



**PRINCETON JUNIOR SENIOR HIGH  
SCHOOL  
MID-CYCLE PROGRESS REPORT**

**473 STATE ST. / PO BOX 8  
PRINCETON, CA 95970**

**PRINCETON JOINT UNIFIED SCHOOL DISTRICT**

**PJUSD BOARD APPROVED MARCH 12, 2015**

**MARCH 26, 2015**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## I: Introduction and Basic Student/Community Profile Data

**School Description and Student Demographics:** Princeton Junior Senior High School is located in Princeton, California, a rural farming community in Colusa County. The school serves 7<sup>th</sup> – 12<sup>th</sup> grade students from Glenn and Colusa Counties, with a current enrollment of 117 students, slightly increased from our last WASC visit in the 2011-12 school year.

Princeton Junior Senior High School Enrollment							
	7th	8th	9th	10th	11th	12th	Total
<b>2014/15</b>	18	18	28	12	22	19	117
<b>2013/14</b>	12	23	12	19	21	21	108
<b>2012/13</b>	22	14	19	22	23	18	118
<b>2011/12</b>	13	17	20	21	17	20	108

**Source: CBEDS enrollment, for 2011/12 - 2013/14; 2014/15 current as of 12.04.14**

We have a diverse student body, which has remained relatively stable over the last several years at approximately 60% Hispanic / Latino, 35% white, and 5% Native American. A significant number of students begin school in Princeton Joint Unified School District as English learners. By arrival to junior / senior high school, only a small percentage remain classified as English learners. This year we have five English learners, comprising 4.3% of the total student population.

**Faculty / Staff:** Princeton Junior Senior High School is served by nine teachers, one academic counselor, one school/district secretary, one bookkeeper, two custodians, a cafeteria manager, and a superintendent-principal. Chapter Two's significant changes section details a variety of changes in these positions, and an organizational chart is included as an appendix.

**Schoolwide Student Goals:** Schoolwide Student Goals are included in a variety of plans and documents. These include:

- District Vision (included below)
- School Mission Statement (included below)
- Expected Schoolwide Learning Results (included below)
- WASC Action Plan (discussed later in report)
- Single Plan for Student Achievement (available at [www.pjusd.org](http://www.pjusd.org))
- Local Control Accountability Plan (available at [www.pjusd.org](http://www.pjusd.org))

During all periods of evaluation and revision of these various goals, we have strived to keep goals consistent and achievable, with a primary focus on improving academic rigor and student achievement.

**Our 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.

**Our District Vision:** The Princeton Joint Unified School District is committed to providing excellence and equity in education for all students by nurturing, guiding, and challenging them to reach their fullest potential.

**Princeton Junior / Senior High School ESLRs**  
**Expected Schoolwide Learning Results**

It is the goal of Princeton Junior / Senior High School that all students will experience a rigorous, comprehensive, academic program designed to produce graduates who are:

**1.0 Effective communicators**, able to:

- 1.1 Present information in a clear and logical manner
- 1.2 Use oral and written modes to communicate in a variety of situations
- 1.3 Interpret and represent information using a variety of media and technology

**2.0 Problem solvers and critical thinkers**, able to:

- 2.1 Think critically to assess, analyze, organize and synthesize information
- 2.2 Use diverse strategies to problem solve, make decisions, and evaluate results
- 2.3 Apply problem solving processes and critical thinking skills to real-life scenarios

**3.0 Collaborative workers**, able to:

- 3.1 Cooperate and accomplish tasks with others
- 3.2 Use collaborative efforts to achieve goals
- 3.3 Perform a variety of roles within a team

**4.0 Users of technology**, able to:

- 4.1 Understand and follow technical direction
- 4.2 Create various documents on the computer via word processing and other programs
- 4.3 Utilize technology for learning and communicating with real world applications

**5.0 Responsible citizens**, who:

- 5.1 Demonstrate respect and acceptance of others with different backgrounds, cultures, and abilities
- 5.2 Contribute time, effort, and talents to improve the quality of life in our school, community, nation, and world
- 5.3 Set high standards, develop a strong work ethic, act responsibly, respect others and their property and make positive contributions to society

**Academic Performance Index (API):** California's Academic Performance Index (API) has historically been the most important measure we have used to track our academic progress. Our relatively poor 2011 API score was a focus in our last WASC self-report. Since then, we have improved dramatically, increasing our Growth API from 686 in 2011 to 800 in 2013. This jump brought us from among the lowest-scoring high schools in the area to among the highest.

