PRINCETON JUNIOR SENIOR HIGH SCHOOL
SELF-STUDY REPORT

473 State St. / PO Box 8
Princeton, CA 95970

Princeton Joint Unified School District

Board Approved March , 2018

April 23-25, 2017

ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition

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Preface

Princeton began the 2017-18 WASC Self-Study process by forming a leadership team consisting of school principal Cody Walker, counselor Raylene Robinson, and teacher Chris Stillwell. The leadership team attended a WASC training on the self-study process in Redding in Spring 2017. Both Walker and Stillwell have also recently served on WASC visiting committees, in 2017 and 2016, respectively. In October 2017, principal Walker obtained a job in another district and Randy Wise was contracted as the interim superintendent/principal.

Following the training the leadership team created the focus groups that would be used for the self-study. The focus groups include teachers, other staff / administration, board members, students, and their parents. An effort was made to assign focus group members to areas in which they had both expertise and interest. Because of Princeton's very small size, the decision was made to not create home groups. Instead, each focus group relied on the knowledge of those in the focus group and did further research with other staff and/or students as needed.

Chapters I and II were written primarily by the leadership team, with Wise, the new Self-Study Coordinator working with a first draft by Walker, as lead writer. The leadership team reviewed these chapters and revisions were made as needed.

Each focus group met for a full day and completed its section of Chapter III utilizing a shared Google Doc of the Self-Study template. Following the completion of Chapter III, the Section A-E area strengths and areas for growth were shared, reviewed and prioritized at the February 27 Late Start meeting. Focus groups were tasked with reviewing two Sections of Chapter III, their Section and the following Section. The leadership team completed the Chapter IV summary. The leadership team formulated an action plan based on the identified critical student learning needs. One goal in the action plan formulation was strong alignment to the district LCAP and school SPSA.

The draft of the full WASC Self-Study Report was opened to all staff access for editing and review prior to the Focus group week. Comments and questions could be noted alongside the Self Study draft at any time. The leadership team made revisions to the draft as needed based on staff feedback and comments.

A draft of the Self-Study Report was submitted to WASC Visiting Committee Chairman Dr. Larry Robins for his preliminary review. Further revisions were completed by the leadership team based on the suggestions of Dr. Robins. A completed draft of the Self-Study Report was reviewed by the Princeton Joint Unified School District Board of Trustees in their March 8th meeting. This draft was then submitted to WASC and all Visiting Committee Members on Friday, March 9th.

The Visiting Committee visit to Princeton Junior Senior High School is scheduled for Sunday, April 22nd - Wednesday, April 25th, 2018.

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

From 2011-12 Self-Study Report Schoolwide Action Plan:

School Goal 1: Improve student academic achievement across disciplines through greater rigor in all classes and restructured support classes.

School Goal 2: Improve the college readiness of Princeton High graduates.

School Goal 3: Unify the staff and students in pursuit of academic goals by improving communication, collaboration, and professional development.

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 the last several 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 such as: writing across the curriculum, technology, classroom management strategies, science, math, second language learner instructional strategies, 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, making departmental collaboration a rather lonely enterprise. One collaborative endeavor among many Glenn County teachers was the evaluation of Common Core aligned mathematics curricula. After piloting the Houghton Mifflin Harcourt Integrated Mathematics textbook, it was adopted as the high school level math curriculum. Other professional development themes have included STEM, CTE, ELPAC and Educational Technology (CUE), and Suicide Prevention. Princeton teachers have attended other training specific to their subject areas. The science teacher has attended CAST trainings and has been selected to serve on the State science curriculum materials adoption

review panel. The math teacher has attended training for the adopted junior high math curriculum and provided support for the sixth grade teacher at Princeton Elementary School.

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. In English and mathematics, as CAASPP practice tests are released they are being incorporated for use as formative and benchmark assessments throughout the school year.

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 pursued a $2.75 million school facilities bond. Measure S was well supported by the community passing with 63% of voters casting a "yes" vote. The district is also eligible for an additional $1.5 million in state modernization funds if and when the program is funded.

The high school science building, along with the two portable classrooms nearby it, were demolished in June 2015. They were replaced by a new modular building on a permanent foundation. The new building includes a state of the art science classroom with lab tables with sinks and gas burner outlets. The science room also features variable lighting, an approved fume hood and an adjacent teacher office/prep room. The modular also houses two additional classrooms. The shop building has been upgraded with new wiring, HVAC, and exhaust units. New state of the art woodshop and welding equipment has been purchased with Career Technical Education Incentive Grant program (CTEIG) funds.   The school library has not been a functional library for many years, however the Princeton Branch of the Colusa County Library has a vast array of books and reference materials. Some classes visit this library on a regular basis and many other students visit it after school or during lunch. The librarian goes out of her way to help students obtain materials in their area of interest. While there is still a variety of books in the room available to students, the room was first converted for use as a computer lab and after flooring and lighting upgrades is now used as a career center. There are also book and print resource collections in teachers' classrooms.

Other infrastructure improvements that have been completed in the past three years include greatly improved internet connectivity including schoolwide wireless access. Paving in front of the school has improved the safety and access for students, parents, staff and visitors.

When modernization funds become available, we plan to upgrade most of the other high school buildings.

Chapter II: Student/Community Profile and Supporting Data and Findings

A1. **Community:** Princeton Junior-Senior High School is located in Princeton, California, an unincorporated farming community located on and around the Colusa and Glenn County line. It is on State Highway 45, adjacent to the Sacramento River. The local community depends primarily upon farming, with rice, walnuts, almonds, and row crops as the primary crops. Most Princeton students come from either farm-owning families or from families that work on farms in or around Princeton. The school serves 7th – 12th grade students from Glenn and Colusa Counties, with a current enrollment of 94 students, a decrease of about 20 students from our last WASC visit in the 2014-15 school year. District enrollment has been declining for a number of years, largely due to fewer young families living in the district.

Princeton has a diverse student body, which has remained relatively stable over the last several years at approximately 65% Hispanic / Latino and 35% white. 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 Princeton JR/SRHS has eight English learners, comprising 8.5% of the total student population.

Parents and community members are very involved with our schools. Princeton schools partner with:

- School Site Council
- Princeton Community Eagles
- Princeton Ag Boosters
- CTE Advisory Board
- Citizen's Bond Oversight Committee

Local businesses partner with Princeton Junior Senior High School primarily through their involvement on the CTE Advisory Board.

A2. **Staff**: Princeton Junior Senior High School's staff and positions are listed below. Several of the listed staff members also work in district and/or elementary school positions. Several staff members are employed by Glenn County Office of Education, and some of this group shares time with other districts / schools. Of the total included staff of 24:

- 14 are certificated and 10 are classified
- 14 are women (58.3%) and 10 are men (41.6%)
- 17 are white (73.9%), 5 are Hispanic (21.7%), and 1 is Asian (4.3%)
- 8 are general education teachers, 1 is a special education teacher, and 1 is a school counselor

For substitute teachers and classified staff, Princeton utilizes a substitute pool maintained by Glenn County Office of Education and shared with all county school districts.

Administration	
Randy Wise/Bill Cornelius	Interim Superintendent / Principal
Diana Baca	CBO / Director of Human Resources
Raylene Robinson	Academic Counselor
Office Staff	
Yecenia Polanco	Secretary
Raquel Albor	District Bookkeeper
Teachers	
Amador Martinez	Agriculture / Shop / Science
Laurette Simon	Science
Estella Herniman	Spanish / Art / ELD
Bryan Lex	Social Science / PE
Jeremiah Johnson	English/PE
Nate Odom	Social Science / Lead Teacher
Troy German	Math
Chris Stillwell	7-8 English / Home Ec / PE
Maintenance and Transportation	
Lance Swift	Director of Maintenance and Transportation
Evan Long	Bus Driver / Custodian
Chris Azevedo	Bus Driver / Custodian
Randy Evans	Bus Driver / Custodian
Food Services	
Sheree Azevedo	Cafeteria Manager / Cook
GCOE SPED Employees - On Campus	
Bai Vue	SPED Teacher
Holly Irish	SPED Paraprofessional
Tamara Hitt	SPED Paraprofessional
GCOE Employees - Off Campus	
Mary Byrd	Program Specialist
Ariel Ellis	School Psychologist
Kylee Paulos	School Nurse

A3. WASC Accreditation History and School Purpose

A3a. School Purpose

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

A3b. ACS WASC Accreditation History

Princeton Junior Senior High School's last full Self-Study took place in the 2011-12 school year. The Visiting Committee recommended a six-year accreditation term with a 3-year revisit. The 3-year revisit took place in the 2014-15, and the visiting committee affirmed Princeton's progress on its action plan and on student learning outcomes.

A4. Local Control Accountability Plan (LCAP)

Princeton Joint Unified School District has developed a Local Control Accountability Plan (LCAP) annually, starting in 2013-14. The Superintendent-Principal has served as the lead writer, in collaboration with staff members, students, school site councils, the school board, and other stakeholders. The LCAP is reviewed in a public hearing and then adopted by the school board annually.

The District's first LCAP featured goals in each of the state priority areas. In four years of refining the district goals have been distilled down to three overarching, perennially valid goals that are aligned with the three state categories for priorities: conditions of learning, pupil outcomes, and engagement. All three of the goals are fully applicable to Princeton Junior Senior High School.

LCAP

Goal 1 - Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

Actions:

- The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education
- Beginning teachers will be supported through BTSA
- The District will ensure that all students will have access to standards-aligned instructional materials; for 2016-17 this will likely focus on evaluation and adoption of science curriculum

- The District will ensure that all facilities are maintained and in good repair
- The District will ensure that all teachers have access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities will cover a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology
- The District will ensure that all teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule will reflect ELD periods

EAMOS (Expected Annual Measurable Outcomes)

1) 100% of teachers will be appropriately assigned	1) 100% of teachers were appropriately assigned. For some assignments, the district utilized the flexibility provided by a Committee on Assignments and/or Necessary Small School classification to determine appropriate assignment.
2) Sufficient instructional materials will be available for all classes, evidenced in board resolution	2) Sufficient instructional materials are available for all classes. In 2016-17, this included selection, adoption, and purchase of new curriculum for Integrated Math I, II, and III. The district is currently evaluating a change in ELA curriculum for grades K-6 that is written for current CA ELA content standards. This curriculum embeds updated social science and science standards. At the secondary level, we anticipate selection and adoption of curriculum for science and social science in upcoming years.
3) Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair	3) The 2016-17 FIT Evaluation showed both Princeton school sites to be in satisfactory repair.
4) All PJUSD teachers will participate in standards-based professional development	4) All PJUSD teachers did participate in standards-based professional development.
5) ELD instruction will be provided to all ELD students	5) ELD instruction has been provided to all ELD students.

