



**Principal's School Board Report**  
**Bishop Unified School District**  
**December 2018**

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**KBS Enrollment:** 5 students - 85% attendance rate through 12/13

**PGHS Enrollment:** 40 students - 89% attendance rate through 12/1

**BIS Enrollment:** 12 students - 79% attendance rate through 12/1

***note the associated LCAP goals under each of the headings in this report.\****

**Goal 1:** Prepare students with the skills to excel in college and career.

**Goal 2:** Increase the quality of instruction for all students by deepening implementation of the Common Core State Standards.

**Goal 3:** Ensure all student populations achieve annual measurable academic growth.

**Goal 4:** Implement a plan to increase students' sense of feeling safe and connected at school.

**Fall Dog Training @ PGHS**

*Associated LCAP Goals: 1) College & career, 3) Academic Growth, 4) Safe & connected at school*



Our collaboration with the Big Pine Animal Shelter for our Fall Dog Training class has been successful yet again. Students are polled ahead of time to see if they are interested in taking the class and why they would be a good candidate for it. 9 students this Fall were selected and have been learning basic dog training skills, making the shelter dogs more adoptable to the public. A former BIS grad, Angela Greer, is helping lead the course as our main dog trainer. She comes with years of experiences training dogs as well as other animals with the help of her mom, Dusty. She's been a great addition! This class is always a favorite of current students as well as alumni - we're looking forward to doing it again in the Spring.

*Pictured: Nate & Zack with their chosen shelter dogs*

### **Pali student trip to The Getty Museum**

*Associated LCAP Goals: 2) Common Core, 3) Academic Growth, 4) Safe & connected at school*

A few weeks ago Ms. Sabo & our school secretary, Carrie, took 7 Pali students to visit the Getty Museum in Los Angeles. Students piled in the school van early Saturday morning, drove to L.A. and spent the day at the museum. This was the 2nd visit for one student, Matthew, who attended last year's school trip as well. Matthew says that the trip is "really really fun" and that he enjoyed seeing the different architecture: "It feels like you're in a different part of the world when you're there, not just L.A." Students who attended the trip received fine arts credit and walked away with for a once (or twice) in a lifetime experience.



*Pictured: NoVahVee, Gweny, Ms. Sabo, Madi, Matthew, Ms. Carrie, Lyzette, Tina, & Cameron*

## **Pali's Econ Class - hands on learning about capitalism, stock market, and helping those in need**

*Associated LCAP Goals: 2) Common Core, 4) Safe & connected at school*

Mr. Woods' Economics class has been learning about the principles of capitalism including supply and demand and the stock market. To test these theories out, they have started piloting food sales after lunch - researching what kinds of food the market (our students/staff) want and how much they should sell it for to generate the most profit. Econ students then buy stocks prior to the sale and receive profits respective to their investment(s). So far the class has tried out homemade mac & cheese, tamales (made by a student's grandmother), and cup-o-noodles. The biggest profit so far has been the mac & cheese but perhaps most notable was the tamale sale. The class made a pact with their principal (me) that whatever profits they made from their tamale sales would go to the families of the Butte County Schools fire victims, which I agreed to match. The tamale sale generated \$50 so in total from the project we donated \$100 to add to the other schoolwide and districtwide donations to Butte County.