We are also very proud of the fact that significant API improvement was made by every one of our

student subgroups. Our schoolwide improvement was 114 points. English learners significantly exceeded this average, improving by 218 points. Socioeconomically disadvantaged students improved by 132 points, white students by 123 points, and Hispanic or Latino students by 114 points. The table below displays disaggregated API data by ethnicity, socioeconomic status, and English learner status.

Academic Performance Index: 2011-2013									
	2011		2012		2013		Change in Performance		
	Students Included	Growth API	Students Included	Growth API	Students Included	Growth API	2011 to 2012	2012 to 2013	2011 to 2013
Schoolwide	97	686	86	775	91	800	89	25	114
Hispanic or Latino	53	660	52	764	54	774	104	10	114
White	39	733	28	808	31	856	75	48	123
American Indian	4	*	6	*	6	*	NA	NA	NA
Native Hawaiian	1	*	0	*	0	*	NA	NA	NA
Socioeconomically Disadvantaged	61	649	60	757	69	781	108	24	132
English Learners	14	468	12	598	26	686	130	88	218

\*API not provided because of low number of testing students

Butte-Colusa-Glenn API Scores (Growth API)							
		2013 Growth	2012 Growth	2011 Growth	2010 Growth	2009 Growth	2008 Growth
1	Pleasant Valley High	821	827	840	815	798	790
2	Chico High	810	778	806	754	753	734
3	<b>Princeton Jr. / Sr. High</b>	<b>800</b>	<b>775</b>	<b>686</b>	<b>710</b>	<b>687</b>	<b>655</b>
4	Gridley High	791	786	799	785	768	758
5	Durham High	785	783	768	752	789	767
6	Paradise High	765	765	747	743	740	731
7	Oroville High	760	747	718	707	727	703
8	Hamilton High	755	733	744	750	734	758
9	Colusa High	749	722	737	717	735	711
10	Pierce High	742	762	748	743	733	726
11	Orland High	735	730	723	732	711	697
12	Las Plumas High	733	725	715	708	720	718
13	Maxwell High	727	739	715	706	743	710
14	Elk Creek High	703	654	N/A	N/A	N/A	N/A
15	Willows High	667	673	702	714	717	731
16	Biggs High	666	679	676	693	695	714
17	Williams High	653	645	642	699	661	675

**Adequate Yearly Progress (AYP) / Program Improvement (PI):** In the 2011-12 school year, Princeton met five of five AYP Criteria and made it out of Program Improvement Status. Since then we have continued to make Adequate Yearly Progress and remain out of Program Improvement (PI) Status.

**California High School Exit Exam (CAHSEE):** CAHSEE Scores have improved, with three-year average 10<sup>th</sup> grade pass rates of 84% for mathematics and 86% for English Language Arts. This year we have no senior students still in need of CAHSEE passage.

**College Readiness Measures:** We need to further improve the college readiness of our students. Some years have demonstrated improvement, but the improvement has not yet achieved the consistency we want. SAT and ACT participation rates are improving, but scores still need improvement. ACT scores have shown some improvement, while SAT scores have declined. CSU EAP scores remain little changed. We do not have recent AP scores, because we have not been able to offer AP courses, resulting in no students taking AP exams. The table below more thoroughly details performance (missing data is highlighted in yellow; we are working on obtaining this data and plan to have it in the final draft of this report).

SAT						
Test Year	Unique Takers	Total Tests Taken	Average Scores			Total
			Reading	Math	Writing	
2014	5	6	452	470	443	1365
2013	Data not available					
2012	8	10	379	397	402	1178
2011	8	14	384	451	371	1206
2010	2	3	440	463	413	1317
<b>Note:</b> Scores compiled by calendar year dates, not academic year dates.						
ACT						
Year	Total Tested	English	Mathematics	Reading	Science	Composite
2014	9	18.7	19.3	18.1	19.4	19.0
2013	4	20.5	21.3	20.8	19.5	20.8
2012	0	0	0	0	0	0
AP (Advanced Placement)						
Year	Total Tested	Total Passed				
2013-14	0	0				
2012-13	7	2				
2011-12	5	0				
CSU EAP						
Year	Total Tested	Total Assessed College Ready	English Proficient	Mathematics Proficient		
2013-14	19	3	4	6		
2012-13	Data not available					
2011-12	16	4	4	3		
UC / CSU A-G Requirements						
Year	Total Enrollment	Students Completing A-G Requirements	% of Students Completing			
2013-14	20	4	20%			
2012-13	18	8	44%			
2011-12	21	7	33%			