Goal 2 - Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

Actions:

- Continue benchmark testing and results evaluation
- All teachers will collaborate through bi-monthly late start meetings
- Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health, Fabrication (Welding), and Agricultural Science
- Maintain categorically funded bilingual instructional aide position at Princeton Elementary School
- Plan and implement districtwide intervention schedule

EAMOS (Expected Annual Measurable Outcomes)

1) Undetermined SBAC / CAASPP Proficiency rate, pending results of first year's testing data and/or state established goal	1) 2015-16: For both math and ELA, Princeton students were rated orange on the CA School Dashboard.
2) API baseline will be set by the state. EAMO will be set once API baseline is available.	2) N/A: The API has been discontinued, and a single numerical measure is not currently planned.
3) At least 33% of graduating students will complete UC / CSU A-G requirements	3) 2015-16: 15% (3 of 20) of graduating students completed UC / CSU A-G requirements
4) At least 20% of graduating students will complete CTE courses of study	4) 2015-16: 20% (4 of 20) of graduating students completed a CTE course of study
5) At least 50% of ELD students will advance at least one level on the CELDT	5 & 6) 2015-16: Princeton students were rated blue (highest ranking) on the CA School Dashboard, which measured both CELDT results and reclassification rates.
6) At least 25% of ELD students will be reclassified as Fluent English Proficient	
7) N/A – EAMOs for AP pass rates will not be set until AP courses are offered at Princeton Junior Senior High School	7) N/A: AP courses are not offered at Princeton Junior Senior High School, so no results were produced.
8) At least 25% of high school juniors will test as college ready on the CSU EAP	8) 2015-16: ELA - 25% (2 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP; Math - 12.5% (1 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP

Goal 3 - Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

Actions:

- Continue improvement of school website
- Expand use of social media including Facebook and Twitter
- Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple)
- Continue Back to School and Open House Nights
- Promote School Site Council participation
- Continue annual update of School Safety Plan
- Participate in Glenn County Office of Education School Attendance Review Board (SARB)

EAMOS (Expected Annual Measurable Outcomes)

Expected:	Actual:
1) Maintain attendance rate above 95%	1) 2015-16 attendance rate: 95.6%
2) Maintain chronic absenteeism rate below 10%	2) 2015-16 Chronic absenteeism rate: 8.1% (16 of 197 students with 18 or more absences)
3) Maintain 0% middle school dropout rate	3) 2015-16 middle school dropout rate: 0%
4) Maintain high school dropout rates of 10% or lower	4) 2015-16 high school dropout rate: 0%
5) Maintain graduation rates of 90% or higher	5) 2015-16 high school graduation rate: 100%
6) Maintain student suspension rates of 5% or lower	6) 2015-16 student suspension rate: 1.8% (3 of 164 students from CalPads Fall 1 Census Day)
7) Maintain student expulsion rates below 2%	7) 2015-16 student expulsion rate: 0%
8) Maintain parental involvement in School Site Council	8) Parents remained involved in School Site Council

The 2016-17 LCAP can be accessed at the link below. It includes a thorough description of the stakeholder input process, identified needs, and metrics for measurement of progress.
http://www.pjusd.org/sites/default/files/attachments/1%20Action%20Item%20LCAP%206-29-17.pdf

Chapter II: Student/Community Profile and Supporting Data and Findings

A description of the school programs

It is the goal of Princeton Junior/Senior High School that all students participate in a rigorous, comprehensive, academic program and coherent standards-based curriculum that supports the achievement of academic standards and the schoolwide learning outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Many PJUSD teachers engage in professional development after school, on weekends, and during vacations. All teachers are aware of the standards pertinent to their discipline and use California approved textbooks. The ESLR's (otherwise known as Schoolwide Learner Outcomes) are posted in each classroom and all students participate in a rigorous, comprehensive, and standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.

Students have the support of strong counseling and resource programs. Students meet with the counselor individually and/or in grade level groups to construct an academic schedule that is tailored to meet their needs. Special needs students are mainstreamed in classrooms and have access to aides to assist with their work. Teachers are available regularly to offer extra assistance before school, during the school day, and after school.

PJUSD Graduation requirements demonstrate an expectation of high achievement and the belief that students can achieve at their fullest potential.

SUBJECT REQUIREMENTS

Princeton Joint Unified School District Graduation Requirements		
Princeton Joint Unified School District will issue a diploma certifying high school graduation to all Princeton Junior/Senior High School students who successfully complete the subject and credit requirements listed below.		
Subject Requirements	**PJUSD Requirements High School Diploma**	**UC/CSU A-G Subject Requirements** (For College "P" courses approved through UC/CSU system. All courses must be completed with grades of "C" or higher)
English	4 years / 40 credits	4 years / 40 credits (College Prep Course)

Mathematics	3 years / 30 credits (note: 10 of 30 credits must be from Algebra I or equivalent)	3 years / 30 credits (College Prep Course)
Physical Education	2 years / 20 credits	Not Required
Life Science (Ag Biology, Biology, Anatomy/Physiology, Animal Anatomy/Plant Physiology)	1 year / 10 credits	1 year / 10 credits Lab Required
Physical Science (Earth Sci., Chemistry, Physics)	1 year / 10 credits	1 year / 10 credits Lab Required (Chemistry or Physics)
World History (10th)	1 year / 10 credits	1 year / 10 credits
U.S. History (11th)	1 year / 10 credits	1 year / 10 credits
Civics (12th)	1 semester / 5 credits	1 semester / 5 credits
Economics (12th)	1 semester / 5 credits	1 semester / 5 credits
Post High School Preparation (12th)	1 semester / 5 credits *Articulation with Butte College	Not Required
Fine Arts, Foreign Language, or Career Technical Education (CTE)	1 year / 10 credits *CTE Course: Ag. Manufacturing Articulation with Butte College	2 years Foreign Language (3 years recommended) 1 year Fine Arts CTE Course- Not Required
State Requirements (9th)	1 semester / 5 credits	Not Required
Career Choices (9th)	1 semester / 5 credits	Not required
Electives	4 years/70 credits	1 Year/10 credits
Total	**235 credits**	15 units **One year=1 unit. 15 units required. All required courses must be completed with grades of "C" or Higher.

CREDIT REQUIREMENTS

A Diploma of graduation from Princeton Senior High School will be awarded to students who have met all subject and credit requirements (a total of 235 credits).

ALGEBRA I REQUIREMENTS
Graduates must pass one year of Algebra I, Integrated Math I or equivalent.

CATEGORY B: CURRICULUM OFFERED BOTH ONSITE AND OUTSOURCED

PJUSD Pathway Course Offerings and CTE Courses
The Princeton Junior/Senior High School curriculum includes three career pathways: CTE Manufacturing – Welding, Agricultural Science and science based Health and Medical Career Pathway. The Manufacturing - Welding Pathway gives students the opportunity to apply academic learning to hands-on, real world projects. Students use up to date welding equipment and techniques in a recently updated shop. The capstone course is fully articulated with Butte College which is known for its premier welding program. The CTE Agricultural Pathway will provide students with a basic foundation of agriculture science, as well as an understanding of the many diverse and profitable careers in agriculture science industry. Additionally, students in the Agriculture Science pathway will have the opportunity to learn in a hands on Lab environment that provides an academically rigorous curriculum. The Medical Career Pathway (MCP) is not a CTE pathway. The Medical Career Pathway is a Lab based science program with an emphasis on the application of anatomy, biology and chemistry in the health and medical professions. The Medical Career classes are taught in a new dedicated science room with lab tables, sinks and gas outlets. Summer internships are available at Enloe Medical Center in Chico for qualified MCP students. Pathway students also attend field trips to pathway related businesses and facilities.

CTE Manufacturing Pathway Course Offering:

- Ag. Shop 1 (Welding)
- Ag. Shop 2 (Welding)
- Ag. Mechanics (Welding) **Articulation with Butte College

CTE Agriculture Pathway Course Offering:

- Ag. Earth Science
- Ag. Biology
- Animal Anatomy/Plant Physiology

Medical Career Pathway Course Offering:

- Biology w/emphasis in real world application of medical professions
- Chemistry with emphasis in real world application of medical professionals
- Anatomy with emphasis in real world application of medical professions
- Students complete the pathway through concurrent enrollment with Butte College with the completion of a Medical Terminology Course (semester course).

SUPPORT PROVIDED TO ASSURE SUCCESS OF STUDENTS WITH SPECIAL NEEDS AND CHALLENGES

- Special Education services - Individualized Educational Plans (IEP)
- Section 504 Service Plans
- Strong support for personal student success through Student Study Teams, D's and F's reviews and Notice of Concerns to parents
- Career Guidance and Intervention Counseling
- Online Aeries Student Information System (PJUSD client Server Database - grades, teacher(s) email address contact information available for parent-teacher communication)
- Math and English support
- Academic Counselor
- ELD Courses
- Credit Recovery Options
- In-school Intervention
- PJUSD School Websites
- Post High School Prep course senior year to assist students with post high school career or educational goals, including college application assistance, resume writing, financial literacy, First Aid & CPR Certification, etc.
- Software and technology to enhance instruction and appeal to different learning styles including google documents and chrome books for every student in each class.
- Distance Learning: Pre-calculus, Calculus, Trigonometry, AP English, Photography, Web Design, etc. (online and concurrent enrollment college options)
- Staff development is planned to support School Site Council goals, and the ESLR's. Staff development includes three full days each year, monthly staff meetings.
- Staff actively participates in professional development according to their area of expertise/subject area including BTSA, conferences, professional learning communities, professional memberships, workshops, etc.
- The district has collaborated with experts to bring training to campus in the area of school climate and safety.

COURSE CURRICULUM ARTICULATION WITH BUTTE COLLEGE

Princeton Junior/Senior High School offers challenging learning experiences as well as highly qualified staff. To assist students in achieving their academic goals, PHS offers enrichment of the regular course offerings by providing students in Post High School Prep and Ag. Mechanics courses with articulation opportunities at Butte College.

