

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

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Princeton Joint Unified School District

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

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I: Student/Community Profile Data

Princeton Junior Senior High School is located in Princeton, California. The school serves 7th to 12th grade students in the rural Colusa County farming community. The enrollment has increased from 108 students in 2012 to 117 during the 2014/15 school year.

A diverse student body from Glenn and Colusa Counties attend Princeton Junior Senior High School. The student body is approximately 60% Hispanic/Latino, 35% white and 5% Native American. A significant number of students enter the Princeton Joint Unified School District as English learners but only a small percentage of these students are classified as English learners when they enter Princeton Junior Senior High School. There are currently five English learners at the high school or 4.3% of the student population.

Nine teachers, one academic counselor, one school/district secretary, one bookkeeper, two custodians, a cafeteria manager and a superintendent-principal are employed at Princeton Junior Senior High 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.

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

The Academic Performance Index (API) for Princeton Junior Senior High School increased dramatically from 686 in 2011 to 800 in 2013. Significant improvement was made in each of the student subgroups. The staff at Princeton have done an incredible job of preparing students for the assessment tests.

In 2011-12, Princeton met five of the five AYP Criteria and made it out of Program Improvement Status. The CAHSEE scores have improved with three-year average 10th grade pass rates of 84% for mathematics and 86% for English Language Arts.

Princeton seeks to improve the college readiness of its students. This includes increasing SAT and ACT scores and participation rates.

II: Significant Changes and Developments

Extensive changes in the staffing have occurred at Princeton Junior Senior High School since the last WASC visit. The changes include a new Principal-Superintendent, Chief Business Official, Counselor, Cafeteria Manager, Superintendent's Secretary, Bookkeeper and four teachers.

Princeton has been adjusting to the shift from the California Content Standards to the California Common Core State Standards as well as shifting to the Next Generation Science Standards and revised ELD standards. A new mathematics curriculum is being piloted for grades K to 9. In the English courses, more non-fiction texts are being incorporated into the curriculum.

Since the last visit, additional daily schedule options have been added. A monthly late-start day for professional development was added during the 2012-13 school year. The pilot of a modified block schedule began this spring. Advisory schedules accommodate student meetings and assemblies.

Necessary small school funding has been restored for a three-year period. The Princeton Site Councils worked to develop the Local Control Accountability Plan (LCAP). The LCAP and Single Plan for Student Achievement (SPSA) have been tied to the WASC Action Plan goals.

Princeton is participating in the Career Pathway Trust Grant which will replace the funding provided by the discontinued ROP funding. The funding will be directed toward two career pathways: medical and fabrication.

Because of a very slow internet connection, construction of a wireless tower is underway.

III: Ongoing School Improvement

The WASC leadership team has the responsibility of overseeing the action plan. The goals identified in the action plan have been incorporated into the Single Plan for Student Achievement and the Local Control Accountability Plan.

The progress report was written by the superintendent/principal. The results of a survey distributed to all staff were incorporated into the report. All staff members reviewed a draft of the progress report and provided feedback.

The progress report was approved at the March 12, 2015 board meeting.

There seems to be excellent communication and a strong, shared group identity among the staff.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- 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 into School Goal 3.

Teachers have participated in many professional development activities with a focus on curriculum, assessment, and instruction. All of the teachers participated in the Glenn County Common to the Core Staff Development Day for the past two years. Glen County Office of Education has offered content-specific professional development to Princeton teachers. This training has been especially valuable to the teachers in single-person departments. Princeton teachers collaborated with other Glenn County teachers to evaluate the Common Core aligned mathematics curricula. Many of the staff will attend the Google workshop in Chico this summer.

- 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 widely used during the 2012-13 school year. The assessment data was used to guide instruction and it is thought that was an important factor in the improved academic instruction. Princeton is using the recently released formative and interim assessments during the Spring 2015 semester.

- 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 the action plan, but has been acted upon.

In 2014 the Princeton Joint Unified School District Board of Trustees pursued a \$2.75 million school facilities bond. The measure passed with 63% of the voters casting a “yes” vote. The district is eligible for an additional \$1.5 million in state modernization funds. The science building and two portable buildings will be demolished in June. All three buildings will be replaced by three new modular buildings. The shop will be upgraded with new wiring, HVAC and exhaust units. When modernization funds become available, most of the other high school buildings will be upgraded.

V: Schoolwide Action Plan Refinements

Action Plan 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.

Princeton Junior Senior High School has made significant process towards achieving all of the goals but none are fully achieved yet.

The SPCA and LCAP are annually updated and reviewed by the School Site Council and Governing Board. The SPCA, LCAP and WASC plans are unified and integrated.