## II: Significant School Changes and Developments

**Staffing changes:** Princeton Junior Senior High School has had extensive changes in staffing since our last WASC visit. These include changes in the following positions:

- Principal-Superintendent: Cody Walker
- Chief Business Official: Beth Penner
- Counselor: Raylene Robinson
- Cafeteria Manager: Wanda Swift
- Superintendent's Secretary: Jolene Towne
- Bookkeeper: Yecenia Polanco
- Teachers
  - Agriculture: Trevor Airola
  - English: Alex Mercado
  - Math: Troy German
  - Math: Vanessa Quevedo

**Standards:** Along with all California schools, Princeton has been adjusting to the shift from the California State Content Standards to the California Common Core State Standards. We are also shifting to Next Generation Science Standards and revised ELD Standards. For implementation of the standards we are piloting new mathematics curriculum for grades K-9. Algebra I has been converted into Integrated Math I. Next year, geometry will be replaced by Integrated Math II, and in the following year Algebra II will be replaced by Integrated Math III. All three levels of Integrated Math will include algebra, geometry, and statistics. In English courses, the shift has been somewhat less drastic, primarily with a movement toward greater incorporation of non-fiction texts into the curriculum. In science courses, the movement is toward greater integration of the scientific disciplines.

**Standardized Assessment:** The California Standards Tests have been the most significant, high-stakes tests for Princeton students for many years. The 2012-13 school year was the last year that most of these tests were administered (excluding 8<sup>th</sup> and 10<sup>th</sup> grade science CSTs). In 2013-14, students piloted the SBAC / CAASP testing system for English and math in grades 7, 8, and 11. The 2014-15 school year will mark the first scored administration of the new standardized assessments. Princeton, like all other California public schools, is working through the process of implementing the new standardized assessment system.

**Daily Schedule:** During our last WASC visit, we had one daily schedule with seven class periods. We have added additional daily schedule options which have given us greater flexibility in instruction and programs.

- **Late Start:** We have used a monthly late-start day for professional development since the beginning of the 2012-13 school year. Students begin school at 9:15 instead of 8:15, giving teachers an hour of collaboration time each of these mornings. We may add a second monthly late start day next school year.
- **Modified Block:** We began a pilot of a modified block schedule at the beginning of the Spring 2015 semester. On Wednesdays and Thursdays students have three extended classes and one regular length class instead of the typical seven classes. The primary

impetus for the change was the need for extended blocks for the inquiry-based learning aligned with Common Core State Standards.

- **Advisory Schedules:** We use advisory schedules as needed to accommodate ASB / Class meetings, assemblies / rallies, and FFA meetings (which include a majority of our students).

**Funding model - Revenue Limit to Local Control Funding Formula (LCFF):** LCFF was initially going to be a very negative change for PJUSD. Our high school has been classified as a necessary small high school for many years, which has provided us with enhanced funding. LCFF changes eliminated our eligibility for this status, which would have had a very negative impact on our funding. Our interim superintendent, John McIntosh, led an effort for restoration of necessary small high school funding, which was ultimately successful for a three-year period. Budget challenges remain, but at least for the short term the district's finances are in order.

**Planning and Reporting:** The shift to LCFF brought with it the addition of needing to complete a Local Control Accountability Plan (LCAP). Both of Princeton's School Site Councils worked with a variety of other stakeholders to shape our LCAP. We have made a strong effort to keep the various plans for our school's actions aligned to one another: thus, our LCAP and Single Plan for Student Achievement (SPSA) were tied to our WASC Action Plan goals, all in an effort to make our efforts as fruitful as possible.

**CTE Courses:** ROP funding, which helped fund a variety of CTE courses at Princeton will no longer be available following the 2014-15 school year. Princeton did opt to participate in a grant application for the Career Pathway Trust Grant. This application was successful, and for the four year term of the grant Princeton will continue to receive funding that is comparable to the ROP funding that was discontinued. This funding will be directed toward two career pathways: medical and fabrication (focused on welding). Our science teacher, Natalie Behr, and ag instructor, Trevor Airola, are playing significant roles in planning these pathways at Princeton Junior Senior High School.

