



GRIZZLY CHALLENGE CHARTER SCHOOL

PROGRESS REPORT

**721 Mendocino Ave.
San Luis Obispo, CA 93405**

San Luis Obispo County Office of Education

**Approved by the Grizzly ChalleNGe Charter School
Board of Directors on May 19, 2015**

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

The School Community

The Grizzly Challenge Charter School (GCCS) is responsible for providing the academic component of Grizzly Youth Academy (GYA), which is an intense five and a half month experience that offers young people from across the state “a second chance” after difficult histories of academic failure, chronic truancy, crime, or other risk behaviors. They arrive desiring change but lacking skills and experience to turn their lives around. Our program creates the conditions for their transformation. Ready to return to their communities and continue their path to adulthood on firmer footing, with new confidence *and* humility, with respect for others *and* respect for themselves, with knowledge *and* curiosity, with the wisdom of experience *and* a plan for their next steps in life.

Grizzly is now entering its seventeenth year operating as a charter school (its twelfth as a “countywide” charter), and has a lot to celebrate with its program partners – the California National Guard and the San Luis Obispo County Office of Education. Since opening its doors to its first class in 1998, Grizzly Challenge Charter School has served 6,404 adolescents from almost every county in California. The school has grown from a modest population of 73 in its first graduating class to 201 completing “Class 33” in 2014.

School Purpose and ESLRs

Vision

Grizzly Challenge Charter School, in partnership with the California National Guard, is designed to provide an opportunity for students with unique needs, to redirect their lives toward productive work, healthy life styles, responsible citizenship and lifelong learning.

Mission

The mission of the Grizzly Challenge Charter School is to provide a safe, consistent, structured, educational environment focusing on the success of the whole student. Our voluntary residential high school offers a curriculum that is goal oriented, integrated, cooperative, flexible, and designed to meet California Common Core Standards as well as the diverse needs of our at-risk population. Through partnerships with the California National Guard, the business community and post-secondary educational programs, we prepare students for the transition from high school to employment, higher or continuing education, and adult responsibilities.

ESLRs

The ESLRs state that all students at Grizzly Challenge Charter School will:

- Demonstrate healthy lifestyles by:
 - practicing life coping skills, good health and hygiene, and physical fitness.
 - identifying the need for personal growth and developing a realistic plan.
 - making life choices that benefit themselves and others.
- Be successful workers who:
 - appropriately advocate for themselves and others.
 - read, write, listen and speak effectively.
 - collaborate successfully in a team.
 - are prepared to apply technological and academic knowledge to the work environment.
 - are self-motivated and have a strong work ethic.
- Be responsible community members who:
 - understand teamwork, leadership and followership.
 - respect diversity.
 - contribute to their community through participation.
 - recognize their continued role as an active citizen in a democratic society.
- Be life-long learners who:
 - discover and value the power of continued learning to achieve personal goals.
 - think critically and analytically.
 - apply acquired knowledge.
 - pursue positive interests and choices for the future.
 - have identified their personal strengths, challenges and learning styles.

School Data

Demographic and Enrollment/Ethnicity Data from CBEDS Day

GCCS's enrollment data shows that on average 65% of the total population is reported as being Economically Disadvantaged. Approximately 30% of the total student population is female. Ethnicity information indicates that the Hispanic student population comprise the majority, the White population second and the African American population third. As the Hispanic majority increases, the possibility of having a significant number of English Language learners (ELs) increases. The average percent of English Learners is 20%.

Over half of the student population arrives scoring below the 9th grade level in both mathematics and reading comprehension. On average, 14% of the total population is eligible to receive Special Education services; however, experience suggests that there are many students who have not been formally identified, but who do have learning difficulties.

Demographic Data

Student Demographics	Enrolled	Male	Female	Special Education	EL students	Economically Disadvantaged	Initial TABE Below 9th Grade Reading	Initial TABE Below 9th Grade Math
Class 27 2011-12	188	71%	29%	14%	19%	56%	53%	65%
Class 28 2011-12	169	75%	25%	17%	15%	57%	56%	63%
Class 29 2012-13	212	72%	28%	10%	14%	70%	63%	66%
Class 30 2012-13	183	75%	25%	16%	25%	68%	57%	65%
Class 31 2013-14	231	70%	30%	11%	18%	66%	61%	83%
Class 32 2013-14	206	68%	32%	15%	26%	72%	56%	73%

Enrollment/Ethnicity Data

2013-14

2013-14		Total	Hispanic		Am Indian/ Alskn Nat		Asian		Black/ African Am		Nat Hwiin/ Othr Pac Islndr		White		Multiple		Missing	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
		231	156	67.53%	2	0.87%	5	2.16%	4	1.73%	0	0.00%	53	22.94%	9	3.90%	2	0.87%
	Total	3	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	66.67%	0	0.00%	0	0.00%
10	M	1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
	F	2	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%
	Total	77	50	64.94%	1	1.30%	2	2.60%	0	0.00%	0	0.00%	20	25.97%	3	3.90%	1	1.30%
11	M	54	34	62.96%	1	1.85%	1	1.85%	0	0.00%	0	0.00%	14	25.93%	3	5.56%	1	1.85%
	F	23	16	69.57%	0	0.00%	1	4.35%	0	0.00%	0	0.00%	6	26.09%	0	0.00%	0	0.00%
	Total	151	105	69.54%	1	0.66%	3	1.99%	4	2.65%	0	0.00%	31	20.53%	6	3.97%	1	0.66%
12	M	107	69	64.49%	1	0.93%	2	1.87%	3	2.80%	0	0.00%	26	24.30%	5	4.67%	1	0.93%
	F	44	36	81.82%	0	0.00%	1	2.27%	1	2.27%	0	0.00%	5	11.36%	1	2.27%	0	0.00%

Enrollment/Ethnicity Data

2012-13

2012-13		Total	Hispanic		Am Indian/ Alskn Nat		Asian		Black/ African Am		Nat Hwiin/ Othr Pac Islndr		White		Multiple		Missing	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
		212	133	62.74%	0	0.00%	4	1.89%	11	5.19%	2	0.94%	52	24.53%	8	3.77%	2	0.94%
	Total	5	3	60.00%	0	0.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	20.00%
10	M	5	3	60.00%	0	0.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	20.00%
	F	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Total	75	49	65.33%	0	0.00%	1	1.33%	6	8.00%	0	0.00%	17	22.67%	2	2.67%	0	0.00%
11	M	43	24	55.81%	0	0.00%	1	2.33%	5	11.63%	0	0.00%	11	25.58%	2	4.65%	0	0.00%
	F	32	25	78.13%	0	0.00%	0	0.00%	1	3.13%	0	0.00%	6	18.75%	0	0.00%	0	0.00%
	Total	132	81	61.36%	0	0.00%	2	1.52%	5	3.79%	2	1.52%	35	26.52%	6	4.55%	1	0.76%
12	M	105	62	59.05%	0	0.00%	2	1.90%	4	3.81%	0	0.00%	30	28.57%	6	5.71%	1	0.95%
	F	27	19	70.37%	0	0.00%	0	0.00%	1	3.70%	2	7.41%	5	18.52%	0	0.00%	0	0.00%

