

Princeton Street Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Princeton Street Elementary School
Street	1959 Princeton Street
City, State, Zip	Delano, CA 93215-1523
Phone Number	(661) 721-5080
Principal	Mr. Mark Ruiz
Email Address	mruiz@duesd.org
Website	www.duesd.org/schools/princetones/
County-District-School (CDS) Code	15634046111355

Entity	Contact Information
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

School Description and Mission Statement (School Year 2019-20)

Founded in 1993, Princeton Street Elementary School is a pre-school through 5th grade school consisting of approximately 433 pupils located in the northeast section of Delano, California, on the corner of Princeton Street and 20th Avenue and provides educational services to pre-school through 5th grade students. The school mascot is a knight and the school colors are purple and teal.

Princeton Street Elementary School has formed a strong professional learning community (PLC) that effectively collaborates with staff, families, and the community in providing students with the opportunity to develop values, knowledge, skills, goals, and self-confidence to be continuous learners, responsible and successful citizens, and contributing members in a safe environment conducive to learning. Together, we will build a school culture where students feel safe and respected and the community promotes lifelong learning.

The Princeton Street Elementary School PLC will improve student learning and achievement by developing a culture of collaboration focused on Common Core State Standards (CCSS) standards-based instruction with high expectations. The school goals are:

- All students will be reading at, or close to, grade level by the end of second grade.
- All students will receive intervention when not performing at grade level in Math and ELA.
- Implementation of the District’s best-practices for reading instruction to include: small group instruction, use of supplemental materials, sentence frames, checking for understanding, fluency practice, RTI, and increased use of technology.
- All English Learners take the English Language Proficiency Assessments for California (ELPAC) for the 2019-2020 school year. The assessment data will be used to help move our English Learners toward English Language Proficiency.
- Implementation of the District’s Principals of English Language Development to include: lessons based upon language skill objectives, grouping of English Learners by language level for designated ELD instruction, pushing students to higher levels of English language usage and practice, student collaboration, students producing 50-70% of the talking during ELD lessons, support of ELD lessons with visuals, realia, graphic organizers, and modeling throughout the instructional day.
- Implement the four C’s of CCSS; Critical Thinking, Collaboration, Communication, and Creativity.

Vision: We are a strong professional learning community (PLC) that effectively collaborates with staff, families, and the community to achieve student success.

Mission: Our students will develop values, knowledge, skills, goals, and the self-confidence to be continuous learners, responsible and successful citizens, and contributing members in a safe environment conducive to learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	74
Grade 2	82
Grade 3	89
Grade 4	76
Grade 5	104
Total Enrollment	500

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	10
Hispanic or Latino	88.2
White	0.2
Two or More Races	0.6
Socioeconomically Disadvantaged	80.2
English Learners	52
Students with Disabilities	9.6
Foster Youth	0.4
Homeless	0.8

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	24	21	308
Without Full Credential	1	1	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: July 2019

Pupils from Princeton Street School currently use curriculum adopted by our school district in the areas of Reading/English Language Arts, Math, Science, and Social Science. The adopted curriculum has come from the most recent State Board of Education's Adoptions List at the time of adoption. Each pupil is assigned, and granted access to, all core curriculum material and its supplementary components. Princeton Street School also maintains a sufficient amount of text books and core material to ensure that all students are guaranteed access in all instances, and core textbooks are inspected annually and replaced as needed as to meet the requirements of the Williams Settlement Implementation Agreement. Princeton's most recent County Williams Settlement Inspection visit took place on August 21, 2018 yielding a score of Sufficient in the area of ELA/ELD, Math, Social Studies, and Science textbooks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance, Adopted 2016	Yes	0
Mathematics	McGraw-Hill My Math K-5, Adopted 2014	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-6. Pearson My World Social Studies, 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Princeton Street Elementary School has assigned staff to monitor students prior to the opening day of the school day and during the lunch recess. In addition, administration makes it a rule to supervise gates, student drop-off, crosswalk, playground and hallways before the first bell and the cafeteria and playground during all recesses. Staff members are assigned yard duty during morning recess and after school for 15 minutes to ensure student safety. There are three main entry/exit gates to the campus. The gates facing the eastern parking lot are closed and locked at 8:05 a.m. The front gate facing north is left open for access to the front office. The cafeteria and interior gate by the bicycle racks are closed at 8:05 a.m. forcing all visitors to check into the office for admittance.