**School board elections:** The composition of the Princeton Joint Unified School Board has remained relatively stable. In the November 2014 election, three seats were up for election, with two incumbents running for re-election and one long-time member retiring from service. The two incumbents who ran for the seats were successful in their re-election bids. One new member, Troy Hansen, was added to replace retiring board member Don Perez.

**Wireless tower construction:** Princeton has had a very slow internet connection for many years. This has hampered teachers' ability to incorporate internet based content into their instruction. More recently, this slow connection is causing challenges with the new online testing system. As this report is being written, construction of a wireless tower is underway. This tower will provide a dramatically improved network connection, and we are eagerly looking forward to the opportunities that this connection will afford us.



### **III: Follow-up and Progress Report Development Process**

The WASC leadership team has been responsible for overseeing progress on the school's action plan. The goals identified in the action plan have been incorporated into other guiding documents, including the Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP). In this way, the goals have remained central to the actions that the school has been taking.

This progress report was primarily written by Cody Walker, chair of the WASC leadership team and current superintendent / principal. A survey on progress toward identified goals was distributed to all staff, and received answers were incorporated into the progress report. A draft of this report was provided to all staff members for feedback prior to the report going to the governing board for approval.

The progress report was included in the March 2015 board packet, discussed during the March 12, 2015 board meeting, and approved by the governing board in that meeting.

## IV: Progress on the Critical Areas for Follow-up within the Action Plan

In 2012, the WASC Visiting Committee left Princeton with three critical areas for follow-up. These critical areas and the ways in which these areas have been addressed are detailed below.

1. *Continue to revise, and adhere to, a professional development plan that focuses on curriculum, assessment, or instruction.*

This critical area for follow-up was incorporated in School Goal 3.

Teachers have participated in a great deal of professional development focused on curriculum, assessment, and instruction. With the shift to the Common Core State Standards, there have been a tremendous number of opportunities and a great need for professional development. For both of the last two years all of our teachers have participated in the Glenn County Common to the Core Staff Development Day along with all other Glenn County teachers. During these days, teachers have been able to select from a wide variety of professional development modules. Common Core, Next Generation Science Standards, new ELD standards, and educational technology have been the main areas of focus. Glenn County Office of Education has taken a stronger lead in professional development in the last several years and has made content-specific professional development available to Princeton's teachers. This has been extremely beneficial because many of our teachers are departments of one at Princeton, making departmental collaboration a rather lonely enterprise. One collaborative endeavor among many Glenn County teachers was the evaluation of Common Core aligned mathematics curricula. This collaboration aided our mathematics instructors in selecting the curricula that we are piloting this year. Other professional development themes have included STEM, CTE, and Educational Technology (CUE).

2. *Continue to utilize and refine benchmark assessments, including developing analysis, creating intervention strategies, and guiding instructional time.*

This critical area for follow-up was incorporated into School Goal 1.

Benchmark assessments were thoroughly utilized during the 2012-13 school year. Regular administrations were built into the schedule, giving teachers the time necessary to administer these assessments. Assessment data was used to guide instruction. We believe that improved use of benchmarks was an important factor in our significantly improved academic achievement. The 2013-14 school year was a hiatus from most state testing, which had served as the primary guide for our benchmarking efforts. While we continued with some benchmarking efforts, there was more of a wait and see approach with the state's promise that formative and interim assessments aligned to the new testing system would soon be released. These formative and interim assessments have only recently been released. We plan to use them for the first time during the Spring 2015 semester and will more thoroughly implement their use in upcoming years.

3. *Pursue resources for the improvement and renovation of facilities, including science building and library.*

This critical area for follow-up was not incorporated into an action plan goal, but has been acted upon.

In 2014 the Princeton Joint Unified School District Board of Trustees made the decision to pursue a \$2.75 million school facilities bond. Measure S passed with 63% of voters casting a “yes” vote. The district is eligible for an additional \$1.5 million in state modernization funds (a program that is not currently funded). The high school science building, along with the two portable classrooms nearby it, will be demolished in the first week of June. All three classrooms will be replaced by new modular buildings. The shop will also be upgraded with new wiring, HVAC, and exhaust units. When modernization funds become available (likely in 2016), we plan to upgrade most of the other high school buildings. The school library has not been a functional library for many years. While we have left a variety of books in the room available to students, we have largely converted the library into a computer lab. We plan to do so more thoroughly when modernization funds become available.