Enrollment/Ethnicity Data

2011-12

2011-12		Total	Hispanic		Am Indian/ Alskn Nat		Asian		Black/ African Am		Nat Hwiin/ Othr Pac Islndr		White		Multiple		Missing	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
		188	119	63.30%	3	1.60%	2	1.06%	10	5.32%	0	0.00%	47	25.00%	6	3.19%	1	0.53%
	Total	4	3	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%
10	M	3	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%	0	0.00%
	F	1	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Total	63	35	55.56%	1	1.59%	0	0.00%	4	6.35%	0	0.00%	19	30.16%	3	4.76%	1	1.59%
11	M	40	22	55.00%	1	2.50%	0	0.00%	3	7.50%	0	0.00%	13	32.50%	1	2.50%	0	0.00%
	F	23	13	56.52%	0	0.00%	0	0.00%	1	4.35%	0	0.00%	6	26.09%	2	8.70%	1	4.35%
	Total	121	81	66.94%	2	1.65%	2	1.65%	6	4.96%	0	0.00%	27	22.31%	3	2.48%	0	0.00%
12	M	91	57	62.64%	2	2.20%	2	2.20%	6	6.59%	0	0.00%	21	23.08%	3	3.30%	0	0.00%
	F	30	24	80.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	20.00%	0	0.00%	0	0.00%

Staffing

The student/teacher ratio averages to just over 18 students in a given class based on students being divided into eight different education groups. The student-staff ratio of the school lends itself to being safe, highly structured, and focused on achievement. As an integral part of our program, we are able to support our students with additional staff such as the cadre, instructional assistants and tutors in the classrooms. They are able to provide the students with highly professional, consistent and targeted individualized attention. We also collaborate with counseling programs that address mental health/drug and alcohol issues, policing agencies. This results in a positive learning environment at Grizzly Challenge Charter School.

The fact that a majority of our staff is White/Not Hispanic is an area of concern because 60%+ of our student population is non-White. The difference in those demographics is due in large part to the fact that our students are from throughout California but we draw our staff from San Luis Obispo County. It does not appear that the fact we have few people of color on our educational staff, has any effect on the recruitment of students.

Teacher Credentials

Teacher Credentials	2011-12	2012-13	2013-14
With Full Credential	9	10	11
Without Full Credential	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Average Class Size and Class Size Distribution

	2011-12				2012-13				2013-14			
Subject	Average Class Size	Number of Classes			Average Class Size	Number of Classes			Average Class Size	Number of Classes		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	1	12	0	24.0	8	8	0	20.0	8	8	0
Mathematics	17.0	6	4	0	17.0	4	4	0	15.0	5	3	0
Science	7.0	2	0	0	13.0	2	0	0	16.0	2	0	0
Social Science	22.0	4	6	0	24.0	4	4	0	19.0	3	4	1

Certificated Staff

Certificated Staff			Unduplicated Total	Teacher	Administrator	Pupil Services
School Year	Ethnicity/Race	Gender	# Staff	# Staff	# Staff	# Staff
2013-14	All		14	11	3	1
	Hispanic	All	2	1	1	1
		F	2	1	1	1
		M	0	0	0	0
	White	All	12	10	2	0
		F	8	7	1	0
		M	4	3	1	0
2012-13	All		13	10	3	1
	Hispanic	All	2	1	1	1
		F	2	1	1	1
		M	0	0	0	0
	White	All	11	9	2	0
		F	7	6	1	0
		M	4	3	1	0
2011-12	All		13	10	3	1
	Hispanic	All	2	1	1	1
		F	2	1	1	1
		M	0	0	0	0
	White	All	11	9	2	0
		F	7	6	1	0
		M	4	3	1	0

Classified Staff

Classified Staff			Unduplicated Total	Para-professional	Office/Clerical Staff	Other Classified Staff
School Year	Ethnicity/Race	Gender	# Staff	# Staff	# Staff	# Staff
2013-14	All		5	2	2	1
	Hispanic	All	1	0	1	0
		F	1	0	1	0
		M	0	0	0	0
	White	All	4	2	1	1
		F	3	2	1	0
		M	1	0	0	1
2012-13	All		5	2	2	1
	Hispanic	All	1	0	1	0
		F	1	0	1	0
		M	0	0	0	0
	White	All	4	2	1	1
		F	3	2	1	0
		M	1	0	0	1
2011-12	All		5	2	2	1
	Hispanic	All	1	1	0	0
		F	1	1	0	0
		M	0	0	0	0
	White	All	4	1	2	1
		F	3	0	2	0
		M	1	0	0	1

Completion Data

Of the 631 students that completed the program over the past three years, 336 students completed with a high school diploma, 51 with a GED, and 24 with a CHSPE. This is no small accomplishment for the school's students, who enter the program far behind the curve on credits, grades, and prospects for high school graduation and leave us with strong academic and life plans, many with high school diplomas. Post-residential efforts for these students are aimed at post-secondary education or training or gainful employment. For non-completers, our post-residential efforts are focused on successful enrollment in their districts of residence and progress towards a high school diploma.

2013-14

2013-14	Total	Hispanic		Am Indian/ Alskn Nat		Asian		Black/ African Am		Nat Hwiin/ Othr Pac Islndr		White		Multiple		Missing	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	231	156	67.53%	2	0.87%	5	2.16%	4	1.73%	0	0.00%	53	22.94%	9	3.90%	2	0.87%
Completers	149	87	58.39%	1	0.67%	2	1.34%	3	2.01%	1	0.67%	48	32.21%	7	4.70%	0	0.00%
GED	14	9	64.29%	0	0.00%	1	7.14%	0	0.00%	0	0.00%	3	21.43%	1	7.14%	0	0.00%
HS Diploma	126	74	58.73%	1	0.79%	1	0.79%	2	1.60%	1	0.79%	41	32.50%	6	4.76%	0	0.00%
CHSPE	9	4	44.44%	0	0.00%	0	0.00%	1	11.11%	0	0.00%	4	44.44%	0	0.00%	0	0.00%

2013-14

2012-13	Total	Hispanic		Am Indian/ Alskn Nat		Asian		Black/ African Am		Nat Hwiin/ Othr Pac Islndr		White		Multiple		Missing	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	212	133	62.74%	0	0.00%	4	1.89%	11	5.19%	2	0.94%	52	24.53%	8	3.77%	2	0.94%
Completers	132	81	61.36%	3	2.27%	4	3.03%	3	2.27%	0	0.00%	37	28.03%	4	3.03%	0	0.00%
GED	20	14	70.00%	1	5.00%	0	0.00%	0	0.00%	0	0.00%	5	25.00%	0	0.00%	0	0.00%
HS Diploma	108	65	60.19%	2	1.85%	3	2.78%	3	2.78%	0	0.00%	31	28.70%	4	3.70%	0	0.00%
CHSPE	4	2	50.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%

