Grizzly ChalleNGe Charter

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Paul Piette, Principal

Principal, Grizzly ChalleNGe Charter

About Our School

Contact

Grizzly ChalleNGe Charter
721 Mendocino Ave, Bldg 945
San Luis Obispo, CA 93405

Phone: 805-782-6882
E-mail: ppiette@slocoe.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Luis Obispo County Office of Education
Phone Number	(805) 543-7732
Superintendent	James Brescia
E-mail Address	jbrescia@slocoe.org
Web Site	http://www.slocoe.org

School Contact Information - Most Recent Year	
School Name	Grizzly ChalleNGe Charter
Street	721 Mendocino Ave, Bldg 945
City, State, Zip	San Luis Obispo, Ca, 93405
Phone Number	805-782-6882
Principal	Paul Piette, Principal
E-mail Address	ppiette@slocoe.org
Web Site	www.grizzlyyouthacademy.org
County-District-School (CDS) Code	40104050101725

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

SCHOOL DESCRIPTION: Grizzly Youth Academy is a five month residential program run in partnership between The California National Guard and Grizzly ChalleNGe Charter School. Students choose to apply and attend the program. They cannot be court-ordered or forced by their parent to enroll. Because of the voluntary nature of the program, we can better devote our time on teaching the skills necessary to succeed socially and academically. All of our instruction is designed to address California state standards, teach all students to be engaged goal-driven learners, meet the requirements for a high school diploma, and prepare students for the HiSET or GED tests. In addition to academics, the Grizzly Youth Academy has taken on a deeper holistic approach focusing on the whole person.

It is the philosophy of the academy to produce well-rounded, competent graduates who successfully transition immediately into the workforce, higher education, vocational schools, or enlist in the military. Therefore, we infuse our instruction with social and emotional growth opportunities as well as numerous goal setting and life planning activities to increase the likelihood of each student's success. Through our various partnerships in the community we offer a variety of vocational learning opportunities and college classes as well. Some examples are Welding, Construction, Culinary Arts, Auto Mechanics, Auto Body, Broadcasting, Office Procedures, and Web Programming.

MISSION STATEMENT: To provide a safe, consistent, structured educational environment focusing on the success of the whole student. The school curriculum is goal-oriented, integrated, cooperative, flexible, and designed to meet the California State Standards as well as the diverse needs of the at-risk student population that it serves. Through partnerships with the California National Guard, the business community, and post-graduate education programs, Grizzly prepares students for the transition from high school to employment, higher education, and adult responsibilities.

