



# **Grizzly Challenge Charter School SELF-STUDY REPORT**

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**San Luis Obispo County Office of Education**

**December 15, 2017**

**ACS WASC/CDE Focus on Learning**

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## ACKNOWLEDGMENTS



The preparation of the WASC Self-Study for Grizzly Challenge Charter School was through the combined effort of many dedicated people who have touched the lives of our students. No one person can do this task, no one person can accomplish the Mission and Vision of our program, but as a group of devoted teachers, staff, administrators, parents, and stakeholders; we can go forward and accomplish the tasks.

### Special Thanks:

- To our entire staff of teachers, support personnel, and site administrators who participated in the WASC process. Their involvement from contributing essential information, to reviewing, discussing, revising, and editing was a challenging process. Each and every one of you deserves applause for your valued hard work.
- Our students, parents, and community support groups provided essential feedback in response to surveys and questionnaires. Their contribution helped to represent the body of our document.
- San Luis Obispo County Office of Education for their ongoing support of our program.

Lastly, we thank our students at Grizzly Challenge Charter School, who inspire us each and every day. This staff is committed to addressing their Challenges, to guide them to establish their goals for the future, and prepare them for meaningful lives.

## PREFACE



### ***The involvement and collaboration of all staff and other stakeholders to support student achievement***

WASC accreditation is an ongoing process for the Grizzly Challenge Charter School. The school site's last accreditation visit occurred on March 2011. Weekly staff meetings have been utilized to develop and refine a district-wide curriculum and to refine our school's mission, vision and ESLRs (now SLOs). Since our last accreditation was granted, all staff has continued to meet weekly, teachers meet weekly in departments, as well as staff development meetings to do close work on our curriculum and the self-study process.

The staff again looked at the *Focus on Learning* criteria, identified the areas for growth, and as a whole brainstormed possible ways to address these needs. The entire Grizzly Challenge Charter School staff participated in the self-study process, reviewing the data, celebrating strengths, identifying needs, and developing paths to move us toward improvement. The entire staff worked as a whole to analyze all five categories in the Self-Study Findings. The coordinator assumed responsibility to monitor the progress of the action plan, providing resources, and planning staff meetings according to the plans. The WASC Leadership Team, consisting of the self-study coordinator and the principal, met regularly to discuss the self-study process and to guide its path.

### ***The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards***

Our teachers reviewed the ESLRs (now SLOs) statements based on what we continue to value and believe students should know and be able to do upon exiting our program. These statements were specifically aligned to the National Guard's eight-core components. During the Spring of 2017 our school community clarified, refined, and rebranded them as Schoolwide Learner Outcomes (SLOs) for our current self-study.

### ***The analysis of data about students and student achievement***

During the winter of 2017, the Student/Community Profile was drafted by the self-study coordinator and reviewed and refined by the leadership team. This team reviewed disaggregated student outcomes, demographic data, process data, and selected those measures that allowed us to create an accurate picture of our school community. Individuals reviewed the information and commented on the content and analysis of the accompanying data from their perspective and then discussed the major points of interest as a staff. This process educated staff members about the achievements of our student body, and helped

them to clarify the Critical Student Learning Needs of the students.

Staff met to review student work and determine the progress students have made toward the achievement of both the academic standards and the SLOs. During the process, the SLOs served to guide meaningful discussions. Over the course of the year, teachers collected and brought work samples representative of the SLOs, standards-based assignments, and assessments that demonstrate differentiation. During these meetings, teachers shared the student work and discussed its relevance to the SLOs and Critical Student Learning Needs. An additional benefit of this activity was that teachers were able both to share what they were doing in their classrooms and through peer observations to see what others were doing. Because we have been discussing student work and classroom strategies for some time, our teachers have established a level of trust with one another.

Peer observations were scheduled in August and September of 2017 using an agreed upon peer observation form that looks for evidence of the SLOs as well as other valuable input. Each teacher was observed by three other teachers during three different observation periods. Each teacher went on three separate observations as well. Teachers collected data on what they saw happening and shared this information.

During August and September of 2017 the entire school staff worked as “the committee of the whole”, meeting to analyze and discuss each of the Chapter Two categories. The entire staff was divided into smaller working groups, each looking at the same category. The entire staff then reconvened to review and discuss the findings of one another in order to collectively create a narrative that accurately described Grizzly Challenge Charter School.

