

# Princeton Street Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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).

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Princeton Street Elementary School
<b>Street</b>	1959 Princeton Street
<b>City, State, Zip</b>	Delano, CA 93215-1523
<b>Phone Number</b>	(661) 721-5080
<b>Principal</b>	Mr. Mark Ruiz
<b>Email Address</b>	mruiz@duesd.org
<b>School Website</b>	<a href="https://www.duesd.org/princeton">https://www.duesd.org/princeton</a>
<b>County-District-School (CDS) Code</b>	15634046111355

## 2022-23 District Contact Information

<b>District Name</b>	Delano Union Elementary School District
<b>Phone Number</b>	(661) 721-5000
<b>Superintendent</b>	Mrs. Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>District Website Address</b>	www.duesd.org

## 2022-23 School Overview

Founded in 1993, Princeton Street Elementary School is a pre-school through 5th grade school consisting of approximately 360 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 2022-2023 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, thinking maps, graphic organizers, and modeling throughout the instructional day.
- Implement the four C's of CCSS; Critical Thinking, Collaboration, Communication, and Creativity.

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	66
Grade 2	51
Grade 3	61
Grade 4	62
Grade 5	68
Total Enrollment	362

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.5
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	0.0
Filipino	11.3
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.1
English Learners	46.4
Foster Youth	0.6
Homeless	0.8
Migrant	2.2
Socioeconomically Disadvantaged	78.2
Students with Disabilities	7.7

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	94.12	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.88	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.28	12115.80	4.41
Unknown	0.00	0.00	17.50	6.15	18854.30	6.86
<b>Total Teaching Positions</b>	<b>17.00</b>	<b>100.00</b>	<b>286.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2021

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 2015	Yes	0
Science	Grades K-5, STEM Taught, 2020	Yes	0
History-Social Science	Grades K-6. Pearson My World Social Studies, 2019	Yes	0

## 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. and all classrooms are kept locked throughout the day. 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.

Year and month of the most recent FIT report

7/27/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

## School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Restroom: Leak push button flush valve stall #2 repaired. Urinal #2 leak in push button flash valve repaired. Girls Restroom: Stalls 3, 4, 5 leak on push button flash valve repairs. All repairs were completed on 9/27/21.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	29	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	25	N/A	23	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	197	195	98.98	1.02	29.23
<b>Female</b>	101	100	99.01	0.99	30.00
<b>Male</b>	96	95	98.96	1.04	28.42
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	24	24	100.00	0.00	50.00
<b>Hispanic or Latino</b>	170	168	98.82	1.18	26.19
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	81	81	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	23.97
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	14.29

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	197	195	98.98	1.02	25.13
<b>Female</b>	101	100	99.01	0.99	25.00
<b>Male</b>	96	95	98.96	1.04	25.26
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	24	24	100.00	0.00	54.17
<b>Hispanic or Latino</b>	170	168	98.82	1.18	20.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	81	81	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	17.36
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	14.29

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	19.12	NT	19	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	68	68	100	0	19.12
<b>Female</b>	33	33	100	0	24.24
<b>Male</b>	35	35	100	0	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	61	61	100	0	16.39
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	30	30	100	0	6.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	38	38	100	0	13.16
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	71.64	71.64	71.64	71.64	71.64

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Princeton Street School encourages parents to be actively involved in their child's education as 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.
- SBAC and ELPAC is shared with parents as the date becomes available.
- All teachers utilize the school planners daily as a means of regular communication with families.

## 2022-23 Opportunities for Parental Involvement

- 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 Student Assistance Team meetings (SAT) 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 including student recognition 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

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	399	148	37.1
Female	218	208	72	34.6
Male	204	191	76	39.8
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	44	42	11	26.2
Hispanic or Latino	363	345	131	38.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	1	0	0.0
White	10	8	5	62.5
English Learners	190	183	73	39.9
Foster Youth	4	2	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	335	317	124	39.1
Students Receiving Migrant Education Services	13	13	5	38.5
Students with Disabilities	41	40	22	55.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.84	1.09	2.45
<b>Expulsions</b>	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.00	1.30	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	23		3	
2	24		3	
3	21	2	2	
4	28		3	
5	24		3	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	20	3		
2	23		3	
3	22		3	
4	26		3	
5	28		3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	21		3	
2	17	3		
3	20	2	1	
4	21	1	2	
5	23		3	
Other	9	1		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.7
<b>Social Worker</b>	1.0
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,551.45	\$797.12	\$7,754.33	\$95,540.20
<b>District</b>	N/A	N/A	\$7,744.50	\$81,498
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.1	15.9
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	16.2	9.0

## 2021-22 Types of Services Funded

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,885	\$52,641
<b>Mid-Range Teacher Salary</b>	\$77,679	\$83,981
<b>Highest Teacher Salary</b>	\$103,965	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$120,921	\$136,247
<b>Average Principal Salary (Middle)</b>	\$125,759	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$216,165	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	30%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

## Professional Development

For the 2022-2023 school year, our instructional staff has received professional development opportunities at both district and site levels both virtually and in-person. Some of the PD opportunities we've participated in so far include, Words Their Way, ELD-Speaking, Freckle Data Collection, IXL data collection, Reading Intervention and Small Group Instruction, CA Math Framework, Science/STEMtaught, Health and Safety, EPI Pen, Curriculum Facilitation, and SPARKS PE. We have also received professional development in Second Step, our daily SEL program. Our teachers are provided regular STPT opportunities using student data to help guide instructional planning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12
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