2011-12

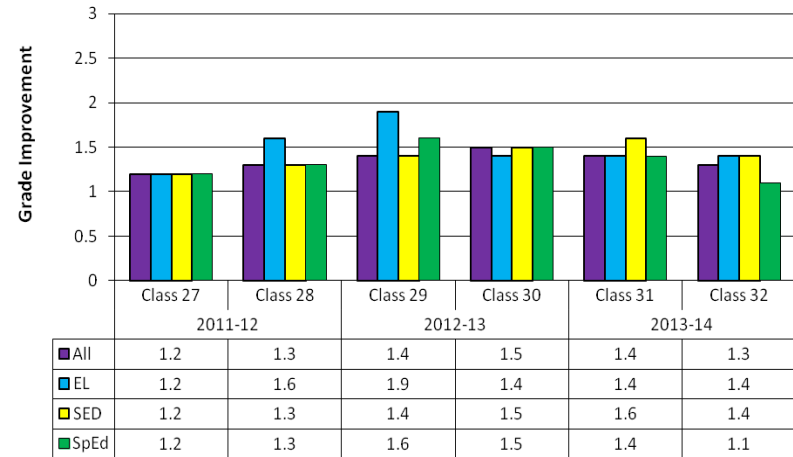
2011-12	Total	Hispanic		Am Indian/ Alskn Nat		Asian		Black/ African Am		Nat Hwiin/ Othr Pac Islndr		White		Multiple		Missing	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Enrolled	188	119	63.30%	3	1.60%	2	1.06%	10	5.32%	0	0.00%	47	25.00%	6	3.19%	1	0.53%
Completers	130	78	60.00%	2	1.54%	4	3.08%	6	4.62%	0	0.00%	37	28.46%	1	0.77%	2	1.54%
GED	17	11	64.71%	0	0.00%	0	0.00%	1	5.88%	0	0.00%	5	29.41%	0	0.00%	0	0.00%
HS Diploma	102	65	63.73%	2	1.96%	3	2.94%	4	3.92%	0	0.00%	26	25.49%	2	1.80%	1	0.98%
CHSPE	11	2	18.18%	0	0.00%	1	9.09%	1	9.09%	0	0.00%	6	54.55%	0	0.00%	1	9.09%

Achievement Data - Local Data

Test of Adult Basic Education (TABE) School-wide

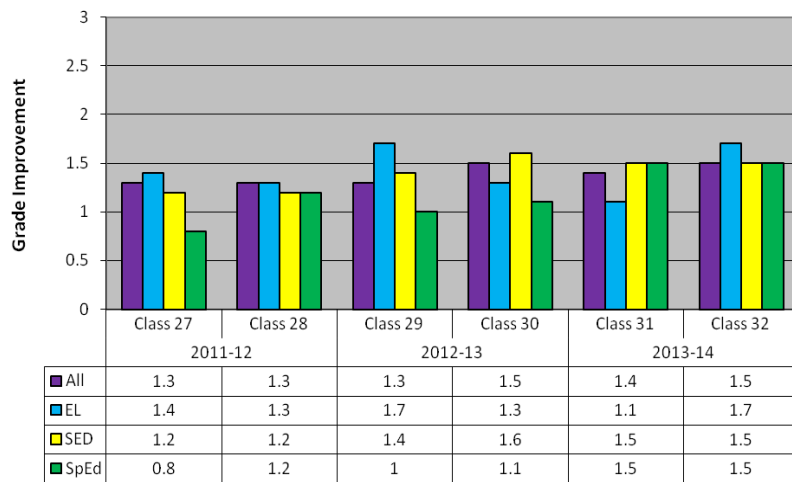
Students are given the TABE during the first week of attendance and again after completion of the first semester. The pre and post test results are a snapshot of the students' reading, language and math abilities on that test date and identify the grade level at which students are performing. The improvements shown in the charts below are indicative of the academic growth experienced by students committed to the program. In the 22 short weeks that make up a Grizzly cycle, students are on average jumping 1.5 grade levels as measured by the TABE. Students achieving this level of success in only a few months begin to demonstrate pride and confidence, which leads to greater success.

Overall TABE Increases

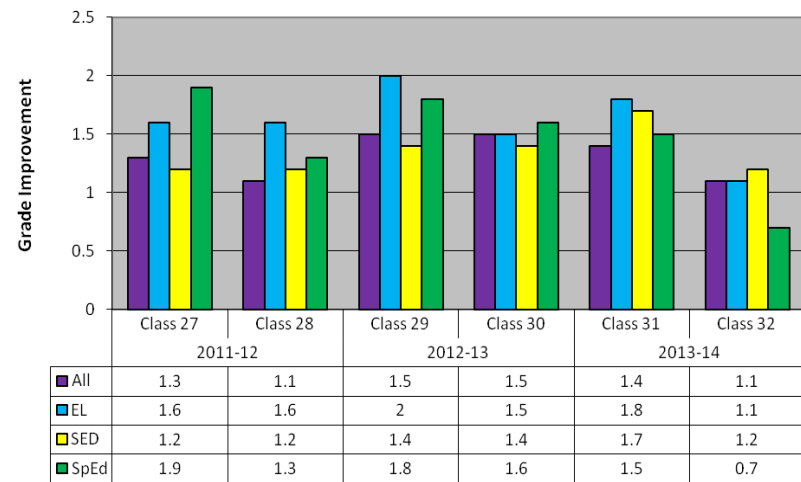


EL = English Language Learners; SED = Socioeconomically Disadvantaged; SpEd = Special Education Students