***The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria***

The chance to share educational philosophies, review student work, interact with each other, and assess our program according to the WASC/CDE criteria has helped us to align our efforts towards increasing student achievement. The WASC accreditation process has been, and will continue to be, a means for communication within our school community. The discussions around our school program have increased collegiality and opened up new lines of communication. We will continue to dialogue as a staff, to remain focused on our action plan in order to increase student achievement.

***The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan***

After reviewing and discussing Chapters Two through Four of the Self-Study Report, the staff created the Action Plan. Through a collaborative effort, the entire staff was involved with the creation of the Self-Study Report document. The system to monitor the Action Plan will involve, once again, the entire team. As always, it is important for the collaboration to continue even after the WASC review, to continue to make further steps toward both program and student improvement.

## Chapter I:

### PROGRESS REPORT



Grizzly Challenge Charter School is a 22-week intervention high school that operates in partnership with the California National Guard for students who are at-risk of dropping out of high school. We generally have 200-220 students enrolled and 29 school staff members, which includes 11 full time classroom teachers.

This progress report was compiled by the school principal and the senior coordinator.

#### Significant Developments:

- New classrooms and facilities were necessary for reducing class sizes as well as expand student population and services.
- All of the counseling department moved into one building which has increased communication and productivity.
- Newly installed water stations have streamlined the process of refilling canteens along with giving them safer, filtered water.
- Added additional school groups was necessary for adding course options, reducing class sizes, and for meeting the student's academic needs.
- A third program recently opened in Stockton, California, Discovery Challenge Academy, which reduced our site's recruiting area in California.
- Increase in LCFF revenues
- The California High School Exit Exam (CAHSEE) is no longer a requirement for California students. The CAHSEE was historically a barrier to obtaining a high school diploma for many of our students.
- Significant changes to the GED were made on Jan 1, 2014 with the new Pearson-created test. The new test, which is now administered only on computers, is aligned to the Common Core and has a focus on college readiness rather than workforce readiness. Passage rates declined significantly from the previous year, across testing sites. As a result, GYA chose to pursue the HiSet, as this is a test that is more accessible to our student population. We dedicated the time to become a testing site and have been administering the HiSet on site since then.
- Currently, there has been an increased employee turnover rate for both the Grizzly Challenge Charter School as well as with our National Guard partner.

- Hiring additional teachers was crucial for reducing class sizes as well as adding course options.
- Two Transition Specialists have been added in each of four different counties that Grizzly students return to after the 22-week residential phase of the program.
- The creation of a full-time RSP Teacher instead of a part-time was essential in meeting all SpEd needs.
- Additional Academic Counselor has been central to meeting the current needs of students as well as increasing our capacity to improve and implement student services into the future.
- After school tutoring has been successful in closing the achievement gap for students who come to us with significant deficits in both English and Math.
- Career Planning (aka, Get Focused Stay Focused) course through Cuesta College Dual Enrollment has been implemented for all of our students. Students earn 3 college credits, but more importantly, they also learn college and career readiness skills such as developing career goals, how to find employment, apply to college, and personal finance.
- Career and Technical Education (CTE) classes at Cuesta College has introduced and trained our students in high demand or entry level pathways as well as motivated them to enter into college after graduating.
- Contract classes with paraeducator support has made the process much more fulfilling and manageable for students and teachers alike.
- Hiring a new Technology Trainer with exceptional IT skills and a heart for our student population was a necessary part of the school's advancement into 21st Century Education.
- The addition of fiber optic internet, a new wireless infrastructure, and content filters have made it possible for us to have safe, consistent, and reliable access for staff and students.
- Google Apps for Educators (GAPE), was instrumental in not only streamlining student/teacher workflow but to also further implement 4 C's of Common Core.
- Google Forms is used for counseling requests which have not only streamlined this process, but fosters data and accountability of that process.
- One-to-one Chromebooks allows students to use technology inside and outside of the classroom in ways that promote collaboration, communication, critical thinking, and creativity (4 C's of Common Core)
- The addition of databases such as Aeries and CalPads has proven to be expeditious student information systems.
- Student Tech Mentor program, where students are trained by our Technology Trainer to assist with IT needs in and outside of the classrooms, has been extremely helpful for both students and staff.
- Installing short-throw projectors, Apple TVs, wireless Apple laptops, and iPads has allowed teachers to present information in the classroom with ease while also having the ability to be mobile in the classrooms.

