



PALISADE GLACIER HIGH SCHOOL SELF-STUDY REPORT

**2001 Sugar Loaf Road
Big Pine, CA 93513**

Bishop Unified School District

February 5 - 7, 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition**

Google Doc Link:
<https://docs.google.com/document/d/1hVY2sobNkPJ-dxXGKgskXGBzeMGKwwVdkQoq5Fg4sLA/edit?usp=sharing>

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

To achieve the outcomes of the 2017 WASC self-study, input from students, staff, administration, families, and community has been essential. PGHS is incredibly lucky to have the community support that we do. We would not be able to offer the variety and depth of programs without community volunteers, grants, local businesses, ongoing support from retired staff members, and a supportive staff and school board that value Alternative Education. During the Spring of 2017, the previous WASC report was reviewed and veteran and retired staff were interviewed to gain an understanding of the accreditation status of the school 6 years ago. The mid-cycle report was also accessed and most recent progress report reviewed. The principal was out on maternity leave from late Spring through Summer of this year and so the bulk of this self-study has taken place in the Fall of 2017.

Staff collaboration during morning staff meetings in Fall and Winter of this year has yielded much of the student data analysis, awareness of school needs, and provided valuable reflection opportunities. In addition to site level staff input, collaboration from district personnel including the District Superintendent have contributed to the process, especially within the organizational, governance, and budgetary components. Valuable student and family input has been included through surveys, formal and informal interviews, and meetings. The School Board has approved relevant documents that inform the WASC process including the LCAP and SPSA. This document will be shared with the School Board at the January 2018 meeting, after submittal.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

Our ESLRs have undergone a variety of revisions over the years with the goal to make them relevant and accessible to both students and staff. Most recently, we adopted our “Respect” terminology, which initially stemmed from our schools’ work using the PBIS (Positive Behavior Interventions and Supports) model, as an organizational structure for our ESLRs. “Respect Self, Respect Others, and Respect the Environment” has been a simple and effective motto for us and has formed the foundation for all of our school policies and student interactions. Students become familiar with this language of respect right from the beginning, when they meet with us for their admission interview prior to enrolling. The descriptors for each of these three “Respect” components have been adjusted slightly during the WASC self-study process to better reflect what we intend for students to practice on campus and take with them into the world after graduation. (Current ESLRs can be found on the following page.)



Expected Schoolwide Learning Results*

Respect Self

- **Practice Self Control** - remain calm even when criticized or provoked, pay attention and resist distractions, come prepared and get to work right away
- **Persevere** - finish what you begin, keep working even when you feel like quitting, work to improve on things you are not good at YET, figure out what you need to do to succeed in school and beyond - and do it!

Respect Others

- **Demonstrate Character** - be honest and fair with others, express gratitude, have the courage to admit you made a mistake
- **Solve problems** - work with others to solve problems rather than creating a bigger problem, take responsibility for your actions, right your wrongs

Respect the Environment

- **Contribute to your Community** - behave in ways that make this a better school and world, be an active and contributing member of society
- **Leave a place better than you found it** - conserve, reuse & recycle

**ESLRs linked to Career Readiness Standards linked here*

3. The analysis of data about students and student achievement

Student credit earnings and GPA data are compiled and analyzed every grading period (“Block”) by staff. These spreadsheets reflect the individual earnings of each student as well as summarizes the progress of the student body as a whole. Students reflect on credit earnings from previous block and set goals for upcoming block based on their updated transcripts every 6 weeks using our credit contract system. Assessment data (such as the CAASPP and Accuplacer) are also reviewed annually. It is through the analysis of this data that we better understand where our strengths are and also where there is room for improvement.

4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

Analysis and input from each of the categories within the self-study process was informed by collaboration among staff, student interactions and feedback, community involvement, district and schoolwide policies, and the impact of these on student outcomes. Quantitative and qualitative data were used in conjunction with one another to accurately demonstrate the degree of student learning.

5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

The three overarching goals between the school district’s LCAP, the school’s SPSA, and the WASC are the same: College/Career Readiness, Student Achievement, and a Positive School Climate. Congruence between these action plans is critical to ensure the implementation of efficient and effective strategies that last and are targeted to serve the same areas of need.

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.

Progress on current schoolwide action plan (from 2015)

1. Influence students away from their use of controlled substances, including tobacco products.

A variety of preventative measures continue to be in place to reach this goal, including: provide positive role models on campus (staff as well as volunteers), offer a variety of engaging activities in and outside of school (field trips as well as high-interest curriculum/topics), communicate expectations and enforce consequences for possession/use of controlled substances at school (carried out individually with every student during admission interviews), random visits by Interquest “drug dog” to ensure campus is drug free, provide counseling services for students who have been identified as having substance abuse issues (NorthStar counselor is on site once a week), various assemblies provided including the local Conservation Corp inmate panel, guest speaker who was a former drug addict and has been in and out of jail for drug use (coordinated with probation department for this), guest speaker who discussed the impact of drugs on brain development, periodic visits by probation to campus, introduction of mindfulness strategies for students as a stress reliever and coping mechanism.

2. Sustain a high rate of matriculation from PGHS to post-graduate areas of responsibility by measuring the number of PGHS graduates who are enrolled in college or some other post-secondary training preparation program.

a. Critical Area for Follow-Up: *Data is needed to determine a baseline for subsequent goal setting in the area of postgraduate matriculation.*

A spreadsheet has been developed to identify what graduates are doing the first year after high school (beginning with the class of 2016). We benefit from the close and intertwined relationships that are a result of our small town environment to follow up on individuals. Once complete, we can use the Class of 2016 as our baseline for subsequent goal setting in this area.

3. Incorporate the use of Odysseyware (OW) for facilitating credit loss makeup, supplementing CAHSEE preparation, and supplementing the general curriculum.

a. Critical Area for Follow-Up: *The school has discontinued use of Odysseyware for facilitating credit loss and makeup, but additional credit recovery opportunities should continue to be explored and implemented.*

APEX Learning software has been adopted by the school district for the last several years to serve as our online curriculum for credit recovery. PGHS utilizes APEX to provide A-G approved curriculum for students who benefit from an alternative/online means of learning and to provide course curriculum for classes that do not currently fit into our master schedule or for classes that just a few students need to meet graduation requirements (i.e. Health). APEX also allows us to provide more rigorous content in math for students whose abilities exceed that which is being taught in the classroom.

4. Develop a more comprehensive plan for the analysis of data that will guide the long-term needs of professional development, the allocation of resources, and modification of curriculum & instruction.

a. Critical Area for Follow-Up: *The school should identify student achievement data to review at regular intervals and establish a structure for monitoring and adjusting based on that data.*

Student credit earnings are analyzed each block by both students (individually) and by staff (as a school). A shared spreadsheet, outlining the credit earnings for each student as well as school averages is analyzed at the end of every grading period to reflect on successes as well as areas for improvement.

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

Tell the story of your school through the use of data and information. This thorough examination of the

school includes:

The history and background of the school

Palisade Glacier High School (PGHS) is the continuation high school for the Bishop Unified School District. The campus is located about 18 miles south of Bishop in the eastern Sierra foothills, two miles west of Big Pine. Students take the bus from Bishop to campus. The campus has six modular buildings: four classrooms, one administrative office with a small library, and a restroom/custodial building. This is the twenty third anniversary of PGHS being on this campus. Prior to that, it was housed at the Bernasconi Center down the hill (now called the Sierra Adventure Center). PGHS has a very intriguing history. It was started in 1972 under the auspices of the county and named Wovoka Continuation High School, after the famous Paiute Ghost Dancer. It was shortly thereafter renamed Inyo Heights High School. In the late 1970s, it became part of Big Pine Unified School District and was renamed Palisade Glacier High School. In the mid-1980s, PGHS became part of the Bishop Unified School District, where it continues to be administered to this day. While previously other districts have had their own continuation schools, over the years those schools have closed. Currently, PGHS is the only accredited and non-punitive alternative education option in Inyo County.

In the last seven years PGHS has experienced a great deal of change. Now in her third year as principal, Mrs. Kolker is the fourth principal in those seven years. Additionally, seven years ago half of the staff had been in place for over two decades, and all but one of the others in the 5-7 year range. Since that time, we have had multiple retirements and since the reallocation by the county of our previous longtime CTE/ROP teacher, had 3 different teachers in that position, which was cut this year from fulltime to 2 periods per day. Despite this, we have continued with the implementation of our additional graduation requirement, Capstone. Seven years ago, all but four classes in the entire school were independent instruction. Today, while we still need to utilize independent instruction classes to accommodate scheduling, most of our classes are direct instruction classes, a challenge given that the students we serve often have attendance issues. Overall this move has been an attempt to offer higher quality instruction and a higher level of support for students who struggle academically.

A description of the school programs

As the Continuation School for the district, and the only one in Inyo County, PGHS offers a credit recovery model program, allowing students to make up credits to meet graduation requirements, as well as the opportunity for students to accelerate their credit earnings to graduate earlier than their comprehensive school counterparts. We currently offer the following courses which adhere to our graduation requirements:

Palisade Glacier High School		
Graduation Requirements		
Subject Area	PGHS Credits Required	
English 9	10	40 English
English 10	10	
English 11	10	
English 12	10	
World History	10	30 History
US History	10	

Economics	5	
American Government	5	
Health	5	25 Health / P.E.
Physical Education	20	
Math	30	30 Math
Physical Science	10	20 Science
Life Science	10	
Fine Arts	10	60 Elective
Vocational Education	10	
Capstone	10	
Electives	30	
Total		205

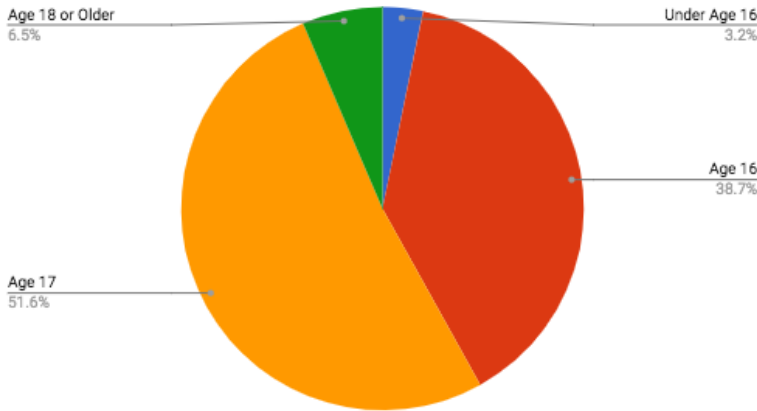
PGHS students attend school for 180 days a year, following the same school calendar as the other three schools in the district. School runs from 8:45am - 1:00pm daily and is structured into five 45-minute periods split among 3.4 teachers. (Due to district-wide budget cuts, our CTE teacher is currently contracted for 2 out of 5 periods a day.) On staff, we have a full-time Principal (who is also charged with administering the other 2 alternative education schools in the district, Bishop Independent Study School (BIS) and Keith Bright Juvenile Court School), 3 full-time teachers (who are also contracted to staff the BIS program on Tuesday and Thursday afternoons), 1 part-time CTE teacher, 1 part-time maintenance/grounds/custodial staff, and 1 near full-time (87.5%) school secretary. The district also employs a Resource Specialist (on site 1 morning a week) and a Title VII Liaison (on site twice a month) to support PGHS Special Education and Native American students respectively. On average, we serve a fluctuating student body of about 34 students at a time on our campus.

Sample Master Schedule (Block 1 of 2017-18):

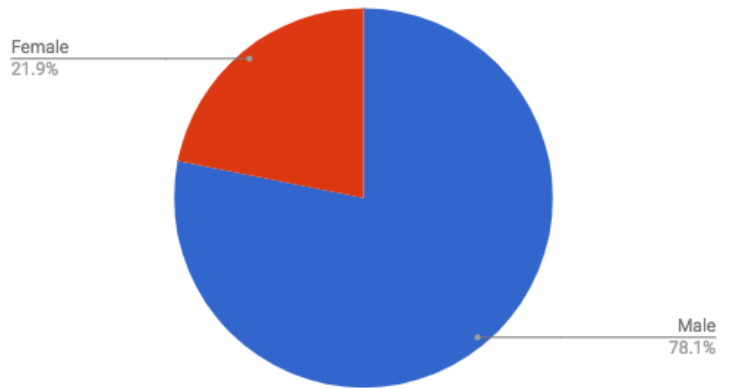
Palisade Glacier HS Master Schedule 2017-2018					
Block 1 (8/17/17 - 9/29/17) - 6 weeks (30 days / 2.40 credits per class, 12 credits total)					
	1st Period 8:45 - 9:35	2nd Period 9:35 - 10:20	3rd Period 10:30 - 11:15	4th Period 11:15 - 12:00	5th Period 12:15 - 1:00
Sabo	English - ERWC: OpEd	English - ERWC: Racial Profiling & <i>The Hate U Give</i> (Angie Thomas)		English - ERWC: Stereotypes	English - Short Stories
Woods	Government	Capstone	US History	Economics	US History
Cooke	P.E.	Math I / II	Life Science	Math I / II	Capstone / Independent
Steele	Digital Media	Digital Media	Independent (Kolker)	Independent (Kolker)	

PGHS Student Demographics (as of Fall 2017)

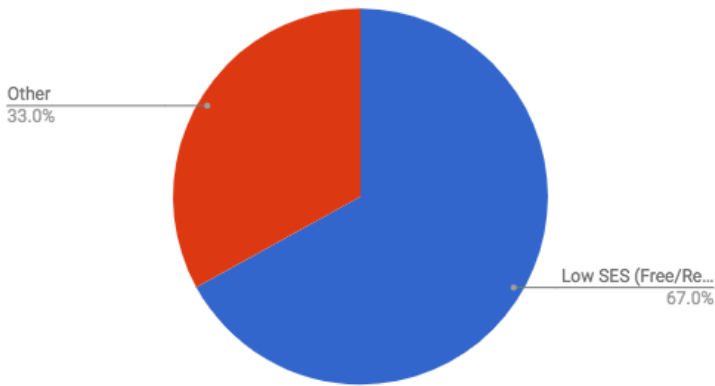
PGHS Population by Age



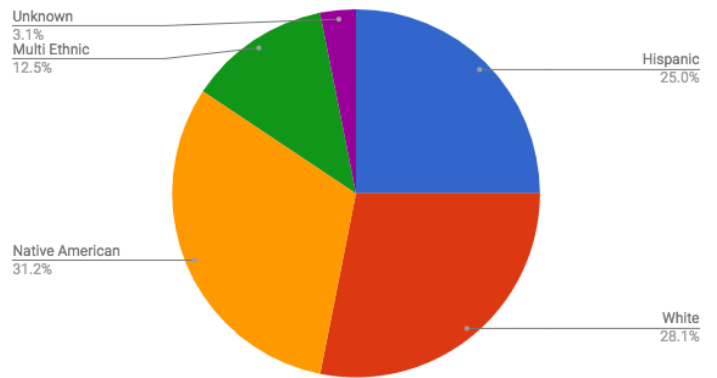
PGHS Population by Gender



Socioeconomic Status % of PGHS Population



% of PGHS Population by Race

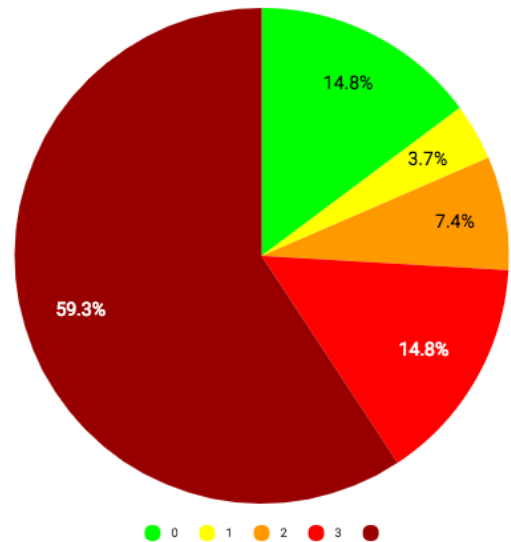


Additional Demographic: ACES (Adverse Childhood Experiences)

According to the CDC, and from Nadine Harris' research, exposure to childhood trauma dramatically increases the risk for 7 out of 10 of the leading causes of death in the United States. (Nadine Harris is a pediatrician known for linking adverse childhood experiences and toxic stress with harmful effects to health later on in life.) In very high doses individuals have 3X the lifetime risk of heart disease and lung cancer and a 20-year reduction in life expectancy.

Two key findings:

1. ACEs are incredibly common.
2. The higher your ACE score, the worse your health outcomes.



On MRI scans, there are measurable differences in the amygdala, the brain's fear response center. There are real neurologic reasons why these individuals are more likely to engage in high-risk behavior, but even if you don't engage in any high-risk behavior, you're still more likely to develop heart disease or cancer. Re: Stress: this system is activated *over and over and over again*, and it goes from being adaptive, or life-saving, to maladaptive, or health-damaging. Children are especially sensitive to this repeated stress activation because their brains and bodies are just developing.

Results for students surveyed in Fall 2017 are shown in the graph above. Almost 60% of this cohort stated they have had 4 or more ACEs, therefore being at higher risk of the adverse outcomes described.

High Risk Student Groups: According to criteria developed by the California State Board of Education, 94% of the current PGHS student body qualifies as "High Risk" under the unduplicated pupil categories of: Credit Deficient (our primary qualification), Ward of the Court, Homeless, Gap in Enrollment, or Expelled.

