

Palisade Glacier High School

Sugar Loaf Rd. • Big Pine, CA 93513 • (760) 938-2001 • Grades 9-12

Katie Kolker, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Bishop Unified School District

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Community Day School 2**

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Community Day School**

Randy Cook
**Principal - Bishop High and
Community Day School 3**

Dave Kalk
**Asst. Principal - Bishop High and
Community Day School 3**

Katie Kolker
**Principal - Palisade Glacier High
School, Bishop Independent Study
and Keith Bright High School**

School Description

PRINCIPAL'S MESSAGE

As principal, it is my pleasure to be serving Palisade Glacier High School and to welcome you to this edition of our accountability report card. This document provides valuable information regarding the status and performance of our school. The entire staff at PGHS and all of the members of the Bishop Unified School District are completely dedicated to providing an exemplary and successful educational experience, individually and collectively, for all students. I encourage readers to examine this document closely and to pursue desired additional information through any of the contacts at the district.

Katie Kolker, Principal

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.

SCHOOL PHILOSOPHY

Palisade Glacier High School provides an alternative program by which students may earn an accredited high school diploma. The program primarily addresses the students' academic needs, but it also provides a setting where individual vocational, emotional, and personal needs can be more readily addressed. By developing an interactive relationship between staff and each young adult, we help each student establish attainable goals and construct their own unique post high school academic or vocational plan.

Accountability for and ownership of success lies within each individual student. The staff encourages responsibility through positive reinforcement of academic achievement, positive social interaction, and personal growth and accomplishment. The PGHS environment supports students to acquire the attitudes and abilities necessary to become positive and productive members of the community and the larger society.

SCHOOL PROFILE

Palisade Glacier High School is located west of the Eastern Sierra town of Big Pine and serves students in grades nine through twelve following a traditional calendar. The majority of our students are 11th and 12th graders with a spectrum of credit deficiencies. In addition, we also have students who are on track to graduate on time or sometimes even up to a year early. A focus on individual progress and achievement and excellence in learning is a hallmark of our school. We do not accept work for credit below C quality. In addition to core academic classes, we offer vocational and fine arts courses such as Digital Media, AutoCAD/Entrepreneurship, Performing Arts, and Photography.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	8
Grade 11	8
Grade 12	17
Total Enrollment	33

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	33.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.0
White	36.4
Socioeconomically Disadvantaged	84.8
English Learners	6.1
Students with Disabilities	3.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Palisade Glacier High School	16-17	17-18	18-19
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Bishop Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Palisade Glacier High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	3	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Bishop Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Bishop Unified School District held a Public Hearing on September 20, 2018 and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own individual standards aligned textbooks in core subjects for use in the classroom and to take home.

All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Bishop Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators and teachers. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for 30 days prior to adoption at the school library and District Office for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Trustees for final adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 California Connections Houghton Mifflin Harcourt (Grades 9-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2008 Holt McDougal, Algebra and Trigonometry: Structure and Method, Book 2 2005 Holt McDougal, Algebra: Structure and Method, Book 1 2004 McDougal Littell, Geometry Pearson Common Core 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2006 Pearson Prentice Hall: Earth Science 2005 Glencoe National Geographic: Life Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2019 McGraw Hill Impact: World History, Culture, Geography 2019 United States History & Geography 2019 McGraw Hill Principals of Economics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Palisade Glacier High School's original facilities were built in 1992 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Year Built 1992

Acreage 2

Quantity

Permanent Classrooms 0

Portable Classrooms 4

Restrooms (sets) 1

Library 1

Administrative Building 1

Computer Labs 1

Shop Area 1

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	0.0	--	39.0	38.0	48.0	50.0
Math	0.0	--	36.0	35.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is highly welcomed to support school and student success. Palisade Glacier High School offers many opportunities for parents to support the school and their child's academic efforts. Should the need arise, parents are welcome to "sit in and observe" any of their child's classes. Parents seeking more information or who are interested in participating in any of the school activities may contact us at 760-938-2001.

Parent letters are sent out along with report cards and transcripts at the end of each of our six grading periods. Parents are encouraged to attend special events and activities hosted by Palisade Glacier High School. The annual Back to School Night, social events, annual talent show, student presentations, prom at Bishop High School, and graduation activities provide many opportunities for parents to support their child's efforts and interact with school staff.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Palisade Glacier High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. Teachers and noon aides monitor school grounds, including the cafeteria and playground, before, during, and after school to ensure a safe and orderly environment. The school is a closed campus; all visitors must sign in at the school office and wear visitor's badges while on campus, and must check out before leaving the school.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The District collaborated with the Bishop Police Department to update the plans at all the schools. This process created a comprehensive crisis management plan for all schools in the community. The plan was completed and reviewed with school staff in August 2012. A copy of the plan is available to the public at the school and District offices.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	5.6	21.7	20.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	8.7	7.7	3.4
Expulsions Rate	0.5	0.6	0.4
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.10
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	3.0	4.0	3.0	15	12	19						
Mathematics	3.0	6.0	9.0	3	2	2						
Science	5.0	5.0	6.0	3	2	2						
Social Science	7.0	5.0	8.0	7	7	5						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All training and curriculum development at Bishop Unified School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Five mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified. The staff development committee coordinates their offerings based on the District Leadership Team/District Assistance and Intervention Team goals set out annually for staff development related to those goals.

The District participates in the State-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

The District's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. This District provides support services to all teachers in the District.

Bishop Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,806	\$45,681
Mid-Range Teacher Salary	\$69,262	\$70,601
Highest Teacher Salary	\$92,206	\$89,337
Average Principal Salary (ES)	\$113,300	\$110,053
Average Principal Salary (MS)	\$114,810	\$115,224
Average Principal Salary (HS)	\$121,440	\$124,876
Superintendent Salary	\$177,044	\$182,466
Percent of District Budget		
Teacher Salaries	36.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general fund state funding, Bishop Unified School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received categorical, special education, and support programs funds for:

Special Ed
 Lottery
 Title I
 Title II
 Title III
 Title VII
 IDEA
 MediCal Reimbursement
 EPA

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Palisade Glacier High School	2014-15	2015-16	2016-17
Dropout Rate	7.7	0.0	3.7
Graduation Rate	76.9	78.9	92.6
Bishop Unified School District	2014-15	2015-16	2016-17
Dropout Rate	13.4	7.2	3.9
Graduation Rate	84.0	83.3	87.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,336	\$	\$11,336	\$63,497
District	♦	♦	\$6,135	\$72,000
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			59.5	-12.6
Percent Difference: School Site/ State			45.6	-11.7

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	95.8	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	86.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	98.6	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	96.0	88.6
English Learners	100.0	44.4	56.7
Students with Disabilities	100.0	46.7	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Career Technical Education Programs and ROP Classes are not offered at Palisade Glacier High School.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.