Princeton Street Elementary School was originally built in 1993. The school has a total of 32 classrooms (16 permanent and 16 portable), one music room, one computer lab, one literacy room, one RSP room, a multi-purpose facility, a library/resource room, an administration office, a PE equipment room (room 6), and a building used by the county to provide physical therapy services (room 33). Additional portable classrooms were constructed in 1994, 1997, and 1998. Our playground and field areas are spacious and are continually monitored by staff and administration for student safety.

The district takes concerted efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. All bathrooms, classrooms, and office are cleaned daily. Students are encouraged to help keep the campus clean by recycling and picking up after themselves. A work order process called School Dude is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean safe schools.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	41	39	43	50	50
Mathematics (grades 3-8 and 11)	29	40	26	33	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	269	99.26	0.74	40.89
Male	157	155	98.73	1.27	33.55
Female	114	114	100.00	0.00	50.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	27	27	100.00	0.00	55.56
Hispanic or Latino	237	235	99.16	0.84	39.15
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	218	216	99.08	0.92	40.74
English Learners	167	165	98.80	1.20	38.79
Students with Disabilities	29	29	100.00	0.00	13.79
Students Receiving Migrant Education Services	19	19	100.00	0.00	26.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	267	98.89	1.11	40.45
Male	157	155	98.73	1.27	37.42
Female	113	112	99.12	0.88	44.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	27	27	100.00	0.00	62.96
Hispanic or Latino	236	234	99.15	0.85	37.61
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	217	214	98.62	1.38	36.92
English Learners	166	164	98.80	1.20	37.20
Students with Disabilities	29	29	100.00	0.00	17.24
Students Receiving Migrant Education Services	19	19	100.00	0.00	26.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.2	28.3	7.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Princeton Street School encourages parents to be actively involved in their child's education because they are a pertinent piece of their child's learning. Parents and family members are invited to attend and participate in the School Site Council (SSC) and/or English Learner Advisory Committee (ELAC). These two venues are the primary means for disseminating information to parents. The following guidelines will be used to increase parent involvement:

- A meeting will be held monthly with the SSC and a minimum of four ELAC meetings will be held throughout the academic year. Parents will be informed and participate with the Title 1 expenditures. The budget will be an agenda item at all meetings. The meetings will be held at a time that is conducive to maximize parental involvement.
- At all SSC and ELAC meetings, parents will be given the opportunity to make suggestions and share concerns regarding all school programs. Any concerns brought to the attention of the site administrator(s) will be addressed promptly and in compliance with the Uniform Complaint Procedure.
- Through the SSC and ELAC meetings, parents will have the opportunity to provide input in the development of the Single School Plan and the School Parent Involvement Policy as well. The meetings are open to all parents and community members.
- Copies of the annual School Accountability Report Cards (SARC) will be made available to parents promptly after its publication.
- The school website (www.duesd.org/princeton) provides parents and families access to the following information; SSC, ELAC, SARC, the Safety Plan, and support materials.
- Student individual assessment results are provided to all parents of students assessed. In addition, teachers will discuss assessment results with parents at Back to School Night, and during formal and informal parent conferences. Teachers will share results of interim assessments with parents on a regular basis.
- All teachers utilize the school planners daily as a means of regular communication with families.
- Parent newsletters, school website, school facebook page, and the school digital marquee located at the front of the school site are updated regularly as a means of disseminating information to parents and families.
- At the beginning of the year, orientation and parent conferences, a description and explanation of the curriculum, forms of assessment, and expected student proficiency levels will be provided to the parents.
- Continued emphasis will be placed on increasing accessibility to parents of English Learners and students with disabilities.
- Parents of students at risk in academics, behavior, or attendance will be invited to participate in meetings where support and intervention strategies will be provided.