School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures:

Priority 1: Basic (Conditions of Learning):

- **Appropriately Assigned Teachers:** Currently 100% of teachers teach in the subject in which they hold, or are in progress of holding, a credential. These subjects include: English, Science, Social Science, and CTE Art/Film/Entertainment (in progress). PGHS teachers are assigned to teach in their designated subject areas as much as possible. Due to our small staff size and the wide variety of course offerings required for graduation, teachers are also assigned additional courses at times to meet these needs each year. In these cases, Consent to Teach forms (per Ed Code 44865) are submitted, signed by the teacher and the District Superintendent, and approved by the School Board. During the 2017-18 school year, 3 Consent to Teach forms have been submitted to allow teachers to provide instruction in: Health, Math, Art, PE, Capstone, Dog Training, and Journalism. The table in Chapter III, section A4.1/A4.2 further identifies which subject areas are taught by teachers who hold credentials in that subject and also describes the background/expertise of teachers providing instruction in subjects outside their credential.
- **Access to Curriculum-Aligned Instructional Materials:** Annually, PGHS submits to the School Board an assurance that every student has access to the most recently school board-adopted texts and materials required in each course, as according to the Williams Act. We have always had 100% compliance with the Williams act. We also benefit from the 1:1 technology initiative that the Inyo County Superintendent of Schools office has provided to all Inyo County schools. Every student is assigned a Chromebook once enrolled. Supplementary texts such as novels are purchased in class sets to ensure all students have their own copy of needed materials.
- **Safe, Clean, and Functional School Facilities:** Our campus sits amongst the hills, with a view of the Palisade Glacier (our namesake) in the background. The Eastern Sierra foothills are beautiful, and we feel lucky to be housed in the location that we are in. While our modular buildings are rather old, we employ a full-time maintenance/grounds/custodial staff member to keep the campus in good repair. Some of our siding is due for replacement and is in the district's 5-year facilities updated plan. Our overall school rating according to Facility Evaluations since Spring 2016 is "Exemplary". These evaluations are summarized below:

	A. SYSTEMS	B. INTERIOR	C. CLEANLINESS	D. ELECTRICAL	E. RESTROOMS/ FOUNTAINS	F. SAFETY	G. STRUCTURAL	H. EXTERNAL
Spring	Good	Good	Good	Good	Good	Good	Good	Good

2016								
Summer 2016	Good	Good	Good	Good	Good	Good	Good	Good
Fall 2016	Good	Good	Good	Good	Good	Good	Good	Good
Winter 2016	Good	Good	Good	Good	Good	Good	Good	Good
Spring 2017	Good	Good	Good	Good	Good	Good	Good	Good
Summer 2017	Good	Good	Good	Good	Good	Good	Good	Good
Fall 2017	Good	Good	Good	Good	Good	Good	Good	Good
Total	100%	100%	100%	100%	100%	100%	100%	100%

Priority 2: State Standards (Conditions of Learning):

- Implementation of State Academic Standards:** PGHS teachers align instruction and curriculum to Common Core State Standards, as has been adopted by the state of California and the BUSD School Board. Core subject area syllabi are structured to ensure this alignment, [Syllabi can be referenced here.](#)
 The PGHS policy for students to earn credit is that all work submitted must be of a quality that is 70% or better. This ensures that all work students receive credit for meets the standards present in any given assignment. Assignments and lessons are scaffolded as needed to meet the variety of student learning needs.

Priority 3: Parental Involvement (Engagement):

Parental input and involvement is strongly encouraged by administration and staff. There are a variety of ways we engage families throughout each school year to ensure parents/guardians are active participants in their child's learning and growth:

- Admission Interviews:** Upon receiving a request for enrollment, we schedule an Admission Interview for every prospective student so teachers and the principal can meet with the student and their family prior to enrolling. These meetings typically take around 45 minutes and if all parties agree, students usually begin at PGHS the following day. During Admission Interviews, we ask why the student is interested in enrolling at PGHS, get their academic/personal background, discuss our "Master Agreement" which outlines our school philosophy and policies including being a school of choice as well as a continuation school which uses a credit recovery model. Parents are encouraged to ask questions throughout. Relationships are formed during these meetings with each family that set the tone for trust and continued communication once the student is on campus.
- Credit Contracts:** Students reflect on credit earnings and set goals for the upcoming block every 6 weeks or so at school via our Google Classroom credit contracts. Once these are complete, they are reviewed and signed by the 1st period advisory teacher and then sent home to families. If a student brings a credit contract back signed by their parent/guardian, they earn a Gatorade to reward this communication between school and home.
- Back to School Night:** A back to school night is held annually during the Fall for families to come to campus,

visit with teachers, and get a better understanding of what their child is learning in school. We offer dinner and ask students to “host” in classrooms to help explain what activities they are doing in each class.

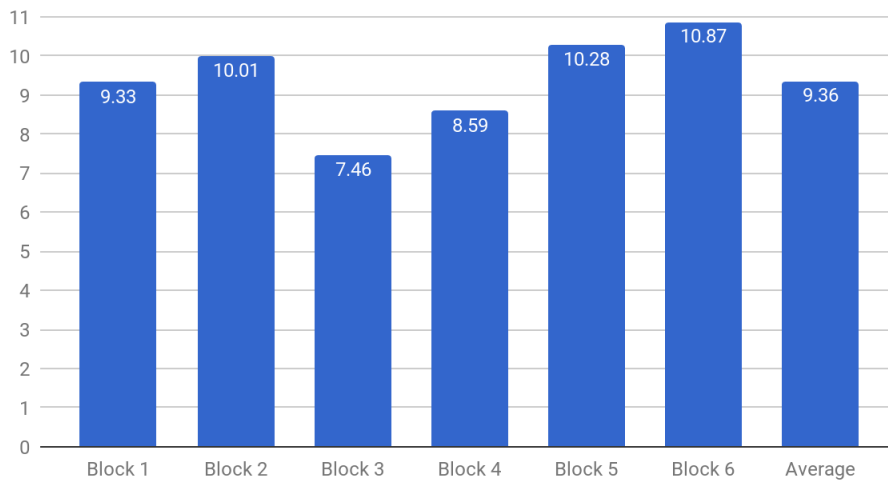
- **Remind (Texting App):** We use the Remind app to keep families in the loop with events and deadlines. Families report liking the ability to text back and forth more than receiving a phone call or an all-call.
- **Capstone Final Presentations:** We invite parents/guardians to their Senior student’s final Capstone presentation, as this is a culminating experience for all involved. At final presentations, students present what they did in their Capstone course and outline with specificity what their plan is for after high school graduation.

Priority 4: Pupil Achievement (Pupil Outcomes)

- **Credit Earnings:** Academic achievement at Palisade Glacier High School is primarily measured by the rate at which students earn credit towards graduation requirements. As students are required to submit work that is at least a 70% or better in order to earn credit (thus demonstrating evidence of meeting content standards), we can best assess student achievement by analyzing individual and aggregate credit earnings. In general, our goal is for students to earn about 10 credits per block. This enables them to earn roughly 60 credits a year, which typically puts them in a position where they can graduate “on time” / with their class. The following data sets and charts demonstrate a variety of credit-earning-related metrics from the 2016-2017 school year:

1 On average, how many credits are students earning each block?							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Average
AVERAGE credits earned (2016 - 2017)	9.33	10.01	7.46	8.59	10.28	10.87	9.36
	9	10	7	9	10	11	9

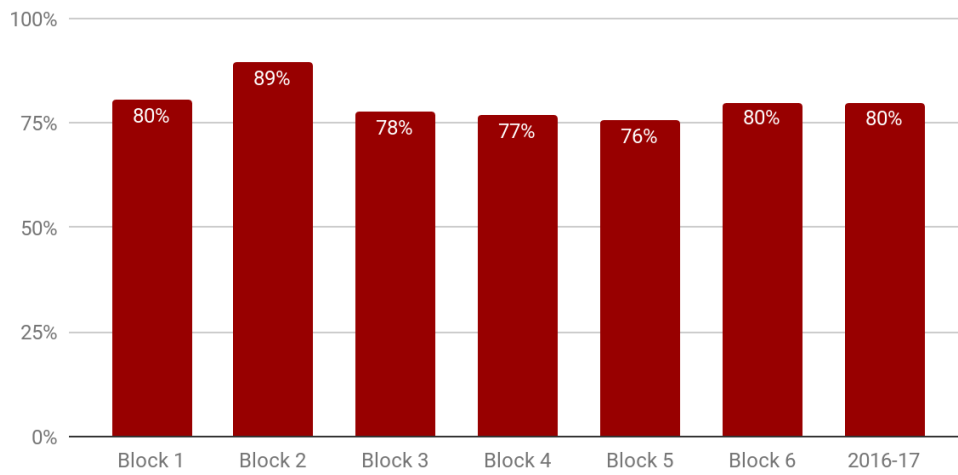
2016-2017 Average Credit Earnings by Block



2 On average, what percentage of credits available each block are students earning?							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	2016-17

# of days	29	28	24	28	34	34	177
Ave credits earned per day	0.32	0.36	0.31	0.31	0.30	0.32	0.32
# of credits possible per day	0.40	0.40	0.40	0.40	0.40	0.40	0.40
Ave credit earning rate	80%	89%	78%	77%	76%	80%	80%

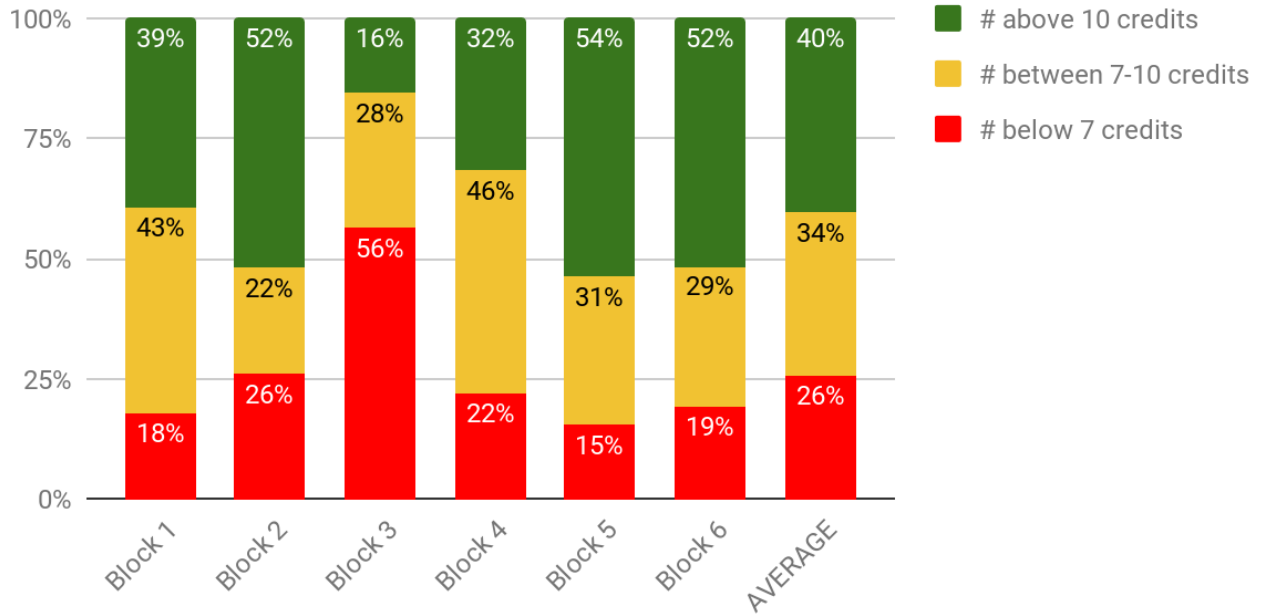
Average Credit Earning Rates, as Compared to Amount of Credit "Available" Each Block



3 How many students are earning at least 10 credits per block (our average goal)?

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	AVERAGE
# below 7 credits	18%	26%	56%	22%	15%	19%	26%
# between 7-10 credits	43%	22%	28%	46%	31%	29%	34%
# above 10 credits	39%	52%	16%	32%	54%	52%	40%

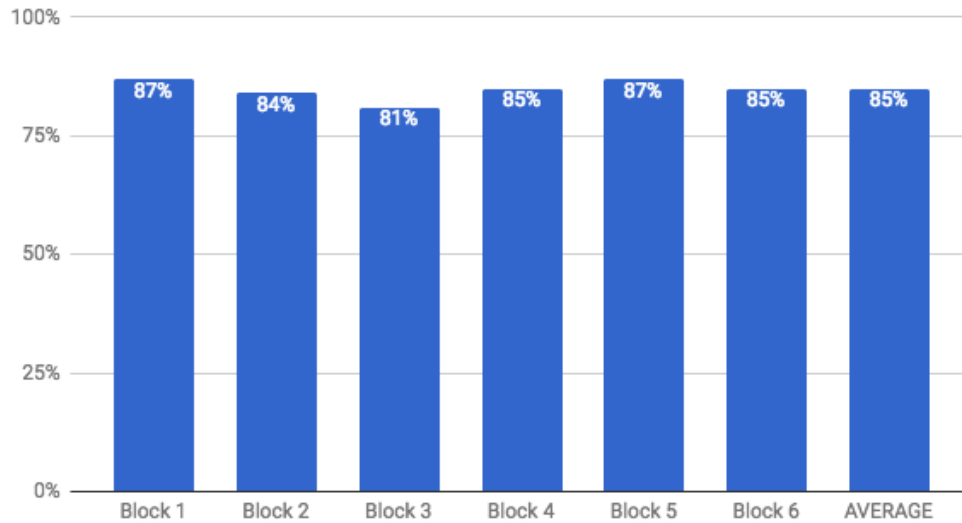
School-Wide Credit Earnings According to Proximity of Reaching 10 Credits per Block



4 What is our average student attendance each block?

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	AVERAGE
Attendance	87% attendance	84% attendance	81% attendance	85% attendance	87% attendance	85% attendance	85% attendance

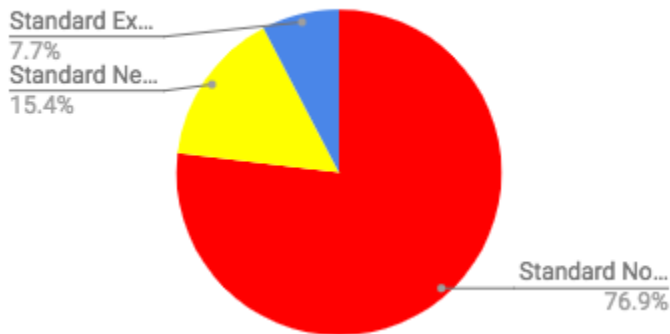
Average Attendance by Block (2016-2017)



In addition to the schoolwide/summary data, we also maintain a spreadsheet outlining each individual student's credit earnings every block. This allows us to track student progress overtime for individuals, not just analyze overall student body trends. Color-coding this data (by red, yellow, and green) provides a quick visual to see whether or not students are meeting the average target of 10 credits per block.

- CAASPP:** Given our statistically insignificant small student population, as well as the nature of our school serving students in need of credit recovery (thus typically having failed multiple classes prior to enrolling, are historically low achieving in school, and who primarily come from families with low socioeconomic status (SES)), CAASPP scores do not serve as a good indicator of student achievement. Thirteen 11th grade students (including 1 Bishop Independent Study School student) took the Spring 2017 CAASPP assessment:

Spring 2017 ELA CAASPP Results

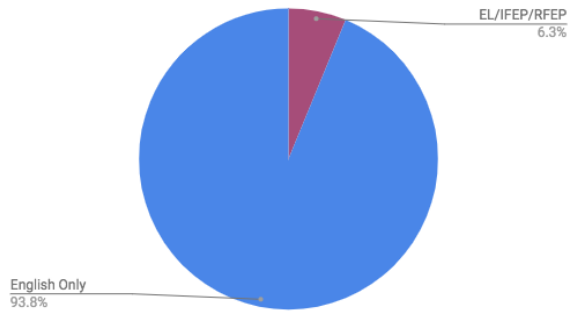


Spring 2017 Math CAASPP Results

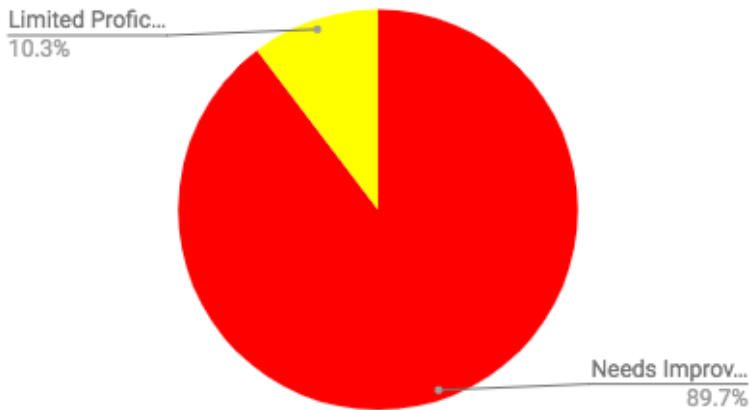


- English Learners:** As of 10/23/17, our English Learner population (EL/IFEP/RFEP) was 6.3% of our total student body. During the 2016-2017 school year we had 1 student who moved from EL to RFEP after taking his annual CELDT assessment.
- Early Graduates:** Last year, 6 students from the “Class of 2017” (a total of 31 students) graduated 1 semester to one year early. 3 of the 27 students from the “Class of 2016” were early graduates. Of these 9 students, 8 of them are currently enrolled in Cerro Coso courses, and 1 is attending pilot school in San Diego.
- Accuplacer:** For the past 2 school years, all of our PGHS students have taken the Accuplacer exam, which is used by California Community Colleges to assess incoming students’ reading and math levels and then subsequently to place students in appropriate English and Math classes in college. The goal here was to a) expose our high school students to this community college level assessment so when they did take it “for real”, they would know what to expect, and b) to better understand our students’ strengths and weaknesses in terms of English and Math college readiness. Of our 2016-2017 cohort, all of our students are