## **V: Schoolwide Action Plan**

In Princeton's 2011-12 WASC Report, we identified the following school goals:

- 1) Improve student academic achievement across disciplines through greater rigor in all classes and restructured support classes.
- 2) Improve the college readiness of Princeton High graduates
- 3) Unify the staff and students in pursuit of academic goals by improving communication, collaboration, and professional development.

We have made significant progress toward achieving all of these goals, but not so much that we consider any of them to have been fully achieved. Thus, we have used these same goals, with some refinements in subsequent plans, including the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP).

The SPSA and LCAP are annually updated and reviewed by the School Site Council and Governing Board. During the 2013-14, we approved a SPSA and LCAP with identical Goals and Actions. It is our intention that going forward, our SPSA, LCAP, and WASC plans would be unified and integrated. Through integration of the plans, we believe that they will have the greatest possibility for achievement. The Goals and Actions were divided into more discreet categories than the School Goals from the WASC report to better align with the identified state priorities. Within these categories we believe that all of our school goals are also addressed in an updated manner reflecting our current circumstances. The Goals and Actions from the SPSA and LCAP, incorporating WASC School Goals, are below.

<b>Goals and Actions</b>				
<b>#</b>	<b>Analysis</b>	<b>Goal(s)</b>	<b>Action(s)</b>	<b>Site</b>
1)	<p>The California Department of Education has adopted the California Common Core State Standards. Teachers have been gathering and incorporating appropriate material to augment existing curriculum. The District has not, however, adopted any new curriculum based on the Common Core State Standards.</p> <p>Princeton Joint Unified School District has computer labs at both of its two schools and additional computers (1-5) in each classroom. The District has recently installed a new server, POE switches, and wireless access points. We have identified need for more ceiling-mounted LCD projectors and mobile carts of laptops (likely Chromebooks). We also recognize the need to develop a BYOD (Bring Your Own Device) Policy that will allow us to better leverage student-owned technology.</p>	<p>Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum.</p> <p>Improve student access to technology; revise policies on use of technology on campus.</p>	<p>Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum</p> <p>Evaluate and purchase updated California English Language Development Standards aligned curriculum</p>	LEA-wide

2)	<p>The California Department of Education has adopted the California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards. Princeton teachers have been involved in a variety of professional development activities oriented toward implementation of these standards. However, full implementation of the new standards has not yet been achieved.</p>	<p>Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.</p>	<p>Provide teachers opportunities for professional development in California Common Core State Standards and Next Generation Science Standards.</p> <p>Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).</p> <p>Provide opportunities for professional development for updated California ELD content standards</p>	LEA-wide
3)	<p>Princeton Elementary School has focused instruction on English Language Arts and mathematics. Coverage of social science, science, visual and performing arts, and health has been limited in recent years. The focus on the core curriculum has been validated by dramatically improved academic results. However, Princeton Elementary School now intends to add back the breadth of curriculum specified in Education Code 51210</p>	<p>Augment social science and science instruction at Princeton Elementary School.</p>	<p>Plan Princeton Elementary School master schedule to incorporate periods for social science and science.</p> <p>Provide professional development opportunities to Princeton Elementary teachers, specifically oriented toward social science and science instruction.</p> <p>Maintain bilingual paraprofessional support for ELD students</p>	Elementary
4)	<p>On a variety of performance measures, Princeton schools have made outstanding progress. The</p>	<p>Maintain a proficient level on the reconfigured API measure (previously 800, to be determined</p>	<p>Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to</p>	LEA-wide