#### **Schoolwide Critical Areas for Follow-up:**

- Investigate the potential implementation of a post-residential independent study program
- Integration and implementation of the Common-Core Standards
- Increase online and community college course offerings to meet the needs of students

- Increase involvement of stakeholders in future analysis of SLOs, self-studies, and developing action plans

### **Ongoing Follow-up Process:**

Grizzly Challenge Charter School revises the Single Plan for Student Achievement (SPSA) yearly. The SPSA for Grizzly serves as an action plan that focuses on the resources and actions necessary to improve student achievement. The Grizzly School Site Council (SSC) is an instrumental part of the SPSA revision process. The SSC members includes the principal, teachers, staff, parents, and students. Each school year, the SSC reviews school performance data, critical needs, and goals as well as discusses school highs, lows, and barriers. The plan is then presented to the Grizzly School Board for approval in the Fall (September/October) every school year.

Grizzly Challenge Charter School had a full WASC Self-Study in 2011-2012, and a WASC Progress Report in 2015. Student and community profile information, school performance data, and perceptual data are reviewed and discussed by stakeholders through the school year through SSC and LCAP process with a focus of student learning and achievement.

### **Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals:**

*WASC Study 2012 Visiting Committee's identified critical areas for follow-up*

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

In the six years since our initial WASC visit in 2012, Grizzly Challenge Charter School has created a thriving post-residential Independent Study (IS) program. On average, there are 40 students enrolled in our Independent Study program, with an average of 67 students earning their high school diploma each school year. 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 reinforce the skills and characteristics gained in our residential setting, in a post-residential setting.

#### **#2 Continue to increase Math and English/Language Arts skills for CAHSEE passage**

Grizzly Challenge Charter School (GCCS) utilizes the Test of Adult Basic Education (TABE) in the post-CAHSEE school world as an indicator of student performance and improvement. The TABE is a requirement of our National Guard Youth Challenge and Grizzly has been using it since its inception in 1998. Using the TABE to measure student growth during our 22-week intervention program, we have found that our students are averaging a 1.4 grade level improvement in reading, as well as an 1.4 grade level improvement in math. Subgroups, such as English Language Learners with an average of 1.7 grade level improvement, typically show the greatest improvements in both English and Math as measured by the TABE.

#### **#3 Integration and implementation of the Common Core Standards**

Since the previous WASC Committee visit in 2012, the Common Core State Standards (CCSS) have been implemented into the English and Math curriculum. Moreover, Common Core literacy standards have also been further implemented into all other disciplines. Curriculum departments continue to meet and collaborate at the beginning, throughout, and at the end of each 22-week cycle as part of our After Action Review (AAR) process. Their focus during AAR is to look at what worked, what didn't work, and how to improve. Curriculum and pacing maps are also refined and updated as part of this process, which includes the standards associated with each unit and Schoolwide Learner Outcomes.

Our ELA department has enthusiastically revised curriculum to incorporate more nonfiction, specifically information reading, 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 Four-C's of the Common Core (Collaboration, Creativity, Communication, Critical Thinking) as well as other 21<sup>st</sup> Century Skills. Most notably, the English department has adopted many parts of the Expository Reading and Writing Course (ERWC), Membean vocabulary building program, and has been using the podcast series titled "Serial" as a means for students to work together and learn to use evidence to support argumentative writing.

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](http://geometrycommoncore.com) because it aides in making the standards understandable to teachers and students, and this in turn, influences our curriculum maps. Aim for Algebra has been brought in as a way to further assist struggling students by giving them individualized learning plans that focus on their specific problem areas. Finally, our math team has implemented the use of online resources such as [101qs.com](http://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**

The school has tried a number of different online learning programs, such as Apex and Aventa, but over time the students and staff found all of these online programs disengaging. Students reported that the content was often dry and irrelevant. In addition, teachers and students often struggled with the technology as it was often non-intuitive or too difficult to manage. We have since replaced our online learning with teacher contract curriculum. These contract classes are offered to students who have already completed courses taught in traditional classroom settings as part of our master schedule.