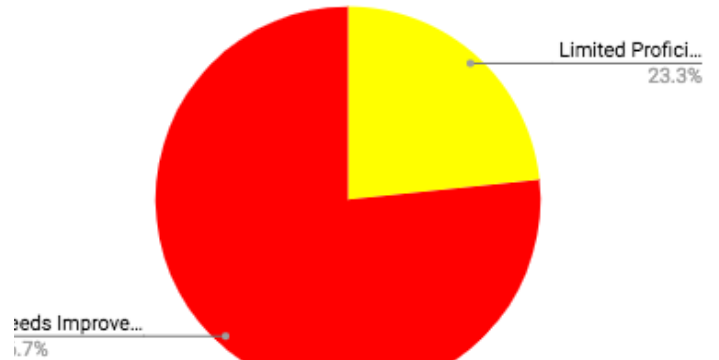
% of English Learners in PGHS Population



'16 - '17 Accuplacer Math Results



6-'17 Accuplacer English Results

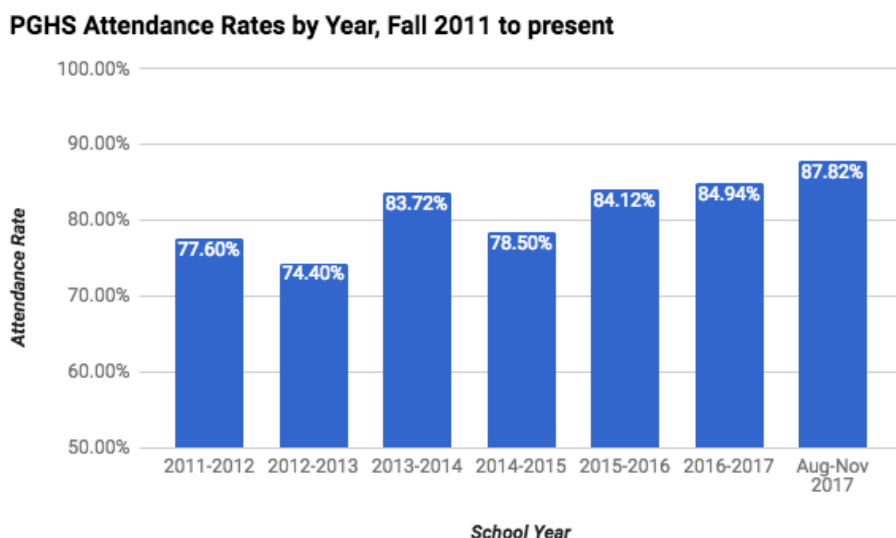


college level English and Math.

demonstrating that they are not yet prepared for

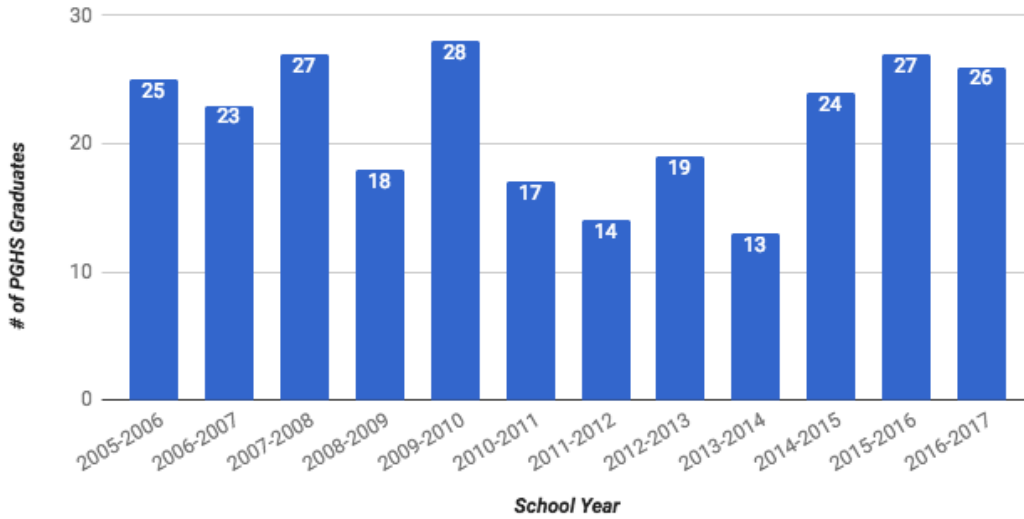
Priority 5: Pupil Engagement (Engagement)

- School Attendance Rates** - Our annual attendance rate has been gradually increasing over the last 4 years. According to CDE data, we had a 56% chronic absenteeism rate in the 2015-2016 school year, meaning that over half of our student population was absent/truant for 10% or more of the days they were enrolled. Attendance is strongly correlated with academic success, so this is certainly an area for improvement. We use a balance of reinforcements and consequences to incentivize students to come to school every day. Students with perfect attendance each week earn a “Respect Card” which can be used as currency in our snack shack. Those that have perfect attendance for an entire block receive a Pali Award to take home and are recognized on our school bulletin board. The SARB process is used to intervene with chronically truant students.



- Dropout Rates** - These are not available on CDE website, stating that, “Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM)”.
- Graduation Rates** - The number of graduates each year has been steady for the last three school years, a dramatic increase from each of the four years prior. Beginning in the 2016-2017 school year, Bishop Independent Study (BIS) students are not included in the overall number of graduates from PGHS. In the 2016-2017 school year, 5 of the 31 graduates (16%) served by the PGHS/BIS staff graduated from the BIS program, thus we had 26 graduates (as seen in the graph below) from PGHS. 15% of High School graduates from the Bishop Unified School District last year graduated from Palisade Glacier High School.

PGHS Graduate Numbers - 2006 to Present



Priority 6: School Climate (Engagement)

- **Suspensions** - While we experienced a higher number of suspensions in the 2016-2017 school year (23 total suspensions), more than half of them (12 of 23) occurred during one isolated bus incident. So far in the 2017-2018 school year we have had 4 suspensions (as of December 1).

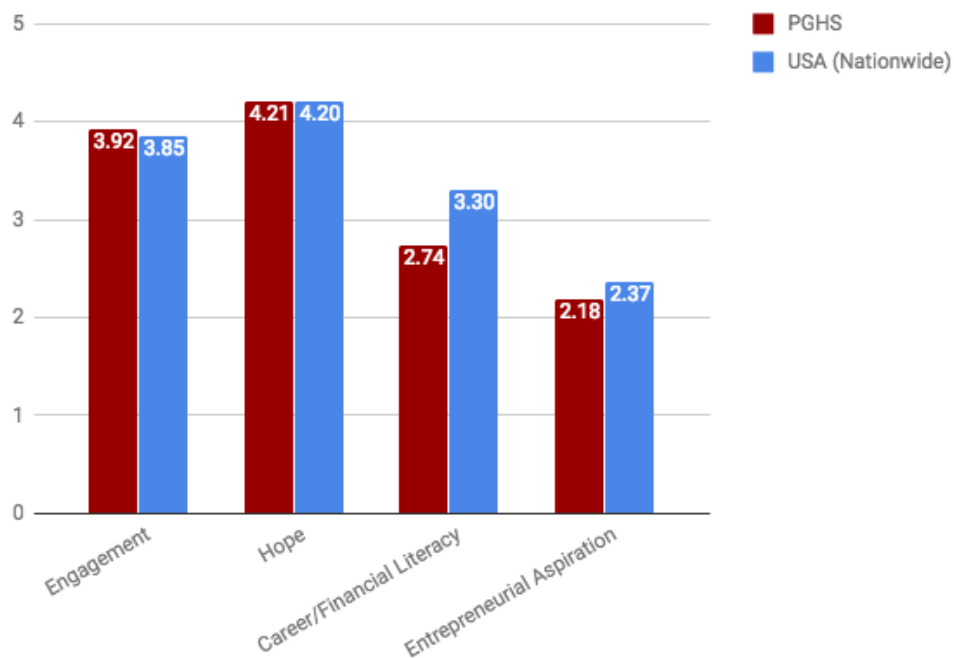
	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018 (as of Dec 1)
Total # of Suspensions	9	6	23	4
Disruption/Defiance	2	1	12	
Cause/Attempted to Cause Physical Injury	5	1	3	1
Possession/Use/Sale or Furnishing a Controlled Substance	2	1	3	2
Obscene acts / Profanity / Vulgarity		2		
Harassment/Threats or Intimidation		1		
Possession / Use of Tobacco Products			1	
Property Damage			1	
Bullying / Cyberbullying			2	
Possession... Drug Paraphernalia			1	1

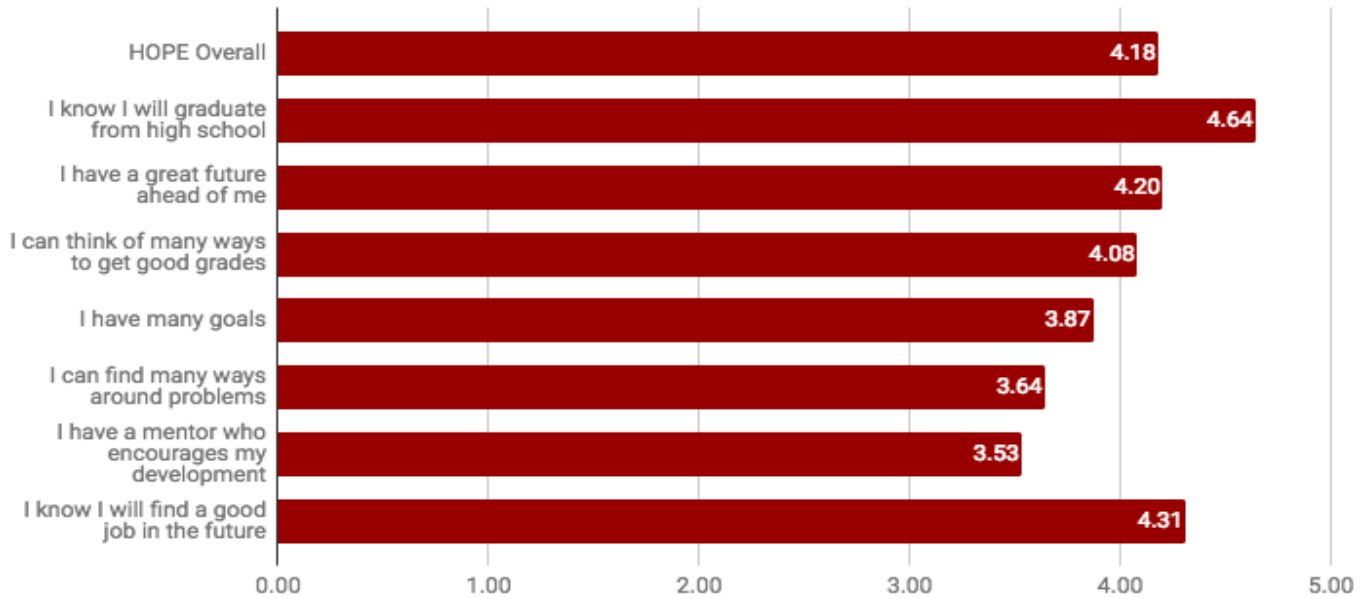
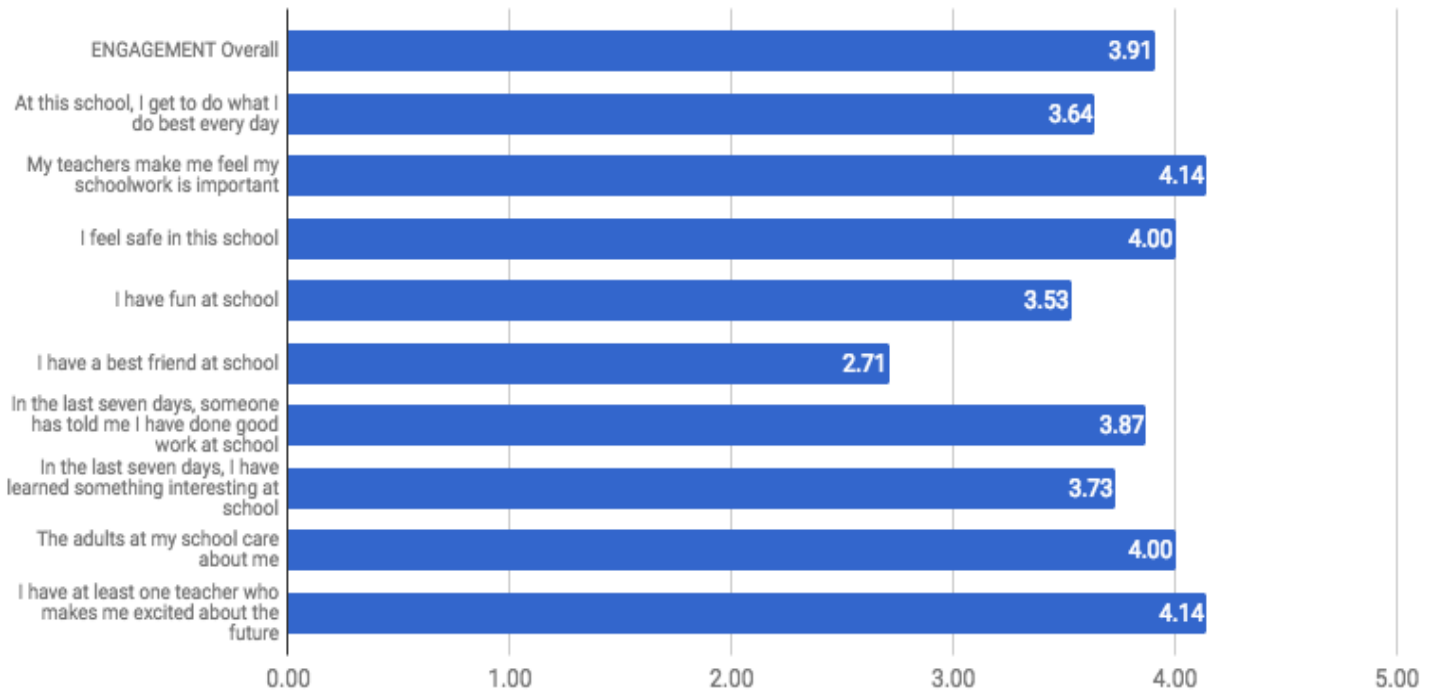
- **Expulsions** - PGHS has only had 1 recent expulsion, which occurred during the 2014-2015 school year.
- **Behavior Report Forms** - Staff utilize an in-house form located in “The Hub” called the Behavior Report Form to document and/or request administration to follow up with behaviors and actions by students that go against our policies, agreements, and expectations. This is especially helpful to keep track of negative

behaviors that don't necessarily warrant input into the district-wide school database (AERIES).

- **California Healthy Kids Survey (taken in November 2017)** - data pending. The most recent CHKS for the school district (2014-15) has been included in this report, though since our student/participant numbers were statistically insignificant it is difficult to apply the data provided.
- **Gallup Poll Student Survey re: Hope & Engagement (taken in October 2017)** - The Gallup Student poll is offered annually to interested schools/school districts to measure students' overall Hope, Engagement, Career/Financial Literacy, and Entrepreneurial Aspirations across the nation. Results from this survey are included in the graphs below, including our overall averages as well as more detailed results from the "Hope" and "Engagement" subsets. Compared to the nationwide average, PGHS scored just about on par in both the Hope and Engagement categories. On average, students rated their school engagement 3.91 (out of a possible 5.0), and their hope for the future 4.21 (out of a possible 5.0).

Fall 2017 Overall Gallup Student Poll Results





- Back to School Night** - For the past several years, we have held our Back to School night in the Fall on the same night as the BUSD School Board meeting which is held annually at PGHS in October. This ensures that staff, students, families, school board members, and other district administrators gather on our campus each year as a community of support for the school and students. For the past 2 years, we have had approximately a 20% attendance rate for PGHS students/families.
- Senior Exit Interviews** - Upon graduating from PGHS, students are asked to complete a brief Senior Exit Interview, providing feedback about their experience at school and postsecondary plans. Some common themes to the responses from these interviews include: 1) Best thing about PGHS - the Staff, 2) Do you feel that the PGHS Staff and Principal care about you and your future? - 100% of respondents say yes to this

question, 3) Advice to current or upcoming PGHS students - do your work, it's worth it!

Priority 7: Course Access (Conditions of Learning)

- PGHS Graduation requirements and sample Master Schedule included in charts in beginning of Chapter II, under "Description of School Programs".