	<p>District API stands at 807, with Princeton Elementary having been above 800 three years in a row, and Princeton Junior Senior High reaching 800 for the 2012-13 school year. STAR/CST results have been the primary component of API scores, and accordingly show strong testing results.</p> <p>CAHSEE passage rates have been above 80% for both English and math both of the last two school years.</p> <p>Increasing numbers of ELD students have been entering PJUSD each year. Princeton Elementary has done an excellent job of helping these students become fluent in English and has accordingly had strong ELD reclassification rates, which we desire to maintain. The primary determinant for reclassification has been student scores on the CELDT test.</p>	<p>in new API formula).</p> <p>Maintain CAHSEE pass rates above 80%.</p> <p>At least 60% of ELD students will advance at least one level on the CELDT (or new equivalent) annually.</p>	<p>student needs.</p> <p>Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.</p> <p>Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.</p> <p>Maintain categorically funded paraprofessionals at Princeton Elementary Schools.</p> <p>Continue use of SDAIE strategies for ELD instruction in the classroom</p>	
5)	<p>A college preparatory course of study that covers all of UC / CSU A-G requirements is available to all Princeton Junior Senior High School students. In 2011-12,</p>	<p>Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.</p>	<p>The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic</p>	<p>Princeton Jr Sr High</p>

	33.3% of graduating seniors completed UC / CSU A-G requirements. In 2012-13, 44.4% of graduating seniors completed UC / CSU A-G requirements. We believe that we can and should improve the UC / CSU A-G requirement completion rate.		plan.	
6)	Princeton schools continue to employ a variety of traditional methods of communicating with parents. These include newsletters, Back-to-School and Open House Nights, parent access to Aeries ABI, parent-teacher conferences, etc. We do not believe that we have sufficiently leveraged available technology. Specifically, we believe that we could significantly improve our website and its use. We also would like to develop a social media presence (e.g., Facebook, Twitter, Instagram, etc.). By doing so we believe that we will not only have more involved parents but better engaged pupils.	Improve district and school websites. Develop social media presence.	Work with webmaster on revamp of district and school websites.  Create and utilize Facebook and Twitter accounts to share district and school news.	LEA-wide
7)	Princeton Joint Unified School District has a current school safety plan. However, we believe that this plan should be updated and made more thorough and	Update school safety plans.  Drill safety procedures more regularly.	Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater	LEA-wide



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	comprehensive. Safety procedures need to be practiced more regularly through drills.	Improve safety alert system.	frequency.	
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## VI. Appendices

Princeton Joint Unified School District - 2014-15 Organizational Chart					
Certificated		Classified and Confidential		GCOE Employees	
Administration		Maintenance and Transportation		On Campus	
Cody Walker	Superintendent / Principal	Lance Swift	Director of Maintenance and Transportation	Janine Beard	Resource Teacher
Beth Penner	CBO / Director of Human Resources	Gerald Allen	Bus Driver / Custodian	Lorenzo Garth	Resource Paraprofessional
Raylene Robinson	Academic Counselor	Gary Putman	Bus Driver / Custodian	Tamara Hitt	Resource Paraprofessional
		Fidel Martinez	Bus Driver / Custodian		
Elementary Teachers		Food Services		Off Campus	
Dena Schmidt	Elementary ELD / Lead Teacher (.5 FTE)	Wanda Swift	Cafeteria Manager	Ann McMahon	Mental Health
Morgan Iversen	K / 1st Grade	Rebecca Jensen	Elementary School Cook	Jim Napoli	Speech Therapist
Marnie Smith	1st / 2nd Grade			Carly Ingersoll	School Psychologist
Kelly Bryant	3rd Grade	Office Staff		Zuheit Whitney	School Nurse
Cassie Halley	4th / 5th Grade	Theresa Zoller	Secretary (Elementary - 50%)		
Caitlin Phelps	5th / 6th Grade	Linda Hansen	Secretary (Elementary - 50%)	Board Members	
		Jolene Towne	Secretary (District, Superintendent, Jr/Sr High)	Cathy Withrow	President
Junior Senior High School Teachers		Yecenia Polanco	District Bookkeeper	Cindy Campbell	Secretary
Trevor Airola	Agriculture / Shop / Science	Support Staff		Troy Hansen	Member
Natalie Behr	Science	Agripina Rodriguez	Paraprofessional (bilingual)	Lance Glasgow	Member
Troy German	Math	Sandy Houtman	Paraprofessional / Computer Lab Supervisor	Victoria (Vicki) Reamer	Member
Estella Herniman	Spanish / Art / ELD				
Bryan Lex	Social Science / PE				
Alejandro Mercado	English				
Nate Odom	Social Science / Lead Teacher				
Vannessa Quevedo	Math				
Chris Stillwell	7-8 English / Home Ec / PE				