Our community college partnerships has grown substantially in the past six years. We currently offer 16 sections per year of Career and Technical Education (CTE) courses. The courses are taught through concurrent-enrollment in collaboration with Cuesta Community College. The current course offerings include Auto Body, Auto Mechanics, Construction, Office Procedures, Retail, TV and Film, Web Design, and Culinary Arts. The courses are taught at Cuesta Community College and their instructors adhere to the CTE program standards as well as the industry pathway standards. Currently, an average of 75% of the student population

participates in CTE; however, GCCS is working with Cuesta College to create enough courses and sections for 100% of Grizzly student enrollment.

Career Planning is taught as a dual-enrollment course through a partnership with Cuesta Community College. The course, worth 3 college credits, develops a student's decision-making process toward establishing career and education goals. The Career Planning teachers meet regularly to not only plan and calibrate but to stay up-to-date with the Get Focused, Stay Focused curriculum.

#### **#5 Increased involvement of stakeholder 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. Most importantly, our partner in the residential program, the California National Guard, has been an involved and contributing partner in all school wide 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. 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 and Board of Directors meets quarterly and is consistently informed and consulted with as part of our continuous planning cycle.

#### **Critical Areas for Follow-up not currently in the Action Plan:**

- Provide additional post-residential support and options for students who need it. Ideally this will include hands-on job training through a partnership with Cuesta Community College.
- Offer additional certifications to increase student employability for post-residential life.

## Chapter II:

### SCHOOL / COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS



#### **History:**

In 1993, Congress approved the Defense Authorization Bill, which introduced the National Guard Youth Challenge Program as a pilot program. The goal of the pilot program was to determine whether the life skills, education levels, and employment potential of youth who drop out of secondary school could be significantly improved through quasi-military assisted training. The answer was yes, and the success of these early pilot programs eventually prompted the creation of 34 Challenge programs in 29 states which included Grizzly Youth Academy.

Grizzly Youth Academy (GYA) is the original of three Youth Challenge Programs in California. GYA is a partnership between the California National Guard and the Grizzly Challenge Charter School (GCCS). GYA here at Camp San Luis Obispo opened its doors to its first group of at-risk students in 1998 and since then has graduated over 7,000 cadets from the program.

#### **Community:**

San Luis Obispo (SLO) County lies on the Central Coast, midway between Los Angeles and the San Francisco Bay Area. It is the fifteenth largest county in California with 98% of the landmass and 41% of the population unincorporated. Cities and towns in SLO county include: From the South, Oceano, Nipomo, Arroyo Grande, Grover Beach, Pismo Beach, Shell Beach, Avila Beach, San Luis Obispo; to the North, Los Osos, Morro Bay, Cayucos, Cambria, San Simeon, Santa Margarita, Atascadero, Templeton, Paso Robles, San Miguel. San Luis Obispo is the County Seat, and a number of federal and state regional offices and facilities are located there, including Cal Poly State University, Cuesta Community College, Regional Water Quality Board and the CalTrans District offices. Cal Poly is recognized internationally for its excellence in preparing undergraduates for careers in applied technical and professional fields. The City of San Luis Obispo serves as the commercial, governmental and cultural hub of California's Central Coast.

#### **Population:** (Source: US Census Bureau)

The San Luis Obispo County population estimate for 2016 is 282,887. Statewide, California's 2016 estimated population is 39,250,017.

#### **State/Federal Program Mandates:**

Grizzly Challenge Charter School's (GCCS) charter authorizer is the San Luis Obispo County Office of Education (SLOCOE). GCCS complies with all federal and state mandates and all state-mandated assessment are administered, including the CAASPP, CST, and CELDT (now ELPAC).

**Parent/Community Organizations:**

Due to our unique partnership, the National Guard serves as the legal guardian, en loco parentis, for the students attending Grizzly while in residence at the program. The daily communication regarding the students' progress at school is done between the guard, acting as parent, and the school.