All PJUSD GRADUATES ARE ABLE TO PARTICIPATE IN COLLEGE AND CAREER-READINESS PROGRAMS

- All Graduates are eligible for admissions at Butte College
- Butte College Campus Tours

- CSU, Chico College Campus Tours
- Classroom presentations re: degree programs and career certification opportunities available through Butte College and CSU, Chico

CONCURRENT ENROLLMENT

PHS students have opportunities to become actively engaged in learning that will assist them with their post-secondary educational and/or career goals. PHS is committed to providing enrichment opportunities for students. The objective of the concurrent enrollment program is to offer PHS students access to local college campuses at CSU, Chico and Butte College. Juniors and seniors who meet the GPA academic requirement and have satisfied any prerequisites or eligibility requirements for an intended course can enroll as a High School Concurrent student to attend CSU, Chico or Butte College. Students may use the college courses to enhance their PHS course of instruction, to fulfill graduation requirements, and use for college certificate or college admissions.

OPTIONAL SHORT TERM INDEPENDENT STUDY PROGRAM

PHS uses different strategies to actively encourage student learning. In order to maintain continuity of learning, PHS offers Short Term Independent Study contracts to accommodate student/family plans or other situations requiring a student to be away from school. The contract period can be no less than five school days and no more than ten school days. The Short Term Contract for Independent Study is an optional educational alternative to classroom instruction consistent with the district's course of study. Participation is voluntary.

Independent study is available to students in grades K-12 except that a student with exceptional needs may not participate unless the Individualized Educational Program (IEP) specifically provides for participation. Assignments completed and submitted by the due date earn full academic and attendance credit. The Short Term Independent Study contract language and signatures meet the requirements of California Education Code section 51747 and Title 5 section 11702.

AGRICULTURE EDUCATION

PHS currently has three basic instructional programs, which are designed to prepare students for occupations requiring agriculture knowledge and skills (Agricultural Science courses (CTE), Career Technical Education (CTE) Ag. Shop courses and FFA. All of these instructional programs incorporate four components: group instruction in class, laboratory, shop and field; individual and group participation in student organization activities, Future Farmers of America (FFA), are designed to benefit the student's educational experience.

The Agriculture CTE program has an advisory board consisting of school agriculture teacher with CTE certification, school administration staff, industry partners, community members and parents. One of the goals of the advisory board is to assist students in the Agricultural Science Pathway and Welding-Manufacturing Pathway with understanding what career readiness skills training is

needed in specific industry sectors, job shadow experiences, linkage with internships and post high school career opportunities and guidance.

Back to school Night

Back to school Night gives parents an opportunity to meet with teachers and administrative staff, in the actual classroom where their student is learning. The PHS website offers important information about the high school and all it has to offer. Parents, students, teachers, and administrative staff have access to the student's progress in individual classes through the Aeries student information system

C. DEMOGRAPHIC DATA

Percent Free and Reduced Lunch

Free and Reduced-Price Meals	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018
	81	78	78	68	67	76

Princeton Jr/Sr High has consistently served a student population with 66% to 80% free and reduced lunch eligibility. Therefore, state and federal intervention funds have been used on schoolwide programs.

Enrollment by Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian or Alaska Native	8	6	4	3	0
Black or African American	0	0	0	0	1
Hispanic or Latino	72	64	59	55	60
None Reported	0	0	1	0	0
White	38	38	46	39	36
Total	118	108	110	97	97

English Language Acquisition Status	2012-13	2013-14	2014-15	2015-16	2016-17
English Learner	11	5	7	7	11
Fluent English Proficient	45	46	41	40	42

For the past five years Hispanic/Latino students have comprised roughly 66% of the student population. The predominant language of English learners is Spanish with approximately 10 - 17% of the Hispanic/Latino population being considered English learners. Princeton Jr./Sr. High provides an ELD class for English learners and the Spanish/Art teacher is the ELPAC test coordinator for the district.

Student Enrollment by Grade Level and Gender

Grade	7	8	9	10	11	12	Total	Percent
Male	9	8	6	8	10	11	52	54%
Female	4	5	3	10	7	16	45	46%

Student Ethnicity by Grade

		Princeton Jr - Sr High School					
		2017/2018 Enrollment					
	Total	Hispanic		White		Multiple	
Grade	Enrolled						
7	13	10	76.92%	3	23.08%	0	0.00%
8	13	10	76.92%	3	23.08%	0	0.00%
9	10	6	60.00%	4	40.00%	0	0.00%
10	16	11	68.75%	4	25.00%	1	6.25%
11	17	10	58.82%	7	41.18%	0	0.00%
12	26	18	69.23%	8	30.77%	0	0.00%

The Predominant language other than English is Spanish.

Enrollment by Subgroup/Program

Grade	7	8	9	10	11	12	Total	Percent
Subgroup								
English Learner	3	3	0	3	0	0	9	**9.28%**
TIII, Immigrant	0	1	0	1	0	0	2	**2.06%**
TI, Part C Migrant	0	0	0	0	0	1	1	**1.03%**
Special Ed	2	2	0	2	3	1	10	**10.31%**
Lep/RFEP	6	9	5	10	3	11	44	**45.36%**
Socio-economically disadvantaged	11	13	8	14	14	21	81	**83.51%**

College/Career Indicator Reports & Data

Princeton Junior-Senior High (Princeton, CA)
Princeton Joint Unified

Percent Prepared by Student Groups
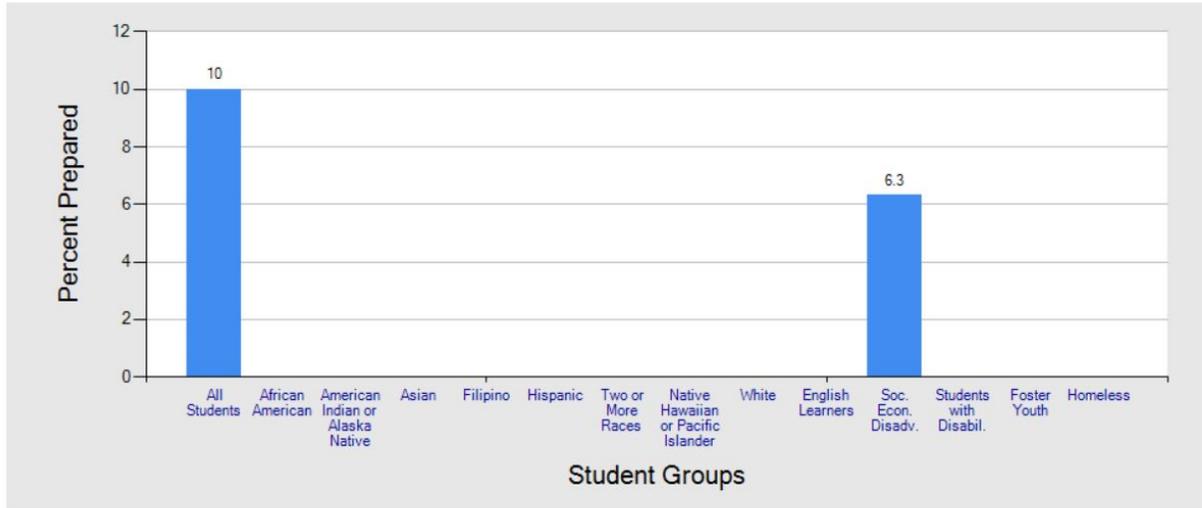
Percent Approaching Prepared by Student Groups
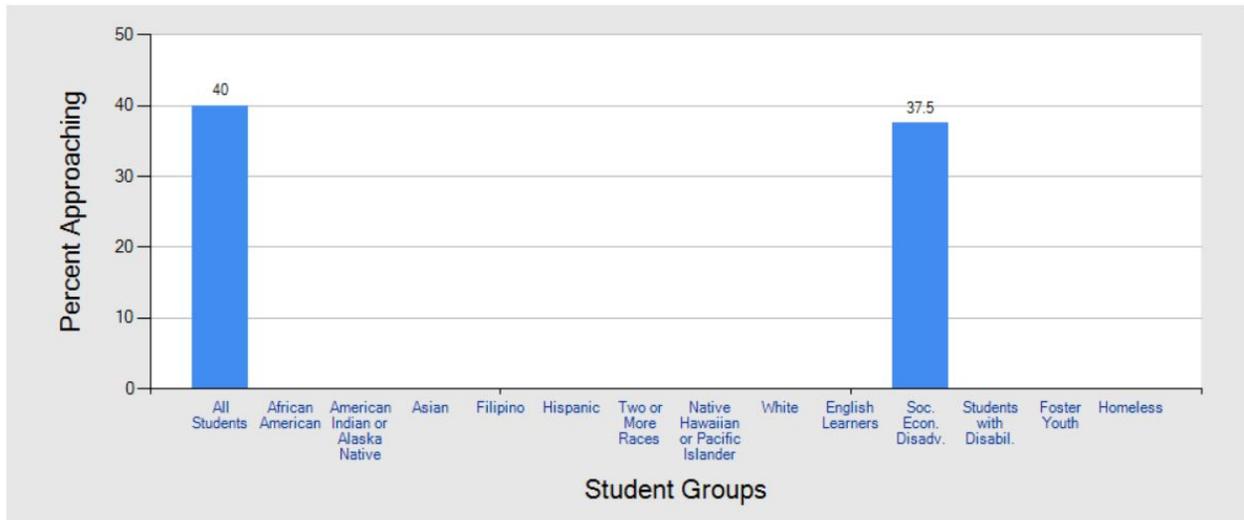
Graduates Meeting UC/CSU Course Requirements	2012-13	2013-14	2014-15	2015-16	2016-17
Graduates Meeting UC/CSU Course Requirements	50%	33.30%	27.80%	20.00%	50.00%

Although all core classes are A-G approved, students who complete with a grade less than a C do not fulfill the A-G requirements.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Princeton High School staff make great efforts to meet the learning needs of all students. The Board of Trustees supports the goals and beliefs as stated in Board policy and as posted on the district website. School site established ESLR's also reinforce the district and school belief that all students can learn and meet high requirements for success in career and post high school education.	Board policy series 0000 - Philosophy, Goals, Objectives, and Comprehensive Plans http://www.gamutonline.net/district/princetonjtusd/PolicyCategoryList/2488/0 District Core Beliefs and Mission- http://www.pjusd.org/district-core-beliefs

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The LCAP and SPSA plans are reviewed annually by the School Site Council before they are presented to the Board for adoption. Staff input is received during Late Start staff meetings where current student performance data is reviewed to confirm successes and identify areas in need of improvement. The staff input is	SSC minutes - 4/27/17 LCAP page 17 re: Stakeholder Involvement http://www.pjusd.org/sites/default/files/attachments/1

essential to the development of both the LCAP and SPSA plans.	%20Action%20Item%20LCAP%206-29-17.pdf

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Students and parents annually receive a printed copy of the Student Handbook. The last page is signed by both the parent and the student to indicate they received and read it. The ESLRs are posted in each classroom and express the schoolwide learning goals and expectations. The district core beliefs are posted on the district website. The academic counselor meets with all 10th grade students to review and assess student academic and career goals to guide the development of student schedules. The academic counselor hosts numerous college representatives and evenings to assist students and parents with the mechanics of applying for student financial aid. A drop down menu on the district website under the "Students and Parents" tab, contains seventeen links to important student and parent information.	http://www.pjusd.org/district-core-beliefs http://www.pjusd.org/

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
District board members adhere to the adopted policies of the district related to the roles of the board and administration. They take seriously the maintenance of effective school programs for all students while being fiscally responsible.	Board policy series 2000 Administration http://www.gamutonline.net/district/princetonjtusd/PolicyCategoryList/2488/2 Board policy series 9000 Board Bylaws http://www.gamutonline.net/district/princetonjtusd/PolicyCategoryList/2488/9

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.* Note: This response relates to the use of online resources as Online Support Materials, not to internet provided curriculum or credit.