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

- **College/Career Readiness:** Our Capstone course, adopted as a PGHS graduation requirement beginning in the 2016-2017 school year, was designed to help meet the need for students to have a post-secondary plan for further education and/or a career upon completing High School. The class of 2017 was the first cohort containing graduates who all researched, created, and presented a plan for adult life after high school.
 - **Career/Technical Education:** Digital Media has been offered at PGHS for the past 4.5 years as a CTE offering. This course helps fulfill graduation requirements for Vocational Education, Fine Arts, and/or Electives. This year our CTE teacher's contract has been cut back 60% (from all 5 periods a day to 2 periods per day).
 - **Physical Education:** In addition to providing a P.E. class in our regular Master Schedule, staff also offer a variety of opportunities to be physically active (and earn P.E. credit) outside of school: weekly yoga classes, monthly rock climbing trips, kayaking, stand up paddleboarding, fishing, and hiking trips.
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Preliminary Critical Student Learner Needs

1. **College Career Readiness:** Post Graduation Living Skills - we aim to set up our students for success after high school (Capstone), though need better metrics to determine if what we are doing is correlated with postsecondary success
 2. **Academic Achievement:** Earning Credit/Motivation (are students meeting their credit goals?) - setting and meeting credit goals each block, reflecting on previous credit earnings in order to make connections between success/failure
 3. **School Climate:** a culture of reaching/teaching/engaging students who have been impacted by trauma (adverse childhood experiences or "ACEs") and fostering a strong work ethic and spirit of resiliency.
-

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

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
<p>PGHS Mission Statement: Palisade Glacier High School (PGHS) is dedicated to providing an opportunity for all students, including credit deficient students and those who desire an accelerated graduation track, to learn in a safe, rigorous, yet caring learning environment that incorporates and values differentiated/individualized instruction to address the learning styles and needs of every student. In addition, PGHS is committed to providing stellar support services and strategies to address and negate at-risk behaviors and support our goal of sending our students equipped to compete and succeed in the global society of the 21st Century.</p> <p>Our Expected Schoolwide Learning Results(ESLRs) and Single Plan for</p>	<p>ESLRs SPSA LCAP BUSD Mission Statement: The Bishop Unified School Governance Team, as representatives of our community, is committed to providing the best education to all students ensuring they reach their full potential.</p>

<p>Student Achievement (SPSA) goals align with our district’s LCAP goals ensuring cohesion and efficiency amongst our strategies for continuous improvement. In short, the common threads that tie these plans together are:</p> <ol style="list-style-type: none"> 1) College/Career Readiness 2) Academic Achievement 3) Positive School Climate 	
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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
<p>Our ESLRs were again refined this year to be structured under our foundational philosophy of “respect” that we emphasize when we initially meet with students and families during admission interviews, as well as a basis for daily/regular schoolwide expectations. Our student handbook is discussed in detail with every student and family to ensure understanding and agreement between home and school regarding these expectations. The PGHS mission statement further integrates the rationale and beliefs that give purpose and direction to what we do. A step forward for us will be to connect our mission and ESLRs in a meaningful way, allowing us to refer to our mission on a more regular basis as well as use it to check in and inform decisions and adjust practices and policies when needed.</p>	<p>Student Handbook ESLRs</p>

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
<p>The Bishop Schools community is frequently surveyed to get input regarding district-wide or school-wide direction, typically by being directed to a link provided on the website. Community members are encouraged to attend regular School Board Meetings to voice support or concerns about important issues. The BUSD Mission Statement is present on the district website and all board agendas. ESLRs are present on our Student Handbook and the Respect motto, “Respect Self, Respect Others, Respect the Environment” is reinforced on a regular basis on campus and on any school-home documentation (i.e. letterhead, awards, etc.)</p>	<p>www.bishopschools.org Parent feedback from LCAP survey (Spring 2016)</p>

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
<p>The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.</p>	<p>Board Bylaws and Board Policies Section 9000 All BUSD Policies are accessible through the CSBA GAMUT system which can be found on the Bishop Unified School District Website www.bishopschools.org BUSD Governance Handbook BUSD Board Priorities Agenda Cover Page BUSD LCAP Goals</p>

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.*

Findings	Supporting Evidence
<p>The Board of Trustees intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use. The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this Board policy and the district's Acceptable Use Agreement.</p>	<p>BUSD Board Policy Internet Safety BUSD Board Policy Acceptable Use</p>

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>There is a clear understanding of the role and responsibilities of the</p>	<p>Board Bylaws Section 9000</p>

<p>BUSD Governance Team and their relationship with staff. The BUSD Board of Trustees has regular board workshops with the administrative team. The board also receives Principal reports from each site principal including the principal of Palisade Glacier High School. In addition, the BUSD Board of Trustee sends an annual survey to parents and staff to gather input in the creation of LCAP priorities. LCAP Goals are developed by a community of stakeholders, that includes parents, teachers, administrators and community members. Progress toward LCAP Goals are regularly discussed at administrative team meetings, board meetings and at DELAC, ELAC and School Site Council Meetings.</p>	<p>Board Agendas Palisade Glacier Principal Reports BUSD LCAP</p>
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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
<p>As stated above the board carries out a number of activities to engage parents, community members as well as staff and students. Those activities include yearly surveys, site council meetings, student leadership meetings, monthly ASB report at BUSD Board Meetings. Regular administrative meetings with Indian Parent Advisory Committee, ELAC and DELAC Committees. In addition, BUSD has a parent involvement policy that is distributed annually to parents. BUSD has a cellphone App, district website, AlertNow phone system, parent newsletters all of which are utilized to engage both students and parents. All BUSD Board Meeting Agendas are posted and meet Brown Act Requirements, all agendas are sent to the local media. Community members are often present at meetings in order to voice their opinions and or concerns.</p>	<p>LCAP Parent Survey Indian Policies and Procedures BP Parent Involvement BP Site Council Agendas DELAC Agendas</p>

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
<p>The BUSD Board of Trustees holds monthly meetings with the community and the BUSD Administration. Each board meeting includes a report from each school site principal. Each site Principal submits a monthly Principal Report outlining the activities taking place at their sites and also informs the school board on progress toward meeting WASC/SPSA and LCAP goals. At the beginning of each school year the</p>	<p>BUSD Board Meeting Agendas Principal Reports BUSD LCAP Annual Update BUSD Board Policy - Superintendent Evaluation</p>

<p>BUSD School Board and Superintendent meet with each Principal and discuss goals for the following school year. In addition, the BUSD Board of Trustees meets with the Superintendent to identify priorities for the school year. Finally, the board has adopted procedures for the evaluation of the Superintendent yearly, who in turn, evaluates each school site principal. The BUSD school board also reviews the California State Dashboard and the LCAP Annual Update.</p>	
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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
<p>The Bishop Unified School District informs parents of the Uniform Complaint Procedures in the Annual Notification sent to parents each school year. Copies of the Uniform Complaint Procedures as well as Williams Complaint Procedures can be found at the district office and on the district website. Postings of these policies are in every classroom. A complaint log is kept at the district office and each complaint is investigated following board policy, which can also be obtained in the BUSD District Office and on the district website.</p>	<p>BUSD Board Policy BUSD Annual Notifications UCP/Williams Complaint Forms Classroom Notification</p>

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.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its

management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

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
<p>The PGHS teaching staff and principal meet 3-4 times per week in the mornings before school for regular staff meetings. The PLC lead teacher takes notes at these meetings on the shared google doc agenda created by the principal. Anyone who would like an agenda item included on a future agenda sends the item to the principal to be added the agenda ahead of time, and there is a “What Else” section at the end to address any other questions/comments. These agendas and notes are available to be viewed by the classified staff as well in a shared google drive folder in our common folder called “The Hub”.</p> <p>During morning meetings we discuss and problem solve individual and schoolwide student needs, analyze data such as credit earnings, and assessment results. As a team, we brainstorm strategies and commit to timelines in which to implement created plans. An example of this process is outlined to the right, under “supporting evidence”.</p>	<p>Credit Contracts - Students are asked to complete credit contracts each block and set goals for the upcoming block as well as for graduation. To do this, 1st period advisory teachers coach students through the credit contract in Google Classroom and analyze their updated transcript with them individually. After Block 2 of the 2017-18 school year, the staff was frustrated at the [lack of] progress made by students and the overall sense of a lack of motivation by the student body. It was at a morning staff meeting that the team decided to have students spend more time reflecting on their past credit earnings (from Block 2) before beginning to set goals for their upcoming block (Block 3). At a follow-up meeting days later it was brought to light that while teachers and staff followed through with the plan, very few of the staff had printed out the credit contracts and reflections to go home to families to see/sign off on. This follow-up served as a reminder to print out the contracts by the end of the week to give parents the opportunity to stay involved and up to date in terms of their child’s credit earnings and progress towards graduation.</p>

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
<p>School/student needs identified at both the district and school wide level have formed the basis of our current LCAP, SPSA, and WASC critical needs and goals. Alignment between these three documents ensures our efforts are targeted to make the biggest impact in student achievement and well being.</p> <p>Specific strategies to meet these big-picture needs include:</p> <ul style="list-style-type: none"> • Supporting students to meet their credit goals (by block and by graduation) via credit contracts, reinforcing school attendance, a flexible master schedule, and offering a variety of opportunities to earn credit in and out of the classroom • Ensuring all students graduate with a plan after high school (via Capstone) which outlines their college/career path as well as the skills needed to live independently • Continually building a positive school climate where all students feel safe and that they belong. Our foundation of respect is reinforced through our admission interviews, respect cards, enforcement of assertive discipline policies, positive relationships with staff, and low student:teacher ratio 	<p>The 3 common and overarching themes of the LCAP and SPSA goals, and the WASC critical learner needs are:</p> <ol style="list-style-type: none"> 1) Student Achievement 2) College/Career Readiness 3) Positive School Climate <p>See links above, or reference Amendment F (Fall 2017 SPSA) and Amendment A (2017-18 LCAP)</p>

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
<p>Collaboration and communication form the foundation for our morning staff meetings (described in A3.1). “The Hub”, our shared staff google drive folder, was created to allow staff to share/edit/view documents, spreadsheets, and forms. This ensures transparency, accessibility, and accountability to all staff members.</p>	<p>“The Hub” shared Google Drive folder, including “Morning Meetings” folder</p>

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
<p>School climate of open door/communication, regular debriefs after meetings, regular email, suggestions/comments on meeting agendas and access to The Hub documents.</p>	<p>Teachers report the morning meetings as essential. We meet four days a week before school. This allows excellent and timely communication on up to date</p>

	<p>issues. This provides daily opportunities for effective internal communication and planning. The principal creates and sends out the agenda every morning which allows staff to add agenda items as needed. All staff has editing privileges on this google doc. PLC leader takes notes on the google doc so that all staff (including classified) are aware of the minutes of the meeting.</p>
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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.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

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
<p>Our 3.4 teachers and principal wear multiple hats at our small school to meet all the subject area needs required for graduation. The Master schedule is created each block based on the needs of the students. Teachers are assigned classes to teach based on their credential(s), strengths and background/experience in the subject area(s).</p>	<p>Master schedule is revised every block to best meet student needs and utilize staff expertise.</p>

Subject	Staff background, training, & preparation	Qualification
English	Holds a Bachelor’s Degree in Creative Writing/English/ Photography and has taught English for 6+ years	Single Subject Credential (English)
Math	Teacher has taught Math for 3+ years	
History	Teacher holds a Bachelor’s Degree in History and has taught History for 6+ years	Single Subject Credential (Social Science) & Multiple Subject Credential

Science	Teacher holds a Bachelor's Degree in Science and has taught Science for over 20 years.	Single Subject Credential (Science)
Career/Technical Education	Teacher has a Bachelor's Degree in Film & also works part-time as an actor & videographer.	CTE Credential in progress (Arts/Media/Entertainment)
Fine Art	Requirement is met through CTE course as well as Art Elective	CTE Credential in progress (Arts/Media/Entertainment)
Physical Education / Health	Teacher holds a Science credential	
Capstone	Principal has a Masters Degree in School Counseling	Pupil Personnel Services Credential
Electives / Other	Varied / Depends on what is being offered. Dog training background, digital media experience, journalism/reporting background, rock climbing experience, willingness to supervise opportunities outside of school such as attending plays, musicals, museums, etc.	

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
Upon being hired to the district, teachers attend a day-long new teacher orientation, providing relevant information about policies and job expectations. At the site level, PGHS staff meet each block to determine class needs for the upcoming master schedule and teachers are assigned to courses based on qualification (i.e. credential) and/or expertise in the subject area.	An example of adjusting teacher assignment to meet student needs and staff qualifications is creating a Journalism course during Block 3 of the 2017-18 school year, taught by our "History" teacher who holds a multiple subject credential and has worked as a reporter for the Sierra Wave prior to becoming a teacher.

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
Teachers receive and sign a copy of their teaching contract annually, outlining job responsibilities and working hours and days for the year.	A shared google folder entitled "the hub" is managed by the principal and accessible to

<p>PGHS does not currently have a staff handbook. As we are such a small staff and meet so regularly, there hasn't seemed to be a need to develop one.</p>	<p>all staff. All staff has editing privileges. This folder contains staff forms, syllabi, transcripts, testing/data, scholarships, graduation, calendar, staff development, credit contracts, bathroom sign outs, lunch sign outs, and behavior forms. This is a google folder shared by all staff, and regularly linked to in morning meeting agendas. This allows all staff to access information at any time so that we are all on the same page in regards to students and other school issues.</p>
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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
<ul style="list-style-type: none"> ● Trauma Informed Education Conference & Resiliency/ACES workshop - better understanding of the impact trauma & adverse childhood experiences (“ACES”) have on students’ brain development, emotional wellbeing, executive function, & overall view of themselves in the world ● CA Continuing Education Association (CCEA) Conference, Capstone Workshop - Lopez High School staff outlined their Capstone program and the benefits it has had on their graduates. Includes a professional portfolio, independent living skills section, community service, and job shadow component, culminating in a public professional presentation where students share their research and plans to a panel of community members. ● CCEA Conference - Google Classroom (1 year before district began to integrate it, along with Haiku) - great tool for organizing lessons and student work by classes, which tend to change every 6 weeks or so at our site. ● CCEA Conference, Dog Training (from service dog) - dogs have been shown to have a calming effect on individuals as well as the classroom environment (i.e. comfort animals). Ms. Sabo’s personal dog is a “service dog in training” and is used within the dog training course which aims to help dogs become more adoptable as well as instill dog training skills in students. ● Mindfulness for Educators - 6-week online course introducing mindfulness strategies for staff to use personally as well as with students at school. Mindfulness has been shown to help with 	<ul style="list-style-type: none"> ● This info has shaped how teachers preview questions, & what type of questions are asked, students identify ACEs for characters in English texts, students learn about trauma’s impact on the brain ● Capstone is a graduation requirement for PGHS beginning in the 2016-17 school year. Every student comes away with a post-secondary plan, boosting executive functioning skills (planning/visual instructions help with memory) ● Students utilize Google classroom daily, especially in English, History, & Digital Media ● Dog Training class offered 2x year, student relationships formed outside of English classroom, many students state that dog training class is their favorite part about PGHS ● Students have reported that mindfulness has helped them “stay off

<p>focus/attention, stress relief, and overall well being. It has also been cited as a powerful tool to use with children who have experienced trauma.</p> <ul style="list-style-type: none"> ● ELL in court schools - introduced and supported the idea that all of “our students” (i.e. continuation school students) can be considered English Language Learners due to their often severe academic deficits ● Explicit Direct Instruction (EDI) - district-wide initiative, has linked well to the ELL supports outlined above 	<p>anti-anxiety medication”, and has “helped with insomnia”, gratitude and appreciation notes are written daily in 1st period english</p> <ul style="list-style-type: none"> ● Speaking (in own words) then write, lots of opportunity to speak, time and support to fine tune their responses, scaffolding, good practice, vocabulary word break down, reading out loud w/visual ● Additionally: flexible students groupings, random selection
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A4.4. Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Findings	Supporting Evidence
<p>APEX - we currently do not have any staff members formally trained in the APEX software. As we use this tool somewhat minimally, the need hasn't warranted the time/money that would be required for staff members to be trained.</p>	<p>Staff and students navigate APEX software without problems (mainly Ms. Cooke & Ms. Kolker)</p>

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
<p>New teaching staff participate in formal evaluations twice a year for the first two years in the district. Teachers who have been teaching more than 2 years are then put on an every other year cycle for annual teaching evaluations. Classified staff are evaluated annually, with new staff receiving an evaluation within the first 6 months of (probationary) employment. The site administrator (principal) conducts all staff evaluations which include a pre-meeting to notify staff of upcoming evaluation and communicate expectations, at least one observation, and a subsequent collaboration meeting to share findings, discuss progress towards goals, overall performance, strengths, and areas for improvement.</p>	<p>All staff have been evaluated according to schedule, to date. Teachers report that our administration is supportive of our classroom environments. She is helping us grow in our practice daily and weekly. The semi-annual evaluations are also straightforward and compliant with our contract.</p>

A4.5. Additional Online Instruction Prompt: How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Findings	Supporting Evidence
<p>No specific evaluation for online staff as no staff administers online curriculum exclusively or primarily.</p>	<p>APEX is used as needed, though not as a primary curriculum.</p>

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.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

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
Our LCAP/SPSA goals & standards align with where/how we spend our money, as evidenced by expenditures and budget. In addition to district funds, PGHS has been the recipient of several enrichment grants over the last few years which has supported activities outside of general classroom/school operations.	See SPSA & LCAP as well as Budget in Addendums.