**Community Foundation Programs and School/Business Relationships:**

Grizzly has strong relationships with local businesses and organizations. The Job Internship program at Grizzly connects students with local businesses and organizations (such as local Law Enforcement, Humane Society, Ernie Ball Guitar Manufacturing, and Trader Joe's) where they participate in a four week apprenticeship. Grizzly students also complete a minimum of 40 hours of community service where they support and work with a number of different community entities. In short, Grizzly is well known and respected in the San Luis Obispo area and beyond.

**Staff:**

Grizzly currently has 19 certificated staff that includes 13 full time credentialed teachers and one part time credentialed teacher, two academic counselors, one resource specialist, and two administrators. The classified staff includes two instructional aides, one bilingual instructional aide, one administrative specialist, one administrative assistant, one school psychologist, one program coordinator, one paraeducator, and one technology trainer. In addition to the school staff, the National Guard has four counselors and over 30 Cadre that support students and serve as their guardians in the residential program.

The student/teacher ratio averages to just over 19 students in a given class based on students being divided between nine 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. This results in a positive learning environment at Grizzly Challenge Charter School.

	2013-2014		2014-2015		2015-2016		2016-2017	
	Class 31	Class 32	Class 33	Class 34	Class 35	Class 36	Class 37	Class 38
Student to Teacher Ratio	20	19	20	19	21	19	19	17

**Staff Demographics:**

A majority of our staff is Caucasian/Not Hispanic and this is an area of concern because approximately 75% of our student population is nonwhite. 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 and the demographics of the County and State do not match. 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. Although it is important to note that the ethnic makeup of the National Guard Cadre, who work closely with the students, is more diverse and *may* have an effect on the retention of students and their success in the program.

Classified Staff											
School Year	Hispanic	American Indian/ Alaskan Native	Asian	Pacific Islander	Filipino	African American	Caucasian	Two or More Ethnicities	Female	Male	Total Classified Staff
2015-2016	2	-	1	-	-	-	6	1	9	1	10
2016-2017	3	-	1	-	-	-	6	-	9	1	10
2017-2018	3	-	1	-	-	-	6	-	9	1	10
Certificated Staff											
School Year	Hispanic	American Indian/ Alaskan Native	Asian	Pacific Islander	Filipino	African American	Caucasian	Two or More Ethnicities	Female	Male	Total Certificated Staff
2015-2016	2	-	-	-	-	-	13	-	8	7	15
2016-2017	2	-	1	-	-	-	13	-	8	7	16
2017-2018	1	-	2	-	-	-	16	-	11	8	19

**School Purpose:**

California has a large number of students who have either dropped out or are at-risk of dropping out of high school. For a variety of reasons, they have not succeeded in the traditional school setting. For students wanting a second chance to change their lives and become successful, Grizzly Youth Academy (GYA) is a tremendous opportunity. Grizzly Challenge Charter School (GCCS) is the educational component of GYA and is part of the larger National Guard Youth Challenge Programs. Our program offers a highly structured environment in which students attend and participate in school every day and complete homework every night. Every student that completes the full program graduates with a Certificate from Grizzly Youth Academy. Students earning sufficient credits at the end of the 22-week program earn their high school diploma. The Challenge Program consists of three phases; a 2-week Acclimation phase, a 20-week Residential Challenge Phase, and a 12 month Post-Residential Phase. There are two class cycles each school year and students can only attend Grizzly once.

School Year / Class Cycle		
School Year	July - December Cycle	January - June Cycle
2012-2013	Class 29	Class 30
2013-2014	Class 31	Class 32
2014-2015	Class 33	Class 34
2015-2016	Class 35	Class 36
2016-2017	Class 37	Class 38
2017-2018	Class 39	Class 40

Students choose to come to Grizzly Youth Academy. They cannot be court-ordered or forced by their parent(s) to enroll. Although this is a voluntary program, the applicant must be motivated and committed to turning his/her life around. Each applicant must meet the following criteria:

- a legal citizen and resident of California
- 16 to 18 years of age upon program entry
- unemployed or underemployed
- free from illegal drugs/substances
- free from any serious involvement with the criminal justice system
- physically and mentally capable of completing the program

