

Grizzly Challenge Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <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/fq/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 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.

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|--|
| 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 (School Year 2017-18) | |
|--|--|
| School Name | Grizzly Challenge Charter |
| Street | 721 Mendocino Ave. |
| City, State, Zip | San Luis Obispo, Ca, 93405-7605 |
| 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: 12/14/2017

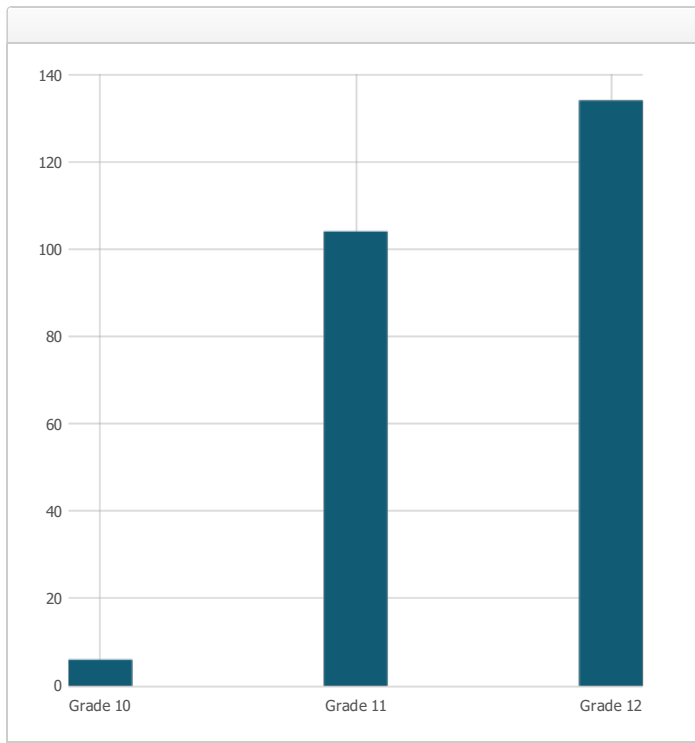
School Description and Mission Statement (School Year 2017-18)

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: 12/14/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 6 |
| Grade 11 | 104 |
| Grade 12 | 134 |
| Total Enrollment | 244 |



Last updated: 12/14/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.5 % |
| American Indian or Alaska Native | 2.9 % |
| Asian | 0.8 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 77.5 % |
| Native Hawaiian or Pacific Islander | 0.8 % |
| White | 13.9 % |
| Two or More Races | 1.6 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 73.4 % |
| English Learners | 28.3 % |
| Students with Disabilities | 11.9 % |
| Foster Youth | 1.2 % |