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 annual budget is developed using historical information for each site as well as with input from site administration. Curriculum, facilities, and supply needs are taken into consideration as well as any special needs associated with individual student or student group requirements. As the year progresses, the budget is reassessed and adjusted as necessary. District purchasing practices are in place to ensure that school funds are appropriately spent. The steps are purchase order input by site secretary, approval by site administration, secondary approval from the District Office, and final processing by District Office personnel. Each step is subjected to review and consultation occurs if there are any questions about the request. Palisades also maintains an ASB account which is controlled at the site rather than at the District Office. No matter the origin of the funds or fund oversight, all school funds and accounts are subject to annual	Response to Audit Observations for Internal Control Improvement (from 11/29/17): Observation The ASB at Palisade Glacier High School has a scholarship fund which doesn’t have a formal trust agreement but is still accounted for separately. It isn’t part of the ASB even though the ASB performs fundraisers for the scholarship fund. Recommendation The school should account for the

<p>audits by a team of independent auditors. Accounts are thoroughly scrutinized and any recommendations or concerns are formally addressed in a written response to the BUSD Governing Board. The most recent response addressed PGHS Scholarship funds with the recommendation that the funds be brought into the District Office to be part of the general ASB accounting structure to strengthen oversight.</p>	<p>scholarship fund as a part of the ASB. The cash and the activity for the scholarship fund should be part of the overall ASB financials.</p> <p>Response The scholarship funds will be moved from the Palisades checking account to the District ASB accounts. This will provide the proper level of oversight of the scholarship funds.</p>
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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
<p>Our 6 modular buildings are well kept. Our maintenance/grounds/custodial staff member works year-round to keep the campus in good repair. Some of our siding is due for replacement and is in the district’s 5-year facilities updated plan. Our overall school rating according to Facility Evaluations since Spring 2016 is “Exemplary”.</p> <p>In classrooms, we have a maximum 15:1 student:teacher ratio, and up to 15 desks/chairs in each room. In Spring 2016, 2 of our classrooms received new desks and chairs, and 3 out of the 4 teacher desks were replaced with new modern desks and chairs.</p>	<p>“Exemplary” rating from all Facility Report Forms on file (see table in Chapter II, LCFF Priority 1 section)</p>

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
<p>PGHS benefits from the 2015 county-wide initiative to ensure 1:1 technology for all Inyo County students. On site, we have 1:1 chromebooks for students & staff which includes google logins for every student and staff member. Our homework policy dictates that once a student is at school for 10 days in a row, working hard and earning credit, that they then are eligible to complete a homework application to apply for additional work to complete at home, thus earning more credit outside of normal school hours. Once a student qualifies for homework, a chromebook and any texts or other materials are provided to them individually so they can complete the work at home.</p>	<p>All students are issued a Chromebook in their English class once enrolled, and use their bishopschools.org Google login on a daily basis to access Google Classroom, and their Google Drive.</p> <p>As of 11/30/17, we have received 10 homework applications from 2017-2018 students requesting homework in: English, Art, P.E., Health, and Physical</p>

	Science.
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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
The PGHS staff takes advantage of various professional development opportunities each year. In addition to those outlined in section A4.4, a complete spreadsheet has been created (located in “The Hub”) to keep track of our learnings.	Spreadsheet of PD opportunities and outcomes provided here .

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
The district’s LCAP aligns with what we need for student achievement, critical learner needs, standards, college/career, and ESLRs. Mainly: Increased Student Achievement, College/Career Readiness, Positive School Climate	Our SPSA specifically outlines the allocation of funds to meet goals/targets and implement strategies/interventions.

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Our staffing, goals, professional development, and leadership work together to support the realization of our ESLRs and overall student success. The implementation of Capstone is in its second year, and so we do not yet have aggregate data on the effectiveness of the program in terms of postsecondary achievements/success. Anecdotally, between feedback from students families, and staff, the program seems to be an important and effective step towards PGHS preparing students for success after High School. Our School Board and District office support the mission of PGHS to serve at-risk students in a non-traditional/alternative setting. Morning meetings and credit contracts both serve as structures for students and staff to reflect on student credit earnings and make adjustments to ensure students are reaching their credit earning goals.

Prioritize the strengths and areas for growth for Category A.

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

- Regular morning staff meetings (3-4 days a week)
- Students set credit-earning and graduation goals via credit contracts 6 x per year (including 5 end-of-block reflections)
- District level support to attend and apply relevant professional development
- "The Hub" as an online homebase for in-house staff documentation, organization and communication

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

- Enhance structures for students to reflect on their credit-earnings in meaningful ways.
- Establish criteria as a staff re: what success looks like in terms of the ratio of credits students plan to earn each block (projected goals) vs. how many credits they actually earn (actual credits earned)
- Make ESLRs a "living document" among students and staff. Currently 100% of students and staff recognize "Respect Self, Respect Others, and Respect the Environment" as our ESLRs and PBIS motto. The specifications under each of these 3 categories are not as engrained.
- Relevant content-specific professional development, especially in math

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.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

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 effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Staff have reflected on the following trainings, information, topics, and ideas as having an impact on instruction and real world applications for students:</p> <ul style="list-style-type: none"> ● Trauma-informed education - strategies to allow students to process emotions, apply learning to their own experiences, feel safe, access short term and long term memories ● Resilience/Adverse Childhood Experiences (ACEs) - EXPOSURE to childhood trauma dramatically increased the risk for 7 out of 10 of the leading causes of death in the United States. In very high doses individuals have 3X the lifetime risk of heart disease and lung cancer and a 20-year reduction in life expectancy.) ● Tim Burns (impact of drugs, stress, and sleep on brain development) ● At risk students can be considered/taught as English Language Learners (even if English is their only language) due to severe academic deficits ● Capstone (a set of activities and experiences designed to have students plan for their future after high school) ● Storytelling as an effective learning tool (for Native American students and students who have experienced trauma) ● Executive function as a predictor of academic and lifelong success ● Mindfulness as a coping skill for stress 	<p>Tangible ways current educational research has impacted our practice:</p> <ul style="list-style-type: none"> ● Focus on content before grammar ● Reading aloud ● CA Career zone to identify potential career matches ● Executive function skills such as short and long term planning are required in Capstone ● Storytelling as a performance art included in our Talent Show / performance workshops this past school year (Amazing Vox) ● Students learn about ACEs/resiliency and determine their own ACEs and resiliency score ● Writing down gratitudes each morning as a staff and in 1st per English

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
<p>Standards are aligned to syllabi/courses offered throughout the school year. While PGHS has been accredited for over 20 years, as a continuation school/credit recovery model we do not meet A-G requirements. With a staff of 3.4 teachers and a fluctuating student body, we cannot meet the UC requirements for freshman entry into 4-year CA schools. For those students that are interested in obtaining 4-year degrees, we encourage our students to either a) graduate from PGHS, attend Community College, and transfer to a 4-year of their choosing, or b) make up needed credits at PGHS and transfer to Bishop Union High School to graduate. Standards-aligned syllabi for the following courses/classes are included (linked) here:</p> <ul style="list-style-type: none"> • English • World History, US History, Economics, Government • Life Science, Physical Science, Health, Math • Digital Media (CTE Arts/Film/Entertainment course) 	<p>Our policy at PGHS states that in order for students to earn credit, any work turned in needs to be graded with at least a 70% or above. If not, work is returned to the student for editing/improvement in order to be resubmitted for credit. This ensures that all work students turn in and receive credit for are meeting the standards correlated with each assignment.</p>

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
<p>APEX is A-G certified and is also used by the comprehensive High School (Bishop Union High School) as a credit recovery program.</p>	<p>The BUSD School Board has adopted APEX as the district’s online A-G compliant credit recovery curriculum.</p>

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
<p>All lessons, units, and/or modules are aligned with the academic standards for the discipline in which they are taught.</p> <p>All classes include a focus on literacy, including engagement with text, discussion, providing evidence for any and all defensible statements.</p> <p>In the ELA classes, the teacher uses the CSU Expository Reading and Writing Curriculum (ERWC) on a regular basis. The Op-Ed unit is the foundation for the Opposing Viewpoints Essay in Capstone. This unit and the others from the ERWC curriculum was designed to close the gap between graduating high school seniors and the expectations for entering college freshmen.</p> <p>Capstone is an entire 10 credit course with the goal of college-and career readiness. All students who graduate from PGHS complete this</p>	<p>See linked syllabi for ELA, History, Math, Science, and CTE.</p> <p>See linked syllabi for Capstone and Capstone Checklist.</p> <p>See linked Admission Interview framework for discussion.</p> <p>See linked ESLRs in the classroom.</p>

<p>graduation requirement in order that they graduate from us and have a plan for career, college, or both after graduation. Students complete a professional portfolio (resume, cover letter, etc.), learn a combination of everyday skills, explore their personalities and interests (with reference to future careers and courses of study), complete a job shadow, mock interview, and present their findings to a panel of community members. The course relies heavily on mastery of Common Core English-Language Arts standards and anchor skills.</p> <p>Students must earn a 70% or better to earn credit on a lesson/module/assignment. This ensures a rigor in the classroom and an assurance that students are actually learning the material. Most students come to us in their 11th and 12th grade years, therefore CAASPP data is less a measure of their learning in our setting. To give us a more accurate measure, we are working to implement twice yearly administration of the ACCUPLACER (Community College Assessment Test) to measure students' college readiness in academics as well as measure their growth during their time at PGHS.</p> <p>We meet with each student and family at an admission interview and introduce them to our ESLRs as the foundation of our learning environment. These ESLRs serve as our expectations for behavior in all school settings and beyond. We expect students to demonstrate those identified behaviors in the classroom specifically.</p> <p>We maintain consistency of language between ELSRs and standards, specifically the college-and-career readiness standards and the ESLRs serve as a framework for classroom decorum: coming to class ready to learn, participating in the lessons/discussions in a respectful and appropriate manner, persevering when the work is difficult, reaching out for help as needed, all of which help students to learn and earn credit, therefore meeting the expectations of the Common Core Content Standards.</p>	<p>See linked ESLRs aligned to Standards for Career Ready Practice.</p>
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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
<p>Multi-curricular integration can be a challenge at our site for a few reasons. First, as the academic needs of every student are different, the credit needs for each student are unique - no two students typically need the same credits in the same subject areas to graduate. Our credit recovery model and master schedule are designed to provide instruction and assignments in just the subjects students need, eliminating any classes that they don't. This means that if an assignment is designed to award credit in more than one subject, a student would potentially not need the credit in both disciplines, therefore negating the</p>	<p>Student Transcripts Master Schedule(s) Credit Contracts Capstone Course</p>

<p>value of a multi curricular assignment.</p> <p>An additional hurdle is staffing/time. During the most recent school year, our CTE teaching position has been cut from a full day (5 periods) to a partial day (2 periods). Students thus have a limited opportunity to earn Vocational Ed credits and/or Fine Arts credits in a Digital Media (CTE) class.</p> <p>Common Core standards have articulated the need for Language Arts integration among all disciplines. In this way, teachers have incorporated cross-curricular assignments. Also, Capstone is an intentionally designed crossover between Career readiness, ELA and Math (Performance Tasks).</p>	
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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
<p>Inyo County High Schools maintain a close relationship with our local community college, Cerro Coso Community College (CCCC). The “Inyo Promise” was initiated in 2014, enabling all Inyo County High School graduates to attend CCCC tuition-free, and subsequently transfer to University of Nevada, Reno (UNR) at a discounted rate, closer to that of in-state applicants. Eastern Sierra Foundation Scholarships are available to any student graduating from an Inyo County High School (or has been an Inyo County resident for at least 1 year prior to applying) attending the Bishop Campus in Fall or Spring semesters and enrolled in at least 12 units on campus. Students entering Cerro Coso for the first semester do not need to meet a minimum GPA, but must maintain a 2.0 in order to be eligible for the ESF scholarship in subsequent semesters. The ESF Scholarship covers tuition for on campus courses and up to \$300 for books; all students must apply for Board of Governors’ fee waiver (or FAFSA/Dream Act).</p>	<p>All of our graduates who attend Cerro Coso are eligible to participate in the “Inyo Promise”. Currently, we have 11 of our 58 graduates from the past 2 school years attending Cerro Coso (19%).</p>
<p>Each year, academic counselors from Cerro Coso come on campus to help graduating seniors with registration and class selection. Cerro Coso also opens up their doors to use to hold our Final Capstone Presentations throughout the year.</p>	<p>All 29 Capstone Presentations in 2016 and 2017 were held at Cerro Coso.</p>
<p>In conjunction with CCCC, we offer concurrent enrollment opportunities to students who wish to take 1 CCCC course per semester while still in High School. Students to take and pass these classes receive both college and high school credit.</p>	<p>We typically have 1-2 students per semester (between PGHS and BIS) take advantage of the opportunity for concurrent enrollment. All have passed.</p>
<p>Our staff meets with our Bishop Independent Study (BIS) students on</p>	

<p>Tuesdays and Thursdays each week at Cerro Coso in offices that CCCC provided for us. This exposes our BIS students to the college and makes it a familiar place to potentially attend school one day.</p> <p>For the past 2 years, PGHS has administered the Accuplacer assessment on site, which CCCC uses for placement in English and Math courses. We have worked with Cerro Coso administration to allow our students to use this either as a practice exam or, pending their score, as their official placement exam for Cerro Coso.</p> <p>Beginning with the class of 2016, we maintain a spreadsheet to update/follow-up with our graduates. With our small town/small school clientele, we are able to keep this spreadsheet updated with most students by name.</p>	<p>Cerro Coso also offers free tutoring services in their Learning Center (Library) twice a week. We recommend this service to many of our students who need extra support. Students report that taking the Accuplacer assessment “makes sense”, especially when compared to taking the CAASPP/state-mandated exams to which they typically do not find any much relevance. Results demonstrate that the vast majority of students are not yet prepared for college level English and Math at the time of taking the Accuplacer in High School. The majority of our students join the workforce after graduation. 20 out of our 58 grads from the last 2 years are confirmed to be working locally (34%). 100% of our “early graduates”, those that graduated 6 months - 1 year ahead of their class, are enrolled in college.</p>
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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.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

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
<p>Palisade Glacier High offers as many opportunities as possible within our small staff for students to learn about post-secondary education as well as real life skills. In its second year being implemented here at “Pali”, our Capstone project is flourishing and helping students understand so much more about life after high school. We help them understand everything from budgeting the rent and utilities of an apartment to seeking out student loans. We strive to make sure every student has a post high school goal, and set them on that clearly defined</p>	<p>100% of 2017 graduates completed Capstone requirements, thus demonstrating that they have a plan for after high school. In 2017-2018 all Seniors are required to complete all components (6 modules, 10 credits total) of Capstone as a graduation requirement.</p>

<p>path toward achieving it. We utilize everything from self-reflection essays, to personality tests to help the students figure out what college or career pathway they would like to pursue. We then teach them to build resumes and cover letters as well as set personal achievable goals. We also utilize our county's CTE program to help teach different vocational arts and trades to the students, showing them a world they may never have had a chance to see. We have offered film, screenwriting, photoshop, 3D printing, and computer aided drafting (AutoCAD). We also became an AutoCAD proctor site, so our students can be certified in computer aided drafting. This sets qualified students up for a higher paying job right after graduation.</p>	<p>4 out of the 5 students who took the AutoCAD certification exam passed and earned their professional certificate in Spring 2016.</p>
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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
<ul style="list-style-type: none"> ● Rigor - classes/coursework is standards based, scaffolded when needed to accommodate for high/low achieving students. ● Real-world application - <ul style="list-style-type: none"> ○ Capstone ○ Consumer/kitchen math: "I could really use this" ○ Current events integrated into all subject areas <ul style="list-style-type: none"> ■ Hurricane Harvey (Science) ■ Natural disasters; wildfires, hurricane relief (Government) ■ English current debate - Opposing Views essays, policing, Kaepernick) San Joaquin River Project (tied to our local Owens valley) ○ Providing evidence for claims ○ PE (activities for stress & anger management) ○ Mindfulness (explaining why/brain development) ● Accessibility to all - <ul style="list-style-type: none"> ○ Opportunities to speak (vs. solely writing) ○ Consumer/kitchen math ○ Expand curriculum offerings (differentiated at student ability) ○ Access to highest levels (teach the highest content but differentiate expectations based on ability. Example: all students complete final essay (scaffolded and worked on throughout) but teacher can reduce questions ○ Close reading/vocabulary ○ Previewing questions (this is a trauma-informed education strategy) ○ Short difficult reading (ex. The Constitution in US History) ○ Variety of ways to "show what you know" / present 	<p>The average credit earning rate for the student body is documented each block on the Student Data spreadsheet. For Block 1 of this year, students earned 74% of the "available credit" that would be earned if students were completing all work and present for every day of the grading period. Attendance was 88%. For Block 2, students earned 78% of available credit. Attendance was 87%. While we would ideally/theoretically want students to be earning 100% of the credit opportunities each block, an appropriately rigorous program should challenge students enough where this wouldn't be the case for all.</p> <p>Providing students with multiple avenues to demonstrate understanding ensures access for all in every discipline.</p>

learning (picture, text, video)	
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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
Students who are on a 4-year college track are encouraged to do the work required to transfer to and graduate from BUHS. We offer A-G certified online curriculum through the APEX program.	Our school board has approved APEX district-wide as a viable resource for A-G certified credit recovery option.

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
<p>In an effort to create a support team behind each and every student, we commit to the following:</p> <ul style="list-style-type: none"> ● Hold an admission Interview for every student prior to enrollment ● Communicate during regular staff meetings about student concerns/celebrations/general updates in our “student updates” section ● All staff has access to our Master Schedule and all student transcripts in “The Hub” ● Students complete credit contracts each block, signed off by staff and sent home to families. Using updated transcripts each block, these credit contracts are constantly changing, and give students a realistic picture of their credit-earning rate and potential graduation date. ● Regular communication with the Bishop Union High School guidance department and administration re: any students who want to transfer back to BUHS 	<p>Admission interviews set the tone for our interactions with families and our commitment to student achievement. It is at these interviews that parents/guardians meet the staff that are going to work with their child every day to meet their goals. The tone is positive and supportive, so everyone knows that our policies, structures, and expectations are all designed to optimize success for every individual student.</p> <p>Credit contracts give timely updates (about every 6 weeks) about progress as do updated report cards/transcripts that get sent home at the end of every block.</p>

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
Our Capstone course was adopted to support students’ transition into adulthood after graduation, whether it be in college and/or career. The Capstone course includes a Job Shadow component, “my future” reflection which prompts students to outline their path toward their	During Final Capstone Presentations, students are asked to reflect about their experience in Capstone and High School in general. Almost unanimously,

<p>desired college/career goal, and an independent living skills section to give students an understanding of the responsibilities that are associated with living on their own. The class is in the Master Schedule but is also available online as a website and also through Google Classroom to give students options on how they would prefer to complete the course.</p>	<p>students report that Capstone helped them feel prepared for what's next. Some cite the Independent Living Skills section as the most important, increasing their awareness of what housing/car/budgeting might look like. Others say researching the path towards their career was the most helpful so they "know where to start". Several students have commented that Capstone might seem like a lot of work at first, but it's worth it and it "actually really helped".</p>
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Standards based curriculum comes in many shapes and forms at our small school of 3.4 teachers tasked with meeting standards in all High School subjects. Our students may be in their third, fourth, or even fifth years of high school but transfer to our school needing credit from courses regularly assigned to first and second year high school students.