Math TABE Increases

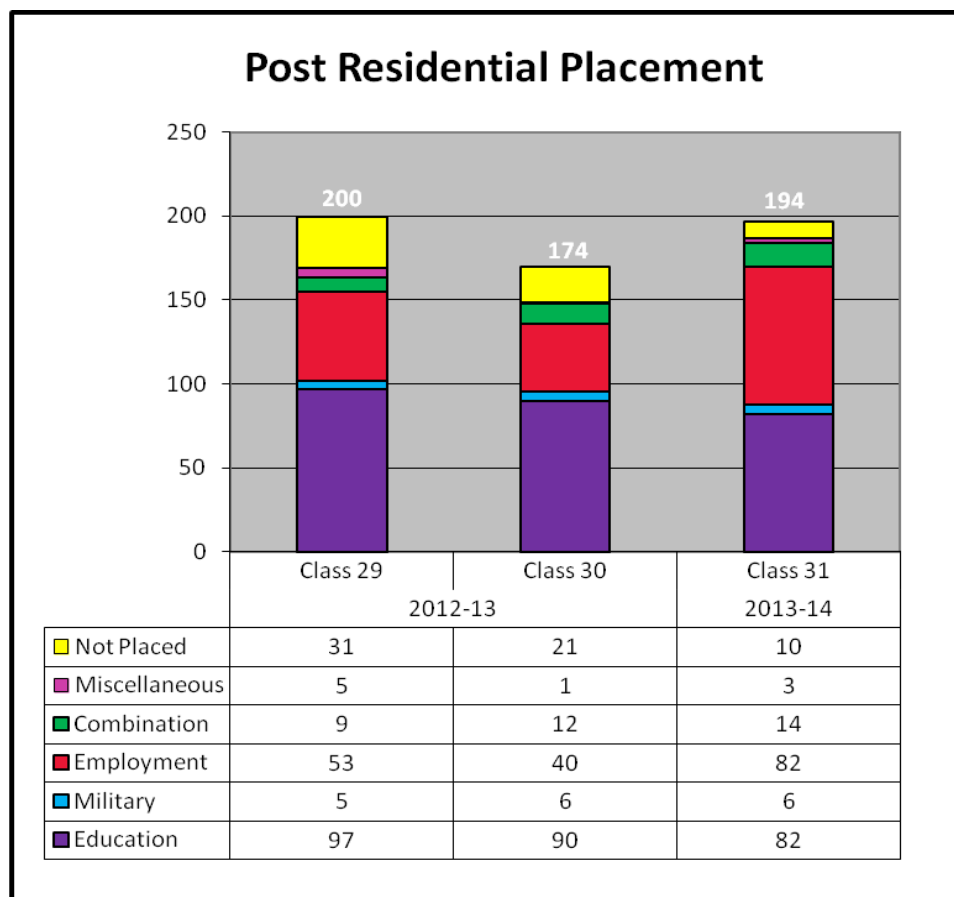


Reading TABE Increases



Post Residential Data

Grizzly Challenge Charter School is excited about its students' accomplishments while they are enrolled in the residential program. However, it is what they achieve *after* they leave Camp San Luis and return to their communities that is the most impressive and telling mark of their – and our – success. GCCS and National Guard staff maintains regular contact with all Grizzly graduates for a full post-residential year and keep records on their progress toward academic, career and other life plans. Data in the tables below are collected by National Guard staff and show that, on average, 87% of program graduates remain consistently and solidly engaged in school, jobs or the military one year after completing Grizzly (note that students can be actively involved in more than one area (e.g. working while enrolled in school or concurrently enrolled in high school and community college). Future efforts at GYA are to collect more descriptive data that informs us of the types of employment gained and the types of education/training in which our completers are enrolled.



Student Survey Data

A student survey conducted at the end of each program cycle provides perspective on the inner transformation that our students experience during their time with us. Below is a sample of responses by members of two recent classes – Class 32 in 2013, and Class 33 in 2014. As the data show, nearly all students leave the program feeling successful at that school. Well over 90% return home with a sense that they have a good plan for their futures. They feel respected and cared for by their teachers, they have a sense of belonging, and they are confident in their improved academic preparedness. A monumental accomplishment for 6,404 high-risk youth who have arrived at our doorstep over the years having lost their way, lost their self-esteem, lost their connections to positive role models, and lost their sense of purpose. For them and the many more we hope to serve in future years, Grizzly offers a new start.

Grizzly Youth Academy Student Exit Survey	% Agree or Strongly Agree	
	Class 32	Class 33
I feel safe at this school	96%	99%
I feel like I belong at this school	81%	88%
I feel academically challenged at this school	59%	72%
My teachers treat me with respect	86%	93%
I feel the classroom rules are fair	86%	93%
I feel the classroom rules are enforced	86%	84%
My teachers help me gain confidence in my ability to learn	88%	98%
My teachers care about me	86%	98%
My teachers make learning fun	73%	79%
My teachers challenge me to do better	91%	94%
My teachers give me individual attention when I need it	87%	89%
My classes are too easy	28%	12%
My classes are too difficult	11%	12%
I am prepared for the real world in my ability to write	89%	94%
I am prepared for the real world in my ability to read	95%	95%
I am prepared for the real world in my ability with mathematics	82%	90%
I am prepared for the real world in my ability to present information	91%	97%
I am prepared for the real world in reference to my technology skills	89%	89%
I feel like I am leaving Grizzly with a good plan for my future	96%	100%
I feel successful in this school	95%	99%

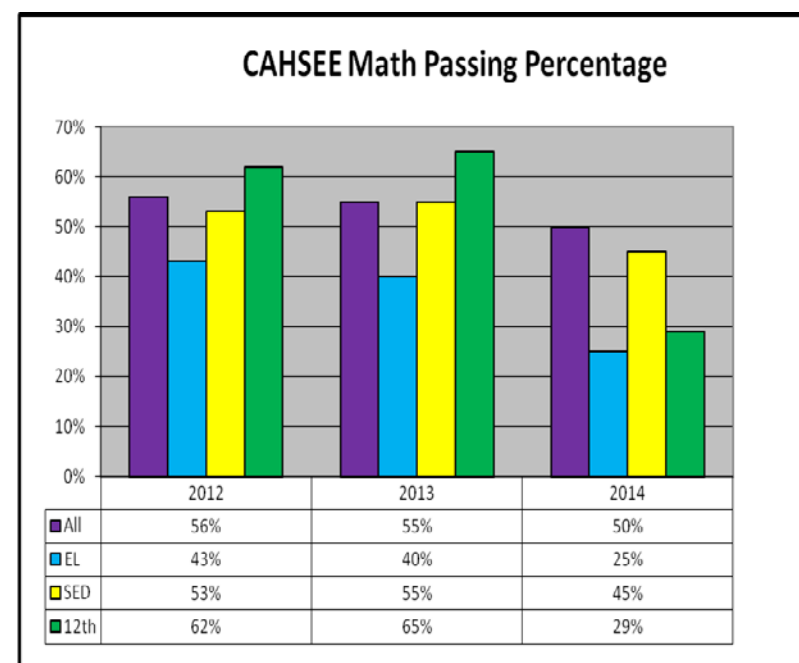
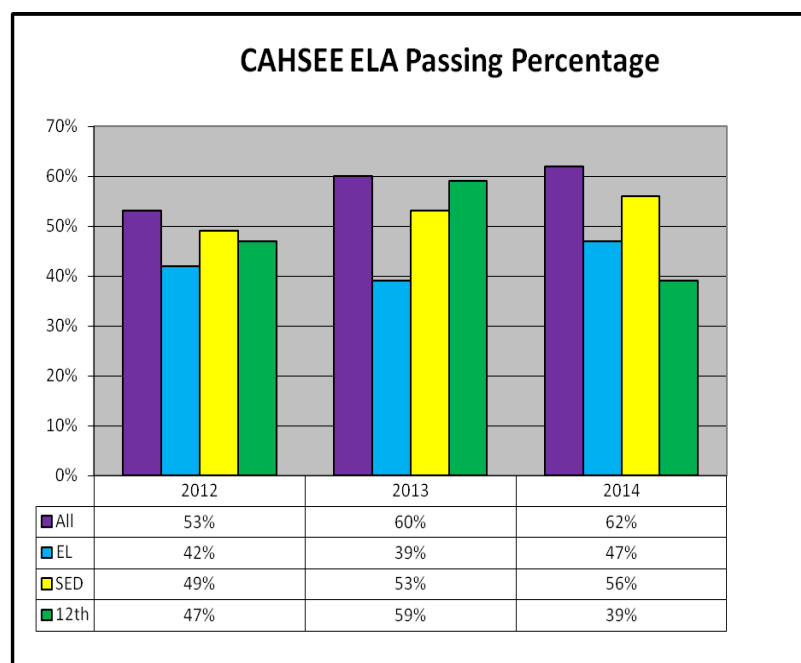
Achievement Data - State Data

California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is given to GCCS students who have previously failed the exam in their school of residence as well as students who are taking it for the first time, and is administered after numerous weeks of academic instruction.

As the data show, in almost all years and cohorts, over 50% of GCCS students who take the exam pass both in English Language Arts (ELA) and Math. This is a cause for celebration and testament to the academic growth and confidence experienced by our students.