Findings	Supporting Evidence
The Internet Safety Policy for the District is included annually in the beginning of the year packet sent to parents and students. The policy meets the CIPA guidelines and includes a signature page that must be returned before students are allowed access to internet instructional materials. The packet, including the internet policy, is provided in both English and Spanish. Teachers have received training in safe internet use and in using Google classroom tools. Internet access is provided through the Glenn County Office of Education which has effective content filtering to assure students may not access harmful web content.	Beginning of the year packet. Student Handbook http://www.pjusd.org/sites/default/files/attachments/STUDENT%20HANDBOOK%202015-16_0.pdf Board policy BP 6163.4 http://www.gamutonline.net/district/princetonjtusd/displayPolicy/872711/

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
The annual notice to parents and students informs them of the school policies and opportunities for involvement. School Site Council(SSC) and School Board meetings are open to the public and we are always seeking additional members for SSC related sub committees such as the Wellness Committee. The SSC reviews the district LCAP, SPSA, and School Safety plans annually. The Ag teacher works closely with the CTE advisory committee for supporting and developing the school Ag programs. The Ag Boosters lend expertise and funds raised to augment and support the program. The Citizen Bond Oversight Committee was formed after the passage of a facilities bond in 2014 to oversee the proper expenditure of bond funds.	Annual notice SSC minutes and agendas Ag advisory minutes

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Board meeting minutes and agenda reflect that the following reports are reviewed and adopted annually by the board: LCAP and supporting information, SPSA re: allocation of directed federal and state program support funding, District/Safety plan, Annual District budget, Annual Financial audit. The Board also receives reports annually about: Student performance on state assessments, Results of the California Healthy Kids Survey, Student graduation rate, CTE and a-g completion rate	http://www.pjusd.org/board-meeting-agendas-minutes

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The district complaint procedure is communicated annually to parents as part of the Annual notice packet. Parents and community members are informed at monthly board meetings that they may submit items to the board for discussion at the next board meeting. Complaint procedures are also stated in board policies that are available on the district website.	http://www.gamutonline.net/district/princetonjtusd/

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Student progress and program changes are addressed during twice monthly Late Start meetings. All certificated staff are involved in setting the agendas for the meetings. Items are added to the agenda which is available to staff on Google drive. The SSC is involved in annually reviewing the SPSA and LCAP before they are adopted by the Board. Although there have been student representatives on the SSC, focus group discussions indicate that most students are unaware of the role of either the SSC or the governing board.	Late start agenda SSC minutes

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The LCAP and SPSA are aligned to support the same goals of improving student achievement, access to a rigorous curriculum and providing highly qualified staff with the resources needed to provide quality instruction and content to students. Staff continually review student progress in Late Start meetings and achievement trends are noted and addressed in the development of the SPSA and LCAP. The Post High School Preparation class was added to address student difficulty in making the transition from high school to	SPSA PJUSD SPSA 2016-2017 http://www.pjusd.org/sites/defa ult/files/attachments/PJUSD%2 0SPSA%202016-17%20%28P ES%20%26%20PJSHS%29%2 0%281%29.pdf LCAP http://www.pjusd.org/sites/defa

post high school career and education competencies.	ult/files/attachments/1%20Action%20Item%20LCAP%206-29-17.pdf

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Princeton High School staff demonstrate high regard for students and each other. Staff frequently site sub for each other when substitute teachers are not available. All teachers have contact with almost all the same students and share their concerns for student progress and behavior at Late Start meetings. Feedback and suggestions can be elicited from all staff who interact with a particular student. The counselor also attends the Late Start meetings and is the site lead for Student Study Team and 504 meetings. She offers suggestions and also brings concerns about students to be discussed with all staff. She also confers with staff when students request class changes. All staff are involved in supporting student extracurricular activities as well as academic progress. The teacher members of the SSC are key to bringing continuity to the planning process and representing the program improvement needs from their perspective of working directly with students.	Late Start agendas

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Again, Late Start meetings are an effective forum for staff to communicate with each other regarding student issues, scheduling, and collaborative processes like WASC. All staff have Google accounts, therefore planning documents, schedules and surveys are frequently shared via those accounts. All staff have contributed to the WASC report	Late Start agendas

through their Google access to the WASC document. Relations between staff and the administration have traditionally been cooperative and mutually respectful. Staff have ready access to the principal/superintendent as the district office and high school office are the same.	

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
PJUSD provides BTSA for new teachers via the Riverside COE online program. Current staff act as supervising teachers to provide face to face feedback, suggestions and encouragement. New teachers are evaluated by the administrator twice each year during their probationary status. All teachers are assigned to appropriate positions and credential monitoring is provided by the Glenn County Office of Education.	Credentials on file BTSA contract with Riverside

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
PHS staff are provided staff development opportunities as needed. The science teacher has attended several workshops on Next Generation Science Standards (NGSS) and on the related CAASPP testing requirements and processes. The new ag science teacher is participating in BTSA and has accessed the area ag teacher resources including those available at CSU Chico. The Glenn County Office of Education (GCOE) hosts math and science trainings and job-alike sessions which PHS staff attend. Support from other PHS staff is offered informally and at Late Start meetings for those new to the site.	BTSA contract GCOE meetings

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The board policies are followed and posted online at the PJUSD website. Student handbooks are distributed each year to students, as well as being available on the district website, and help guide instructional and extracurricular programs. Questions of policy are frequently brought to Late Start meetings for discussion and group decision making. The administration and all staff have access to the Late Start agendas and may add items at any time. The Staff Resource guide which contains links to calendars, schedules and outside curriculum and other resources, is available to all staff in the shared Google drive.	Board policies http://www.gamutonline.net/district/princetonjtusd/ Student handbook http://www.pjusd.org/sites/default/files/attachments/STUDENT%20HANDBOOK%202015-16_0.pdf Late Start agendas

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
PHS had made significant progress in student achievement utilizing benchmark testing prior to the change to CAASPP testing. With the hiatus of testing and related formative assessments achievement did not meet previous levels when measured by the CAASPP. The staff are making a concerted effort to use CAASPP related formative tests as they become available to assess and adjust instruction as needed to promote student success on the new tests. They have also attended standards related professional development sessions provided by GCOE to increase their understanding of the new standards, including the NGSS. Staff have also worked to incorporate technology resources into the instructional program using Google classroom as well as other available technology tools like Desmos, a visual graphing calculator.	https://c2tcore2016.sched.com

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Teacher feedback indicated that the supervision and evaluation process was effective and helpful.	PAT Collective Bargaining Agreement http://www.pjusd.org/sites/default/files/attachments/Princeton%20Association%20of%20Teachers%20Collective%20Bargaining%20Agreement.pdf

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The district LCAP and SPSA are aligned with the districts mission, goals and ESLRs. Because of the school and districts level of socio-economically disadvantaged students funds are allocated on a schoolwide basis to support all students to meet career and college readiness standards.	SPSA http://www.pjusd.org/sites/default/files/attachments/PJUSD%20SPSA%202016-17%20%28PES%20%26%20PJSHS%29%20%281%29.pdf LCAP http://www.pjusd.org/sites/default/files/attachments/1%20Action%20Item%20LCAP%206-29-17.pdf

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The district budget is developed each year as per board policy. The School Site Council reviews and approves the SPSA and LCAP plans which dictate the allocation of specific state and federal funds. The district has an outside vendor conduct an annual fiscal audit. The most recent audit had no significant findings. Audit findings are annually shared with the Board of Trustees.	SSC minutes School board minutes Audit reports

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The annual FIT assessment of the facilities (as noted in the school SARC report) has identified roofing and HVAC needs at PHS. At the February 2018 board meeting the board accepted bids to address both these issues during the summer of 2018. This year the shop facility is being upgraded with eight new welding booths and a 5"x 10" plasma cutter which are all connected to an internal air filtering system. New wood shop equipment has also been acquired and put into service. Funds from facilities bond passed in 2014 have enabled the site to add a new science lab and two additional classrooms.	Board minutes Visual inspection of the site

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Classes have been well supported with instructional materials. Lottery funds are used to fund textbooks and auxiliary materials. PJUSD uses GCOE internet access and tech support services. PHS has been adopting the use and Chromebooks and Google classroom for instruction and access to online resources. All classes have a class set of Chromebooks for student use. Integrated Math classes use consumable books so students can work in the book and always have access to the models presented in the text. A CTE Incentive Grant has provided a high level of funding for the Ag Science, Manufacturing, and Medical Career Pathways. PHS students access the nearby community library for printed materials and additional print materials are available in individual teacher classrooms.	Visual inspection of class materials. Purchase orders

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Professional development is provided as requested by staff for their specific subject areas. Funds are typically available to support attendance at various trainings and/or conferences through the year. BTSA is provided by the district through the Riverside COE online program. The district also coordinates its calendar with GCOE so all teachers can attend the annual GCOE sponsored Common to the Core training day.	Conference and sub teacher requests C2C training agenda District calendars

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
State and federal supplemental funds are directed to supporting the achievement and success of all students. Pathways projects have long term support and are crucial program additions at PHS.	SPSA LCAP

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

During focus group discussions students were extremely positive about the school environment saying it felt like being with family. They feel safe and know that they can get teacher help whenever they need it. The community and school board are very supportive and passed a facilities bond in 2014 by a wide margin.