Last updated: 1/5/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	5
Grade 11	90
Grade 12	134
Total Enrollment	229
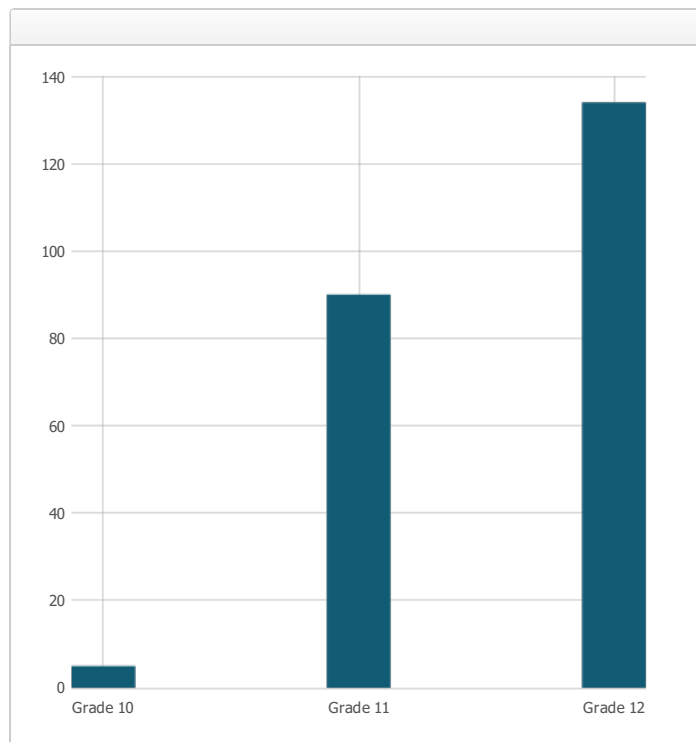
Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	0.9 %
Asian	0.4 %
Filipino	0.9 %
Hispanic or Latino	71.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	19.7 %
Two or More Races	3.5 %
Socioeconomically Disadvantaged	71.6 %
English Learners	22.3 %
Students with Disabilities	14.4 %
Foster Youth	1.7 %
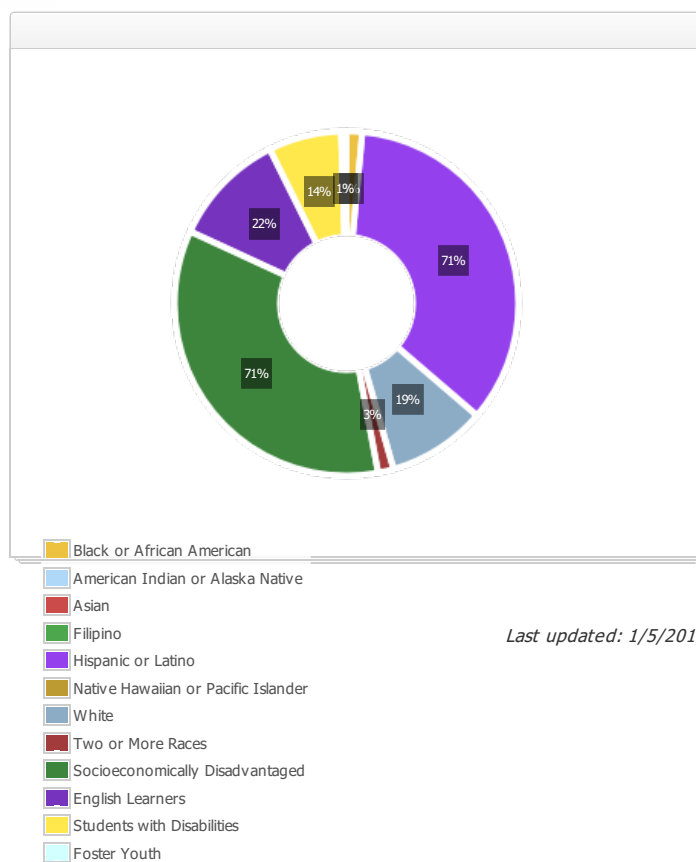
Last updated: 1/5/2016

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	12	12	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
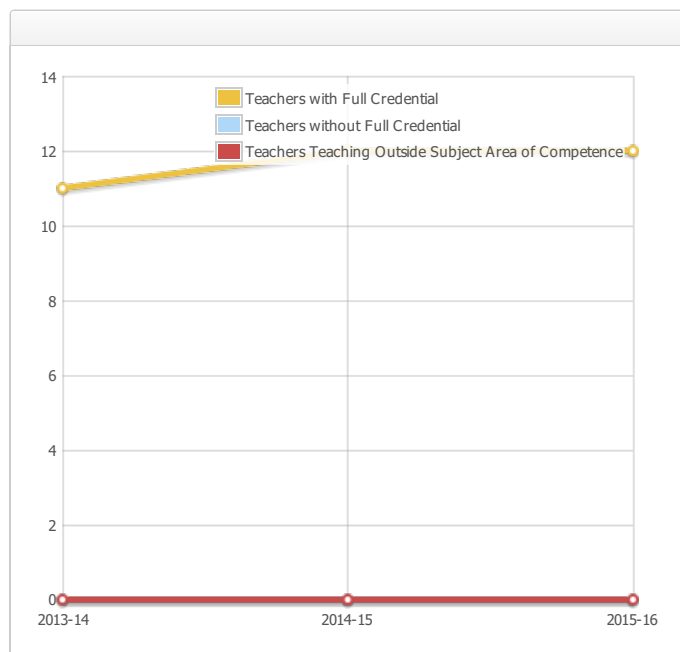
Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
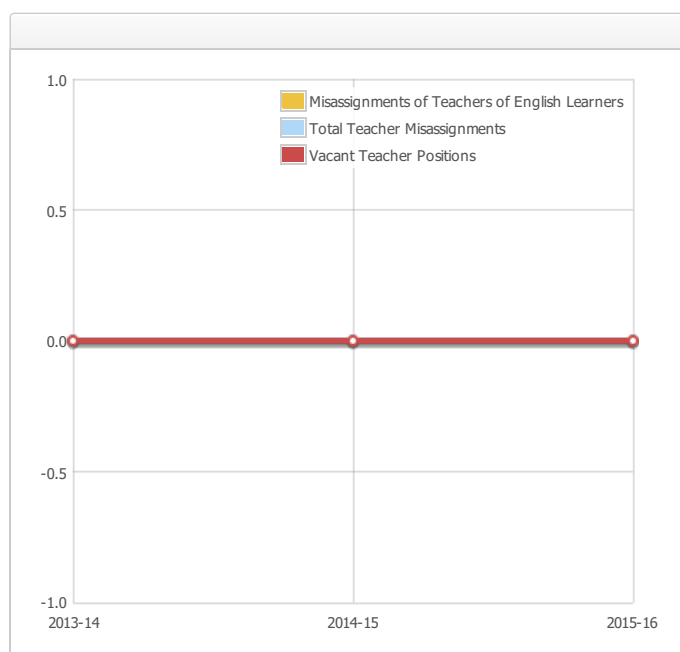
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	85%	15%
High-Poverty Schools in District	85%	15%
Low-Poverty Schools in District	%	%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	85%	15%
High-Poverty Schools in District	85%	15%
Low-Poverty Schools in District	%	%