Our teachers work to apply current educational research including techniques related to Trauma informed education, Resilience/Adverse Childhood Experiences (ACEs), and the latest brain research from guest speaker Tim Burns, who explained the effects of sleep, stress and drug use on brain development. Our training has also brought new changes to our school such as the Capstone class, where students apply real world skills and prepare a realistic plan for the first two years out of high school and beyond. We have also implemented mindfulness training as a way to help students deal with the stress of their lives.

Our courses include all high school core classes including English 9-12, World History, US History, Government, Economics, Life Science, Physical Science, Math, and Health, are aligned with current standards (see links to syllabi above.) All lessons, units, and/or modules are aligned with the academic standards for the discipline in which they are taught. All classes include a focus on literacy, including engagement with text, discussion, providing evidence for any and all defensible statements. Academic rigor is encouraged by setting a 70% threshold for passing and receiving credit. For students who need additional credit, we also offer APEX, an online A-G aligned credit recovery program approved by our school board.

These courses are offered throughout the year. We currently do not meet the UC requirements for freshman entry into 4-year CA universities. For those students that are interested in obtaining 4-year degrees, we encourage our students to either a) graduate from PGHS, attend Community College, and transfer to a 4-year of their choosing, or b) make up needed credits at PGHS and transfer to Bishop Union High School to graduate. Our diploma is accepted by the US military, and private schools.

Prioritize the strengths and areas for growth for Category B.

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

- With our small staff, we are able to offer students a wide variety of standards based courses. Each core teacher has five preps.
- We maintain a flexible master schedule based on ever changing student needs.
- Connect standards based curriculum to real world applications.

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

- We are transitioning to integrated math and have added a third year of math to our graduation requirements, starting with the class of 2019.
- Our ongoing struggle to teach electives with 3.4 teachers. Our principal continues to work directly with Capstone students to ensure students get the support they need to complete graduation requirements on time.
- Our small staff means that we don't have a department team with whom to collaborate on curricular issues.
- We always need additional curriculum to meet the wide variety of student credit needs, especially as we may have students in the same course for over a year at a time.

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
Examination of student work demonstrates evidence of rigor and relevance, critical thinking and problem solving, use of technology, and the use of materials beyond the textbook. Samples included: English essay (One Flew Over the Cuckoo’s Nest), Digital Media (manipulation of Photoshop images), US History group discussion (U.S. vs. Nixon), Capstone google slideshow (“My Future” Reflection), and Life Science (Phylum Book)	Samples of student work from Fall 2017 ‘Examination of Student Work’ protocol. Ongoing collaboration between staff members to discuss what is / isn’t working in the classroom and continually refining practice.

C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence
APEX is designed to allow students to learn at their own pace. We set up online classes to ensure that students are completing assignments/quizzes at a 70% or better before proceeding. If students attempt an assignment/quiz 3 times without passes, it will notify the teacher, thus ensuring support for struggling students. We also adapt the points on APEX to better fit our credit recovery model (i.e. 200 APEX points = 100 Pali points, or 1.0 credits).	Students are sometimes given the choice to use APEX to complete coursework. If the student isn’t making adequate progress, or doesn’t prefer to use APEX, then the teacher makes the adjustment to provide them with work/instruction in the classroom.

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
The expectation at PGHS is for students to complete all work at a 70% or better in order to receive credit. Students and staff have an awareness of credit needs in each subject via credit contracts each block as well as updated transcripts each block. Students are told that, in general, they can earn about 0.08 credits in each class per day. So, each block, students understand how many credits are “available” in	If a student is not reaching the 70% mark, often times the teacher will return the work, provide feedback, and give the student an opportunity to revise the work and resubmit. Students know that they won’t receive credit for anything

each class as well as in total for the grading period. This gives them a better understanding about how much they can expect to earn and therefore set realistic goals.	below a 70% so this model helps motivate students to really learn the material.
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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
Multiple presentations of information in instruction/directions	Verbal with multiple restatements, written --on the board or on the computer “classroom”
Choice and variety in assignments	Journalism class choice of reporting topic, ELA class, choice of final essay/project, teach your own lesson, bring a text you like to class, find an article that discusses X theme, Independent periods to allow students choice in what subject they will work in, Capstone is highly personalized from exploring yourself to what you want to do, where you want to go, job shadow, community service
Choice of how to work	Groups, partners, individually (as appropriate)
Reading texts as a class but also following along as an individual	Plays to visual and auditory learners, helping to bridge the gap between the two
Scaffolding for the individual’s abilities: Since we are smaller, we get the chance to know each student as an individual and assess where they are, what they need, and what we can do to facilitate their learning.	Graphic organizers for essays, multiple reading levels to cover the same learner outcomes, reading out loud to allow students to see the text and match it with the words that they hear, may know, but may not know how to write. Choosing assignments for the students based on skill-set
Visual demonstration of understanding	Students (for some assignments) will draw or create a computer animation to demonstrate learning, i.e. summarize this podcast in a comic strip, or script an imagined conversation between two characters using this online animation tool
Google Classroom as information presentation and organizational tool	Provides written directions and assignments in an organized fashion. Essentially creates a “binder” for students of all their work, with due dates, supplementary materials in a separate folder, sorted by category. Aids students with low working memory or executive function struggles.
Civic Mirror- A classroom wide simulation that takes place over the course of several weeks (usually 1 block).	Simulation to learn and demonstrate understanding of government and economics. Students take on roles in government and business in a simulated country to give them hands on experience in decision making.
4 days per week morning meetings for staff to discuss student issues (online record of efforts/issues) and credit needs	This helps to accommodate scheduling, but also plays to individual student strengths as some students need the whole-class support model and learn better that way, others can work faster and learn more working on their own, being guided by an available teacher. Ultimately, the determination of what works well for each student is based on their credit earning in that setting.

Mix of direct instruction and independent work	Staff can collaborate on solutions to any problems, discuss whether the issue is across the board or in a particular subject, note strategies that have been tried and worked well for the students, or not, change schedules based on credit needs or environment to benefit the student
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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.

<p>Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]</p>
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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
<p>Staff report routinely integrating the following technology/multimedia supports in their classroom:</p> <ul style="list-style-type: none"> ● Google Suite - in particular Google Classroom, Docs & Drive ● Promethean board (in 1 classroom) ● Photoshop & AutoCAD software (in Digital Media) ● Chromebooks for all students ● Various web-based research and creative sites such as Ancestry.com K-12,, Storybird, etc. 	<p>Teachers create Google classrooms for many subjects. Teachers can also quickly create a Google classroom assignment or individual module. This gives students an opportunity to research on their own, and to work at their own pace. Classroom also allows teachers to differentiate instruction to meet individual needs.</p>

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Currently one teacher uses the APEX curriculum to supplement instruction, primarily in Math though also in Science and Health. This is a significant support as there are always times that students are deficient in a specific subject and it may not be taught as a class on our Master Schedule for a block or more at a time. There are also students that prefer to use the APEX program to earn credit (vs. a direct instruction class).</p> <p>Our CTE teacher spends time teaching students Photoshop and Adobe</p>	<p>Student work/products in Digital Media show an increase in Photoshop skills. In previous years, our CTE teacher has focused on film and set up class lessons designed to coach students to first write a script and subsequently create their own film(s). This long-term goal was never achieved. Restructuring the</p>

software in the classroom.	classes to work on small projects, utilizing a small set of newly learned skills, has proven to be much more productive.
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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
Currently, the Digital Media uses guided and independent work to create photoshop or other projects weekly. In English, students are asked to create their own lesson plans and to teach the students a new skill. In Journalism class, students work independently and as a team to produce a weekly newspaper. In US history, the students are given ample opportunities to speak in their own words in guided discussions. These discussions are designed to encourage students to participate regardless of prior knowledge or English language mastery.	Students are asked to teach the lesson they create in English. Students produce photoshop and Adobe projects weekly. In journalism, students publish a weekly school newspaper. The guided discussions in US History are used as the basis for our writing assignments.

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
Capstone is a culminating opportunity for students to demonstrate the knowledge and skills they have acquired over their courses of study. It serves as a bridge between their high school experience and post-graduation college and/or career. Students must do a mock interview and a Capstone presentation that requires them to demonstrate this knowledge to panels of adult volunteers. Issues in research projects (ELA) and current events (History) give students the foundation for issues that will impact them as citizens in today's society.	See Sample Capstone binders including evaluations of mock interviews, binder overall assessment, and panel assessment of student presentations. Research projects using the internet. Students must choose reliable sources, more than one, and select information relevant to their reporting purposes.

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.*

Findings	Supporting Evidence
Students completing studies to earn credit in Health, Earth Science, and Life Science use a plan set up on APEX. They are prompted to answer	A print out of all quiz results. Progress is noted by the number of quizzes and

questions on a series of readings. Credit is earned when the student gains proficiency in a topic demonstrated by earning 70% or better on each quiz given. If a student struggles with a topic they must reread the information and/or ask questions to clarify their understanding until proficiency is reached.	sections of a study a student completes.
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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
Fall 2017 Examination of Student Work protocol demonstrated evidence of critical thinking in all subject areas. Some of these opportunities included: group discussions that dove deep into the “why” of historical events. applying themes from the novel in English class to real life, using content-specific academic vocabulary to explain science processes in students’ own words, and thinking deeply about potential career matches and the pathways to reach them through Capstone.	Student work samples from English, Life Science, US History, Digital Media, and Capstone.

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 are introduced to a general topic and prompted to explore an avenue of thought that is relevant to them and the general learning goal. They are given use of laptops and desktops to access the internet and to create a product that reflects their learning by asking them to teach others through slideshow presentations.	Students produce educational slideshows with text that has been gleaned from internet sources and put into their own words. They are also expected to chose diagrams from internet sources that exemplify their point or information.

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
Primary source documents, videos, novels, magazine/newspaper articles & other published texts are used in all core classes. Specifically, in the Social Science classroom students use primary sources, short segments of documentary film, images, and google earth to move beyond the textbook. The teacher uses these resources to bolster the storytelling aspect of mastering the content. In the science classroom students use magazines, current events and artistic expression to apply	Student work samples, participation points in classroom discussions. “No opt out,” in classroom discussions. Projects produced in science are foldables, posters, slideshows, booklets, labeled diagrams, and models.

what they've learned to completing a given project.	
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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
Capstone serves as our primary avenue for supporting students to explore career options. Through Capstone, students complete an 8-hour job shadow, 20 hours of community service, and create a career exploration slideshow which culminates in choosing 2 potential careers that match their personality, intelligence-type, and interests.	pghscapstone.weebly.com Student Capstone binders Final Capstone Presentations

C2.7. Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

Findings	Supporting Evidence
Completion of APEX course work is the primary metric for evaluating the degree to which students master concepts that can be applied to the real world. In some classes, students can choose units that peak their interest, especially if they need just a few credits left to complete the graduation requirements in the subject.	First Aid online training Posters Satisfactory quiz results Discussions and Questioning

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Due to the relatively small size of our student body, and the dedication of our staff to supporting students, PGHS individualizes instruction to meet the unique cohort and individual needs of our students. Teachers adjust content and delivery depending on who is in the room - students who are academically low, students who may have been on site for the past 1.5 years and have been exposed to most of the curriculum already, students with traumatic lives and/or backgrounds that bring social/emotional issues into the classroom with them, and so on. We empower students to earn credit by completing work (at a level of 70% or better) via classroom discussions, technology-based lessons, utilizing engaging media and primary source documents, and verbal/creative/writing demonstrations of knowledge.

Prioritize the strengths and areas for growth for Category C.

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

Small School/Classroom Size

- Small size seems to be the most talked about strength between staff and students. The teachers have enough time to work one on one, anytime with the students. The classroom sizes are small enough that students don't get lost/hide in the crowd. Each student is given a chance, everyday in every class, to show they are on task and learning the subject material. The staff is small enough that it is possible to meet 4 times a week to discuss every aspect of student and campus life as well as get ahead of problems that are often unseen in a larger school environment

Google Classroom and other Technology based Ed

- Due to small school size it is easier to implement and stay in front of new technologies as they arrive. Google classroom has made all the difference at PGHS. A student can have instant access to their assignments and grades. Also parents are able to easily view a child's progress. All the Google online programs as well as Adobe, are mainstays in the work sector and for college readiness. These programs that PGHS students use daily are the cornerstone of business and college preparedness and can be a step ahead for our kids that they can learn from and practice everyday.

Credit earning system

- One of the greatest strengths of PGHS is it's credit earning system. A student knows exactly what they are earning each hour of everyday. They have the ability to make adult decisions based on their own credit needs and goals. Each block the students are given a period to go over their transcripts thoroughly and ask questions of their home room teacher on what is

needed to maintain or accelerate pace. They fill out a “credit contract” that shows them exactly how fast they are earning credit and what this means to their graduation date. Putting the responsibility in the students hands to have some say in their education sets them up for college and the workplace in a very strong way.

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

Collaboration time with content-area partners

- Our teachers are in charge of their own departments (i.e. English, History, Science/Math, Fine Art) and do not have an on-site co-teacher to help refine, design, and troubleshoot lessons and provide support and feedback. We are also the only alternative ed site in the county so do not have a “sister school” to connect with locally.

Opportunities to meet with students outside of classroom time

- Our daily schedule does not contain short breaks between classes like many high schools do. Since our campus is so small, once one class ends the next one begins with the same bell. This eliminates distractions and allows students to be dismissed earlier than traditional school, but does not give teachers a break between classes to follow-up with individual students. Teachers are also assigned to supervise break and lunch and so are generally expected to be out with the group during these times. Also, students are bused to and from school each day so there is no time before/after school to hold informal private conferences.

Maintaining student motivation to work hard and earn credit

- Staff members work hard to provide engaging and relevant instruction for our students. Still, students come to us with their own life circumstances and internal motivation levels that even the best teachers cannot always impact. We routinely coach students that they need to do the work in order to earn the credit; that the control and choice is in their hands. So when students choose not to do the work, or aren’t motivated enough to complete a given assignment, staff can sometimes be left feeling helpless or ineffective.

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
<p>Most students come to our school in their junior or senior years, therefore, using 11th grade testing results does not necessarily reflect the learning and mastery achieved at our site. Additionally, because our population fluctuates more than a comprehensive school, aggregate data does not give us timely information in which to base analysis and action. Therefore, we have implemented additional metrics to analyze including Accuplacer and credit earning data by block. This ensures that any data-driven changes and accommodations to meet individual needs are evidence-based.</p> <p>For each assignment students must achieve 70% or better to demonstrate learning and earn credit. All assignments are standards aligned and classroom expectations are rooted in the ESLRs. Therefore, students who are earning credit are meeting standards and demonstrating ESLR goals.</p> <p>Attendance is also a target for us as our students tend to be those who have had attendance issues in the past. Students cannot learn if they are not present in the classroom to do so. By providing high-quality, engaging instruction and a variety of extracurricular/extra credit opportunities, we entice students to come to school so that we can teach them.</p> <p>Since we work with an at-risk population that is not always able to come to school ready to learn, we have begun to implement opportunities for mindfulness practice within the classroom setting. This helps students meet classroom expectations and credit goals.</p> <p>We have a higher than standard portion of our population that has experienced trauma. Many of our students struggle with executive function whether or not they have experienced trauma. The Harvard University Center on the Developing Child's "Strategies for Enhancing and Practicing Executive Function with Children from Infancy to Adolescence" informs our practice as teachers to reach those at-risk, low-executive functioning, and trauma-impacted students. We collect data on student ACE scores to inform our teaching practice in the</p>	<p>Credit earning data by block Accuplacer CAASPP results ESLRs Course syllabi Attendance data on credit earning table and on AERIES</p>

classroom.	
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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
<p>For students, we have credit contracts. At the beginning of each six week block, students set learning and credit earning goals for the upcoming six weeks. At the end of each six week block, students return to their credit contracts and compare their goals to their actual earning. Additionally, students reflect on what help them earn credit as well as what hurdles they encountered that may have hindered credit earning. Those credit contracts are sent home to parents/guardians to keep them aware of their student’s goals, earning, and reflections.</p> <p>Prior to enrollment, each student and their family meet with the school staff to go over how our school works procedurally, how to earn credit, and expectations for student behavior as well as how students can expect to be treated. As Capstone is a new requirement, this meeting also touches upon that new course, explaining to parents how we will help their students get ready for life after high school</p> <p>Board reports, credit contracts, data available in the hub for staff access, individualized report card letters mailed home</p>	<p>The credit contracts are available in Google classroom and our staff “hub” in the shared google drive.</p> <p>Student Handbook ESLRs</p>

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
<p>Students must produce a product, or show marked participation, that meets or exceeds our C or better standards. In some classes, credit is earned via daily participation and being on task in class. In other classes, credit is earned upon successful completion of individual projects/assignments. The schoolwide credit earning model for full student daily participation is 0.08 credits per 45 minute period/class. Under this model, if a student were to participate and be on task every day in a single class, for 180 days in the school year, that student would have cumulatively worked for 135 hours in class, earning a total of</p>	<p>Evidence of meeting standards is that credit is earned. Staff, students, and families can access credit contracts and staff utilizes the student credit analysis spreadsheet for student-specific credit earning data.</p>

<p>14.40 credits. This equates to earning 1.0 credits for roughly 9.38 hours of work/class time. While we do not solely use “seat time” as an avenue for earning credit at our school, this does comply with Ed Code recommendations for about 10 hours of class time per credit earned at the High School level.</p> <p>Grades are based on objective, correct responses where applicable (Math, Science, History facts, and ELA plot or content questions) and criteria- and standards-based rubrics for projects or longer assignments. **Rubrics provided by district** Where applicable, literacy rubrics are used across disciplines.</p>	
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>Experience from previous years taught us that many students who used the Odysseyware program (which has since been replaced with APEX) found a way to quickly find the correct answers online and cheat their way through units to complete the course. APEX has no such “back door” to cheat. Since just a few students use APEX, it is not a problem to monitor them in the classroom to ensure they are doing their own work and research. Course completion forms are created for each student upon completing each course. APEX progress tracking provides grades and progress monitoring for each student.</p>	<p>Course Completion Forms APEX progress reports</p>

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.