PRINCETON JUNIOR-SENIOR HIGH SCHOOL 2014-15 MASTER SCHEDULE							
TEACHER	P1: 8:20 - 9:07	P2: 9:11 - 9:58	P3: 10:12 -10:59	P4: 11:03- 11:50*	P5: 12:41 - 1:28**	P6: 1:32 - 2:19	P7: 2:23 - 3:10
BEHR	PREP	Science 8	Science 7	Biology	Chemistry	Anat/Physiology	Post HS Prep
GERMAN	PREP	Consumer Math/Trig-Pre Calc	Algebra II	Geometry	Geometry	Computers	ROP Woodshop
HERNIMAN	PREP	ART I	Spanish 2	Spanish 1/3	Credit Recovery	Art I	Spanish 1
ODOM	U.S. History	PREP	Leadership	History 7	Elective Wheel	History 8	Weight Training
QUEVEDO	Math 8	Integrated Math 1	PREP	Yearbook	Math 7	Math 7	ELD / Yearbook (Ind)
MERCADO	English 2	English 3	PREP	English 4	English 1	Reading/Writing	Literature and Film
STILLWELL	English 7	English 7	English 8	English 8	PREP	Home Ec.	PE 7/8
LEX	Civics/Econ	World History	Dr.Ed/State Req	PE	AD	PREP	PE 7/8
AIROLA	Ag Earth Science	ROP Ag Mechanics	ROP Ag Shop	ROP Ag Biology	Physical Science	Ag Shop	PREP
BEARD	Elementary	Supported Study	Elementary	Supported Study	Supported Study	Supported Study	Elementary
		Morning Break 9:58 - 10:12		*Lunch: Jr High 11:45 / Sr High 11:50		**SSR 12:24-12:41	

<b>2014-15 Bell Schedules</b>					
<b>Princeton Junior Senior High School</b>					
<b>Full Day 7 Period Schedule (A)</b>		<b>Late Start (B)</b>		<b>Minimum Day, 7 Period (C)</b>	
Period 1	8:20 - 9:07	Period 1	9:15 - 9:57	Period 1	8:20 - 9:00
Period 2	9:11 - 9:58	Period 2	10:01 - 10:43	Period 2	9:04 - 9:39
Break / Passing	9:59 - 10:11	Break / Passing	10:44 - 10:56	Break / Passing	9:40 - 9:52
Period 3	10:12 - 10:59	Period 3	10:57 - 11:39	Period 3	9:53 - 10:28
Period 4	11:03 - 11:50	Period 4	11:43 - 12:25	Period 4	10:32 - 11:07
Lunch / Passing	11:50 - 12:20	Lunch	12:25 - 12:52	Period 5	11:11 - 11:46
SSR	12:24 - 12:41	Period 5	12:56 - 1:38	Lunch	11:46 - 12:21
Period 5	12:41 - 1:28	Period 6	1:42 - 2:24	Period 6	12:25 - 1:01
Period 6	1:32 - 2:19	Period 7	2:28 - 3:10	Period 7	1:05 - 1:40
Period 7	2:23 - 3:10				
<b>Morning Advisory (D)</b>		<b>Afternoon Advisory (E)</b>		<b>Modified Block (F)</b>	
Period 1	8:20 - 9:05	Period 1	8:20 - 9:05	Period 1/2	8:20 - 9:52
Period 2	9:09 - 9:54	Period 2	9:09 - 9:54	Break / Passing	9:52 - 10:05
Break / Passing	9:55 - 10:07	Break / Passing	9:55 - 10:07	Period 3/4	10:06 - 11:38
Period 3	10:08 - 10:53	Period 3	10:08 - 10:53	Lunch	11:38 - 12:08
Period 4	10:57 - 11:42	Period 4	10:57 - 11:42	SSR	12:12 - 12:28
Advisory	11:46 - 12:13	Lunch	11:42 - 12:12	Period 5/6	12:32 - 2:04
Lunch	12:13 - 12:43	Period 5	12:16 - 1:01	Break / Passing	2:04 - 2:13
Period 5	12:47 - 1:32	Period 6	1:05 - 1:50	Period 7	2:14 - 3:10
Period 6	1:36 - 2:21	Period 7	1:54 - 2:39		
Period 7	2:25-3:10	Advisory	2:43 - 3:10		