Grizzly Youth Academy has taken on a deeper more holistic approach to education, which includes a strong focus on the total person. It is the philosophy of the academy to produce well-rounded, competent and trained graduates who successfully transition immediately into the workforce, higher education, vocational schools, or enlist in the military. Therefore, we infuse our instruction with numerous goal setting and life planning activities to increase the likelihood of each student's success. The Core Components were developed by the Youth Challenge program (National Guard) but are incorporated into the curriculum of GCCS so that students get a consistent education throughout the program. Significant collaboration between the Guard and the school staff is needed in order to provide that stability and consistency for our students. The Challenge Core Components are as follows:

- Leadership/Followership
- Responsible Citizenship
- Academic Excellence
- Job Skills
- Life Coping Skills
- Health and Hygiene
- Community Service Projects
- Physical Fitness

***Mission:***

The mission of the Grizzly Challenge Charter School is to intervene in and reclaim the lives of students who are at risk of dropping out of high school. Graduates gain the values, life skills, education, and self-discipline necessary to succeed as productive citizens.

***Vision:***

Grizzly Challenge Charter School, in partnership with CA National Guard, is a structured, nurturing, safe, and professional environment that values the development of the whole student. Through positive relationships, Grizzly develops the student's social, emotional and physical well being. Possessing self-discipline, respect and integrity, students become contributing citizens who succeed both personally and professionally and move forward with resilience and a strong sense of self into a life filled with promise.

***Schoolwide Learner Outcomes:***

Grizzly Challenge Charter School's Schoolwide Learner Outcomes (SLOs) are in alignment with the Core Components developed by the Youth Challenge Program (National Guard).

**The SLOs 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 lifelong 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.

### ***WASC Accreditation History:***

Grizzly Challenge Charter School received its initial accreditation in May of 2003 without any recommendations. Since then, there have been two Self-Studies, 2006 and 2012, where six-year accreditations were given at both.

### ***LCAP Parent and Community Involvement:***

The developing and updating of the LCAP includes stakeholders throughout the school year through sharing information and seeking their input in a variety of methods such as surveys, meetings, and focus groups. Our partners, the National Guard, operate as parent in our residential program and have also been involved in the development of goals and actions. Our parents, many of whom live hundreds of miles away, have been involved through onsite meetings as well as through online surveys. Students have been involved through meetings with the Student Council, surveys, and the student representatives on the School Site Council. We have engaged our larger community, which includes Cuesta College, the business community, and community groups, to seek input on student skills and goals.

### ***LCAP Goals:***

LCAP Goal 1 - Improve the academic achievement of all students enrolled in GYA

LCAP Goal 2 - Prepare all students for college and careers

LCAP Goal 3 - Support all students to successfully transition in the post residential phase

The LCAP goals were created based on the following identified needs of the school:

- Students enroll with many deficits that contribute to being at risk of dropping out of school. We will provide structure, processes, and interventions.
- Students need knowledge, exposure, and experiences to colleges and careers to make positive choices and connect learning to life goals.
- We define our program's success by what our students are doing one year after completion. Based on their age and proficiencies, their choices range from full-time engagement in high school, college, military, or the workforce.

### ***Measuring Progress:***

Progress metrics for LCAP goals include:

1. Credit completion, TABE improvement
2. Enrollment in CTE/Vocational Ed, job internships, completion of Career Planning Dual Enrollment course, My Action Plan (MAP) completion, certifications
3. Post-residential placement data

***Program of Study:***

The alternative school's curriculum is influenced by two variables common to the students served by Grizzly Challenge Charter School (GCCS) - varying attendance patterns and prior academic failure. Students are enrolled in the program for a period of 22-weeks and can enter the program between the ages of 16 and 18. Typically the students who enroll in GCCS have not achieved success in traditional public schools; therefore, the classes must address the combined social, emotional and academic needs of these students in ways that are not identical to those of traditional school districts. Both of these factors directly impact the course of study. As a result, the curriculum of GCCS emphasizes developing effective skills in students to aid in their becoming successful participants in all areas of society.