<p>Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]</p>
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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
<p>Use of formative and summative assessments by class:</p> <p>In English-Language Arts class, students are constantly writing. This allows for formative assessments throughout the unit of study, including quick-writes, text-based questions, vocabulary, and paragraph responses. All of this daily writing allows for daily assessment of student progress and allows the teacher to revisit areas where students need additional time or instruction for mastery. Summative assessments largely take the form of essays. Almost every unit culminates with an essay. In many cases the groundwork for the essay has been laid over the course of the unit, thus a student builds upon his/her knowledge throughout the unit and is able to synthesize that knowledge into a final project. Since the adoption of Capstone, the format of the Opposing Views Essay has been integrated into the ELA curriculum. Students regularly annotate articles that tackle controversial topics, identifying the different sides of the arguments, and completing outlines of those arguments, analyzing their effectiveness.</p> <p>In Math classes students take a diagnostic test for basic math first. Those results lead to remediation exercises as needed. Student needing remediation are given quizzes on each skill until proficiency is met. Students who do not need remediation begin the Algebra series. Each set of skills is practiced then tested. If students do not meet proficiency on a skill they are given more practice and instruction then tested again before being allowed to continue.</p> <p>In Science students are asked survey questions (pre-test) on each new topic to gauge the classes level of prior knowledge. Lessons are then tailored to meet the needs of the students in general. Small quizzes and activities are prescribed throughout each lesson followed by a culminating activity and/or project. Students are granted credit on their projects and quizzes based on the level of proficiency shown on projects or quizzes. All projects must meet a set of criterion that is explained to students before they begin. Students showing an exemplary level of understanding based on the pre-test or formative assessments along the way, are assigned enrichment activities with their own set of criteria to meet.</p> <p>In History, we focus on content discussion and short writing assignments. These are ongoing daily assessments. Students review content whether it's short video, photos, documents, songs, story, or simulation. Then we discuss the prompt, gather evidence, and formulate an answer. With small class sizes and a no opt out policy, all students can be quickly assessed multiple times a class period At the end of a segment (3-5 days) students are assessed with longer, summative writing assignments.</p>	<p>See ELA course syllabi and attached unit work for daily formative assessments as well as end-of-unit projects/essay prompts.</p> <p>Math diagnostic exams, quizzes and tests</p> <p>Quizzes and Projects</p> <p>Q&A sheets completed individually, based on class discussions</p>

<p>In Digital Media, we follow a wide variety of step by step instructions on how to do different digital art projects. The students make a copy of each step they do and save it as a picture. That way, we can go over each step and see if they are done correctly. When they choose assignments on their own from youtube or other sources. The same rules apply, but I make them teach me how to do it. Small class sizes help for keeping kids on task as well as giving me enough time to help each student with one on one learning. I also try to assign tasks that go over the technical aspect we are learning but force them to go the extra mile. That way I can see they are putting in the effort needed to earn credit.</p>	<p>Rough drafts connected to final products</p>
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students using the APEX curriculum are prompted to review material and retake the (formative) quiz if they do not pass with a 70% or better. Study sheets and practice problems are printed out for students who benefit from working out problems on paper. Summative assessments culminate each unit, and any incorrect answers are identified for the student to view after the test is complete. Some students excel using this model and earn more credit than they could in a direct instruction/whole group class. Other students slow down when independently using APEX, mainly because the content is too rigorous to learn on their own without teacher guidance.</p>	<p>The Math I class in APEX is aligned to CCSS standards according to the Integrated Math pathway. When setting up online APEX class structures, staff includes options that ensure students pass with a 70% or better and can see which problems are incorrect after completing assessments. Student feedback about APEX demonstrates that they like being able to work at their own pace (slower or faster than a whole group class) but that learning the material independently online can be confusing and challenging without regular/ongoing teacher support.</p>

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
<p>The staff constantly analyzes credit-earning data. If students are not earning credit at the goal rate (approximately 10 per block) then teachers evaluate their strategies to enhance credit earning. Teachers move between independent and direct instruction based on assessment of student earning in these two class formats. Students who need additional support often need to be scheduled with peers who also need support or are inclined to help fellow students in need of support. Most classes employ a mixture of direct and independent instruction (i.e. an ELA class that will read a chapter together, then discuss questions or paragraph prompts, then answer questions and/or paragraphs independently). High credit needs in ELA resulted in a modification of</p>	<p>Credit earning by block Master Schedule and course offerings</p>

the master schedule so that students could have a double-blocked class of ELA and not have to mentally juggle multiple texts and topics, a task difficult for many of our students who struggle with working memory and executive function.

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
<p>Teachers collect student feedback through discussion and evaluate lesson and individual student success based on credit earning and participation. When scheduling allows, interest surveys are given (books to be read, Poetry Out Loud, Electives).</p> <p>The admission interview allows expectations to be agreed upon in a discussion and signed by all teachers, the principal, the student, and parents.</p> <p>The principal holds interviews and focus groups to get one-on-one student feedback that she passes on to the staff in morning meetings.</p> <p>Students fill out a senior exit interview to reflect on their time at Pali and give feedback.</p> <p>Non-academic field trips give opportunities for conversation outside of the classroom, which can result in less guarded feedback.</p>	<p>Principal interview results</p> <p>Student ESLR input</p> <p>Elective survey results</p> <p>Senior Exit Interviews</p>

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.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

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
<p>Stakeholder include district board members, staff, students, parents, and the business and industry community. Involvement is achieved through board reports, regular staff meetings, credit contracts each block for students and parents, Capstone job shadow, Community service. Feedback from our stakeholders is largely positive. The board periodically has questions based on the monthly reports. We hold a once-a-year “Back to School Night” and board meeting at the school, which provides an opportunity for board members, students, parents and community members to come into the classrooms and discuss what students are doing. At this event, students host classrooms, telling board and community members as well as parents/guardians what they are learning in the classroom.</p> <p>Mock interviews are held on campus, with community members, including members of the business community, County Office staff, board members, Rotary members, serving as the interviewers. The same variety of community members serve on the panels for the Capstone final presentations. Students are encouraged to invite members of their support teams to be part of the audience for their Final Capstone Presentations. These usually include parents. This also provides an informal opportunity for parent feedback on the Capstone program.</p> <p>Use of the Remind system keeps parents in the loop on school activities and opportunities.</p>	<p>Parent/guardian/community member feedback from Back to School Night SPSA goals that parents signed off on at Back to School Night.</p> <p>Feedback from community member panelists for mock interviews and Capstone final presentations.</p>

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.

Findings	Supporting Evidence
<p>PGHS does not have any sole/primarily online students enrolled.</p>	

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

<p>Results from the ELA and Math CAASPP and Accuplacer assessments are reviewed annually during staff meetings. Schoolwide data is not statistically significant and so analyzing data at the individual student level is imperative. Individual results are shared with ELA and Math teachers as well as with students and families. Anecdotally, many students tell us that they don't try on these tests (state assessments like the CAASPP) since they feel that they don't matter and that they've never done well on them historically so aren't motivated to make an effort. We offer pizza, class participation points, and Respect Cards as an incentive for students to try their best.</p> <p>Our percentage of English Language Learners is also not statistically significant. It is worth noting that based on the evidence and rationale provided during one of the CA Continuation School Conferences, we try to treat ALL of our students as "language learners".</p> <p>A handful of our students choose to participate in the ASVAB each year, to acquire a Military Qualification Test score. Two of our students in the last two years have enlisted in the armed services directly following graduation from PGHS.</p>	<p>Spring 2016 CAASPP Results Spring 2017 CAASPP Results Accuplacer Results ASVAB attendance sheets</p>
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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
<p>As a staff we are continually looking for professional development opportunities to hone our practice and look for solutions to problems, even those we have not yet faced. High ACE scores in our students led a portion of the staff attend Trauma Informed Education and Resiliency trainings. We felt a need for a support system of Continuation School teachers and principals to deal with issues specific to our students and our type of school, therefore, under the previous administration we began to attend the California Continuation Education Association annual conference. From this conference we began using Google Classroom a year ahead of anyone in the district (a free alternative to the then suggested Haiku), adopted the Capstone class, and got the idea for our Dog Training program.</p>	<p>Professional Development spreadsheet identifies specific outcomes from PD opportunities over the years</p>

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
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<p>The staff meets 4 mornings a week to review student issues and strategize about the best ways to meet students' graduation requirements, credits, and course completion in a challenging, coherent, and relevant curriculum. All teachers provide a variety of scaffolding and differentiation strategies to ensure that students are able to access the material from where they stand when then come to us. Changes to the overall schedule result with an influx of students facing the same issues, i.e. introduction of a Journalism course to meet the needs of students who come to PGHS having never passed an ELA course at the high school level.</p>	<p>Course completions, regular review of transcripts & credit contracts, end-of-block data analysis, homework applications</p>
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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
<p>Teachers administer exams, each student completes the exam on his/her issued chromebook, CAASPP icon doesn't allow other websites to be opened/accessed during testing.</p> <p>Summative assessments consist of projects and papers rather than multiple choice tests. Each paper/project is largely completed in class, monitored and assessed by the teacher, who because of our small population is familiar with students handwriting, style, and level. In this way students have the opportunity for as much help as they need to meet the project/paper standards, while simultaneously not having the opportunity to not do their own work. Curriculum is modified and supplemented to meet the needs of our students, in this way the content is more original and answers less able to be "Googled." Teachers create templates that scaffold larger project or papers for student success. Written rough drafts help to ensure that student work is original. Discussion facilitates and rewards original thought on a daily basis as well as during project/paper completion.</p>	<p>Internet security firewalls.</p> <p>Students do their work both on paper and online, in class with a teacher's support and supervision. Big picture questions mean that there is no right answer and students must provide their own claim and evidence.</p> <p>Essay charts attached (Theme, Character Growth, Opposing Views Articles & Essay, Tragic Hero)</p> <p>Capstone PowerPoint templates for My Future Slideshow and Final Presentation.</p>

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Despite our small school and staff, and fluctuating population, teachers and the principal have adapted assessments to measure student learning and credit earning. We are able to use individual metrics to assess students in real time. Change is a constant and accepted part of the system and staff adapts to student needs as our population and their needs change. Assessment of overall performance is based on analysis of credit earned as a measure of learning and work completed. Therefore assessment is directly tied to our critical learner need, "Earning Credit/Motivation." Additionally, students need to be at school in order to earn credit which ties into our School Climate goal of reaching students who have been impacted by trauma. By analyzing our student body in relation to trauma, we identified a need and have increased professional development in this area. In order to reach academic goals for our students, in standards and credit earning, we first must enable them to be ready to learn. Thus, we work in a tiered system of first, helping students be ready to learn; second, helping them meet learning goals; and third, channeling that learning, standards-mastery, and credit earned into graduation and a skills base to succeed after high school.

Prioritize the strengths and areas for growth for Category D.

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

- Flexibility and willingness to change instructional strategies, schedules, etc. to meet student learning and credit earning goals.
- Meeting students where they are and building skills and knowledge even in low readers.
- Alternative and Individual student data analysis.
- Integration between Content Standards, Standards for Career Ready Practice, and ESLRs, and alignment of those to units of study.

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

- The need to implement a placement assessment for students who enroll with us so that we can appropriately schedule them and become aware of their ability level(s) before we know them and gather the individual data on them.
- Full implementation of Accuplacer California Community College Placement testing as a benchmark assessment.
- Continued growth in adapting the EDI model of student engagement to increase student motivation and participation in the classroom.

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.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

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
<p>We are fortunate to have 2 bilingual staff members on campus each day, 1 female and 1 male. Both speak with Spanish-speaking families either in person or over the phone when needed. Our Resource Specialist is on site once a week to support SPED students. Sometimes this is a pull-out support and other times he supports students within the general ed classroom. Our Title VII (Native American) Liaison meets with Native American students every other week. Our Capstone course includes a job shadow (8-hour) and community service (20-hour) component which requires students to connect with community members and local businesses. Community members are also asked on a regular basis to serve on our Mock Job Interview panels and Final Capstone Presentation judging panels. Credit contracts and updated transcripts go home every block to families to ensure everyone has congruent and timely information about students' progress towards graduation.</p>	<p>Families know to request to speak to a Spanish-speaking staff member when they call school. If one is not available, we give them a call back as soon as possible. IEP meetings are held annually, or more regularly if requested by the parent/guardian. During IEPs we spend time discussing student progress and ask for input from home that will help provide context and support the student at school. Native American students meet with Title VII liaison every other week to discuss any personal/social concerns, academic progress as well as any upcoming college/career opportunities. School board members, Inyo County Superintendent of Schools (ICSOS) and ICSOS staff, Rotary members, and Community College administration have all served as Capstone interview and/or final presentation judging panelists.</p>

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
<p>For 4 years in a row, PGHS has benefited from an enrichment grant (for up to \$15,000 per year) provided by our local Donald M. Slager Sunset Foundation. The funds from this grant allow us to provide enrichment activities for our students throughout the year both during and outside of school hours.</p> <p>In the 2015, Inyo County Superintendent of Schools provided PGHS with a \$15,000 student services, student programs, and PBIS (Positive Behavior Interventions and Supports) grant. The objective of this grant was to implement the school's PBIS initiatives with fidelity and enthusiasm, as well as fund any other programs that may enhance school climate and student engagement. (ex: Student water bottles were purchased in 2016 using these funds.)</p> <p>Cooperation and involvement from local businesses has been essential to the success of our Capstone course. Last school year, we matched 22 students with local mentors in their career interest area for their job shadow component of Capstone. As mentioned in previous sections, community members also serve on our Seniors' final capstone presentation judging panels and mock interview panels.</p> <p>Local business Alex Printing has printed our graduation programs for free for the past 2 years. The Bloom family has donated a dozen tri tips for the past 2 years for our end of year Senior Luncheon.</p> <p>The Sharie Swenson Memorial Golf Tournament has served as a successful scholarship fundraiser for the past 11 years. Community member Kathryn Daniels and her family have organized the tournament in honor of Kathryn's daughter, Sharie, who was killed in a drunk driving accident. Kathryn frequently speaks at the PGHS graduation ceremony each Spring.</p>	<p>Activities provided thanks to funds from the Sunset/Slager Foundation include: Annual talent show / performance arts workshops with Amazing Vox! Duo, various after school field trips fishing, hiking, and rock climbing, painting of our recent Native American Medicine Wheel mural, Tim Burns and The Amazing Brain guest speaker, dog training class in conjunction with the Big Pine Animal Shelter, after school art classes for canvas painting, beading, pottery, & more.</p> <p>Cerro Coso Community College (CCCC) allows us use of their classroom(s) for Final Capstone Presentations. This familiarizes students and families with the CCCC campus and sets a formal post secondary stage for the event.</p> <p>Attendance at the Senior Luncheon for the past 2 years has been significantly higher than in previous years, according to staff.</p> <p>Each year, Seniors complete a scholarship application and receive funds to help pay for their college expenses. Several have noted that they would not be able to afford college if it wasn't for the scholarship fund.</p>

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.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

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
<p>Internet Safety - All students/families sign a technology use agreement each year upon enrolling at the school. In middle school, most students completed a “digital driver’s license” in order to use the district-issued chromebooks appropriately. At PGHS, students read, understand, and sign a chromebook use agreement which outlines the safety expectations and policies when using the internet. All students must use their google login when signing in to use their chromebook or access their google classroom. This ensures accountability online. Districtwide firewalls are in place to protect students from accessing inappropriate websites on their chromebooks, whether they be on campus or at home.</p> <p>Bullying - Our foundation of Respect is introduced and emphasized throughout the admission interview process. The student handbook (i.e. Master Agreement) is signed by parents/guardians, the student, principal, and staff after each admission interview, committing to adhering to a climate of respect at school. PBIS strategies help prevent bullying from occurring at PGHS: building positive relationships, a ratio of 4:1 positive:negative interactions, making our ESLRs visible and reinforcing students when they demonstrate each ESLR using Respect Cards, teaching what Respect Self, Others, and Environment look like at school (student led PBIS videos have been created a couple of times to demonstrate this). Enforcement of schoolwide discipline for bullying behavior establishes the limit of what is acceptable behavior and lets students and families know there are consequences for inappropriate conduct.</p> <p>Drug and Alcohol Abuse Education & Intervention - Our English teachers serves as our school’s TUPE coordinator and attends quarterly countywide meetings to get updated on trends and receive resources and support for TUPE-related needs. The county contracts with Interquest, a “drug dog” service, which randomly visits the school site several times throughout the year. We have had a variety of guest speakers over the years talk to students about drug/alcohol related topics. Presentations have included: Tim Burns (“the brain guy”) discussed the impact drugs and alcohol have on the teenage brain, probation brought in a former meth-addict who shared her story of addiction and the life-changing events that followed, a panel of inmates from our local Conservation Corps visit annually to talk about the choices they made and how it got them locked up as well as the impact drugs/alcohol have had on themselves and their families, the county’s Prevention Coordinator has visited several times to talk about drug trends during teacher inservice/trainings. Students who have been identified (or have identified themselves) as having a drug/alcohol</p>	<p>Technology Use agreement & Chromebook use agreement Google logins - bishopschools.org Professional Development workshops NorthStar Counseling Referrals Board policies re: bullying, TUPE Emergency Drills / Disaster Plans</p>

problem are referred to NorthStar counseling services when appropriate. The district is the recipient of a 3-year grant, providing vouchers for students to receive counseling services from NorthStar counseling interns at no cost to families.

