

Princeton Junior-Senior High School

473 State St. • Princeton • 5304392261 • Grades 7-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

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Board President

District Administration

Korey Williams
Superintendent

Nate Odom
Dean of Students

Diana Baca
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Director of MOT



Princeton Joint Unified School District

473 State St.
Princeton
5304392261
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District Governing Board

Lance Glassgow
Trustee

Troy Hansen
Trustee

Victoria Reamer
Board Clerk

School Description

Princeton Joint Unified School District is located in the rural farming community of Princeton, California and has two schools: Princeton Elementary School (K-6) and Princeton Junior / Senior High School (7-12), totaling enrollment of about 150 students. The town of Princeton is situated on the Colusa and Glenn County line, along 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 medicine. Advanced placement courses are sometimes offered on the master schedule; a variety of other courses are available as online options. English learners are offered English Language Development courses at both sites, and our district consistently does an excellent job of helping our English learners become proficient in English.

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 football, volleyball, Cheerleading, basketball, baseball, and softball. Students wishing to participate in other sports have the opportunity to do so at neighboring schools. Yearbook, CSF, student government, school site council, MeCHA, 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.

School Mission

The mission of Princeton High School, an ethnically diverse, rural school that respects individual differences, is to graduate students with the skills and knowledge to be lifelong learners, transition to higher education or the workplace and become productive members of society. The implementation of a rigorous, dynamic, academic and career-technical curriculum will address career paths that will integrate technology, and be delivered in a partnership between an effective staff and the community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	16
Grade 8	11
Grade 9	13
Grade 10	7
Grade 11	15
Grade 12	15
Total Enrollment	77

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.3
Hispanic or Latino	72.7
White	26
Socioeconomically Disadvantaged	80.5
English Learners	15.6
Students with Disabilities	10.4
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Princeton Junior-	17-18	18-19	19-20
With Full Credential	8	8	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Princeton Joint Unified	17-18	18-19	19-20
With Full Credential	◆	◆	11
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Princeton Junior-Senior High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: Sept 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	7th-8th California Treasures 4-22-2010 Holt-Warriner Handbook 7-21-2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CPM 7th - 8th (July 2016); Integrated Math, Houghton- Mifflin 9th-11th (August 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Prentice Hall Chemistry (2008) 12-18-2008 Prentice Hall Conceptual Physics 12-18-2008 Understanding Human Anatomy and Physiology 5th ed. California Life Science California Physical Science California - Modern Biology The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History _Medieval to Modern Times 7-19-2006 U.S. History - Independence to 1914 7-19-2006 Modern World History 10-9-2002 The Americans - Reconstruction to the 21st Century 5-19-2004 Economics Today and Tomorrow The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish I & II 5-19-2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe Teen Health 10-18-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Understanding Art -Glencoe/McGraw-Hill 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Ongoing as needed Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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:

- Grounds keeping
- Restrooms
- Cafeteria Cleanup/Setup
- Office Area Cleaning

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/13/2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	43	38	36	50	50
Math	28	18	20	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	46	100.00	43.48
Male	28	28	100.00	42.86
Female	18	18	100.00	44.44
Hispanic or Latino	33	33	100.00	39.39
White	12	12	100.00	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	32.43
English Learners	16	16	100.00	12.50
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	46.7	13.3	
9	15.4	30.8	7.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	45	97.83	17.78
Male	28	27	96.43	25.93
Female	18	18	100.00	5.56
Hispanic or Latino	33	32	96.97	12.50
White	12	12	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.30	8.33
English Learners	16	16	100.00	6.25
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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.

Opportunities to Volunteer:

- Chaperone
- Fundraising
- Committees
- School Site Council
- WASC Team
- Migrant Parent Advisory Committee
- School Activities
- Back to School Night
- Open House
- Athletics & Transportation
- Class Community Project Activities
- Field trips
- Classroom volunteer

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.

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 Remind, 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.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.7	2.0	8.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.8	2.3	5.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	77.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	15	8	1		15	8	1		13	9		
Mathematics	13	2			14	6			13	5		
Science	14	4	1		12	5			12	4		
Social Science	16	4	1		17	4	1		13	5		

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Training and curriculum development activities at Princeton Junior Senior High School have focused on the California State Content Standards and Frameworks; they are now shifting to a focus on Common Core Standards and Next Generation Science Standards. 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. Princeton Elementary continues to offer three (3) paid in-service days annually for staff development. 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 BTSA (Beginning Teacher Assessment and Support), and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. The district also devotes up to 6 minimum days that are strictly 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41926	\$43,574
Mid-Range Teacher Salary	\$52035	\$63,243
Highest Teacher Salary	\$70426	\$86,896
Average Principal Salary (ES)	\$n/a	\$103,506
Average Principal Salary (MS)	\$n/a	\$108,961
Average Principal Salary (HS)	\$n/a	\$108,954
Superintendent Salary	\$110000	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	23%	30%
Administrative Salaries	8%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	17240	3425	13815	49275
District	N/A	N/A	13815	49275
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	59.2	-27.1

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

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

Types of Services Funded

Princeton offers after school tutoring to students who choose to attend. A credit recovery class is 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.

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

Rate for Princeton Junior-Senior High	2015-16	2016-17	2017-18
Dropout Rate	0	--	0
Graduation Rate	100	--	100

Rate for Princeton Joint Unified School	2015-16	2016-17	2017-18
Dropout Rate	0	--	0
Graduation Rate	100	--	100

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	36
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Career Technical Education Programs

Princeton Junior Senior 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 Junior Senior High School. In the 2015-16 school year and currently, Princeton offers two CTE pathways: Ag Sciences and Ag Shop. The specific classes for each of these pathways are below.

Ag Sciences: Ag Earth Science, Ag Biology, Animal Anatomy / Plant Physiology
 Ag Shop: 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	64.94
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	26.92

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.