- Automated voicemail, email, and an “open door policy” provide parents an opportunity to provide feedback and suggestions regarding school activities and events.
- Special events which encourage parent involvement will be held on a regular basis throughout the year. Such events include: Back to School Night, Open House, Parent Ed. Nights, Fall Carnival, Lunch With Your Child, Science Fair, Kindergarten Orientation, Field Trips, and Book Fairs.

Parents are reminded through our school web page, Blackboard Connect, Facebook and through parent parent newsletters. For more information about parent involvement activities please contact:

Mark Ruiz, Principal
 Princeton Street School
 1959 Princeton Street, Delano CA
 (661) 721-5080

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	0.9	0.2	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Princeton Street School Safety plan is reviewed and updated yearly. For the 2019-2020 school year, the safety plan was reviewed on July 25, 2019. Among many other components and information, our safety plan includes information on topics such as the School Climate Assessment, Crisis Response team plans, school safety laws, information on our Multi-Tiered Systems of Supports Team (MTSS), fire drills and emergency protocols and behavior expectations to maintain a safe and orderly environment. Princeton Street School’s safety plan includes goals for improving the overall safety and well-being of our students. Our first goal is to provide a safe, orderly, secure campus conducive to learning. In addition, we will provide an environment where students, staff, parents and the community feel a sense of self, school and community pride. Other goals are to improve overall attendance rates, developing an academic program with high expectations, and creating an atmosphere where each individual will be treated with dignity and respect, and their ethnic, cultural and religious backgrounds will be appreciated. Furthermore, our goals include complying with school safety laws, following a uniformed district discipline policy and working collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement.

Princeton Street School implementation plan consists of having monthly fire, evacuation and reverse evacuation drills, a Crisis Response Team who has reviewed their duties and are prepared, and a staff who is observant during non-instructional times throughout the day. In addition, we have an MTSS team whose goals include improving the character of students, teaching behavior expectations and improving the overall school climate. We do this by having behavior expectation assemblies, anti-bullying assemblies and implementing the Character Counts program. Princeton Street School recognizes behavior in a positive way and reteaches behavior expectations as needed. We have incentives in place for attendance which include end of the year field trips, trimester awards and incentives. Our grade level teachers meet on a weekly basis to plan curriculum and lesson plans, and teachers participate in professional development throughout the academic year. Also, our school participates in the district/community safety committee, where we participate and develop plans to ensure a safe and orderly environment. Princeton Street School is committed to reaching our goals and improving the overall safety for our students. To meet these goals, there is a lot of action that needs to take place, and the school safety plan is essential in helping us reach our goals.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		4		25		3		25		3	
1	24		4		23		4		25		3	
2	23		4		24		4		21	2	2	
3	23		5		23		4		22		4	
4	30		4		29		4		19	4		
5	27		4		30		4		26		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,397.51	\$893.47	\$6,504.04	\$86,539.89
District	N/A	N/A	\$7,107.69	\$78,095.87
Percent Difference - School Site and District	N/A	N/A	-8.9	10.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-14.3	4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Princeton Street School identifies and addresses the individual needs of each student by providing additional services to support individual success. Princeton Street Elementary School is assigned a school psychologist, nurse, and a speech services program to provide intervention for students with special needs who are assigned to the least restrictive environment. Additionally, Gifted and Talented Education (GATE) students are assessed and identified as "GATE". These students participate in after school programs, the GATE festival, and other activities throughout the year. A site resource teacher at Princeton Street School closely monitors the needs of our English Learners and provides information on their language status to our instructional staff. Our instructional staff also provides integrated language instruction to our English Language Learners in all content areas as well as designated English Language instruction during a 45 minute language block. The Migrant Program identifies migrant and immigrant students to ensure interventions and services are implemented. The program also provides support services to meet the unique educational, social, and health needs of the migrant student. These students may participate in an after school Migrant Extended Day program two days a week. The migrant program also provides free books to our migrant students through the RIF program. Our after school ASES program, entitled P.O.W.E.R, offers enrichment, intervention, recreation and P.E. daily to about 97 students total in grades 1st through 4th grades.

