Princeton Street Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School 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
School Website	https://www.duesd.org/princeton
Grade Span	K-5
County-District-School (CDS) Code	15634046111355

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Founded in 1993, Princeton Street Elementary School is a pre-school through 5th grade school consisting of approximately 305 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,

2024-25 School Description and Mission Statement

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 preforming 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 2023-2024 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.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	45
Grade 2	43
Grade 3	52
Grade 4	60
Grade 5	52
Total Enrollment	302

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
Non-Binary	0
American Indian or Alaska Native	0.34
Asian	0.34
Black or African American	0.69
Filipino	9.66
Hispanic or Latino	86.21
Native Hawaiian or Pacific Islander	0.34
Two or More Races	1.03
White	1.38
English Learners	33.3
Foster Youth	0.006
Homeless	0.1
Migrant	13.5
Socioeconomically Disadvantaged	92.9
Students with Disabilities	10.5

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/Incomplete/NA	0.00	0.00	17.50	6.15	18854.30	6.86
Total Teaching Positions	17.00	100.00	286.00	100.00	274759.10	100.00

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)	17.00	94.44	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.56	22.60	6.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.60	2.05	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	30.10	9.29	15831.90	5.67
Total Teaching Positions	18.00	100.00	324.70	100.00	279044.80	100.00

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.

2022-23 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	88.89	258.90	83.18	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.90	2.89	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.56	24.50	7.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.56	18.70	6.03	14303.80	5.15
Total Teaching Positions	18.00	100.00	311.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pupils from Princeton Street School currently uses curriculum adopted by our school district in the areas of Reading/English Language Arts, Math, Science, and Social Science. The adopted curriculum has come form 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 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 found No Material Insufficiencies with ELA/ELD, Math, Social Studies, and Science textbooks.

Year and month in which the data were collected	July 2024

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, STEMTaught, 2020	Yes	0
History-Social Science	Grades K-6. Pearson My Wold 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. and all classroooms 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 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

School Facility Conditions and Planned Improvements

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	8/2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	27	34	42	47	46	47
Mathematics (grades 3-8 and 11)	26	32	30	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	178	99.44	0.56	33.71
Female	99	98	98.99	1.01	33.67
Male	80	80	100.00	0.00	33.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	52.38
Hispanic or Latino	151	150	99.34	0.66	31.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	58	98.31	1.69	22.41
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	164	99.39	0.61	32.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	18.18

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	179	100.00	0.00	31.84
Female	99	99	100.00	0.00	25.25
Male	80	80	100.00	0.00	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	47.62
Hispanic or Latino	151	151	100.00	0.00	30.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	59	100.00	0.00	11.86
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	165	100.00	0.00	30.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	9.09

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.34	23.81	26.05	26.61	30.29	30.73

2023-24 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
All Students	63	63	100.00	0.00	23.81
Female	37	37	100.00	0.00	18.92
Male	26	26	100.00	0.00	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	20.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	20	20	100.00	0.00	15.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	23.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 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.   The administration of the PFT requires only participation results 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	100	100	100	100	100

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.

2024-25 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) 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 Class Dojo the school planners daily as a means of regular communication with families.

2024-25 Opportunities for Parental Involvement

- Parent Square, Class Dojo, 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.

- Automated voicemail, Class Dojo, 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: Princeton Royal Knight Assemblies, Back to School Night, Open House, and Parent Ed,

* Parents are reminded through our school web page, Parent Square, Class Dojo, 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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	361	356	39	11.0
Female	187	182	22	12.1
Male	174	174	17	9.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	36	36	2	5.6
Hispanic or Latino	310	305	34	11.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	138	135	12	8.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	336	332	36	10.8
Students Receiving Migrant Education Services	22	21	2	9.5
Students with Disabilities	49	49	7	14.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	1.23	1.11	1.3	1.82	2.02	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.11	0.00
Female	0.00	0.00
Male	2.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.19	0.00
Students Receiving Migrant Education Services	4.55	0.00
Students with Disabilities	2.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Princeton Street School Safety plan is reviewed and updated yearly. The safety plan was reviewed on Jan 30, 2024. The Safety Plan will be updated February, 2025. 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

2024-25 School Safety Plan

our Multi-Tiered Systems of Supports Team (MTSS), fire drills, 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 and 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, as well as a staff who is observant during non-instructional times throughout the day. In addition, we also 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 PBIS Awards 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. 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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	1	2	
1	17	3		
2	21		3	
3	20	3		
4	21		3	
5	30		2	
Other	9	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23		2	
1	18	1	2	
2	26		4	
3	22		6	
4	28		4	
5	32		4	
Other	8	2		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	$11,083.90	$3,178.92	$7,904.98	$93,952.00
District	N/A	N/A	$7,744.50	$89,828
Percent Difference - School Site and District	N/A	N/A	2.1	4.5
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-30.7	-2.5

Fiscal Year 2023-24 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, school social worker, 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 is available for students identified as migrant and immigrant. The program also provides support services to meet the unique educational, social, and health needs of the migrant student. 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, and P.O.W.E.R. Plus offers enrichment, intervention, recreation and P.E. daily to about 100 students total in grades 2nd through 5th grades.

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$58,966	$58,553
Mid-Range Teacher Salary	$86,610	$93,924
Highest Teacher Salary	$115,071	$119,489
Average Principal Salary (Elementary)	$134,823	$149,898
Average Principal Salary (Middle)	$140,218	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$256,000	$270,432
Percent of Budget for Teacher Salaries	29.08	31.93
Percent of Budget for Administrative Salaries	6.72	5.62

Professional Development

For the 2023-2024 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, Gearing Up for Science, ELPAC Task Types, Teacher Toolkit, Thinking Maps, Words Their Way, ELD-Speaking, Freckle Data Collection, STAR Reading and Math, 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 our 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	17	23