School Facility Conditions and Planned Improvements - Most Recent Year

All classrooms in well-maintained condition. Construction for one administration building and five new classrooms was completed December 2014.

School was inspected in 2014 by school and National Guard staff. School facilities in well-maintained condition. No major repairs needed. HVAC systems were repaired. Carpet in several classrooms in poor condition and need replacement.

Last updated: 1/14/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace carpet in classrooms
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 Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Good

Last updated: 1/14/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	17%	11%	44%
Mathematics (grades 3-8 and 11)	1%	2%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	100	87.7%	46.0%	37.0%	13.0%	4.0%
Male	114	77	67.5%	40.0%	38.0%	17.0%	5.0%
Female	114	23	20.2%	65.0%	35.0%	0.0%	0.0%
Black or African American	114	2	1.8%	--	--	--	--
American Indian or Alaska Native	114	2	1.8%	--	--	--	--
Asian	114	1	0.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	114	83	72.8%	46.0%	39.0%	12.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	10	8.8%	--	--	--	--
Two or More Races	114	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	114	75	65.8%	51.0%	36.0%	9.0%	4.0%
English Learners	114	29	25.4%	76.0%	21.0%	3.0%	0.0%
Students with Disabilities	114	8	7.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	99	86.8%	89.0%	10.0%	1.0%	0.0%
Male	114	75	65.8%	88.0%	11.0%	1.0%	0.0%
Female	114	24	21.1%	92.0%	8.0%	0.0%	0.0%
Black or African American	114	2	1.8%	--	--	--	--
American Indian or Alaska Native	114	2	1.8%	--	--	--	--
Asian	114	1	0.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	114	81	71.1%	91.0%	9.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	11	9.6%	82.0%	18.0%	0.0%	0.0%
Two or More Races	114	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	114	75	65.8%	88.0%	11.0%	1.0%	0.0%
English Learners	114	29	25.4%	97.0%	3.0%	0.0%	0.0%
Students with Disabilities	114	8	7.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	16%	17%	23%	11%	13%	20%	59%	60%	56%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	20%
All Students at the School	23%
Male	31%
Female	9%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	9%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	18%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

Career Technical Education Programs (School Year 2014-15)

CTE programs continue to be an area of emphasis for the school. All students attending the academy receive instruction and participate in activities that lead to the creation of an Action Plan to define Academic and Career Goals. Through a partnership we have with Cuesta College, we provide several for credit Vocational Education courses at the college in areas of Automotive Mechanics and Auto Body, Construction, Retail, Office Procedures, and Broadcasting. Additionally, a full quarter of our students participate in a local internship working for one of our many community partners. All told, in the five months that our students attend the academy they receive much exposure, instruction and experience to pursue their career goals.