Staff work together with the administration to address the needs of all students and to improve the level of student achievement.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Clear District Mission and Core Beliefs support the adopted ESLRs
- Staff collaboration to address student issues and provide schoolwide support
- Alignment of LCAP and SPSA with identified student needs
- Broad community and board support

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Improve student understanding of the governance role of the School Site Council and Board of Trustees
- Focus on improving college readiness
- Continue to use CAASPP aligned practice and formative assessments to promote student familiarity with the testing format and expectations

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Many Princeton Jr/Sr High School teachers engage in researched based professional development and teaching practices. Teachers have implemented new standards based curriculum. Completion of UC/CSU A-G requirements is available to all students. Math and Spanish textbooks are aligned to state content standards. English departments are researching materials to adopt in the near future. Science textbooks are pending state adoption.	● Curriculum and assessment ● Yearly county wide Inservice ● Medical/Health Lab inservicess aligned with NGSS ● State training for Science rollout standards for NGSS ● STEM training with Shasta/Glenn Counties ● California Math Council ● Expository Reading and Writing Training with Tehama County ● Teacher Collaboration with Elementary Teachers

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Students meet with the academic counselor annually to track their progress and class selections towards their individual goals. Students also have access to the counselor throughout the year. We currently offer electives based on the expertise of existing treachers. A more robust collection of electives would be appreciated. Students have identified areas such as: art for grades below seniors, music, graphics, computers, and 3D modeling. We are exploring options to help facilitate increasing the number and variety of elective courses offered. We offer a Manufacturing, Agricultural, and Medical pathway to support career and technical exploration and training.	● Full time academic counselor ● In 2015-16 100% graduation rate ● In 2016-17, 50% of students met UC/CSU course requirements for admissions ● Current UC/CSU college courses are a-g approved by the College Boards ● Master Schedule ● One fifth of students are currently in the medical pathway ● One third of students are currently in the manufacturing pathway.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Concurrent enrollment with Butte College is available for students who are interested in taking academic elective courses which we do not offer. Many of these courses are offered online.	● Currently we have one student enrolled in Butte College.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Almost all of the departments at Princeton Jr/Sr High are comprised of one teacher. The consistency is built into the system therefore, common benchmark assessments aren't integrated throughout departments. The skills taught are standards driven, which prepare students for college and future careers and are tied to the ELSRs. (Student Learner Outcomes)	● The Post High School Prep course is articulated through Butte College. ● Math and Spanish textbooks are aligned to state content standards. English departments are researching materials to adopt in the near future. Science textbooks are pending state adoption. Currently, teachers develop their standards based materials through a variety of sources. ● Students are familiar with the current ESLRs

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Princeton Jr/Sr High is an extremely small school, therefore, our staff is naturally aware of what is happening in each other's classrooms, and we routinely reference each others' curricula.	● Late start staff meetings twice a month

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
As a junior high and senior high combination school, many of our high school teachers also teach junior high students before they transition into our high school. This creates strong consistency throughout our programs. Post High School Preparation and Manufacturing courses are	● Master Schedule ● CATEMA (Butte

articulated with Butte College. Animal Science and Agriculture Biology are under review for articulation with Butte College as part of the Agricultural Pathway. Our 7th - 11th grade math teacher meets regularly with our 6th grade teacher to collaborate regarding math curriculum. There is currently no system for tracking students' post-high college enrollment or completion, or military or other careers entered.	College Articulation Portal)

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Students meet with the academic counselor annually to track their progress and class selections towards their individual goals. Students also have access to the counselor throughout the year.	● Job Shadow (Grade 12)
Freshmen students are required to complete a course in career exploration as part of their graduation requirements.	● Master Schedule
Students in Post High School Prep are required to complete a job shadow with a professional in their chosen area of career interest.	
Students who are not meeting UC/CSU requirements can meet graduation requirements while pursuing a goal of a technical certification after graduation. For example, those students who are enrolled in the manufacturing pathway receive a basic certification in welding preparing them for further training.	

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Students report that all students, including struggling students, are well supported by curricula. Students also reported that all teachers are available to tutor struggling students outside of contracted hours.	● Focus Group finding

Students indicate that there is a need for more advanced courses/curricula for high achieving students. Students with 504's and IEP's are given modified or alternative assignments. The district has a special education teacher and 3 aides on staff to assist these students. They provide note taking, oral testing, and other services to facilitate their success. ELD students are provided a daily support class. Research based methodologies are employed in core curricular classes to ensure equity in learning. As to 'real world' applications, Princeton has a vigorous FFA program where students learn animal husbandry, showmanship, public speaking…, etc. Home economics and Woodshop are two electives that are currently offered. The Medical and Manufacturing pathways are 'real world' application based.	● ELD support class ● Test in math can be produced in a Spanish language versions as needed. ● Use of varied graphic organizers ● Master Schedule ● Course Descriptions

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
All ELA, Mathematics, Science courses, meet UC/CSU admissions requirements are A-G aligned.	● College Boards Website ● **https://hs-articulation. ucop.edu/agcourselist# /list/details/637/**

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Students meet with the academic counselor annually to track their progress and class selections towards their individual goals. Students also have access to the counselor throughout the year. Princeton High school schedules Late Start meetings twice a month for teachers to collaborate about student needs. Through these meetings students can be identified and	● Academic Counselor ● Late Start meetings ● SST meetings ● Parent emails and meetings ● Aeries ● FASFA night for

recommended for SSTs. Site council meets quarterly Staff meets with parents formally and informally. Teachers talk with students regularly about goals and progress. Our small student population allows each teacher to track students annual progress, since we often have the same students in each advancing course.	financial aid ● Butte college enrollment onsite ● College visitations

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Teachers discuss the need to alter or modify course offerings and curricula based on student/teacher feedback during late start meetings. Teachers evaluate CAASPP results to know where to focus or reteach material. Students are tracked for college graduation rates. All students are administered the PSAT, paid by the district, providing insight into each student's potential for the SAT. The data provides the student the opportunity to identify their areas of strengths and those areas needing for growth. 11th grade CAASPP scores in English and math have replaced the former EAP scores. Students meeting or exceeding the standards for these tests are considered to have met the previous EAP standards.	● CAASPP results ● Counselor submits application for accommodations for ACT and SAT testing ● UC/CSU aligned courses ● Pathways provide opportunity to explore technical training.

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Princeton Junior Senior High School offers a comprehensive, well articulated course of study. We provide support to the entire student population to ensure student success. The small school setting allows for extensive articulation between and within departments. This ensures students recognize disciplines are not isolated but interconnected. Teachers use a variety of teaching strategies to provide 'real world' application of concepts learned.

Princeton Staff use CAASPP testing to improve instruction based on evaluation of student performance.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Low student to teacher ratio (approx. 13:1)
- Close relationships between teachers and students
- Standards based curriculum throughout the school
- Interdepartmental communication
- Support for struggling students
- Career Pathways to support post graduation readiness
- Accelerated Reader is used for a supplemental reading improvement tool
- Continual professional development for staff

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Support for high achieving students
- Tracking of students' post high school career and college outcomes
- Offer a wider variety of electives
- Cross-curricular writing program
- Elective expansion via online.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Students at Princeton High School are involved in a wide variety of of instructional strategies. Multiple instructional techniques are utilized by teachers. Strategies include: Direct instruction, small group collaboration, large class discussion, lab activities, oral presentations within digital platforms along with individual student based project learning. A majority of classes at PHS are UC/CSU "a-g" courses ensuring students have access to college readiness standards. Challenging and relevant student work includes: Analyzing cell textures and nutrient content for crop growth in Agriculture Earth Science. Plan, draft, edit and revise a plot structure paper from literature novel using rubric. Students utilize the the California State University CSU-developed Expository Reading and Writing Course (ERWC) in 2016 at the 12th grade level to address the needs of students who were leaving high school unprepared for college level writing. In Spanish, students engage in dialogue with other students, they are encouraged to use the target language to express opinions, talk about themes related to themselves, and share information about themselves.	Course outlines School ESLR's Course Revisions Diversity of Class selections Student Work examples CSU-ERWC CTE Pathways

Through our CTE programs students have the opportunity to train and compete to show their proficiency in various career-based categories.	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students reported understanding of teacher given rubrics. Students in the focus group understood that the rubrics were utilized as grading guides and a basis for meeting the expectations of the assignment/assessment. Students and Parents both reported utilizing AERIES to check progress towards academic requirements. Most students reported the extensive use of Google Classroom as the primary means of communication regarding class expectations and requirements. Each teacher has a poster of school ESLR (Expected Student Learning Results) clearly visible	Focus Group AERIES Gradebook Google Classroom Course Syllabi ESLR

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
At Princeton High School teachers engage in different instructional strategies. Some of these strategies include the use of multimedia and technology. Focus group members reported teacher differentiation such as: Playing vocabulary and spelling games (spelling baseball). Web based testing tools such as Kahoot. Presentations with Adobe Spark and Google Slides.	Google Classroom Course outline Youtube Focus Group discussion Class lessons Kahoot Audio books Desmos graphing calculator

Using video examples to provide real life application of subjects being taught. English department utilizes audio books as a multimodal format. Students and parents both reported more active engagement in learning when teacher made assignments more enjoyable as opposed to traditional teaching methods. Small and large group collaboration is emphasized. Students learn valuable team building and relationship skills.	

C2.   Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers and staff collaborate during bi-weekly meetings throughout school year. Training is offered during these meeting and additional opportunities are offered at various times throughout the calendar year. All staff participates in county educational professional development courses. Courses are chosen by staff based on instructional need and stated educational goals. All teachers currently credentialed through accredited program within state. Each Teacher has chromebooks in classrooms to be utilized on a 1:1 ratio	Late start meeting/agenda Glenn County "Common to the Core" Teaching credential on file Teacher Training opportunities

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
High quality instruction is the main focus at Princeton High School. All teachers meet bi-weekly to discuss and analyze current teaching practices. During focus group students and parents reported access to communication with all teachers. Students especially expressed that teachers made themselves available at times to help facilitate further knowledge on confusing subjects. Teachers accommodate students by being available during	Late start meeting Focus group discussion Teacher Collaboration

lunch periods, after school, during preparation periods and before the instructional day begins.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students are assessed in multiple formats both utilizing technology and traditional assessment methods. Methods include: Tests/Quizzes - Web-based (Kahoot), Multiple choice paper format. Oral Presentations, Audio/Visual Presentations. Written and Verbal response. Students have personal Google Drive accounts to store lecture notes, word processing documents, Google spreadsheets for data collection, Google Slides for presentations. All of which is done through use of chromebooks. Teachers have bookshelves with traditional textbooks for students to utilize as an additional non-technology based resource.	Google Classroom Google Apps for Education Kahoot Classroom Textbooks Student Work Examples

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.* Re: use of technology as an instructional resource.

