Princeton High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Princeton High School
Street	473 State Street
City, State, Zip	Princeton, CA 95970
Phone Number	(530) 439-2261
Principal	Jeff Ochs
Email Address	jochs@pjusd.org
School Website	www.pjusd.org
Grade Span	9-12
County-District-School (CDS) Code	11626461136209

2025-26 District Contact Information

District Name	Princeton Joint Unified School District
Phone Number	(530) 439-2261
Superintendent	Jeff Ochs
Email Address	jochs@pjusd.org
District Website	www.pjusd.org

2025-26 School Description and Mission Statement

Princeton Joint Unified School District is located in the rural farming community of Princeton, California and has three schools: Princeton Elementary School (TK-8), Princeton High School (9-12), and Princeton Landing with a total enrollment of about 126 students. The town of Princeton is situated on the Colusa and Glenn County line, on Highway 45, adjacent to the Sacramento River. The Glenn County Office of Education has oversight of the Princeton Joint Unified School District.

Both of our schools enjoy very low student to teacher ratios, typically 15 students or less per class. Our small school and class sizes make it easier for students to enjoy closer relationships with teachers and staff and for teachers to provide students with greater individualized attention. Our schools are also very safe; we have few discipline issues and remain almost completely free of the gang problems experienced in some other districts.

Our K-12 courses are standards-based and academically rigorous. In addition to college preparatory courses, we offer a variety career technical education courses, oriented toward agriculture and and all the sub-fields within that industry. Advanced courses and college classes are available as online options. Our district consistently does an excellent job of helping our English learners become proficient in English through embedded content and bi-lingual aides.

Despite our small size, Princeton schools offer our students a wide variety of opportunities for involvement. As expected in an agricultural community, 4-H and FFA are popular organizations. Our athletics teams include volleyball, basketball, track, baseball, and softball. Yearbook, CSF, student government, school site council, Friday Night Live and sixth grade science camp are some of the other extracurricular activities our students enjoy.

Each year our seniors apply and are accepted to quality colleges and universities. Many are the recipients of awards and scholarships from both Glenn and Colusa Counties to help them in their pursuit of post-high school education. Our dropout rate is extremely low, and nearly all seniors graduate on time with a diploma.

A significant number of Princeton's students have chosen to transfer from their district of residence and attend Princeton as interdistrict transfer students. We welcome interdistrict transfers and have seen very positive results for many of our transfer students. If you should have interest in your students becoming Princeton Eagles, please contact our school offices.

2025-26 School Description and Mission Statement

PJUSD Believes

All students and staff must be safe and secure at all times.
All students can learn.
All students must be given the opportunity to succeed.
All students deserve quality teachers and leaders.
Students and staff require mutual respect.
All students deserve a meaningful and relevant education.
Valuing ethnic, cultural, and individual diversity is essential.
Parental involvement is fundamental to the educational process and student achievement.

Our Mission

Provide the climate, facilities and services that will promote quality education in a safe environment.

Ensure that our instructional program is standards-based, intellectually challenging, and developmentally appropriate for each student.

Provide programs and resources designed to support students' diverse academic, social, and emotional needs.

Attract, develop, and retain highly competent and effective teachers, administrators, and support staff.

Ensure financial stability and program evolvement through fiscal accountability and efficient management of financial resources and district assets.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	7
Grade 11	18
Grade 12	13
Total Enrollment	43

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.5
Male	46.5
American Indian or Alaska Native	7
Hispanic or Latino	51.2
Two or More Races	4.7
White	37.2
English Learners	7
Homeless	11.6
Socioeconomically Disadvantaged	69.8
Students with Disabilities	11.6

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.

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)	1.5	22.19	4.5	39.48	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.1	9.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	32.41	2.3	20.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	32.7	2.5	22.18	11953.1	4.28
Unknown/Incomplete/NA	0.8	12.41	0.8	7.42	15831.9	5.67
Total Teaching Positions	6.8	100	11.4	100	279044.8	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.

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)	1.9	27.34	3.9	34.41	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	13.09	1.1	10.13	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	27.91	2.9	25.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	31.37	3.3	29.61	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	6.9	100	11.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	2.2	43.8	6.5	61.02	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	16.47	1.8	17.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	39.53	2.3	21.58	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	5.1	100	10.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.7	0.8
Misassignments	2.20	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	1.9	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.4
Local Assignment Options	2.20	2.1	1.6
Total Out-of-Field Teachers	2.20	2.1	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.8	2.3	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)	0	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have sufficient textbooks and materials to learn at their best

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7th-8th California Treasures 4-22-2010 Holt-Warriner Handbook 7-21-2011	0%
Mathematics	Into Math 7th-8th (July 2023) Integrated Math, Houghton- Mifflin 9th-11th (August 2017)	0%
Science	Prentice Hall Chemistry (2008) 12-18-2008 Prentice Hall Conceptual Physics 12-18-2008 McGraw-Hill Understanding Human Anatomy and Physiology 5th ed. California Life Science California Physical Science Inspire California - Modern Biology (2023) Delmar-Cengage Learning Modern Livestock and Poultry Production	0%
History-Social Science	Ancient Civilizations, HMH, Adopted 2020 United States History: Beginnings to 1914. HMH, Adopted 2020 World Geography, Glenncoe, Adopted 2007 Modern World History California Edition, HMH, Adopted 2020 American History: Reconstruction to Present California Edition, HMH, Adopted 2020	0%
Foreign Language	Senderos 1, Vista, Adopted 2019 Senderos 2, Vista, Adopted 2019 Galleria, Vista, Adopted 2019	0%
Health	Glencoe Teen Health, Adopted 10-18-2006	0%
Visual and Performing Arts	Understanding Art -Glencoe/McGraw-Hill 1999	0%

Science Laboratory Equipment (grades 9-12)	Ongoing as needed	0%

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins a custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two custodians are assigned to PHS.