Last updated: 1/14/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	173
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

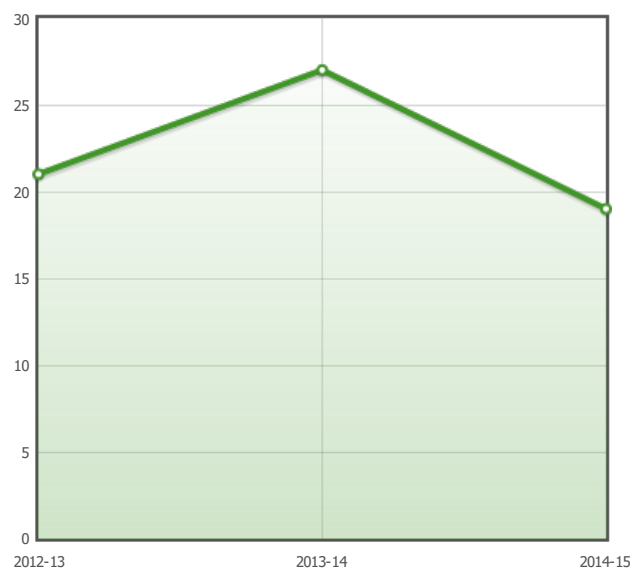## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	18%	24%	24%	12%	18%	23%	57%	56%	58%
Mathematics	21%	27%	19%	16%	23%	22%	60%	62%	59%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced
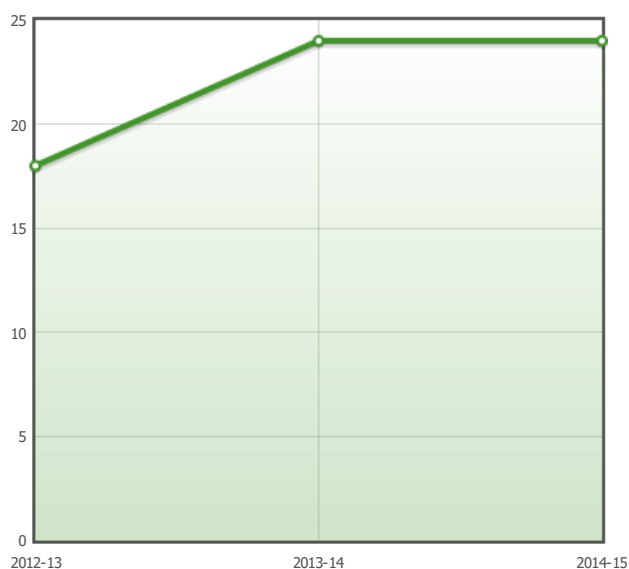
Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/5/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	77%	19%	4%	78%	21%	1%
All Students at the School	76%	21%	3%	81%	19%	%
Male	76%	19%	5%	75%	25%	%
Female	75%	25%	%	92%	8%	%
Black or African American	%	%	%	%	%	%
American Indian or Alaska Native	%	%	%	%	%	%
Asian	%	%	%	%	%	%
Filipino	%	%	%	%	%	%
Hispanic or Latino	79%	17%	4%	83%	17%	%
Native Hawaiian or Pacific Islander	%	%	%	%	%	%
White	%	%	%	%	%	%
Two or More Races	%	%	%	%	%	%
Socioeconomically Disadvantaged	79%	17%	3%	86%	14%	%
English Learners	%	%	%	%	%	%
Students with Disabilities	%	%	%	%	%	%
Students Receiving Migrant Education Services	%	%	%	%	%	%
Foster Youth	%	%	%	%	%	%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Grizzly is a residential charter school. Parents receive newsletters and phone calls from staff, participate in Open House, Family Day, and parent education sessions when they pick up students for weekend pass. Parents are informed of LCAP and their input is included toward LCAP development. The Annual Notification To Parents (ANTP) also invites parents to participate in annual meetings regarding the education of their child(ren). The Academy incorporates social media as a way to interact regularly with parents. In the absence of parents, the National Guard serve as guardians, in loco parentis, during the students' enrollment. As such, the National Guard works in collaboration with the school to develop academic and extracurricular activities for the benefit of all students.