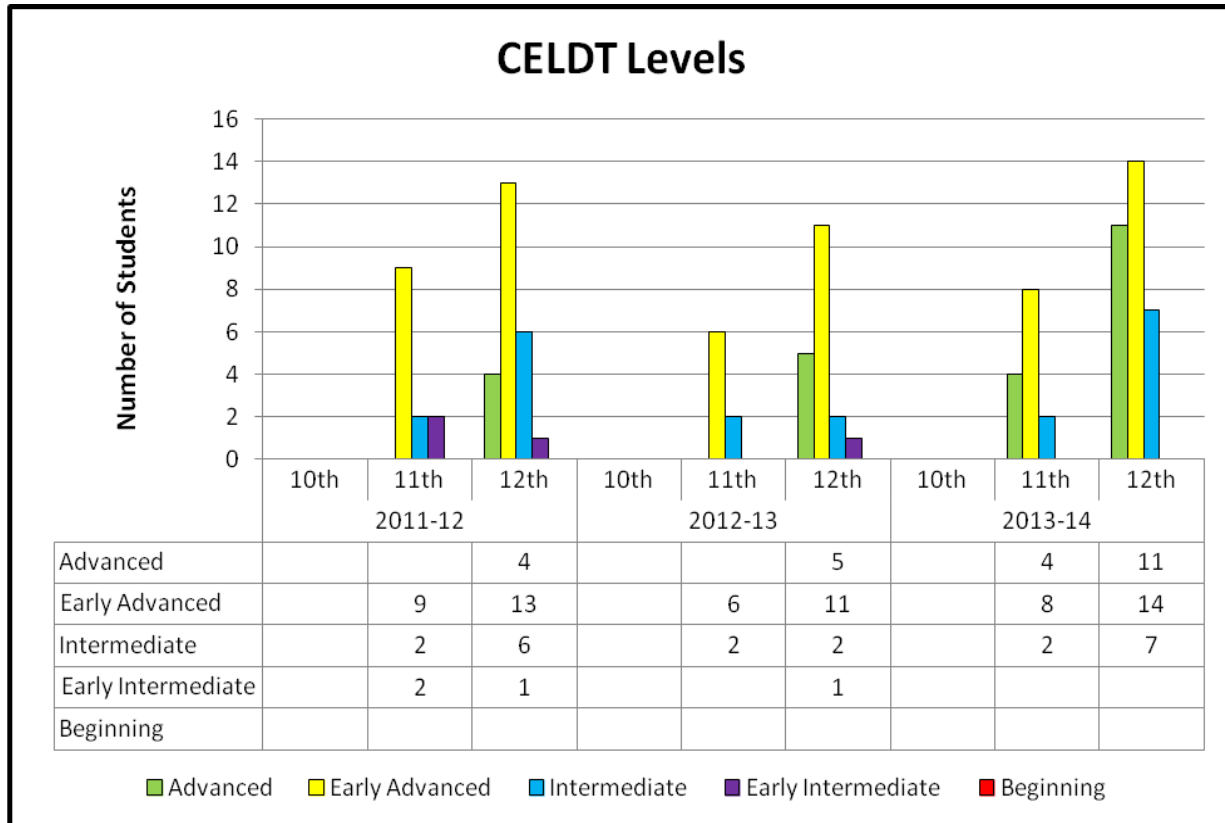
Most recently, in analyzing CAHSEE passage rates as compared to entry TABE levels, we have seen that 75% of students that need to pass the Math portion and 56% of students that need to pass the ELA portion come to us below a 6th grade level in Math/ELA. While these students continue to improve their grade levels by greater than 1.0, this is not sufficient to pass the CAHSEE while attending GYA.



EL = English Language Learners; SED = Socioeconomically Disadvantaged

California English Language Development Test (CELDT)

There continues to be a significant number of English Learners. Continued staff development efforts need to emphasize ELD (English Language Development) techniques and vocabulary development.



Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Standardized Testing	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)		
	2011-12	2012-13	2013-14
English-Language Arts	2%	17%	N/A
Mathematics	1%	3%	N/A
History-Social Science	5%	18%	N/A
Science	4%	17%	18%
Male	2%	20%	21%
Female		9%	
Hispanic/Latino	1%	6%	13%
White	3%	45%	
Socioeconomically Disadvantaged	1%	10%	13%
Students with Disabilities		27%	

NOTE:

- Scores 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.
- STAR program was last administered in 2012-13.

Career Technical Education (CTE)

Concerted efforts have resulted in strong partnerships between the school, business community and our local community college. These partnerships afford our students with important access to CTE courses and a meaningful sequence of learning in support of career identification.

Career Technical Education	2011-12	2012-13	2013-14
Number of pupils participating in CTE	N/A	N/A	88
Percent of pupils completing a CTE program and earning a HSD	N/A	N/A	31.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A	N/A	100.0

Adequate Yearly Progress (AYP)

In 2011-12 the graduation rate calculation changed, resulting in GCCS not meeting AYP. In 2013-14 AYP was met, and if met again in 2014-15, the school will be removed from PI status.

Adequate Yearly Progress	2011-12	2012-13	2013-14
Made AYP Overall	N	N	Y
# of Criteria Met	4 of 5	4 of 5	5 of 5
PI Status	Not in PI	Not in PI	Y1
Met Schoolwide Grad Rate	Y	Y	Y
Met Student Group Grad Rate	N	N	Y
Met Participation Rate - ELA	Y	Y	Y
Met Participation Rate - Math	Y	Y	Y
Met Percent Proficient - ELA	Y	Y	Y
Met Percent Proficient - ELA	Y	Y	Y

II: Significant Changes and Developments

There have been several significant changes in the three years since our WASC visit, including curriculum shifts, enhanced technology, the addition of vocational education programs, creation of an Independent Study program and new facilities including five new classrooms.

The biggest shift in curriculum and instruction has been the adoption of the Common Core State Standards (CCSS) and the process for implementing these into our classrooms. The basic professional development needs toward full implementation among teachers included training in the standards for ELA/literacy and mathematics, understanding CCSS assessments, prioritizing time for professional collaboration, and developing technology infrastructure and skills. The increase in Professional Learning Community (PLC) and professional development time has impacted the learning environment, as many resources and much energy have been spent to address this change. It has benefitted the staff, with increased staff-wide communication and collaboration, and renewed energy in emphasizing critical thinking in our instruction.

Instructional staff (Teachers and Instructional Assistants) has participated in numerous trainings from the San Luis Obispo County Office of Education, consultants, and through conferences. Teachers worked in their PLC's to identify the standards in the lesson plans and develop formative and summative assessments, and continued their collaboration in revising their curriculum maps to reflect those adjustments. Further Professional Development will continue through PLC's to further align and improve curriculum, instruction and assessments.

Our technology infrastructure has been upgraded. We formerly relied on two T-1 lines to operate a 1:1 environment and it greatly restricted our ability to use technology tools effectively or efficiently. We have since upgraded to broadband fiber with wireless access points campus-wide, and we have supported instruction through professional development, targeting technology skills and implementation. The school upgraded devices from netbooks to chromebooks, which perform much better. Students and teachers report very positive experiences with the chromebooks; they stay charged longer, boot up quickly, and are more stable.

A third development in the last three years has been the creation of a strong vocational education program in our Academy. Through a partnership with Cuesta Community College, we have developed introductory classes that our students attend on Saturdays. This development has allowed half of our students to gain valuable experiential learning through the college. Exposing our students to hands-on experiences has supported our efforts in goal-setting with students, connecting education to career possibilities, and removing some barriers to post-secondary enrollment. Many of our students begin our program with the perception that college is out of reach, not for them, and too expensive. Because we offer vocational education classes through the community college, we are helping our students navigate the application and enrollment process required to attend college, providing them exposure to

available and attainable certificate programs, and connecting those experiences to lifestyle goals and family economics.