The custodians are responsible for all aspects of cleaning and maintenance of buildings and grounds.

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The Director of Maintenance and Operations communicates daily with the Superintendent and custodial staff concerning maintenance and school safety issues.

The district Director of Maintenance & Operations does an annual inspection of all sites in accordance with Education Code §17592.72(c) (1). The inspection tool is on file and available for review at the district office.

Year and month of the most recent FIT report	12/10/2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	53	31	35	47	48
Mathematics (grades 3-8 and 11)	8	18	16	27	35	37

2024-25 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	18	17	94.44	5.56	52.94
Female	13	12	92.31	7.69	75.00
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	18	17	94.44	5.56	17.65
Female	13	12	92.31	7.69	25.00
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.69	20.69	11.11	15.38	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	29	90.63	9.37	20.69
Female	19	17	89.47	10.53	29.41
Male	13	12	92.31	7.69	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	35.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	18	85.71	14.29	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Princeton High School participates in a consortium led by Glenn County Office of Education. Mr. Nate Odom, our Dean of Students and Academic Counselor, serves as the primary representative for the district's CTE program. CTE courses are open to all 9th-12th graders at Princeton High School. Princeton offers three CTE pathways: Ag Sciences, Ornamental Horticulture and Ag Mechanics. The specific classes for each of these pathways are below.

Ag Sciences: Intro to Ag, Ag Biology, Ag Chemistry
Ornamental Horticulture: Intro to Ag, Floral Design, Advanced Floral Design
Ag Mechanics: Ag Shop 1, Ag Shop 2, Ag Mechanics

For most CTE courses, there are preliminary general education classes as prerequisites. CTE courses also provide students with credits that fulfill the general academic course requirements. The outcomes of CTE programs are reported to and evaluated by the Glenn County CTE Consortium. The consortium evaluation includes participation and completion rates.

The CTE advisory committee is comprised of a variety of representatives from a variety of agricultural fields.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	88.37
Graduates Who Completed All Courses Required for UC/CSU Admission	23.08

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.

2024-25 California Physical Fitness Test Participation Rates

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

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to become involved in their student's school by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents can stay informed on upcoming events and school activities through the school web site, the school marquee, social media, Remind and flyers. Contact our district office at (530) 439-2261 for more information on how to become involved in your student's school.

2025-26 Opportunities for Parental Involvement

Opportunities to Volunteer:

Fundraising
Committees
School Site Council
WASC Team
School Activities
Back to School Night
Open House
Athletics & Transportation
Class Community Project Activities
Field trips
Classroom volunteer
Princeton Ag Boosters

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	0	7.1	0	0	7.1	8.2	8.9	8
Graduation Rate	--	100	92.9	90.9	100	92.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	13	92.9
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	12	11	91.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	49	40	10	25.0
Female	28	20	3	15.0
Male	21	20	7	35.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	21	4	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	15	4	26.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	36	29	8	27.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.49	2	0	2.13	0.75	1.44	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of Thrillshare, various social media platforms and our website. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participates in simulated emergency preparedness drills. Each year, there are safety checks by the Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiencies. We do all we can to ensure the safety of our students, staff, and community at large. To ensure safety on campus, supervisors or administrators routinely monitor appropriate behavior Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on school property, all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student during a pre-selected period at the beginning of each school year. This helps to ensure that all students are aware of behavior expectation and consequences; a copy is then mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides. Most of our staff is also trained in Youth Mental Health First Aid.

For more information or to view the School Safety Plan, contact the District Office at (530) 439-2261.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	6	0	0
Mathematics	8	6	0	0
Science	10	2	0	0
Social Science	12	5	0	0

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	4		
Mathematics	7	4		
Science	5	1		
Social Science	10	5		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	4		
Mathematics	10	3		
Science				
Social Science	10	4		

2024-25 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	45:1

2024-25 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)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$52,639	$8,554	$44,085	$58,853
District	N/A	N/A	$29,614	$58,706
Percent Difference - School Site and District	N/A	N/A	39.3	0.3
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	119.3	-37.9

Fiscal Year 2024-25 Types of Services Funded

Princeton offers after school tutoring to students who choose to attend. Credit recovery classes are available for students who need to make up for credit deficiencies. Online classes in a variety of subjects, including AP level, are available to students as well as many options through Butte College and UC Scout.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$45,378	$54,773
Mid-Range Teacher Salary	$73,513	$78,981
Highest Teacher Salary	$92,345	$117,337
Average Principal Salary (Elementary)	$140,000	$128,425
Average Principal Salary (Middle)	$140,000	$137,947
Average Principal Salary (High)	$140,000	$138,809
Superintendent Salary	$140,000	$176,162
Percent of Budget for Teacher Salaries	20.89%	24.71%
Percent of Budget for Administrative Salaries	4.18%	5.91%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Training and curriculum development activities at Princeton Joint Unified School District have focused on the California State Content Standards and Frameworks, technology, and student well-being and mental health. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to content standards. Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, state assessment results and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teachers are encouraged to seek out profession development opportunities as they become avail\able both locally and regionally. These days are focused on the improvement of student achievement and the development of safe schools. The district also offers ongoing support to new teachers through CTIP (California Teacher Induction Program), and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. The district also devotes weekly "early release days" that are provide the opportunity for collaboration purposes and/or staff development. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education. Classified employees are also encouraged to seek outside staff development opportunities to enhance job proficiency.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2