Conflict Intervention - The principal has a background in school counseling, having been a school counselor for 6 years prior to becoming an administrator. When students are engaged in a conflict at school (or even out of school, but the conflict is impacting them while in school) they are referred to the principal to problem solve, brainstorm emotion management strategies, and discover ways they can help solve their conflict. Restorative circles/conversations take place in the principal’s office when students are in a stable enough place to face peer(s) with whom they may be in conflict with.

Use of derogatory or hateful language - Staff continually coach students to be aware of their environment and context when they are speaking. A student may use a certain set of words with their friends they would not be appropriate to use with their boss in the workplace. We tell students to treat school like the workplace and use professional, respectful language at all times. Often we ask students to replace a swear word with a “school appropriate” word. This strategy resonates with the “code switching” technique, useful especially with minority students and those that come from poverty. Our training in the Culture of Poverty tells us that this type of language is typical in the house of poverty and to work with students to education them before jumping into harsh consequences when possible/appropriate. The intentional use of hate speech of course is different than the casual use of slang/swear words. If educating students on the definition and meaning behind their negative words does not eliminate their use of those words, then disciplinary action must follow. Students have been disciplined for language/actions related to sexual harassment and racism.

Disaster Preparedness - We routinely practice the three main emergency drills on campus - Earthquake (including the annual “Great California Shakeout”), Fire, and Lockdown. In 2015, we invited the Inyo County Sheriff Department to participate in our lockdown drill to acquaint responding officers to the campus and also gain valuable feedback from law enforcement re: our protocol for a lockdown situation. We also practice a bus evacuation drill annually. Our phones are connected to a county-wide paging system which can be used to notify individual classrooms/campuses of emergency information if/when needed. Most cell phones do not work on campus (lack of service/coverage in the area) so teachers are directed to keep their computers on as we are all google users with a bishopschools.org google login and can silently “chat” or email online to communicate. The school nurse provides us with 2 new Epi-pens annually to use in case of an allergic reaction. The closest Fire Department is the Big Pine Fire

<p>Department, located a couple miles from the campus. This is who would serve as our first responders in case of an emergency.</p> <p>Suicide Prevention - The staff recently attended a workshop aimed to identify what to do in the case of a student demonstrating suicide ideation. The training included a 3-step approach to connecting with the student, and identifying the specific personnel to be contacted if there is a concern so a threat assessment can be carried out if needed. Providing this education to all school staff is a new California law and the district has plans to expand on these trainings in the future.</p>	
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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
<ul style="list-style-type: none"> • ESLRs and a foundation of Respect are continuously reinforced: Respect self, Respect others, Respect the environment • PBIS strategies - at least a ratio of 4:1 positive:negative student interactions, Check-In/Check-Out system for Tier II students, Respect Cards, schoolwide expectations posted and taught • Native American liaison is on site every other week to meet individually with students and periodically provides schoolwide lunch/snack, career prep, cultural presentations, shares resources and information about upcoming opportunities like scholarships and college trips • Admission interviews held in English/Spanish when needed thanks to translation services from one of our teachers. Districtwide school documents provided in Spanish. 	<p>ESLRs Title VII Liaison presentation sign-in sheets Admission Interview schedules Medicine Wheel mural recently painted by Native American students with teacher support</p>

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
<p>The district superintendent and BUSD Board of Trustees elicited input from administration, staff, and the community when establishing the goals and metrics for the LCAP. Monthly principal board reports share progress on and data related to the LCAP goals. Students and Families provided input and reviewed PGHS’s SPSA.</p>	<p>LCAP LCAP survey responses Principal Board Reports SPSA Back to School Night Focus Group Feedback</p>

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.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

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
PGHS works with Northstar counseling services to provide a counselor on site once a week to meet individually with specific students. Services are paid for using vouchers provided by a county-level mental health grant. The principal has a background in school counseling and offers counseling to students when requested/appropriate. Our Native American liaison meets bi-monthly with Native American students for college and career planning. Cerro Coso Community College academic advisors visit each Spring for registration and support concurrent enrollments each semester. The district's School Nurse is available as needed to meet with students/ families and updates students health records annually which are then presented to staff to discuss and answer any questions. 1st period teachers serve as student advisors each block while completing credit contracts and setting goals for graduation. The capstone graduation requirement ensures all students reflect on their interpersonal skills and set a goal for maintaining or improving their personal health and close relationships.	NorthStar referrals Title VII Liaison schedule Student health records Credit Contracts Capstone - Unit 2: Interpersonal Skill Reflection, 2-Year Plan / Goals Sheet

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
PGHS does not offer an online program.	

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
Options are given to students to meet standards/earn credit in each class/subject. These are outlined in Sections B and C in detail. We individualize paths for every student based on what their goals are and what “success” means to them.	Sections B and C of this report

E3.2. Additional Online Instruction Prompt: Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings	Supporting Evidence
PGHS does not offer an online program.	

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 under-performing 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
Our resource specialist is on site once a week to meet with students receiving special education services. These services include both in (mainstreaming) and out of the classroom (pull-out) interventions and supports for special needs students. The vast majority of our student body can be characterized as “struggling” and so the scaffolding strategies that teachers use in the classroom tend to benefit all. High achieving students, those that may be classified as gifted, are often encouraged to participate in the concurrent enrollment program with Cerro Coso Community college, thus taking a college class (free of charge) at the same time as going to school at PGHS full-time.	Special Education schedule/caseload Section C1.3 of this report: <i>Differentiation of Instruction</i> Cerro Coso Concurrent Enrollment Program

E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
Our school is structured for students to complete the credits they need to earn during the school day. If a student decides they would like to earn additional credits, potentially reaching graduation quicker, they can complete a homework application. Our homework policy states that if you are at school, working hard and earning credit for 10 days in a row, you can be eligible for homework. Chromebooks are available to students if they earn homework and parents sign off on them being	A parent consent form is signed and returned for students who have earned homework and would like to take a Chromebook home with them to complete the assignment(s). Towns throughout Inyo County have free internet thanks to the Digital 395 initiative a few years back.

allowed to bring a Chromebook home to do the work	
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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
Our internal structures and status as an Alternative Ed site guarantees equal and equitable access to rigorous curriculum for all students. This is reflected in a flexible master schedule which is adjusted each block based on student needs, a credit recovery model of meeting graduation requirements, summer school availability to all interested PGHS students at Bishop Union High School, free tutoring services available twice week at Cerro Coso Community College, the Cerro Coso concurrent enrollment program, and ongoing after school credit earning opportunities (i.e. "field trips").	Master Schedule Summer School enrollments Cerro Coso concurrent enrollment program Field Trip attendance

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
Field trips are offered to all students on a voluntary basis throughout the year: The Crucible (the play) at Edison Theatre in Mammoth Lakes on a Sunday evening, rock climbing with Yo! Basecamp and Mr. Woods during school hours once a month, weekly after school yoga classes at Sierra Shanti Yoga Studio in Bishop, solar eclipse viewing at Manzanar , yearbook class, 20 hour community service requirement for Capstone/graduation, dog training class offered 2 blocks each year in conjunction with Inyo County / Big Pine Animal Shelter and local/private business Bonefide Dog Training, annual Talent Show / Performance workshops, fine arts classes, and more.	When surveyed, most students sign up as interested in at least 1 enrichment opportunity. Students regularly identify various field trip and enrichment opportunities as some of their favorite memories attending PGHS. Staff value these opportunities for the positive relationships we get to form with students during these activities. Most activities are linked to elective credit, physical activities are linked to P.E. credit, arts enrichments linked to Fine Art credit.

E3.5. Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

Findings	Supporting Evidence
PGHS does not have an exclusively online program.	

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

At Palisade Glacier High School we have two bi-lingual staff members on campus who can communicate with families as needed. We also have weekly visits from our Resource Specialist, and bi-weekly visits from our Native American Liason. Our Capstone project is designed to help students with personal growth, but it also increases their contact with the community. The project includes both 20 hours of community service, and an 8 hour job shadow in a career of their choice. Last school year, we matched 22 students with local mentors in their career interest area for their job shadow component of Capstone. We also bring in members of the community to to serve on our mock job interview panels and our final Capstone presentations.

For the past four years, PGHS has received a \$15,000 grant from our Donald M. Slager Sunset Foundation. The funds from this grant allow us to provide enrichment activities for our students throughout the year both during and outside of school hours.

In the 2015, Inyo County Superintendent of Schools provided PGHS with a \$15,000 student services, student programs, and PBIS (Positive Behavior Interventions and Supports) grant.

Local business Alex Printing has printed our graduation programs for free for the past 2 years. The Bloom family has donated a dozen tri tips for the past 2 years for our end of year Senior Luncheon.

Every Spring, community member Kathryn Daniels organizes the Sharie Swenson Memorial Golf Tournament to raise money for our scholarship fund. The tournament is held in honor of Kathryn's daughter, Sharie, who was killed in a drunk driving accident. Kathryn also volunteers to speak at our graduation ceremony.

We also offer voluntary field trips throughout the year. These include rock climbing with a local guide service, plays at the Edison Theatre, Manzanar, hikes, fishing, weekly yoga, and even a trip to the Getty Museum in Los Angeles. Twice a year, in conjunction with Inyo County and the Big Pine Animal shelter, our English teacher offers a block long do training class. Once a year we bring in international Opera singers to help with our talent show/performance workshop.

Prioritize the strengths and areas for growth for Category E.

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

- Staff consistently build positive relationships with students
- Daily staff meetings allow us to stay on top of individual student issues
- Responsibility for success in the hands of students, we are always there providing opportunities for success and learning
- Staff commitment to constant growth to meet the needs of students (i.e. Trauma training)
- Our small, outdoor setting, tucked away from the rest of the district/previous school(s)
- Foundation of Respect (ESLRs/Student Handbook)

- Fast-track discipline - in-house Behavior Reports on the hub, low suspension rate

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

- Ability to meet intense personal/social/emotional needs of students
- Drug and alcohol use and our inability to fully address these big picture issues as a school
- Student Motivation for learning/earning credit (depending on the cohort)
- Phones/earbuds and the distractions they present on campus
- Further development of mindfulness/stress coping skills

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. (B) Our ongoing struggle to teach, especially engaging electives and Capstone, with 3.4 teachers. Our principal continues to work directly with Capstone students to ensure students get the support they need to complete graduation requirements on time.
2. (E) Drug and alcohol use and our inability to fully address these big picture issues as a school
(E) Ability to meet intense personal/social/emotional needs of students which impact learning
(E) Further development of mindfulness/stress coping skills
3. (B) Math Support - we are transitioning to integrated math and have added a third year of math to our graduation requirements, starting with the class of 2019.
(A) Relevant content-specific professional development, especially in math
4. (C) Maintaining student motivation to work hard and earn credit - Staff members work hard to provide engaging and relevant instruction for our students. Still, students come to us with their own life circumstances and internal motivation levels that even the best teachers cannot always impact. We routinely coach students that they need to do the work in order to earn the credit; that the control and choice is in their hands. So when students choose not to do the work, or aren't motivated enough to complete a given assignment, staff can sometimes be left feeling helpless or ineffective.
(E) Student Motivation for learning/earning credit (depending on the cohort)
(E) Phones/earbuds and the distractions they present on campus
(A) Enhance structures for students to reflect on their credit-earnings in meaningful ways.
(D) Continued growth in adapting the EDI model of student engagement to increase student motivation and participation in the classroom.
5. (C) Collaboration time with content-area partners - Our teachers are in charge of their own departments (i.e. English, History, Science/Math, Fine Art) and do not have an on-site co-teacher to help refine, design, and troubleshoot lessons and provide support and feedback. We are also the only alternative ed site in the county so do not have a "sister school" to connect with locally.
(B) Our small staff means that we don't have a department team with whom to collaborate on curricular issues.
6. (A) Establish criteria as a staff re: what success looks like in terms of the ratio of credits students plan to earn each block (projected goals) vs. how many credits they actually earn (actual credits earned)
7. (D) The need to implement a placement assessment for students who enroll with us so that we can appropriately schedule them and become aware of their ability level(s) before we know them and gather the individual data on them.
(D) Full implementation of Accuplacer California Community College Placement testing as a benchmark assessment.
8. (B) We always need additional curriculum to meet the wide variety of student credit needs, especially as we may have students in the same course for over a year at a time.

9. (A) Make ESLRs a “living document” among students and staff. Currently 100% of students and staff recognize “Respect Self, Respect Others, and Respect the Environment” as our ESLRs and PBIS motto. The specifications under each of these 3 categories are not as engrained.

10. (C) Opportunities to meet with students outside of classroom time - Our daily schedule does not contain short breaks between classes like many high schools do. Since our campus is so small, once one class ends the next one begins with the same bell. This eliminates distractions and allows students to be dismissed earlier than traditional school, but does not give teachers a break between classes to follow-up with individual students. Teachers are also assigned to supervise break and lunch and so are generally expected to be out with the group during these times. Also, students are bused to and from school each day so there is no time before/after school to hold informal private conferences.

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.

1. **College Career Readiness:** Post Graduation Living Skills - we aim to set up our students for success after high school (Capstone), though need better metrics to determine if what we are doing is correlated with postsecondary success
2. **Academic Achievement:** Earning Credit/Motivation (are students meeting their credit goals?) - setting and meeting credit goals each block, reflecting on previous credit earnings in order to make connections between success/failure
3. **School Climate:** a culture of reaching/teaching/engaging students who have been impacted by trauma (adverse childhood experiences or “ACEs”) and fostering a strong work ethic and spirit of resiliency.

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Our most recently revised (November 2017) and board approved (December 2017) SPSA can be found [here](#). The list below outlines a summary of significant strategies for improvement and follow-up:

College/Career Readiness

1. Build Capstone course into the Master Schedule, ensuring students are supported to reach their graduation and post-high school college/career goals.
2. Sustain a high rate of matriculation from PGHS to post-graduate areas of responsibility by measuring the number of graduates who are enrolled in college or some other post-secondary training/preparation program.

Academic Achievement

3. Collect credit earnings data by student and as a school every block to track academic progress.
4. Brainstorm and implement additional strategies to motivate students to earn credit and attend school regularly.
5. Continue to provide as much high quality direct instruction as possible in all subject areas in addition to Independent assignments when needed.
6. Continue to build a comprehensive data analysis plan that is relevant for a small continuation school.
7. Provide relevant and timely professional development targeted for at risk youth and continuation schools.

Positive School Climate

8. Continue and expand Positive Behavior Intervention and Support (PBIS) strategies.
9. Provide positive activities for students and staff on campus and after school.
10. Influence students away from their use of controlled substances, including tobacco products.
11. Meet all prospective students and their families for an admission interview prior to enrolling.

Appendices: (linked below where possible)

- A. [Local Control and Accountability Plan \(LCAP\)](#) (2017-2018)
- B. **Results of student questionnaire/interviews**
 - [Book Survey for English Class Preference\(s\)](#) (Winter 2016)
 - [Gallup Student Poll](#) (Fall 2017)
 - [Sample of Student Activity Interest Survey](#) (Fall 2017)
 - [School Climate Survey](#) (Spring 2016)
 - [Senior Exit Interviews](#) (2015-2017)
- C. **Results of parent/community questionnaire/interviews**
 - [Back to School Night Focus Group Responses](#) (Fall 2017)
 - [District-wide Results for Parent LCAP Survey](#) (Spring 2017)
- D. [The most recent California Healthy Kids Survey](#) (2014-15)
- E. [Master schedule](#) (Blocks 1-3 of the 2017-18 school year)
 - [Bell / Block Schedule](#) (2017-2018)
- F. [Single Plan for Student Achievement \(SPSA\)](#) (Fall 2017)
- G. **Additional details of school programs:**
 - [Admission Interview Form \("Student Handbook"\)](#)
 - [APEX](#)
 - [Capstone](#)
 - [Credit Contracts](#)
 - [Homework Application](#)
 - [Sharie Swenson Memorial Golf Tournament](#) (Fundraiser for PGHS Scholarships)
- H. [California Local Control Funding Formula \(LCFF\) Eight State Priorities Rubric Performance information](#)
- I. [School accountability report card \(SARC\)](#) (2016)
- J. [CBEDS school information form](#)
- K. [Graduation requirements](#)
- L. **Any pertinent additional data** (or have on exhibit during the visit)
 - [2016-2017 Student Achievement Data](#)
 - [2017-2018 Student Achievement Data](#) (through Block 2)
- M. [Budgetary information, including school budget](#) (2017-2018)
- N. **Glossary of terms unique to the school**
 - [ACES](#) - Adverse Childhood Experiences (as related to trauma and resiliency)
 - Block** - our grading period for PGHS (there are 6 blocks in a year, about 6 weeks long each)
 - Pali** - nickname for Palisade Glacier High School
 - Respect Cards** - "gotchas" given to students showing respect, good for \$0.25 at the snack shack