In 2012, immediately after our WASC visit, we created an Independent Study program. This program is a significant development in that it offers an alternative method of study for our students to stay in school, stay connected to our program, and complete their high school diploma. Completing our residential program after five months often leaves students wishing they were still attending our academy to retain a positive state of mind, separate from former negative influences and peers. Because students can now enroll in Independent Study, they choose to belong to our culture and community, identify with positive attitudes, and continue their education with the support and confidence gained while residing with us.

Lastly, we have new facilities. Construction completed in December of 2014 on three new buildings that comprise a new administration office and five classrooms. Prior to the construction, we had extremely limited physical space that didn't allow us to adequately hire and staff in the most desired model. Having recently moved into the new buildings, we are currently in the process of increasing administrative staff, counseling support, and additional teachers. The anticipated impact of additional administrative staff will allow the Director/Principal to share his responsibilities and continue building and improving partnerships, relationships, and programs. Adding to the teaching staff will allow us to reduce class sizes to an average of 22 in each classroom. In alternative education, smaller class sizes have been shown to have an impact as these students have many social and academic needs that benefit from an increase in individual attention.

III: Ongoing School Improvement

In the Grizzly Challenge Charter School (GCCS) there is an alignment of goals in the Single Plan for Student Achievement (SPSA), WASC, and Local Control Accountability Plan (LCAP). As such, there are specific procedures for the development, monitoring, and reassessment of the SPSA and LCAP. GCCS follows these procedures as well as the monitoring and reassessment of the WASC schoolwide Action Plan. The SPSA is developed annually by a team that includes all GCCS stakeholders (staff, administration, teaching staff), the GCCS School Site Council (student, parent/community, staff, administration, California National Guard, teaching staff), the Local Advisory Group (LAG), and the Governing Board. The goals written annually in the SPSA reflect the LEA goals for the district, the district's Educational Master Plan, and the GCCS WASC schoolwide Action Plan goals. At the beginning of each year the GCCS stakeholder group meets to discuss student data results from the previous year. The results of SPSA goals, WASC Action Plan goals, statewide exams including CST and CAHSEE, all local data including pre and post test data, graduation rates, credit completion, and any other measurable data points are reviewed to monitor schoolwide progress. Once the data is assessed, a draft of potential new SPSA goals is developed.

At the first meeting of the School Site Council (SSC) in either September or early October, all data is reviewed with the SSC. The SSC is then given a draft form of the SPSA and is asked to review the plan and draft goals. At the November meeting, the SSC develops the completed SPSA and it is submitted to the Governing Board for their review and approval, also in November. The SPSA goals are then monitored and revised as needed at least twice yearly, in the Fall and Spring cycles. As part of the master schedule we have built in a weekly staff meeting each Wednesday. These staff meetings are used in a variety of ways. As a part of Response to Intervention (RTI), each meeting is used to review individual student data, schoolwide data and program review. At least once per month during these meetings staff will be presented with Professional Development on English Learners, Special Education, and engagement strategies for the classroom. These Wednesday staff meetings are an invaluable tool in sustaining a continuous improvement process at GCCS. Additionally, twice per year all staff participates together in an After Action Review (AAR) to monitor our schoolwide goals, actions, and data. In each AAR, staff identifies what's working and what's not and decides on further courses of action ensuring a continuous improvement cycle.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

1. Investigate the potential implementation of a post-residential independent study program

In the three years since our initial WASC visit, GCCS has created a thriving post-residential Independent Study (IS) program. At any given time, there are 20-30 students enrolled in our Independent Study program, with a majority eventually earning their high school diploma. As identified by staff with our visiting team, students leave our residential program and often struggle in their schools of residence. Through this programmatic addition we not only provide an alternative environment for those students, we also create an opportunity to encourage, motivate, and hold students accountable to demonstrate the skills and characteristics gained in our residential setting, in a post-residential setting. Overall, 68 of our students have earned their high school diploma through our IS program.

- 2./3. Continue to increase math and English language arts (ELA) skills for CAHSEE passage integration and implementation of the Common Core Standards

The addition of the Common Core Standards into the curriculum has altered how we need to address math and ELA. The changes to our ELA curriculum have been important, but not as tumultuous as the impact to our math curriculum. Our ELA department has enthusiastically revised curriculum to incorporate more non-fiction reading and more argumentative writing through relevant and engaging materials. Through observation, it is clear that our students are more engaged in the curriculum. Additionally, our ELA department persists in teaching Academic Vocabulary and further developing the use of technology to incorporate the 4 C's of 21st Century Skills (Collaboration, Creativity, Communication, Critical Thinking). Most notably, we have begun using the podcast series titled "Serial" as a means for students to work together and learn to use evidence to support argumentative writing. Using the Test of Adult Basic Education (TABE) to measure student growth in our five month intervention program, we have found that our students are averaging 1.1 grade level improvements in English language arts.

Students enrolled in math score very well on pre and post tests as well. Several supplementary materials and software have been used to address skill improvement in combination with Common Core implementation: In our geometry courses we have implemented the use of geometrycommoncore.com because it aides in making the standards understandable to teachers and students, and this in turn, influences our curriculum maps. Our early evaluation of the program is that students are learning the Common Core geometry content standards. To bolster individual math facts and skills we use ixl.com, as we need to remediate numeracy while addressing the enhanced content. Finally, our math team has implemented the use of 101qs.com because it supplies real

world math problems that challenge students' critical-thinking and problem-solving skills that the Common Core emphasizes.

4. Increase on-line and community college course offerings to meet the needs of students

Over the past three years we have greatly increased our on-line course offerings through purchasing and implementing Aventa and Apex curricula. Using on-line curricula has allowed us to grow our blended learning so that students can access certain courses that our school cannot offer due to our small size. This has resulted in many more students earning their high school diploma while enrolled with us and others to be better prepared for college.

Our community college partnerships have grown substantially in the past three years as well. We currently offer eight sections per year of vocational education through concurrent enrollment in our local community college. Specifically, our students have access to two sections each of auto technologies, auto body, office procedures, and broadcasting. Our partnership with the community college continues to grow and we are in the process of establishing six additional vocational education offerings beginning in the school year 2015-2016. We are also prepared to offer a dual enrollment Personal Development course with the college called Get Focused Stay Focused that will be available to all of our students. The course, worth 3 college credits, develops a student's decision-making process toward establishing career and education goals.

5. Increased involvement of stakeholders in future analysis of ESLRs, self-studies, and developing action plans

As part of the alignment and calibration of our schoolwide plans, stakeholders have been involved in all plan development. Supplementing the formal School Site Council process, we hold several staff-wide meetings to ensure all employees give input in our self-studies and data analysis, including developing action plans to achieve goals. Additionally, our parents have been further involved through multiple online surveys and parent meetings. Our Local Advisory Group meets quarterly and is consistently informed and consulted with as part of our continuous planning cycle.

Most importantly, our partner in the residential program, the California National Guard, has been an involved and vocal partner in all schoolwide processes, including action plans. They operate as parents/guardians in our residential program and they are an integral part of the development of all schoolwide plans.

V: Schoolwide Action Plan Refinements

There has been much progress made on the schoolwide Action Plan since the last full self-study. In response to the state adoption of the Local Control Funding Formula (LCFF) and the required Accountability Plan, we've aligned our major school plans into one comprehensive plan. Over the past two years we've worked with staff and stakeholders to develop goals and actions that would best benefit our students. Being mindful that our program is an alternative school/brief intervention program that lasts for a maximum of five months, we have created SMART goals that apply to our unique program.