Findings	Supporting Evidence
Teachers are able to comment and edit on student generated work through all Google Apps for education platforms (Docs, Slides, Sheets etc.)	Google Apps for education Teacher email notifications

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students use Adobe Spark presentation format to demonstrate their ability to be "experts" in a field. Research a topic of their choosing and inform peers.	Adobe Spark presentations Safety briefs State physical education

	standard testing.
Students in Agriculture Mechanics class give safety briefing to peers. Topics covered in brief include: Proper use of safety gear, correct usage of equipment, injury prevention. In junior high physical education 7th and 8th grade students act as a mentors to 4th-6th grade students. Peer leaders demonstrate proper technique for state mandated physical fitness testing requirements.	

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students reported using chromebooks on a daily basis in each of their academic subjects. Work samples include: Multiple teachers report assigning writing topics on Google Docs application All teachers encourage student presentations of information on Google Slides Math students utilize Google Sheets to calculate compound interest in a math equations Adobe Spark presentations provide an alternative format for public speaking Autodraft for 3D imaging creation - Industrial Manufacturing Circuit creation in Robotics class	Google Classroom Focus Group Student input Course Outline

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students reported many opportunities for "hands-on" training: 50% of enrolled agriculture students participate in "greenhouse management and horticulture production" Which consists of, cleaning, planting, watering, monitoring and tracking growth, calculating amount of growth per additives. Woodshop creation projects. Students have created stools, benches, cutting boards, tables and various other wood based projects. Economic students participate in stock market scenario - investing in real companies and following market fluctuations. Students are able to participate in public speaking contests Science day - High School students mentor elementary students through various science experiments. Agriculture day - students demonstrating showmanship strategies and proper planting procedures. Learn importance of agriculture in life. Spanish class field trip - trip to restaurant to practice ordering food in spanish. Home economics Teen Mom Panel Q&A - Students get to listen to and ask questions of teen mothers who are pursuing their educational goals while raising a child. Student Store: Students learn how to complete proper Inventory of products being sold. Students also get experience keeping track of funds "Balancing the books." Each day students view CNN student news. This program offers students the chance to keep up on current events affecting the world and their communities.	Investopedia Lions Club student speaking contest El Cazador restaurant field trip Student Store CNN News

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Student have daily access to the career counseling center. The center provides students with information and access to opportunities available to them after graduation	
Students who plan to attend Butte College receive briefings and are offered priority registration during with a certified BC counselor.	
CTE Pathways (Ag Science, Ag Mechanics) Pathway (Health: Science pathway w/emphasis on Healthcare professions)	
Various Field trips (Farm show, STEM, Tech expo, Manufacturing expo, 8th Grade Exploratory Career Day, College campus tours)	
Post High School prep presentations	
Military Visit by various members of the armed forces to discuss benefits of enlistment as an alternative to career or college exploration.	

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Students are provided multiple opportunities for achieving educational and career success. Teachers employ multiple strategies for inspiring students, and differentiating instruction. Areas of growth include the need to maintain consistent, ongoing technology and software training to staff, infuse career education across all areas of instruction, improve staffing levels, modernize curriculum and update facilities. In addition, data collection on college, trade school, and job placement as a method of evaluation is warranted

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Access to help from teachers
- Diversity of educational strategies utilized
- Lower class sizes
- 1:1 chromebook access at school

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Student access to online instruction materials at home
- Pacing is inconsistent (Too fast or too slow)
- Limited/No access to higher level classes for students
- Elective courses available are insufficient
- Class scheduling issues
- Duplicate course offerings
- Technological issues (Projectors, Wi-fi access - personal and school)
- Communication issues between parents and high school staff

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Princeton Jr./Sr. High School student performance is measured several ways: 11th grade students take the CAASPP which includes the EAP. All 10th grade students take the PSAT. Some 11th grade students take the ACT and/or the SAT, and some take/retake these exams during the 12th grade for college admissions. The data from these tests is then disaggregated by socioeconomic status, students with disabilities, and ethnicity in order to help the school identify gaps and growth areas	Test Data Grading Policies CAASPP Student Score Reports

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Parents are able to evaluate student progress in real time using Aeries Student/Parent Information System and mailed standardized tests results.	Aeries Student/Parent Information System
The Princeton Principal shares standardized test data at district board meetings as well as School Site Council Meetings. Parents are mailed a copy of CAASPP results.	PJUSD Board meeting notes CDE Dashboard
All PJUSD standardized test data is also available through CDE Dashboard for the community to view and digest.	Princeton Jr./Sr. High School website, school social media PJUSD Facebook page

Many teachers send out event notifications on the Princeton High School facebook page to inform stakeholders about upcoming events and/or use the school marque. Email is utilized daily for effective communication. Many teachers also use social media, and/or the school website to disburse information about achievements in their programs to the community at large. Assessment results are reported via Aeries Student/Parent Information System and yearly outcomes are reported and compared to the district wide results, schoolwide past results, statewide results and similar school results. The results are also made public.	Princeton Jr./Sr. High School Marque

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The teachers, counselor and principal monitors students' growth and progress and meet with students to insure their academic needs are being met. Teachers meet with students on at least a quarterly basis coinciding with the quarterly grading cycle, the principal sends out the student eligibility/ineligibility listing as well as meets with at risk students and the counselor coordinates Student Study Team Meetings as well as meets with students on a scheduled or drop in basis. Every student meets with the counselor annually for a comprehensive review of their transcript, diploma status check, UC/CSU A-G progress, SAT/ACT plan, post high school college and/or career goals and following year's class schedule. We do not currently offer any SAT or ACT test preparation, because of the limitations of our teaching staff size and/or allocations of teaching resources.	Aeries/Homelink Grading Policies

As part of PHS college and career -readiness plan for students college campus visitations are scheduled annually for 7th -8th grades and 12th grade students. Seniors also participate in a College Fair Fall semester and 9th grade students course of study include a Spring Semester Careers class. Students explore college and career opportunities, for one semester, as freshman in a Careers class and as seniors in the Post High School class.

All Princeton Jr./Sr. High School students are strongly encouraged to develop goals and plans for life after high school graduation. Students are encouraged to select a career pathway in one of the career-related Programs of Study offered at Princeton. This choice is a collaborative effort involving students, parents, teachers, and counselor. Students will select a career pathway that reflects their interests and abilities leading to the achievement of personal, education, and career goals. During registration each spring, students will have the opportunity to reevaluate their goals and adjust their plans accordingly. The three Career Pathway Programs of Study have been established:

1. Health
2. Manufacturing (Welding)
3. Agriculture Science

Based on their Pathway choices, students will be able to follow the sequence of course offerings to facilitate a student's related long-term college and career goals. No matter what pathway a student chooses, the high school graduation core requirements are the same. The intent of the Pathway progression is to clearly advise students of recommended elective choices concentrating on the courses which provide the best preparation for postsecondary education and employment.

We believe using a career-related school approach to teaching and learning will help students to see the relevance of their course work and its connection to their future. Princeton's Career Pathways will allow greater personalization and provide opportunities for stronger relationships among

students and staff. Our students already have an informal smaller learning community established, but they will also benefit from focused goal-setting as well as college and career planning. Students who complete at least three Curriculum Placement pathway courses, consisting of an Introductory, Concentrator and Completer course, will be recognized as having completed a Career Pathway Program of Study. In making wise college and career choices, students benefit greatly from real world work experience in their occupational area of interest.

Aeries is used by students, parents, teachers, principal and counselor to identify students whose grades are dropping on a daily, weekly and quarterly basis. Teachers help address the students needs in a timely manner and address student concerns in bi-monthly Late Start Staff Meetings.

The coordination between Special Ed and all classes, including core classes, electives, and applied core, and a student's Academic Lab class helps teachers evaluate a student's progress. Teachers can have conversations about a student's areas of strength, and areas for growth. This allows two sets of eyes to monitor a student's progress.

There are individual student four-year plans; IEPs; Section 504 Service Plans. Parents, students, counselors, principal and teachers collaborate on these plans. This is an ever-evolving process based on feedback from instructors, counselors, progress in courses, etc. Four-year plans, IEPs, and Section 504 Service Plans can be adjusted accordingly, in the best interest of the student.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Princeton Jr./Sr. High School uses a variety of appropriate informal assessments and quick checks of understanding. For informal and formative assessments, teachers may use various tools and applications, along with strategies to check for understanding. The use of quizzes, tests, projects and regular checks for understanding and subsequent error analysis provide the tools for the teacher to refocus and reteach when necessary prior to application of expectations.	Quizzes Google Classroom Student Work: pre/post test write ups, Quick Writes, etc. Classroom observations Board of Trustees (School Board): Meeting minutes, agenda, and board packets.
All departments administer formal summative assessments at the end of units or as a comprehensive summation of the course. These assessments are based on the standards of each specific program or department, and are often compiled collaboratively by the department or program as a whole. Many Princeton teachers and departments implement summative assessments in the form of projects, enabling student to bring their own creativity into their assessments. These projects may include Adobe Spark videos, Google slides presentations, journals, verbal questions during lecture/Labs, worksheets, college/career projects, college/career worksheets, and poster board projects. Informal assessments may include: classroom or small group discussions, worksheets, lecture & demonstration, student designed model displays, science case studies, Lab exploratory activities to help students discover concepts, pre/post test assessments, unit tests informal write ups, individual whiteboard responses, spelling and grammar Kahoot.	
Teachers are given CAASPP and CAST test results each year in order to adjust and revise curriculum including integration of class subject matter objectives. In addition to data being shared with staff, this data analysis is also shared with the	

community at school board meetings.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Princeton teachers and administration staff meet collectively for cross curricular meeting twice monthly during Late Start Staff meetings. At the Late Start meetings staff have an opportunity to analyze student data and to strategize students subject matter of the Essential Learning Outcomes (formally known as ESLER's). Princeton employs a small team of teaching staff members and one person may represent an entire subject department.	Late Start Staff Meeting Agendas

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
The use of interviews and dialogue with students to evaluate the extent to which students understand the expected level of performance (formerly known at Princeton as ESLR's) is based on the common core standard is inconsistent across the curriculum at this point.	Healthy Start Surveys
The effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback continues to be developed within each department. Student instruction may be personally augmented through IEP conferences, Section 504 Service Plans and SST Meetings. Many teachers use the intervention period as an opportunity to touch base with students regarding their progress in their course. Often these interactions have the potential to grow into deeper conversations about college, career and life.	