Last updated: 12/14/2017

A. Conditions of Learning

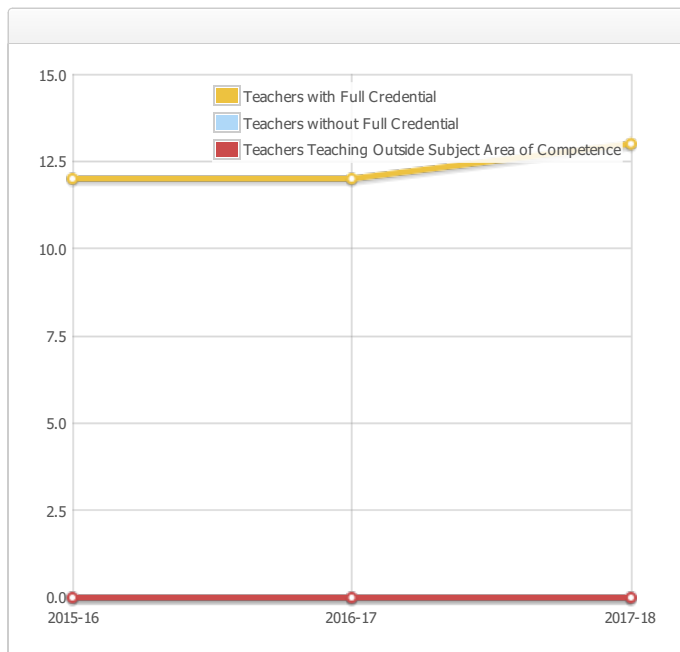
State Priority: Basic

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

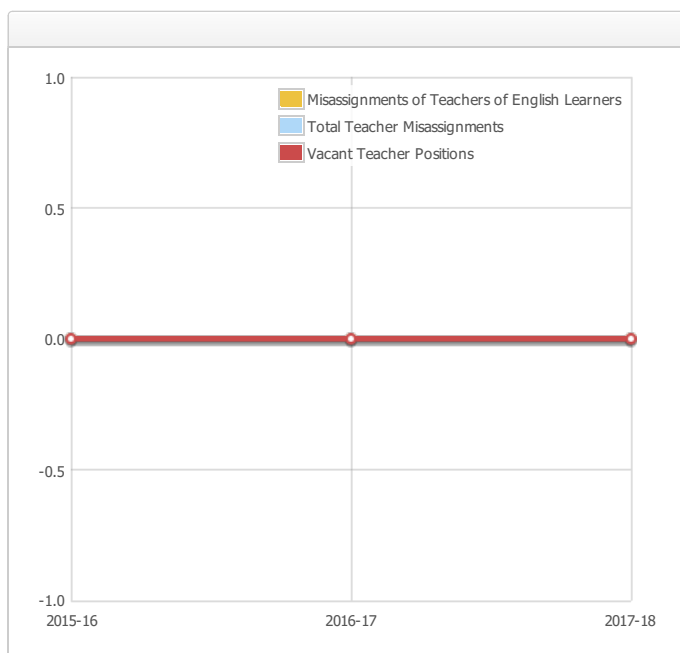
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 12 | 12 | 13 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 12/14/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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: 12/14/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | Literature: Platinum Level (Prentice Hall) | No | 0.0 % |
| Mathematics | Pre-Algebra (Ca. Edition) (Prentice Hall) | No | 0.0 % |
| Science | Biology (Prentice Hall) Earth Science (Glencoe/McGraw-Hill) | No | 0.0 % |
| History-Social Science | "The Americans (McDougal/Little) Democracy In Action (Glencoe/McGraw-Hill) Economics: Principles and Practices (Glencoe/McGraw-Hill) World History: Our World Today (Glencoe/McGraw-Hill) | No | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | Biology (Prentice Hall) | No | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqmpt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 12/14/2017

School Facility Conditions and Planned Improvements

All classrooms in well-maintained condition. Construction for one administration building and five new classrooms was completed December 2014. School was inspected in 2016 by school and National Guard staff. School facilities in well-maintained condition. No major repairs needed. Carpet in several classrooms were replaced. Energy efficiency upgrades have been completed.

Last updated: 12/14/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: May 2016

| System Inspected | Rating | 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 Facility Rate

Year and month of the most recent FIT report: May 2016

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 12/14/2017

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 11% | 8% | 11% | 10% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 1% | 1% | 3% | 3% | 36% | 37% |

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.

Last updated: 12/14/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 115 | 109 | 94.78% | -- |
| Male | 78 | 75 | 96.15% | -- |
| Female | 37 | 34 | 91.89% | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | | | | |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 92 | 95.83% | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | | 91.67% | 18.18% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 92 | 93.88% | -- |
| English Learners | 58 | 54 | 93.10% | -- |
| Students with Disabilities | 17 | 16 | 94.12% | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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.

Last updated: 12/14/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 114 | 109 | 95.61% | -- |
| Male | 77 | 74 | 96.10% | -- |
| Female | 37 | 35 | 94.59% | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 95 | 91 | 95.79% | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 12 | 100.00% | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 97 | 92 | 94.85% | -- |
| English Learners | 57 | 54 | 94.74% | -- |
| Students with Disabilities | 17 | 16 | 94.12% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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.

Last updated: 12/14/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 23.0% | 23.0% | 20.0% | 20.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/14/2017

Career Technical Education Programs (School Year 2016-17)

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: 12/14/2017

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 318 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 0.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100.0% |

Last updated: 12/14/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.0% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

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 area of physical education

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 (School Year 2017-18)

Although Grizzly is a residential charter school, there are several opportunities for Parental Involvement. 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 participate in LCAP meetings 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.