Action Item One

Area of Improvement:

Student Academic Performance

Growth Target(s):

Improve math and English language arts skills for increased CAHSEE passage and general academic preparedness.

Rationale for Area of Improvement:

Grizzly students come to us from districts and County Offices of Education throughout California and are enrolled in our program for only 22 weeks. Entering Grizzly, our students have a history of difficulty and failure in the traditional school setting. The majority of our students have had extremely poor attendance and as a result they have large gaps in their learning. There is a pervasive attitude of not taking seriously standardized assessments, such as the STAR or CAHSEE, due to a history of past failure, and/or the perception that the assessments lack meaning or relevancy. At Grizzly an emphasis is placed on changing negative attitudes and beliefs toward school and filling in any existing learning gaps. We see significant growth documented in core academic areas; however, students continue to score below the California and national expectations. Because all students must pass the CAHSEE to earn a high school diploma, Grizzly courses have emphasized and interwoven CAHSEE content into their curriculum. Expanding the use of differentiated curriculum and instructional techniques is seen by the Grizzly ChalleNGe Charter School staff as a critical academic need and as an essential part of improving CAHSEE passage rates. The Tests of Adult Basic Education (TABE) and the California High School Exit Exam will serve as two standardized assessments to indicate growth toward passing the CAHSEE. With the adoption of the Common Core State Standards in California, our emphasis to improve math and ELA skills has not wavered, yet has been expanded to go deeper in the curriculum, focusing on problem-

solving and critical-thinking skills. In the past two years, teachers have concentrated their energies on understanding and implementing the CCSS.

Expected Schoolwide Learning Result(s) Addressed:

Students are working toward becoming successful workers who read, write and speak effectively; are prepared to apply technological and academic knowledge to the work environment; and are self-motivated and have a strong work ethic. Students are also working on becoming life-long learners who discover and value the power of continued learning to achieve personal goals; who can think critically and analytically; and who can apply acquired knowledge.

Specific Steps	Person(s) Responsible	Timeline	Resources/ Funding	Assessment	Reporting to Stakeholders	Progress
Disaggregate CAHSEE, MDTP, CELDT and TABE data to identify discrete skills requiring more explicit instruction and to inform school wide strategies for success	Administration, Counselors, Teachers (All), Instructional Assistants (All)	9/2011 – Ongoing	No Specific Funding Needed	CAHSEE, MDTP, CELDT and TABE	Site Administration, LAG, School Board, Teachers	Quarterly meetings to discuss data with all teaching staff
Disseminate data to instructional staff	Administration, Counselors, Teachers (All), Instructional Assistants (All)	9/2011 - Ongoing	No Specific Funding Needed	CAHSEE, MDTP, CELDT and TABE	Site Administration, LAG, School Board, Teachers	Quarterly meetings to discuss data with all teaching staff
Survey staff on professional development needs	Teachers (All), Administration	1/2012 - Ongoing	No Specific Funding Needed	Survey Results, Professional Development Offerings	Site Administration, Teachers, LAG, School Board	Staff surveyed: top needs are 21 st Century skills and Common Core
Staff will be provided time to review student work and test data with their colleagues and define further differentiation and modification to curriculum and teaching practices to	Administration, Counselors, Teachers (All)	1/2012 – Ongoing	School Budget, Title I	Curriculum Maps, CAHSEE Data	Site Administration, Teachers	PLC's have scheduled time to review, plan and monitor.

improve CAHSEE ELA and Math achievement						
Identify and purchase supplementary Math and ELA materials and supplies as needed	Administration, Office Manager, Teachers (All)	1/2012 – Ongoing	Title I, School Budget	Increase in Overall Testing Scores, Formal/Informal, Classroom Grades	Site Administration, LAG, School Board, Teachers	Several supplementary materials in support of the common core have been purchased and implemented
School groups will be scheduled according to needs/deficits and strengths – enroll students into intervention courses as necessary	Academic Counselor, Office Manager, Site Administration	1/2012 - Ongoing	No Specific Funding Needed	Filemaker Data, Transcripts	Site Administration, Teachers	Completed at the beginning of each semester
Teachers implement research based instructional practices from trainings; Kinsella methodologies, effective EL strategies, rubric creation, providing students with exemplars	Teachers (All), Administration	1/2012 - Ongoing	No Specific Funding Needed	Anchor Paper/ Exemplars and Rubrics, Increase in Overall Testing Scores, Formal/Informal, Classroom Grades	Site Administration, Teachers	Currently being implemented and with new teachers we have scheduled refresher PD
Identify students in need of additional interventions; counseling and mental health supports, assistance from Instructional Assistants, outside tutoring	EL Coordinator, Site Administration, Teachers (All), Instructional Assistants (All), RSP Staff, Academic Counselor	1/2012 - Ongoing	School Budget	CELDT Data, TABE Scores, Academic Counseling Notes, Course Assessments	Site Administration, LAG, School Board, Teachers	Currently, collaboration with National Guard staff to identify and provide services.

Staff time will be provided for monitoring student progress through grade reports and formative assessments	Teachers (All), Administration	2/2012 - Ongoing	School Budget	Curriculum Maps, Teacher Observations, Increase in Overall Testing Scores Both Formal/Informal, Classroom Grades	Site Administration, LAG, School Board, Teachers	Teachers are provided time to review formative assessments and adjust.
Time will be given for teachers to identify and create plans for addressing additional student needs	Teachers (All), Administration	4/2012 - Ongoing	School Budget	Curriculum Maps, Teacher Observations, Increase in Overall Testing Scores Both Formal/Informal, Classroom Grades	Site Administration, LAG, School Board, Teachers	Teachers are provided time to plan/individualize instruction.
Provide teachers with additional professional development in the areas of differentiated curriculum, instruction and assessment and in the implementation of the use of adopted materials and proven teaching strategies	Administration, EL Coordinator, RSP Staff , Teachers (All), Instructional Assistants (All)	6/2012 - Ongoing	School Budget	Professional Development Schedule and Agenda, Curriculum Maps, Teacher Observations, Increase in Overall Testing Scores Both Formal/Informal, Classroom Grades	Site Administration, LAG, School Board, Teachers	PD provided in house on curriculum and instruction as well as supported to attend professional conferences for further development.

Teachers will be given time to review student work and evaluate course assessments and standardized test results to inform future instruction and to continue to assess the effectiveness of differentiated materials and instruction related to best practices	Administration, EL Coordinator, RSP Staff, Teachers (All), Instructional Assistants (All)	7/2012 - Ongoing	School Budget	Increase In Overall Testing Scores, Formal/Informal, Classroom Grades, Curriculum Maps	Site Administration, LAG, School Board, Teachers	Time is currently given but refocusing on how teachers can plan and implement Performance tasks in their curriculum to support Common Core and SBAC.
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Action Item Two

Area of Improvement:

Prepare all students for college and careers, thereby strengthening their own post-residential engagement in work or school.

Growth Target(s):

Instill college and career readiness skills ensuring successful student transition (return to High School, enroll in Community College/apprenticeship program, gainful employment), as measured by post-residential school enrollment, employment, enrollment in community college, an apprenticeship program or enlistment into the military.