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The teaching staff, counselor and principal communicates with parents and students on a regular basis in facilitating graduation requirements, college requirements, mental health needs and basic health needs. All students are guided by teachers and the counselor in developing both career and college opportunities in the students 4-year plan, including all course offerings incorporating Careers class and Post High School Prep class.	Aeries Student Progress Reports School web Page Staff Meeting Agendas Student 4-Year Plan Parent Notification Mailings
The Glenn County Office of Education Registered Nurse develops Individual Health Care plans for identified students. When required by a student's health care plan, school staff are trained in procedures for Glucagon Administration, EPIpen Auto Injector, First Aid for Seizures, etc.	
Staff members provide an open and accessible grade communication system. All teachers use Aeries which enables parents and families to monitor student progress. Many teachers also use Google Classroom which the students have access to in class as well as online at home.	
Students and staff provide multiple open house communication nights such as: Back to School Night, Open House, and Cash For College Night.	

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.* Note: This addresses the use of Online Support Materials, not specific online courses.

Findings	Supporting Evidence
PHS invested in the purchase of one-to-one chromebooks for students in academic courses. The GCOE IT Department	Chromebook CAASPP or CAST designated

ensures that Princeton computers and/or chromebooks have secure internet safeguards in place which meet annual updates set forth for state testing (CAASPP, CAST) and students only access the CAASPP or CAST site through a designated link from the chromebook. Teachers logon to start a test session, monitor the test session, make selection of interim assessment block and/or interim comprehensive assessment testing session. Individual student permissions for test taking (summative or interim assessments) are granted only by the teacher or testing administrator. The PJUSD LEA is the only authorized staff member who has authorization to grant teacher approval for CAASPP or CAST access.	link

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
There is a school wide common data driven dialogue that teachers and administration participate in during bi-monthly Late Start Meetings. During these staff meetings district assessment data is discussed to assist the facilitation of teacher subject matter intervention strategies and curriculum development. The Math department curriculum has been completely transformed in order to be in line with the Smarter Balanced (CAASPP) assessments and includes the adoption of Integrated Math curriculum that has been UC/CSU college preparation A-G approved. Teachers have received CLAD certification and are able to provide additional instruction to second language learners to assist with modify teaching and instructional learning objectives in each subject area. English language learners have access to the counselor and in addition there is a seperate english language learners class period built into the master schedule in order to support these students in the mastery of the curriculum.	Late Start Meeting Agenda

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school*

program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
Professional development at PHS has been focused around using technology to improve instructional practices. The PJUSD has invested in providing individual chromebooks for students in academic classes. As more teachers learn to appropriately use, implement, and disaggregate data, they are able to make content relevant to all students, including struggling students and English Language learners. Princeton staff members also participate in professional development opportunities including the annual Common-2-the-Core Glenn County training sessions that include instructional strategies (Google classroom subject matter intervention strategies, use of various Apps for teaching, etc). Due to the shift of Common Core Standards, the school does not have a great deal of test data to work with. They have, however, made efforts to prepare for the shift to Common Core by focusing their professional development around academic vocabulary, higher level questioning/reasoning and literacy strategies. Assessment results have driven Princeton plan for Student Achievement Goals. Staff have identified the goal of improving the use of technology to increase student learning. In all of our professional development days over the past 2 years instruction in this area has been offered. Teachers have been encouraged by the Administration to attend trainings in this area and share what is learned with other staff members. In addition, regular technology training involving various Google platforms ans and drive and Aeries have been regularly provided both during preparation periods and after school for teachers and all other interested school personnel. Teachers, Administrators and District level personnel have all participated in the development and execution of these trainings. In addition, for the past two years, the school has paid for teachers to attend the 2-3 day Google Summits at Chico Community Day School.	Common-2-the-Core Staff Development Inservice Training On-line technology opportunities for one-to-one chromebooks available to students in academic classes One College readiness assessment that is being evaluated by parents and students is the PSAT which is administered annually to all 10th graders Master Schedule - yearly course offerings

Princeton teachers and administration invested in Chromebook carts, charging stations and one-to-one chromebooks for students over the past 2 years resulted in a steady increase in the online learning opportunities that we are able to offer Princeton Students. The Professional Development Plan and the decisions on investment of resources is developed and is regularly assessed by the school site Leadership and Administrative Teams.	

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
PHS uses an ongoing, collaborative process involving all stakeholders in reviewing and assessing the effectiveness of each program area.The goal is to ensure that student needs are met through a challenging, coherent, and relevant curriculum. Some of the layers of this process are professional learning (cross curricular professional learning teams), the school site council, the Administrative Team and surveys completed by students and parents. The school site staff (leadership team) meets twice a month to discuss the effectiveness of programs.	Late Start Staff Meeting- meet regularly to assess student progress and monitor results in all areas Counselor School site Council Booster Club Community Eagles

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
All instructors keep the individual and common assessments in the password-protected District drives or the Google Drive and all paper copies are secured in locked file cabinets and/or locked rooms. For standardized testing, the Testing Coordinator keeps all testing documents under lock and key. Before checking out the testing materials to the proctors (teachers or administration) the Testing Coordinator trains all personnel on both testing procedures and security measures. In addition some staff attend regional, local or district test administration trainings. At that point the proctors sign a security affidavit and check out testing materials, keeping them secure by locking them up when not being used and	Technology Use Agreement CAASPP and/or CAST security affidavit

returning them to the testing coordinator immediately upon completion of testing. The PHS English, Math, and Science teachers and/or school counselor (testing coordinator) is in charge of administering statewide CAASPP and CAST testing. The tests are proctored by PHS teachers or counselor in the teacher classrooms and/or Counseling/Career Center with students using chromebooks.Teachers are given training regarding test security and administration as well as signing a security affidavit.	

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. Though there have been positive gains in this area with a variety of technology additions and a focus on better understanding student and instructional data, there is still work to be done.

Princeton Jr./Sr. High School continues to work hard at utilizing quality instruction as a tool for accelerating student learning. As staff continues to increase their use and understanding of data, analysis of these strategies is critical to understanding the impact they have on student learning. An increasing emphasis is being placed on not only utilizing summative assessment data to reflect on curricular decisions but on discussing instructional data in Late Start staff meetings collectively as a collaborative staff unit to better inform their instruction. Examples of instructional data can include pre-planning questions for student discourse, the amount of questions asked during an activity, the level of student discourse happening during small group work, wait time provided by the teacher to allow for student responses, and the types of feedback teachers give to student responses.

Embedded intervention strategies allow for teachers to target struggling students. The continued focus on the analysis of assessment and instructional data is assisting with these identified students. Not only are teachers able to easily target students who scored poorly on a recent assessment and then work with them during class, teachers are trying to be more intentional with targeting these same students and aligning their instructional strategies to increase student learning. Teachers are improving in this capacity and having conversations about which students to target and which instructional strategy might work best. Having the embedded intervention period in the daily schedule continues to prove useful for targeting struggling students in ELA and Mathematics providing equitable opportunities for all students to receive additional educational support.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Disaggregating data to better understand subgroups of potential gaps and targeted growth areas
- The use of Aeries as a tool to share/report data amongst students, counselor, teachers, staff and parents.
- Sharing standardized test data with the community via district board meetings and School Site Council meetings.

- District common assessments are given in core academic courses.
- Embedded intervention strategies allows for teachers to target specific academically at risk students.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Teachers and counselor need more training on interpreting and analyzing data.
- Staff need more training on how to use data to drive conversations in staff meetings to help develop more meaningful dialogues and to evaluate students understanding of the expected level of performance to meet school wide learning objectives.
- With a deeper understanding of data, teachers will be better equipped to develop and/or adjust classroom instruction accordingly.
- Increase student buy in for CAASPP and CAST statewide testing.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Princeton Jr./Sr. High School uses a number of strategies to communicate with parents in order to encourage involvement in our school community. Parents have the opportunity to get an up to date vision of their child's progress via our Aeries gradebook online. Parents are encouraged to regularly check their student's status in class. Because Princeton is such a small community we are able to reach out to individual students and families in need of support at a much higher percentage than other schools. Our counselor regularly sets up Student Study Teams for students that are identified as in need of special support. In these meetings teachers, students, and parents can collectively address the needs of the students. It is the intent that the student come away with a clear path to success equipped with new tools to help him achieve that new standard.

In the last four years Princeton has also become a Google Apps for Education School. In doing so, we have made sure that every student is given a protected school email address, one to one Chromebook access, and opportunities in the classroom to complete assignments online and at home. Parents now have the access they need to see assignment instructions and completion status for their child's work. Teachers are also given a google school email address that is available to all students and parents. This gives them another avenue to communication.

In addition to the SST meetings that our counselor provides | Aeries Online Grading

Google Apps for Education School

College and Career Center

Student Study Teams |

there are also a number parent nights that aim at providing needed information. Senior parents are given assistance with completing financial aid applications and college entrance forms. Our counselor also manages college and career coordination. Students are offered assistance in career readiness and job placement. The career counselor also organizes college visits as well as providing information on technical schools and military recruitment. With regards to students in special education, our IEP procedures involve parents and school staff to support student success. Regular IEP meetings serve to help parents of special needs students understand teacher expectations, available accommodations, strategies for success at home and school, as well as grade level expectations. English Language Learners benefit from a dedicated support class period. Regular testing is done to determine a student's language development and needed accommodations. Information regarding student expectations is communicated in both Spanish and English both in print and verbally. Our office staff is bilingual and equipped to bridge communication barriers between parents and staff.	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Princeton Jr/Sr High School has developed relationships with local business and community entities to help support the school and extend learning. Our school regularly teams up with our local fire department to create fundraising efforts that will support Princeton students. Our "Community Eagles" boosters club also coordinates with school personnel to enhance fundraising events that benefit our school. The Community Eagles Boosters Club donates coordinated support from its team members for Princeton events. These volunteer hours help to create a richer school environment for students. Teachers can also request funds for their individual classrooms that aid in special materials needs.	Community Eagles Boosters School/Community Library Partnership Trade School Field Trips HESI Program Manufacturing, Agricultural and Health Career Pathways

Princeton has an agreement with our local community library to share materials. Our English teacher regularly takes students to the library to check out books. The librarian strives to accumulate books that are grade level appropriate and enticing to students. Our English teacher will at times coordinate book purchases. Our FFA and Shop Advisor routinely takes students each year to a local mechanical trade school to give students an opportunity to see what the job force has to offer. In addition to technical trades, our Health Pathways program has helped to connect students with possible careers in the medical field. Students from Princeton High School were a part of Enloe Medical Center's Health-Careers Summer Exploration Institute (HESI) program. HESI is a three week summer institute sponsored by Enloe Medical Center and the Butte College Health Workforce Initiative (HWI). It provides high school students the opportunity to discover if they are interested in a healthcare career. Fabrication,Agricultural and Health Career Pathways initiative - Princeton is a Career Pathways School. Our science and shop teachers integrate real world application of their fields to support career readiness in the the agricultural, fabrication and health fields.	