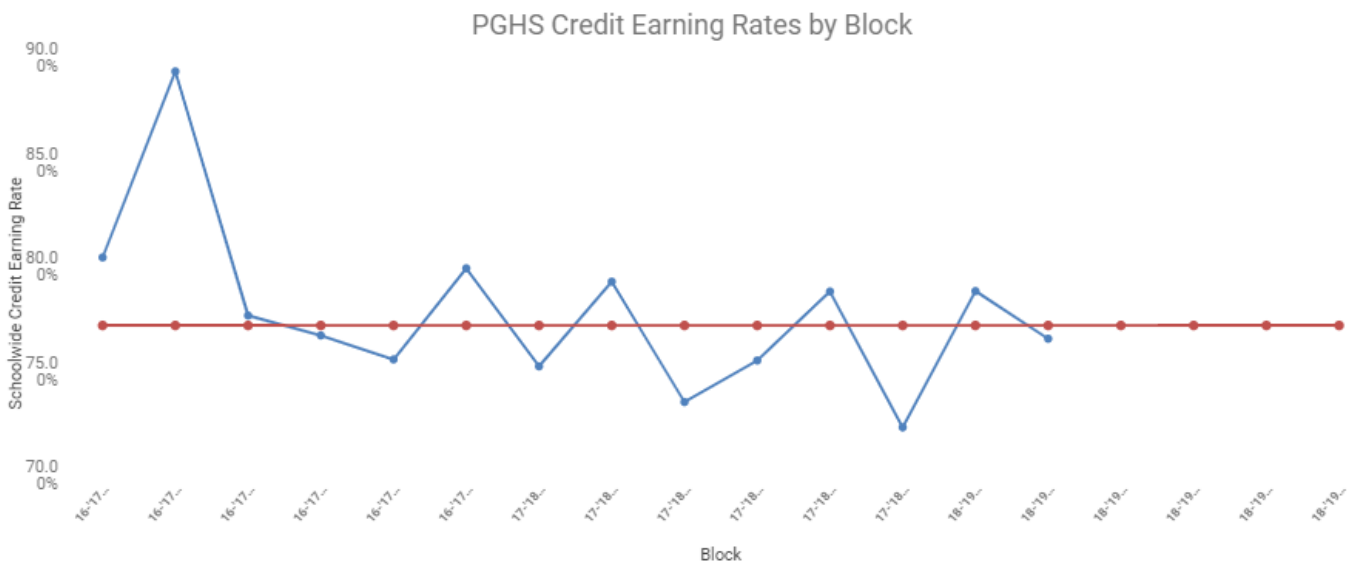
*Pictured: Jorge, Neveah, & Julian showing off their mac & cheese earnings*



## PGHS Achievement Data

*Associated LCAP Goals: 2) Common Core, 3) Academic Growth*

The graph (run chart) below shows a 2.5 year timeline of PGHS's credit earning rates, by block. Our Improvement Science goal states we want to reach the target of students earning 85% of the credits "available" to them each block. Currently the mean over the last 2.5 years is 77.2% and last block's credit earning rate was 76.58%. We predict that the resiliency/self regulation strategies we're infusing into our school culture will support our students' credit earning rates to improve over



time, while recognizing that 85% is a lofty goal!

## Mental Health / Counseling Needs at Alt. Ed Sites

*Associated LCAP Goals: 4) Safe & connected at school*

The nature of alternative education schools is to serve students who are generally characterized as "at risk". At risk academically, socially/emotionally, at risk of dropping out of high school, of substance use/abuse, at risk in terms of attendance and truancy rates. Our students ACES (adverse childhood experiences) scores are dramatically higher than the norm across the county. These are the students that often, if not intervened with in a timely manner, can fall through the cracks. While our alt ed staff are exceptional in forming positive relationships with these students and being flexible in providing an accessible and appropriate education, staff are not equipped to handle the expansive social/emotional/personal needs of our student body. My school counseling

background has been heavily utilized at our sites, but is of course limited in that my position requires me to do more than provide ongoing or temporary counseling services to students. Most of our students come from homes/lifestyles that present hurdles and challenges to their education and overall wellbeing. And while our numbers are low in terms of traditional schools (in our district we have about 57 alt ed students between PGHS, BIS, and KBS), the needs are great.

All of our alt ed students could benefit from counseling services. Not having access to regular counseling has been tough on our small system. We recently had an incident at PGHS involving a student battling addiction. Fortunately this student has been referred and qualified for mental health services from the county. This requires follow-up from the family which unfortunately many of our students lack. The best way to ensure our population receives services is for those services to take place on campus. Toiyabe, Northstar, and Inyo County Behavioral Health have all worked with us and have rearranged their schedules to mostly see their clients on our campuses now. Still, this covers about 8-9 of our current 57 students.

I say all of this to provide some context knowing that we have a limited capacity as a school district to provide counseling services at all sites due to budget constraints. Having worked as a school counselor, I know the benefit and impact of having a counselor on campus to help kids when they need it - formally or informally. Without that person, teachers and secretaries fall into the role of counselor at the detriment to their own emotional well being and outside of their current skill set. If mental health dollars became available I strongly request that we find a way to staff a counselor to serve our alternative ed sites. These are among the students that truly need it and may not get help another way.

[Linked here - the most recent edition of our school newspaper, Glacier Times](#)