



5.4.3

Principal's Report to the BUSD School Board February 2018

Current Alt Ed Enrollments: 68 students total (approximately 12% of BUSD High Schoolers)

PGHS: 35 students **BIS:** 28 students **KBS:** 5 students

WASC Visit

The WASC (school accreditation) visit for PGHS took place on Feb.5-7th. We worked hard in preparation of this visit completing our Self-Study and creating a comprehensive WASC report that outlined the various structures, programs, and strategies that are in place at PGHS to foster student success. Our visiting committee consisted of a veteran WASC team member and superintendent of 30 years, and 2 continuation high school teachers. We really appreciated that the team members had first-hand experience in alternative education! The feedback was overall very positive and reinforced the work that we are doing up at Palisade Glacier High School for our district's most at-risk students. During the visit, committee members spent time in classrooms, met with various focus groups including our teaching & support staff, administration & school board, retired PGHS staff, students, and parents.

The [WASC Final Presentation](#) is linked here for you to view, and I've summarized the main strengths and areas of growth below. The visiting committee's report and accreditation recommendation will be shared with the WASC commissioner who will then inform our district about our accreditation status.

Schoolwide Strengths

- The ability to **personalize instruction** to accommodate all learners regardless of skill level. The **small class size** supports the ability for the teachers to be creative in lesson planning and personalize lessons to reach every student.
- The "Hub" as an online homebase for in-house staff documentation, organization and communication.
- The use of **Block scheduling** to move students toward graduation

- The principal and staff for providing a wide array of **counseling services** to meet student individual needs which fosters academic success.
- PGHS has a strong atmosphere of **collaboration**.
- The staff for the development of ESLR's that **focus on respect** which promotes a positive and effective learning environment.
- The **Capstone** Project is a highly effective program that receives overwhelming support from students.

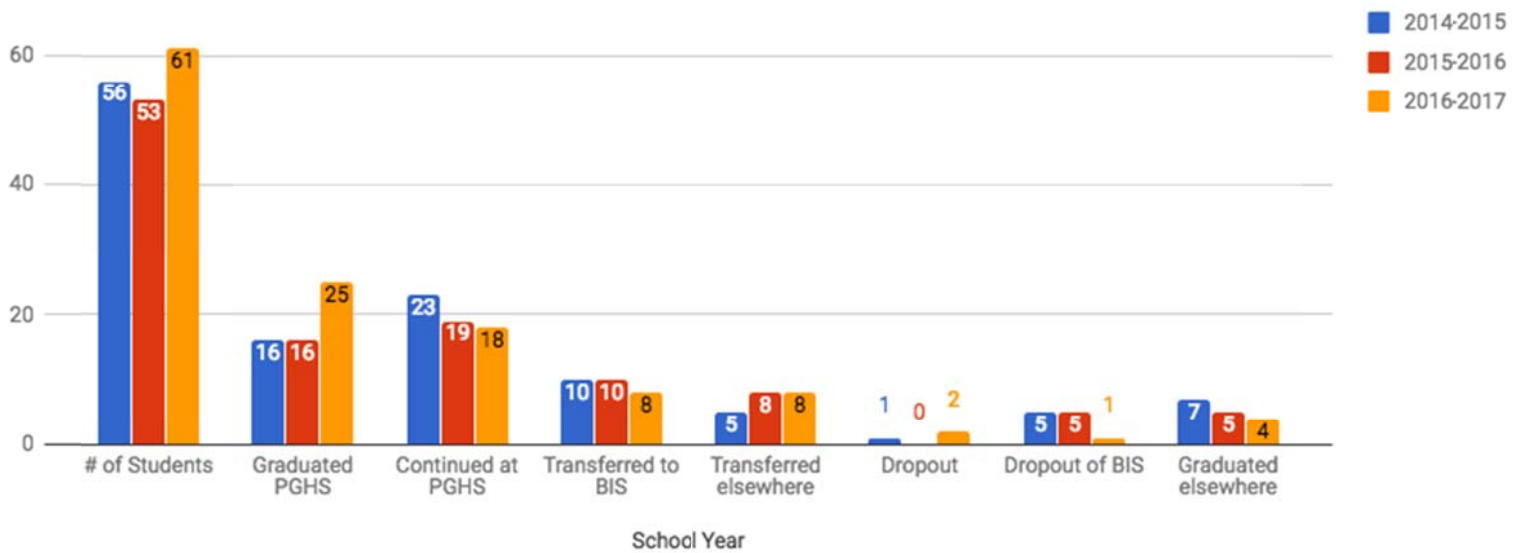
Critical Areas of Focus *(these are our recommended "WASC goals" for the next several years)*

The self-study identified and work should continue on:

- The district administration to **increase counseling services** for the social and emotional needs of the students to improve their academic achievement.
- The staff to improve **collection and analysis of post graduation activities** of students to align academic achievement to college/career readiness. (Previous WASC visiting team recommendation).
- For the district to either replace the **aging portables** or conduct much needed maintenance to promote positive learning and maintain a safe environment for students and staff.
- The staff to develop and implement a **placement assessment** for incoming students to enhance student academic performance.

In response to one of our WASC visitor's question regarding graduation and dropout rates for PGHS specifically, I have compiled data on the last 3 years of PGHS students in terms of which students, graduated, continued schooling, transferred, or dropped out of school, beginning in the 2014-2015 school year. The chart illustrating this data is provided below.

PGHS Graduate/Dropout Data



Finally, the WASC visiting team commended the alignment that we’ve created between our WASC critical areas of need, our site’s SPSA goals, and the district’s LCAP goals. The unifying threads between these three are:

- College/Career Readiness
- Academic Achievement
- Positive School Culture

Specifically, PGHS’s current WASC “critical areas of need” are:

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:** establishing 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.