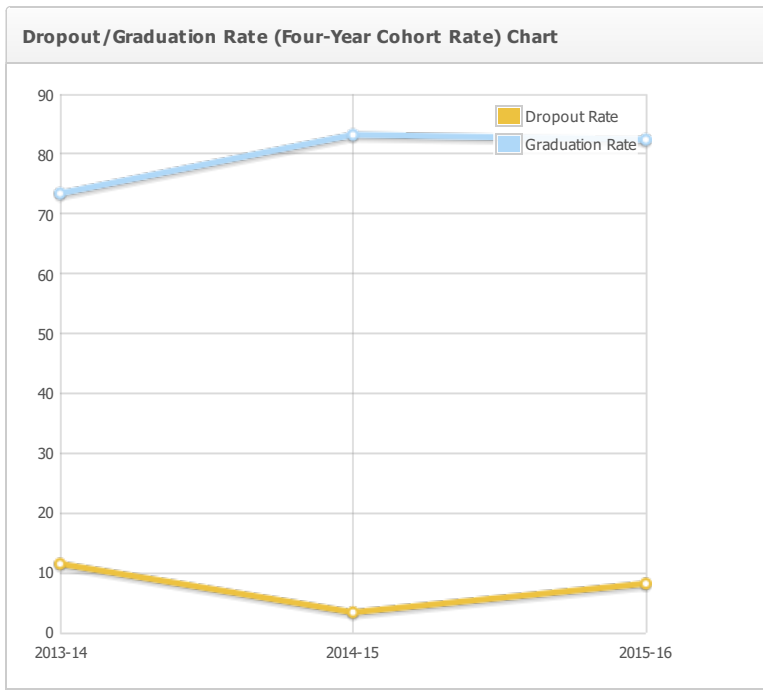
State Priority: Pupil Engagement

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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5% | 3.4% | 8.2% | 20.4% | 12.0% | 13.5% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 73.4% | 83.2% | 82.4% | 63.3% | 74.9% | 77.2% | 81.0% | 82.3% | 83.8% |



Last updated: 12/14/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

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 | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 100.0% | 100.0% | 87.1% |
| Black or African American | 100.0% | 100.0% | 79.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 80.2% |
| Asian | 0.0% | 0.0% | 94.4% |
| Filipino | 100.0% | 100.0% | 93.8% |
| Hispanic or Latino | 100.0% | 100.0% | 84.6% |
| Native Hawaiian or Pacific Islander | 33.3% | 33.3% | 86.6% |
| White | 100.0% | 100.0% | 91.0% |
| Two or More Races | 0.0% | 75.0% | 90.6% |
| Socioeconomically Disadvantaged | 100.0% | 98.8% | 85.5% |
| English Learners | 54.6% | 60.9% | 55.4% |
| Students with Disabilities | 100.0% | 80.5% | 63.9% |
| Foster Youth | 0.0% | 100.0% | 68.2% |

