

**Princeton Street Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

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 2020-2021 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 2019-2020)

Grade Level	Number of Students
Kindergarten	51
Grade 1	70
Grade 2	73
Grade 3	82
Grade 4	85
Grade 5	73
<b>Total Enrollment</b>	<b>434</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Filipino	9.2
Hispanic or Latino	89.2
White	0.7
Two or More Races	0.7
Socioeconomically Disadvantaged	80.9
English Learners	52.3
Students with Disabilities	7.6
Foster Youth	0.2
Homeless	0.7

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	21	19	374
Without Full Credential	1	0	1	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

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

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

## School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 08/26/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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. As a result of distance learning due to the Covid-19 pandemic, all parent meetings will be held virtually.
- 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](http://www.duesd.org/princeton)) provides parents and families access to the following information; SSC, ELAC, SARC, the Safety Plan, and support materials.
- In March, 2020, our school was closed due to the Covid 19 pandemic, which called for limiting and restructuring parent involvement activities. SBAC and LCAP assessments were suspended, leaving our school without assessment data for the 2019-2020 school year, however, teachers are currently conducting parent conferences virtually.
- All teachers utilize the school planners daily as a means of regular communication with families, however, due to distance learning and the covid-19 pandemic, parent communication has been done via Class Dojo, Google Classroom, email, mail, and virtual meetings.
- 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. Due to distance learning, conferences are conducted virtually and by phone.
- 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. These meeting are currently being held virtually, and by phone due to distance learning as a result of the covid 19 pandemic.
- Automated voicemail, email, and an “open door policy” provide parents an opportunity to provide feedback and suggestions regarding school activities and events. Currently, our entire office staff is linked to the school phone number to allow parents better access to our school.
- Special events which encourage parent involvement will be held on a regular basis virtually and drive through ceremonies throughout the year. Such events include: Royal Knight Assemblies, Back to School Night, Open House, and Parent Ed,

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	0.2	2.5	2.9	3.5	3.5
Expulsions	0.2	0.0	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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. The 2020-2021 Safety Plan will be updated January 2021. 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 that is 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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		3		25		3	2	26			
1	23		4		25		3		23		3	
2	24		4		21	2	2		24	3		
3	23		4		22		4		21	2	2	
4	29		4		19	4			28		3	
5	30		4		26		4		24		3	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3.5

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,577.35	\$909.46	\$7,667.89	\$89,000.92
District	N/A	N/A	\$7,713.60	\$77,741
Percent Difference - School Site and District	N/A	N/A	-0.6	17.1
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	2.1	7.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 2nd through 5th 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,315	\$51,004
Mid-Range Teacher Salary	\$75,373	\$82,919
Highest Teacher Salary	\$101,097	\$104,604

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$117,972	\$131,277
Average Principal Salary (Middle)	\$122,692	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$210,893	\$230,860
Percent of Budget for Teacher Salaries	32.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	19	17	15

The following number of days were dedicated to staff development during the past three years: 2018-2019: 19, 2019-2020: 17, 2020-2021:

In 2018-2019, we 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.

In 2019-2020, we received professional development in the area of reading, comprehension, and small reading groups. One of our goals is to have 75-80 percent of all our students reading at or above grade level. Using a combination SBAC data from the previous year as well as current ARI and ELB data, a guide, we hope to reach this goal. District leaders in the area of reading development provided 2 sessions of reading training focusing on identifying student needs, intervention, and instructional material. We have also received training in the area of Math as it pertains to common core math target standards, and instructional strategies. These trainings were provided by the Tulare Co. Office of Education, are part of our goal of increasing math proficiency in our students by 5% yearly. We also received training in English Language Development by our district language development team focusing on instructional strategies and California Language Development standards. Other professional development trainings include "Putting it All Together" Science, Identifying Target Students, Smarter Balanced Interim Assessment Training, Moby Max Program, Universal Screener, 2nd Step SEL training and Google Classroom.

For the 2020-2021, we have been distance learning since August due to the Covid-19 pandemic rendering all professional development opportunities virtual or by webinar. As a result of distance learning, there was a need to provide teacher training in the areas of technology, distance learning instructional strategies, and distance learning tools. The 3 main platforms we are using to deliver instruction are Google Classroom, Zoom, and ScreenCastify. Trainings on these platforms were delivered virtually and by our district technology department. In order to help fill student gaps due to distance learning and provide data for student support, we purchased IXL to help track student progress in English Language Arts and Math. Training was provided via Zoom by the IXL company. We also recognized the need for instructional support for distance learning and were provided the following professional development opportunities for our staff including the following: Drawing Scientific Models with Jamboard, Tips and Tools for Increasing Student Talk during Online Learning, Let's TALK about content, Taking the Whiteboard to the Digital World, Google Slides, The Asynchronous Files, Virtual Phonemic Awareness Activities, Mathematical Practices During Distance Learning, and Daily Math Routines in the Virtual World