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Princeton employs 10 staff members that serve as advisors to to the six different grade levels at Princeton JR/SR High School. For grades 9-12 the advisors follow that class through their four years of high school. This helps to form valuable relationships with the students. The advisor to student ratio is as small as 5 to 1 in some instances.	Class advisors
	Late Start Collaboration Days
	Updated School Grounds
Twice a month our staff meets during Late Start days to collaborate on students' learning and needs. These meetings have served to identify and target underperforming students and create plans for their success.	Google Apps for Education
	Psych Support Staff
	Catapult EMS
All Princeton Parking Lots and walkways have been inspected and repaired to make sure surfaces are safe and accommodating. Bids are currently in the works for an updated HVAC systems in our gym to alleviate ventilation concerns in the locker room and common areas.	Friday Night Live Club
Princeton has Internet filtering and site blocking as per federal guidelines, in addition to following district regulations and guidelines per education code. Our status as a Google Apps for Education school means that we have secure Internet access/accounts for students to complete their classwork through the Google suite of applications and Google classroom. The district also provides Internet safety through programs such as iBoss security.	
Princeton employs a part time psychologist from our county	

office of ed. Her services have impacted a number of students on campus that have greatly benefited from the contact. We also have a full time counselor that students can reach out to for support when needed. For the past three years Princeton has implemented Catapult EMS, an emergency management system that helps with communication and accountability of students in an emergency situation. Teachers participate in an annual training for the software from Catapult employees. All emergency drills and evacuations incorporate the system. Friday Night Live meets monthly on our campus and provides students with information and tools needed to live an alcohol and drug free lifestyle.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Princeton promotes responsible, respectful and safe behavior for everyone on campus. Our Staff and ASB Leadership work together to recognize students that represent these characteristics. Our "Student of the Quarter" award goes to a student that most exhibits these traits. Students of the quarter are recognized at a school assembly and then later treated to an off campus lunch with the principal. Every year on the last day of the first semester the students of Princeton JR/SR High School participate in community service projects. Students do everything from delivering baked goods, writing thank you letters, or even picking up trash around town. It isn't a fundraiser for a sports team or a punishment, but more of a commitment to community.	Students of the Quarter Attendance Awards Community Service Day

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Princeton staff demonstrate respect and trust in their approach to communication of ideas and concerns. They feel safe and comfortable to approach leadership and initiate conversation.	Late Start Meetings
	Staff Member of the Month
Twice a month our staff meets during Late Start days to collaborate on students' learning and needs. The time is also used to make sure staff is aware of schedule changes and events that require staff support. Athletics, ASB, and other departments are represented and given the opportunity to get teachers up to speed on anything that could affect their classes.	ASB and Class Meeting Online agendas and minutes. School-wide shared calendar
Every other Late Start meeting ends with "Staff Recognitions." The teacher or staff member who received the reward last selects a new staff member of the month. In addition to recognition at the meeting the staff member is also given a write up on the school's facebook page.	
ASB and individual classes hold meetings once a month. The agenda for the class meetings is a shared agenda via Google classroom and allows all stakeholders the opportunity to view it and make changes. ASB Student Council meeting minutes are posted to the Google classroom and made available to teachers as well as administration and counseling.	
Our school's executive administrative assistant posts and updates a school and district calendar. Any overlap in events or activities can easily be identified and corrected.	

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Princeton has the following staff available to support students' needs: ● School Counselor ● School Psychologists (Part Time) ● College and Career Coordinator ● Four on site Athletic Coaches ● School Nurse (Part Time) ● Lead Teacher (Discipline and Supervision) ● Principal ● Certified CPR and First Aid Instructor Princeton Staff regularly let counselors and administration know about students they are concerned about. Teachers use the Late Start meetings to identify struggling students. All teachers are encouraged to touch base with the students to ensure their well being. SST meetings are a regular outcome of teacher collaboration at late start meetings. Students are referred to the counselor and school psychologist by teachers and staff when a student exhibits signs of needing support or intervention.	Late Start Meetings SST Referrals to Counselor or School Psychologist

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Freshmen enter Princeton with a 4-year plan whose default is a	4 Year Plan

UC/CSU a-g sequence of courses. The counselor meets with students to discuss their educational options. Shifts from the default path are done in order to meet the individual needs of students and families.	SST
	Credit Recovery Options
Student progress is monitored by teachers and counselors to ensure progress is made toward graduation. Students who struggle academically are often identified and through an SST given additional support in decision making and study skills.	ELD Support
When students fail a class they use our county's adult education program to make up the credits.	
English Language Learners benefit from a dedicated support class period. Regular testing is done to determine a student's language development and needed accommodations.	

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Princeton ensures that the support services and all related activities afforded to students have a direct relationship to involvement in their learning. All of our students are supported to meet their academic potential, regardless of their designation.	SST's
	IEP
	ELD
The teachers of Princeton Jr/Sr High School in conjunction with counselors and support staff work collaboratively to create strategies that support student needs. SST's and Late Start meetings are examples of intervention groups who gather to further identify systems of support for student achievement.	
Students with disabilities receive support via their IEP and through school based support systems. In addition their	

counselor, general education teachers, school psychologist and support staff carefully monitor the progress of students with disabilities and collaborate to ensure they are meeting and exceeding academic expectations. English Language Learners benefit from a dedicated support class period. Regular testing is done to determine a student's language development and needed accommodations.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Real world applications and procedures are incorporated into sciences classes via labs and hands on activities. Accelerated students will be able to make connections to classwork and possible future job applications. In group settings students are matched by development and strengths. Within groups accelerated students can take on leadership roles and greater responsibility. Princeton offers students to the opportunity to take advantage of concurrent enrollment with local State University and Community Colleges. Students with that extra drive can gain college credit for their hard work and apply it to a degree.	Science Labs College Connection and concurrent enrollment

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Princeton is a small school but it does have a number of co-curricular activities to enrich the overall educational experience for our students. Some of these activities are directly tied to our academic course and thus are tied to the standards for those courses. Clubs and athletics allow students to explore their passions for non-academic experiences. Clubs like CSF and Friday Night Live have a strong service focus. Princeton regularly provides fundraisers and other services for community organizations to help those in need.	Max Preps Teams List ● Football ● Volleyball ● Basketball ● Baseball ● Softball Club List ● FFA ● Mecha ● CSF ● Friday Night Live ● Yearbook ● Student Store ● Block P ● ASB ● Cheerleading
Yearbook is a class during the school day but most students involved invest hours outside the school day to ensure a high quality publication.	
Student store is run in conjunction with the ASB leadership class. Students are responsible for running a snack stand for a profitable business. This is includes aspects like purchasing, marketing, profit margin, and inventory. All proceeds from the store go directly back to the students of Princeton.	
CSF meets monthly and runs our canned food drive as well as relief efforts for areas of need. Students must maintain a GPA of 3.5 or higher to be in CSF.	
FFA in conjunction with AG Science classes provides students with a number of co-curricular opportunities. Students in an Ag shop or science class are eligible for FFA membership and have the opportunity to raise an animal for our county fair. They can also participate in speaking contests and welding competitions.	
We stress to our community that our athletic teams are an extension of the classroom, teaching student-athletes teamwork, leadership, practicing personal health, and problem-solving. Over 70% of our school participates in athletics. Student and parent support for these teams is evident in the amount of successful fundraisers we have on a yearly basis.	
All of these activities provide students with ways to connect themselves to the school and create a stronger sense of community in our student body.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Princeton is fortunate to be located in a community that supports the school. Because of that support there are opportunities at our small school that can't be found at other similar campuses. Our clubs, athletics, and co-curricular programs like FFA provide a more enriching experience for our students. Our small class sizes create an environment of community and comfort that allows students to feel included and supported when at school. Students feel safe when they are at Princeton Jr/Sr High School.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Strong community support
- Strong support staff
- Extra- and co-curricular activities
- College and Career Visits
- Manufacturing,Agricultural and Health Career Pathways School

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Look for ways to promote diversity and celebrate multi-cultural differences.
- Continue to promote school to parent communications. Hold parent nights for incoming freshmen and provide parents with information pertaining to a-g requirements.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

At the February 27, 2018 Late Start meeting the PHS staff discussed the areas of strength and needed growth identified by the by the Category focus groups. The staff identified the areas below as priorities of needed growth.

- Improving student college readiness including improving access to higher level classes

- Promoting student engagement by broadening the elective offerings

- Improving communication with parents

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Due to the high percentage of socio-economic disadvantaged students all state and federal supplemental funds are used on a schoolwide basis. The district LEP reclassification rate is high and the high school graduation rate is often one hundred percent. However, the UC/CSU a-g completion rate has not exceeded 50% during the last five years. According to the state College/Career Indicator Reports for 2016 only 10% of seniors were considered prepared with 40% approaching being prepared. On the student survey 27% of students disagreed with the statement that "Students are encouraged to take the most challenging classes they can successfully handle". In both the Curriculum and the Instruction focus groups, students expressed a need for access to higher level classes and a wider range of electives. Based on this information the Princeton Junior/Senior High School staff identified "Improving the college readiness of all students" as a critical student learning need.

Addressing the identified critical learning need will require a multi-pronged approach to improve student success overall and to provide access to additional higher level and elective curriculum through various strategies.

Chapter V: Schoolwide Action Plan

Appendices:

A. **Local Control and Accountability Plan (LCAP): provide link**
http://www.pjusd.org/sites/default/files/attachments/1%20Action%20Item%20LCAP%206-29-17.pdf

B. **SPSA**
http://www.pjusd.org/sites/default/files/attachments/PJUSD%20SPSA%202016-17%20%28PES%20%26%20PJSHS%29%20%281%29.pdf

C. **School accountability report card (SARC)**
http://www.pjusd.org/sites/default/files/attachments/4%20Action%20Item%20High%20School%20SARC%201-18-18%20.pdf

D. **UC a–g approved course list:** https://hs-articulation.ucop.edu/agcourselist#/list/details/637/

E. **Master schedule**

Add

F. **Graduation requirements**
   Pages 14-15

G. **Results of student questionnaire/interviews**

PDF

H. **Results of parent/community questionnaire/interviews**

PDF

I. **The most recent California Healthy Kids Survey**

PDF

J. **CBEDS school information form**