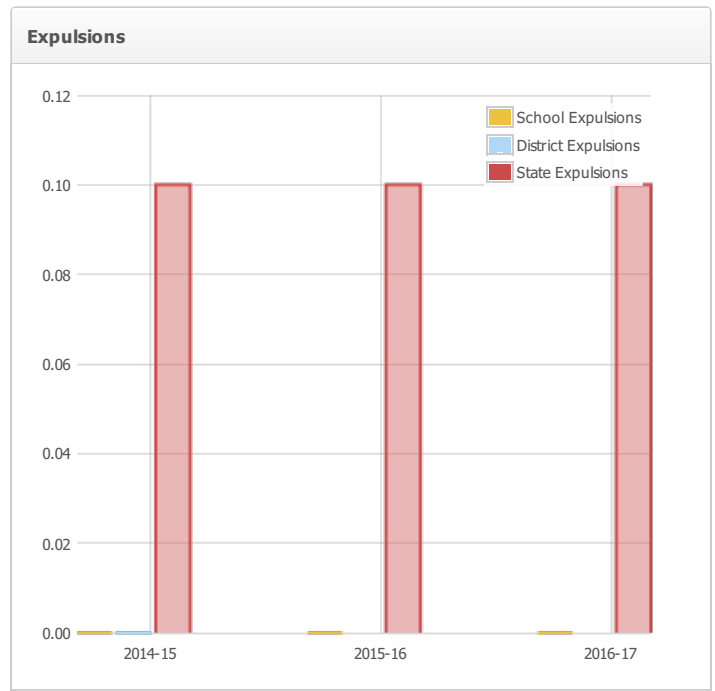
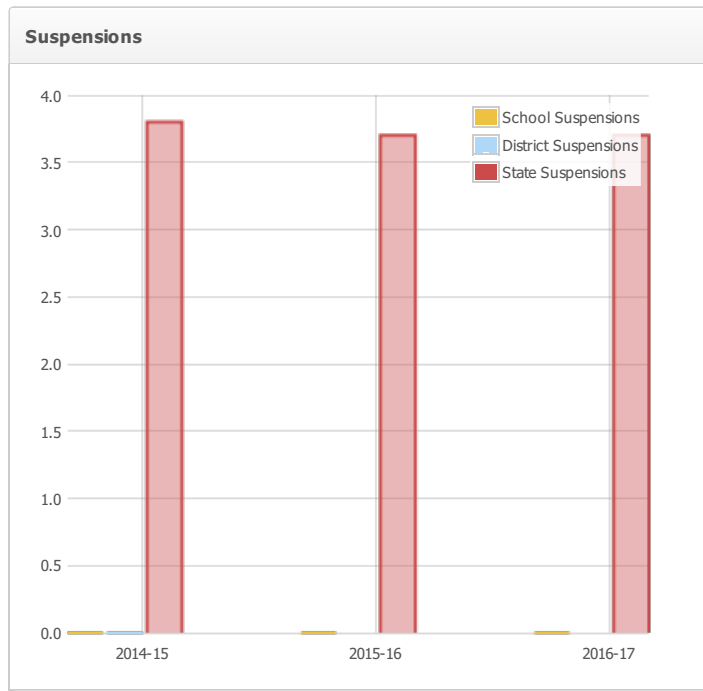
State Priority: School Climate

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.0% | 0.0% | 0.0% | -- | -- | -- | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | -- | -- | -- | 0.1% | 0.1% | 0.1% |



Last updated: 12/14/2017

School Safety Plan (School Year 2017-18)

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.

Several counseling groups are offered to students to process and overcome personal challenges. Additionally, there is a high ratio of counselors on staff available for individual works, as well as, focusing on increasing life coping skills. Students are surveyed routinely to determine perceptions of safety and belonging. Upstander committees have been developed to prevent and intervene in bullying behavior. 98% of students report feeling safe on our campus. While this is comparatively exceptional we continue to seek ways to increase feelings of safety to 100%

Last updated: 12/14/2017

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2010-2011 |
| Year in Program Improvement | | Year 4 |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 25.0% |

Last updated: 12/14/2017

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/14/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | 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 | 22.0 | 5 | 12 | 0 | 21.0 | 4 | 7 | 0 | 20.0 | 5 | 6 | 0 |
| Mathematics | 15.0 | 8 | 4 | 0 | 19.0 | 4 | 6 | 0 | 20.0 | 4 | 6 | 0 |
| Science | 6.0 | 5 | 0 | 0 | 7.0 | 4 | 0 | 0 | 5.0 | 5 | 0 | 0 |
| Social Science | 16.0 | 11 | 5 | 0 | 17.0 | 10 | 6 | 0 | 15.0 | 13 | 4 | 0 |

* 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: 12/14/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 1.0 | 236.0 |
| 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) | 1.0 | N/A |
| Other | 3.5 | 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: 12/14/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11285.0 | \$2961.0 | \$8324.0 | \$73636.0 |
| District | N/A | N/A | \$8324.0 | \$73636.0 |
| Percent Difference – School Site and District | N/A | N/A | 0.0% | 0.0% |
| State | N/A | N/A | \$6574.0 | \$69964.0 |
| Percent Difference – School Site and State | N/A | N/A | 23.5% | 200.0% |

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

Last updated: 12/14/2017

Types of Services Funded (Fiscal Year 2016-17)