Rationale for Area of Improvement:

Supporting students as they redirect their lives toward productive work, healthy life styles, responsible citizenship and lifelong learning is the vision of the Grizzly Challenge Charter School and it is our mission to prepare students for the transition from high school to employment, higher or continuing education, and adult responsibilities. As students develop plans for their futures, the curriculum and instruction of the school must be differentiated to address students' various areas of interest and to better prepare them for whatever stage of life they are entering after leaving Grizzly - whether that is a return to high school, entry into post-secondary education, or readiness for vocational training or the world of work.

Expected Schoolwide Learning Result(s) Addressed:

This action item addresses all of the Grizzly Challenge Charter School ESLRs. It requires students to demonstrate healthy lifestyles by practicing life-coping skills, good health and hygiene, and physical fitness; to identify the need for personal growth and develop a realistic plan; and to make life choices that benefit themselves and others. Students work toward being successful workers who appropriately advocate for themselves and others; read, write, listen and speak effectively; collaborate successfully in a team; are prepared to apply technological and academic knowledge to the work environment; and are self-motivated and have a strong work ethic. Students will strive to be responsible community members who understand teamwork, leadership and followership; respect diversity; contribute to their community through participation; and recognize their continued role as an active citizen in a democratic society. Students are also working on becoming life-long learners who discover and value the power of continued learning to achieve personal goals; think critically and analytically; apply acquired knowledge; pursue positive interests and choices for the future; and have identified their personal strengths, challenges and learning styles.

Specific Steps	Person(s) Responsible	Timeline	Resources/Funding	Assessment	Reporting to Stakeholders	Progress
Disaggregate CAHSEE, MDTP, CELDT and TABE data to identify discrete skills requiring differentiation for more explicit instruction and to inform school wide strategies for success	Administration, Counselors, Teachers (All), Instructional Assistants (All)	9/2011 - Ongoing	School Budget	CAHSEE, MDTP and TABE	Site Administration, LAG, School Board, Teachers	Quarterly meetings to discuss data with all teaching staff
School groups will be scheduled according to needs/deficits and strengths – enroll students into intervention courses as necessary	Academic Counselor, Office Manager, Site Administration	1/2012 - Ongoing	No Specific Funding Needed	Filemaker Data, Transcripts	Site Administration, Teachers	Intervention groups scheduled each semester
Counseling and administrative staff meet individually with students in order to review their credit history and assessment results and to	Academic Counselor, School Administration	2/2012 – Ongoing	Title I, School Budget	Enrollment Data, Student MAPs, Post Residential Data	Site Administration, LAG, School Board, Teachers	Ongoing - students aware of standing toward HS diploma. ILP's incorporating educational and career

begin developing an Individual Learning Plan with each student on their academic and post residential goals						goals.
Teachers provide explicit instruction around the learning skills necessary for academic success in both high school and post secondary education (note taking, organization, time management, collaboration, reading for information)	Teachers (All)	1/2012 – Ongoing	School Budget	Increase In Overall Testing Scores, Formal/Informal, Classroom Grades, Curriculum Maps	Site Administration, Teachers	Teachers are providing instruction in Study Skills to all students in courses and in study halls.
Implement differentiated transition curriculum (create SMART goals, post secondary research, ASVAB participation and interpretation) to continue preparing students for their post residency plans	Teachers , Counseling (including Military Counselors), School Administration	2/2012 - Ongoing	School Budget	Curriculum Maps, Grade Reports, Academic Calendar, MAPs, Academic Counseling Notes, Post Residential Data	Site Administration, LAG, School Board, Teachers	All students are participating in the Job Skills curriculum to accomplish these goals. Next year will transfer to Get Focused Stay Focused curriculum.
Offer community experiences to students to expose them to transition resources and options (college tours, program speakers, fine arts experiences, vocational visits)	Administration, Academic Counselor, Teachers (All)	2/2012 - Ongoing	Title I, School Budget	Academic Calendar, MAPs, Academic Counseling Notes, Post Residential Data	Site Administration, LAG, School Board, Teachers	Several trips/experiences/activities outside of school setting are scheduled and attended by student body each cycle.
Coordinate presentations from representatives of various career fields and higher education in order to better inform students of their options after leaving Grizzly	Administration, Academic Counselor, Teachers (All)	2/2012 – Ongoing	School Budget	Academic Calendar, MAPs, Academic Counseling Notes, Post Residential Data	Site Administration, LAG, School Board, Teachers	Several presentations by counselors, speakers, and local employment agencies including a Career Day hosted by the school occurs twice per year.

Administer high school diploma equivalency tests to allow students to transition from high school into community colleges and/or the world of work	Administration, Academic Counselor, Teachers (All)	3/2012 - Ongoing	Title I, School Budget	GED and CHPSE Data, MAPs, Academic Counseling Notes, Post Residential Data	Site Administration, LAG, School Board, Teachers	School site has become a testing center for GED, HiSet and CHSPE. in addition, the school pays the student cost to take those exams.
Expand course offerings through distance learning in order to allow students to be better prepared for high school reenrollment or post secondary education	Administration, Academic Counselor, Office Manager, Instructional Staff	4/2012 - Ongoing	Title I, School Budget	Aventa Data	Site Administration, Teachers	We currently provide distance learning courses through Aventa and Apex-allowing students to take courses not offered in a direct-instructed classroom.
Enroll all students in both Consumer Economics and Job Skills courses to give them targeted instruction in skills needed for college and careers	Administration, Academic Counselor, Office Manager, Teachers	4/2012 – Ongoing	School Budget	Enrollment Data, Student MAPs, Post Residential Data	Site Administration, LAG, School Board, Teachers	All students are enrolled. Currently staff is creating a comprehensive curriculum to combine both courses.
Teachers and counseling staff work with students on research needed for MAP refinement and strengthening	Administration, Counseling (including Military Counselors), Teachers (All)	5/2012 – Ongoing	School Budget	Curriculum Maps, Grade Reports, Academic Calendar, MAPs, Academic Counseling Notes, Post Residential Data	Site Administration, LAG, School Board, Teachers	Students are afforded 1:1 time to research steps needed to reach education and career goals. School has hired Counseling support specialist to support goals.

Expand the Job Shadowing program to allow for more varied apprenticeship opportunities and to allow more students to participate	Administration, Instructional Staff	3/2012 - Ongoing	School Budget	Job Shadowing Sites, Academic Calendar, MAPs, Academic Counseling Notes, Post Residential Data	Site Administration, LAG, School Board, Teachers	Additional job shadowing sites in the community have been recruited to provide experiences for our students.
Investigate instruction on the hard skills such as Welding, Culinary Arts, and Automotive Repair etc. and begin working more closely with local community colleges for concurrent enrollment in training and certificate programs	Administration, Counseling (including Military Counselors), Teachers (All)	4/2012 - Ongoing	No Specific Funding Needed	Future Course Offerings, Post Residential Data	Site Administration, LAG, School Board, Teachers	Beyond investigation, we are currently implementing 5 CTE courses through Cuesta College and will expand that to 8 in the Fall of 2015. More than half of our students enroll and participate in a college/vocational education course.
Work with RPM department to monitor post residential placements of graduates and gather data	Administration, Counseling (including Military Counselors), Office Manager, RPM Department	9/2011 – Ongoing	No Specific Funding Needed	Post Residential Data	Site Administration, LAG, School Board, Teachers	We created a database for RPM department to collect data. RPM has supplied us data for the past year- and they are now set up to continue to collect that data.