Funding from Title I provides language development interventions for all students in grade K-5 and other funding is utilized to provide after-school interventions or tutorials for students not achieving at grade level. The Student Assistance Team (SAT) provides additional support when a student is achieving below grade level. We are also provided a resource teachers that provides language assessment services as well as support for our English Learners.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	19	17

The following number of days were dedicated to staff development during the past three years:

2016-2017: 18, 2017-2018: 18, 2018-2019: 19, 2019-2020: 17

At Princeton Street School, we participated in several areas for staff development. One focus for Princeton was in the area of reading. One of our school goals was to have 75-% of our students reading at grade level as measured by the Analytical Reading inventory. We also looked at SBAC data and found that we needed to address literacy as well. As a result, our staff has participated in professional development literacy including phonemic awareness, decoding, reading intervention, and progress monitoring presented by district personnel. We have also received professional development in decoding and blending using multi sensory strategies presented by our site intervention teacher. We have also provided reading intervention professional development for our instructional aides as they assist teachers with reading intervention for our struggling readers in both push-in and pull-out formats. We have also purchased reading intervention material to be used for our struggling readers and made it available for all and teachers and instructional aides to access.

Another area of focus for Princeton Street School is in the area of ELD. In an effort to close the gap between our English learners and our school wide student population, our staff has participated in professional development in designated and integrated ELD instruction presented by our district Director of ELD, Elva Hennesse and our ELD coaches. We have also sent staff for ELD training at the county level as well. In July, 2016, our staff participated in professional development in the area of academic language and strategies for English language learners presented by Kate Kinsella, and we have had our district ELD coaches present academic language strategies to our staff at our school site and for individual teachers and grade levels as needed. Support with material for our English learners and data is also provided to our teachers by our site resource teacher. In 2018, our ELD coaches have provided several professional development trainings for our staff in the areas collaboration, text reconstruction, listening and speaking as well as in-class coaching. We are have also been provided training i the use of thinking maps across the content areas.

Using our SBAC results, we saw a need to improve in math as well. As a result, we have sent staff to a math symposium at CSU Bakersfield. In 2016, we sent 6 teachers to the Putting It All Together 4 day math training at the Tulare County Office of Education and have sent the remainder of our staff for the 2017-18 school year. The training focused on understanding and using the math standard targets and claims to help prepare effective math lessons for our pupils and learn effective instructional strategies. Our site also has one teacher per grade level that participates in a district curriculum development team called Curriculum Facilitators. These staff members share instructional strategies and best practices they have learned with their site grade level teams, and they plan together to implement these practices into their math lessons. In 2018, we have received several trainings lead by out district director of data analysis in the area of data review, interim assessments, sub-group identification, and math intervention.

In 2018, we have also received training in the area of safety through a joint collaboration with our district safety director and local police department where we discussed campus and student safety as well as situational/scenario review. Other professional development that we have participated in place include, but not limited to, PBIS, writing, small group instruction, Benchmark Advanced Curriculum Training, Illuminate (our data & assessment platform), School Wide Universal Screener Tool, Child Abuse Reporting, Explicit Direct Instruction, Daily-5 Cafe, and Math-Fact Fluency, Teacher Summer Institute, Word Problem Workshop, Claims and Targets Training, and Math Talks Fraction Workshop. Princeton Street School is committed to providing relevant professional development to further the competency of our instructional staff to better serve our pupils.