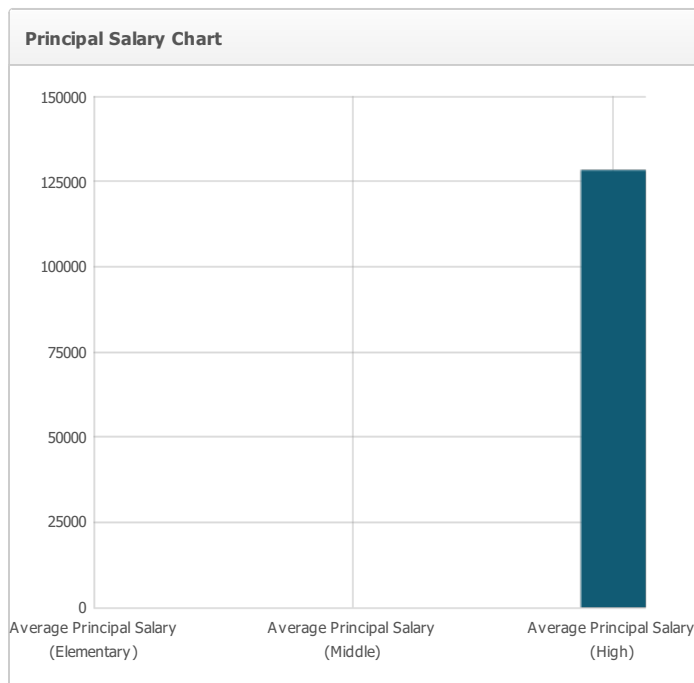
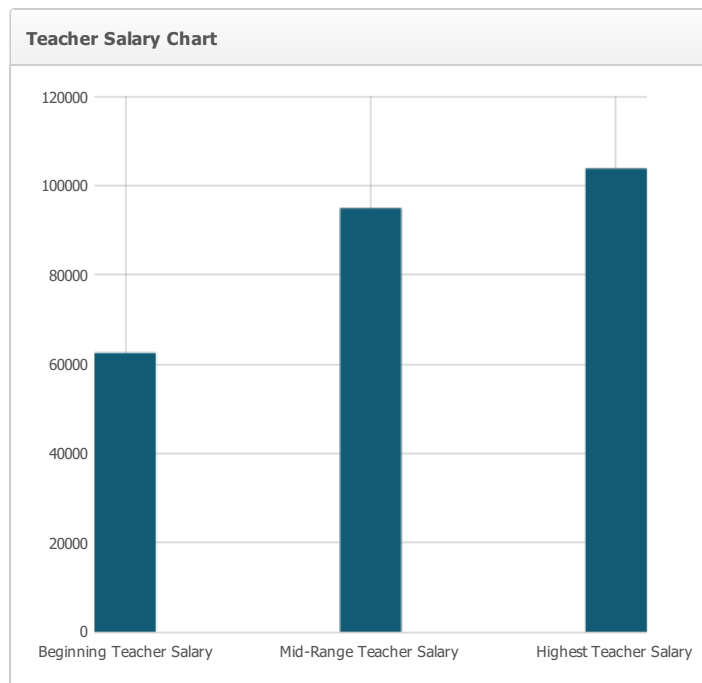
Reading interventions for students scoring far below grade level
 Individualized math tutoring for students needing differentiated remedial support.
 Blended Learning opportunities for students taking classes that are outside of school's classroom-based offerings.
 EL Support Specialist to provide intensive training and coaching to teaching staff.
 Counseling Support Specialist for education and career planning.
 Tech Trainer to teach students on utilizing technology for all aspects of learning.

Last updated: 12/14/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$62,493 | -- |
| Mid-Range Teacher Salary | \$94,907 | -- |
| Highest Teacher Salary | \$103,796 | -- |
| Average Principal Salary (Elementary) | \$ | -- |
| Average Principal Salary (Middle) | \$ | -- |
| Average Principal Salary (High) | \$128,310 | -- |
| Superintendent Salary | \$ | -- |
| Percent of Budget for Teacher Salaries | 35.5% | -- |
| Percent of Budget for Administrative Salaries | 4.8% | -- |

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



Last updated: 12/14/2017

Professional Development

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, and English Learner Development. Furthermore, the teaching staff participates in a wide range of additional trainings covering topics such as Special Education and IEP development, Brain Conference, Bridges our of Poverty Workshop, Comprehensive School Safety, Crisis Intervention, 21st Century Skills, English Language Development, Google for Education, Academic Vocabulary, Student Engagement, Distance Learning, and Common Core Standards.

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