource Specialist. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Princeton Elementary & Community Day takes advantage of the district's participation in the Glenn COE SELPA, which provide a pool of professional resources and expertise in the field of special education.

Princeton Elementary & Community Day provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results and district benchmark assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Team Success
- SPARK Program
- Teacher Tutoring

Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Princeton Elementary & Community Day does not experience any difficulties finding substitute teachers to fill vacancies. Substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Princeton Elementary & Community Day's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by either the superintendent/principal or assistant principal; both administrators have been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the Peer Assistant and Review (PAR) program. Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

Princeton Elementary & Community Day provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Princeton Elementary & Community Day's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07		
	No. of Staff	FTE
Computer Aide	1	1.0
Psychologist	1	1.0
SPARK/SPARKLE Program Director	1	1.0
Counselor	0	0.0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2006-07 school year, Princeton Elementary & Community Day had 7 teachers who met all credential requirements in accordance with state guidelines. All of Princeton Elementary & Community Day's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials & Assignments				
	PES			PJUSD
	04-05	05-06	06-07	06-07
Total Teachers	8	6	7	17
Teachers with full credentials	8	6	7	17
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	PES	PJUSD
	07-08	07-08
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2006-07		
	PES	PJUSD
Doctorate	0.0 %	5.9 %
Master's degree plus 30 or more semester hours	0.0 %	0.0 %
Master's degree	14.2 %	5.9 %
Bachelor's degree plus 30 or more semester hours	57.2 %	64.7 %
Bachelor's degree	28.6 %	17.6 %
Less than Bachelor's degree	0.0 %	5.9 %

Percentage of Core Classes 2006-07		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Princeton Elementary & Community Day	100.0 %	0.0 %
District Totals		
All Schools	84.0 %	16.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the

general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2005-06		
	PJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,329	\$34,363
Mid-Range Teacher Salary	\$42,502	\$50,814
Highest Teacher Salary	\$61,025	\$65,731
Superintendent Salary	\$84,560	\$103,105
Average Principal Salaries:		
Elementary School	\$0	\$78,437
Percentage of General Fund Expenditures for:		
Teacher Salaries	39.6%	35.8%
Administrative Salaries	8%	6.5%

Expenditures Per Student

For the 2005-06 school year, Princeton Joint Unified School District spent an average of \$11,089 of total general funds to educate each student (based on 2005-06 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Princeton Joint Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Class Size Reduction
- Community Based Tutoring
- Economic Impact Aid
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient

- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education

Expense of Education Per Pupil 2005-06					
	Dollars Spent per Student				
	PES	PJUSD	% Diff. School & Dist.	State Avg., Same Size & Type	% Diff. School & State
ADA*	95	179	N/A	N/A	N/A
Total**	\$11,493	\$12,450	92.31	N/A	N/A
Restr.†	\$2,674	\$3,141	85.11	N/A	N/A
Unrestr.††	\$8,819	\$9,309	94.74	\$4,943	178.42
Avg. Teacher Salary	\$51,919	\$48,194	107.73	\$52,361	99.16

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student