State Priority: Pupil Engagement
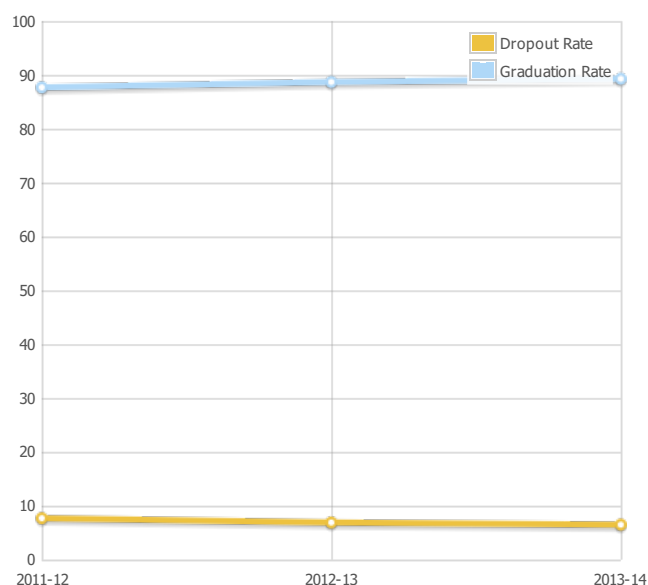
Last updated: 1/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.7%	6.9%	6.5%	7.7%	6.9%	6.5%	13.1%	11.4%	11.5%
Graduation Rate	87.70	88.70	89.30	87.70	88.70	89.30	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/5/2016

Completion of High School Graduation Requirements

These numbers represent percentages. 151 12th grade students were enrolled as of CBEDS day 2013-14 school year. 164 students graduated in 2014. Therefore, 109% of students completed high school graduation requirements.

Student Group	Graduating Class of 2014		
	School	District	State
All Students	109	96	84
Black or African American	125	120	76
American Indian or Alaska Native	135	140	78
Asian	117		92
Filipino	98	200	96
Hispanic or Latino	44	91	81
Native Hawaiian or Pacific Islander	138		83
White	96	103	89
Two or More Races	120	83	82
Socioeconomically Disadvantaged	140	90	81
English Learners		54	50
Students with Disabilities	200	82	61
Foster Youth			

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 - Most Recent Year

A Safety Committee reviews and updates the School Safety Plan annually. The plan integrates military and education policies and procedures, demonstrating the cohesiveness of the partnership between the two entities. The school facility is located at Camp San Luis Obispo, a secure military base with access limited to those carrying the proper identification. Cadre (military staff) is present at the school during the day assisting with supervising student behavior in the classroom and restrooms and ensuring safe passage to and from school and lunch. Cadre is available in case of emergency.

The school and the National Guard work together to create a safe school environment designed to build the academic skills these students need to continue their education and obtain their high school diploma. Students are required to attend school daily from 8:05 AM-3:25 PM. The facility is safe, well-lit, well-supervised and has a built-in loud speaker system/intercom. Emergency fire drills are conducted at the school facility each cycle. Staff has participated in trainings on CPS reporting, cultural diversity, relationship building, and bullying prevention.

Last updated: 1/5/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	Yes	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50%

Note: Cells with NA values do not require data.

Last updated: 1/12/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+
English	24.0	6	7	1	20.0	10	8		22.0	5	12	
Mathematics	17.0	5	5		15.0	9	3		15.0	8	4	
Science	13.0	2			16.0	2			6.0	5		
Social Science	22.0	5	6		19.0	9	4	1	16.0	11	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.

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	229.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	1.3	N/A

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

*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.

