

Princeton Junior-Senior High School

PO Box 8 • Princeton, CA 95970 • 530.439.2261 • Grades 7-12

Cody Walker, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Princeton Joint Unified School District

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District Governing Board

Cathy Withrow

Cindy Campbell

Lance Glasgow

Victoria Reamer

Troy Hansen

District Administration

Cody Walker
Superintendent

Beth Penner
Chief Business Official
Director of Human Resources

Lance Swift
Director Maintenance, Operations &
Transportation

Wanda Swift
Food Services Manager

Raylene Robinson
Academic Counselor

School Description

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 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.

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.

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

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 530.439.2261.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 7	12
Gr. 8	23
Gr. 9	12
Gr. 10	19
Gr. 11	21
Gr. 12	21
Total	108

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	5.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	59.3
Native Hawaiian/Pacific Islander	0.0
White	35.2
Two or More Races	0.0
Socioeconomically Disadvantaged	74.1
English Learners	4.6
Students with Disabilities	6.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
Fully Credentialed	9	9	8
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Princeton Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	14
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Princeton Junior-Senior High	12-13	13-14	14-15
Teachers of English Learners	1	1	1
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	7th-8th 4-22-2010 9th-12th 7-21-2011
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Pre-Alg 8-16-2006 Algebra 18-16-2007
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Chemistry 12-18-2008 Modern Biology
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Various texts and adoptions
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Spanish I & II 5-19-2004
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Glencoe Teen Health 10-18-2006
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Ongoing as needed

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 most recent report took place on December 22, 2014. 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: 12/22/14

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]	[]	[]		
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]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61	76	55	62	60	54	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	36	57	60	43	59	61	54	56	55
Math	19	24	29	37	43	43	49	50	50
HSS	44	37	49	44	37	49	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	7	7
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7		38.5	30.8

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	54
All Student at the School	55
Male	50
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	45
Native Hawaiian/Pacific Islander	
White	71
Two or More Races	
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-23	89	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		104	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-14	108	14
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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:

- Chaperone
- Fundraising
- Committees
- School Site Council
- WASC Team
- Migrant Parent Advisory Committee
- 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 School Climate State Priority (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 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, 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	11-12	12-13	13-14
Suspensions Rate	0.0	5.5	4.6
Expulsions Rate	0.0	1.6	0.9
District	11-12	12-13	13-14
Suspensions Rate	0.0	5.0	3.1
Expulsions Rate	0.0	0.9	0.5
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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	156

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	13.6	13	12	9	13	13	0			0		
Math	10.5	9	8	11	14	15	0			0		
Science	14.6	13	14	5	6	5	0		1	0		
SS	17.6	19	19	5	5	4	0	1	1	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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,899	\$38,152
Mid-Range Teacher Salary	\$46,677	\$55,573
Highest Teacher Salary	\$67,021	\$71,908
Average Principal Salary (ES)	\$0	\$87,660
Average Principal Salary (MS)	\$0	\$92,424
Average Principal Salary (HS)	\$0	\$93,606
Superintendent Salary	\$101,710	\$116,538
Percent of District Budget		
Teacher Salaries	33	34
Administrative Salaries	9	7

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11332	\$1557	\$9774	\$46733
District	♦	♦	\$9774	\$46733
State	♦	♦	\$4,690	\$57,912
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			108.4	-19.3

Types of Services Funded at Princeton Junior-Senior High School

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.

Professional Development provided for Teachers at Princeton Junior-Senior High School

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 BTSAs (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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	78	6	17	61	33	6
All Students at the School	78	6	17	61	33	6
Male						
Female						
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	77	8	15	54	38	8
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Princeton Junior-Senior High School	2011-12	2012-13	2013-14
English-Language Arts	41	52	22
Mathematics	48	43	39
Princeton Joint Unified School District	2011-12	2012-13	2013-14
English-Language Arts	41	52	22
Mathematics	48	43	39
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	88.89	88.89	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	84.62	84.62	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	100.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	83.33	83.33	82.58
English Learners	25.00	25.00	53.68
Students with Disabilities	200.00	200.00	60.31

Dropout Rate and Graduation Rate			
Princeton Junior-Senior High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	5.0	5.0	11.8
Graduation Rate	90.00	90.00	88.24
Princeton Joint Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	5.0	5.0	16.7
Graduation Rate	90.00	90.00	83.33
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	37.65
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	50.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	32
% of pupils completing a CTE program and earning a high school diploma	31%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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 2013-14 school year and currently, Princeton offers three primary career pathways: Ag Sciences, Manufacturing Technology, and Medical Careers. The specific classes for each of these pathways are below.

Ag Sciences: Ag Earth Science, ROP Ag Biology

Manufacturing Technologies: ROP Shop, ROP Ag Mechanics, Woodshop

Medical Careers: Biology, Career Choices, and Anatomy / Physiology

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 the Carl Perkins and ROP Consortiums. Both consortiums evaluation program participation and completion rates.

Beginning in 2014-15, the district is also a participant in the Butte Glenn Career Pathway Trust Consortium.