Last updated: 1/5/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$00	$00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5,348	$00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/12/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category

Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
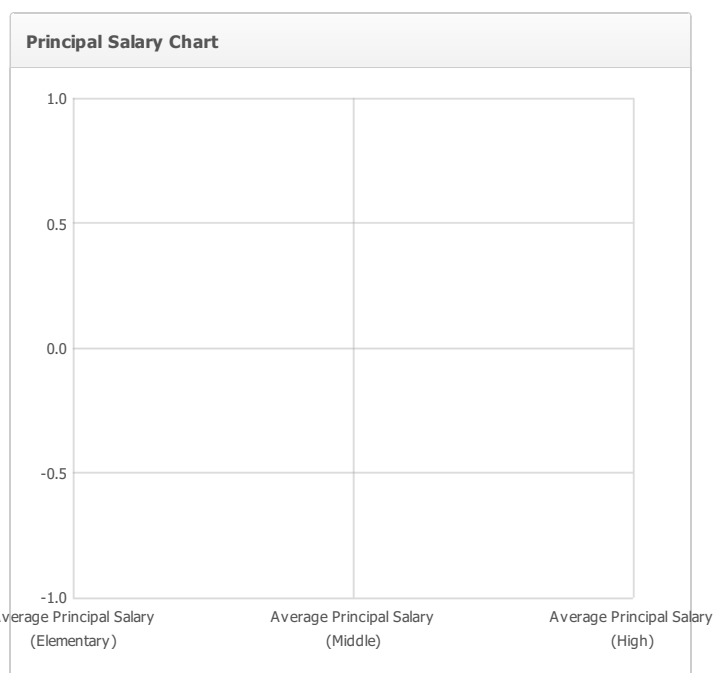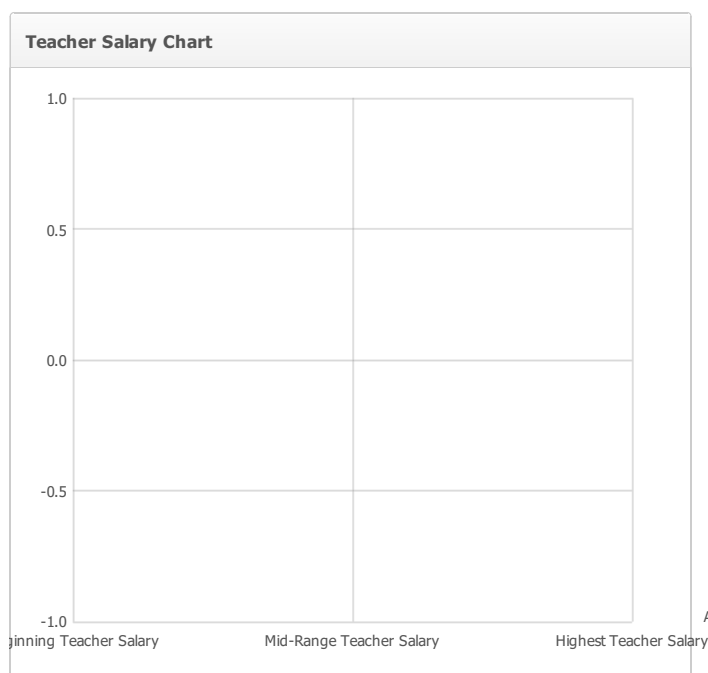
Last updated: 1/12/2016

Professional Development – Most Recent Three Years

Professional Development is an area of emphasis at the school. We operate in a continuing improvement process. The entire staff meets twice per year to evaluate needs, decide areas of focus and plan activities for growth and evaluate implementation of previous plans.

There are a minimum of 5 complete work days allocated for all staff to participate in Professional Development whereby the focus is on improving student learning through curriculum and instruction. In addition, teachers receive training through their attendance and participation in conferences such as CUE, Google Apps for Educators, Common Core Standards ELA, Common Core Standards Math, Special Education in the General Ed classroom, CPR training, and English Learner Development. Furthermore, the teaching staff participates in a wide range of additional trainings that are offered through the San Luis Obispo County Office of Education, Santa Barbara County Education Office and the Ventura County Office of Education covering topics such as Special Education and IEP development, English Language Development, Google for Education, Academic Vocabulary, Student Engagement, Distance Learning, and Common Core Standards. The school's admininistrative specialist participates in regular CALPADS webinar trainings.

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