Grizzly Challenge Charter School teachers have worked to align curriculum, instruction, and materials to content and performance standards in the core areas of English/language arts, mathematics, history/social science, career planning (Get Focused, Stay Focused), and science. This task is an ongoing process that continues to be refined and adjusted to meet the needs of our students. Pacing guides and instructional calendars have been developed for each of the core areas. Grizzly Challenge Charter School teachers have been developing and refining the curriculum since 2001. Our goal has been to develop standards-based curriculum in the core academic areas that includes Common Core standards, teaching strategies, student tasks, assessment and resources, including technology. Teachers have revised and/or reviewed all course outlines and create them as new courses are added. Teachers work together closely and frequently to revise curriculum maps and resources, they then post and share, along with schoolwide maps, so all teachers and staff have access to the most current information. Our educational program includes the following elements:

Grizzly is a school that consistently makes a concerted effort to provide a coherent program that leads to the accomplishment of individual academic, social, and emotional growth for all students while maintaining a strict curricular alignment to the academic standards and Schoolwide Learner Outcomes.

***College and Career:***

Through a partnership with Cuesta Community College, we have expanded our Career and Technical Education (CTE) to 75% of our student population that currently offers 16 sections per year of vocational education through concurrent enrollment. Specifically, our students have access to two sections of construction, auto mechanics, auto body, retail, office procedures, culinary, and broadcasting. 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 postsecondary 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 addition to concurrent enrollment CTE courses, 100% of our student population have dual enrollment with Cuesta Community College through a personal development course known as Get Focused Stay Focused, but referred to as Career Planning by Grizzly staff and students. All students earn three college credits through this course that is designed to develop a student's decision-making process toward establishing career and education goals. The Career Planning course gives students the opportunity to search for individual talents, skills and desires, and to teach our students specific skills such as resume development, job searching, interviewing skills,

and workplace ethics. All students participate in college exploration assignments, tour a local community college (Allen Hancock) and are given presentations on community college and vocational education opportunities. Students are assessed vocationally using the Armed Services Vocational Battery test (ASVAB) as part of their career exploration and participate in our Career Day where representatives from careers of interest present and speak to students. Additional presentations are made by vocational training programs, including; The California Conservation Corps, Job Corps, and Americorps.

The school's Internship program places a number of our students in community businesses and agencies and gives them on-the-job training for possible career paths. Internships is a four week program that is open to all students; however, positions are limited to roughly 55 students. Our students are well received by the local community as well as with our Internship partners, which includes businesses and organizations such as the animal shelter, preschool, retail and grocery stores, auto maintenance, and law enforcement. Students make great connections while at their placement, learn transferable soft skills, and gain valuable experience.

Students who have completed the 22 week residential phase of the program, with a primary residence in San Luis Obispo County or a neighboring county, are eligible to take part in our 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 often leaves students wishing they were still attending our academy to retain a positive state of mind, and to separate from former negative influences and peers. Because students can now enroll in Independent Study, they choose to belong to our culture and community, to identify with positive attitudes, and to continue their education with the support and confidence gained while residing with us.

### ***Online Instruction:***

Grizzly has one-to-one Chromebooks (laptops) in a 21st century learning environment where students use technology daily to collaborate, to communicate, to perform research from credible sources, to practice critical thinking, and to create. Grizzly does not subscribe to any online courses, such as Apex or Aventa; however, students use their Chromebooks to access online curriculum such as Scholastic Read 180, Membean (supplemental vocabulary), Aim for Algebra (supplemental math), and 100% of Grizzly students complete the online ServSafe food handling certification. All student have the opportunity to participate in an introductory lesson on computer coding through Code.org, while other students choose to participate in another online coding program called CodeHS. While our students use technology as a learning tool on a grand scale, we have not found stand alone online classes to be an efficient or effective option for our students and have for the time being stopped offering them.

### ***English Learners:***

English learners average about 18% of the student population. Curriculum, namely the Read 180 program, is in place to support EL students who are reading far below grade level. . All Grizzly teachers are certified to teach EL students, however, Grizzly has frequent trainings and support on ELD strategies and curriculum, as well as providing encouragement and information to assist teachers in working with EL students in all content areas and in all courses.

We serve our English Learners and special education students in the general classroom through specialized instruction. All of our teachers are SDAIE or CLAD certified and utilize a variety of instructional strategies to ensure student learning, including; visual representations, verbal

responses, peer tutoring, and group projects.

Grizzly is using Scholastic's Read 180 program for our most struggling readers and writers - students scoring far below grade-level on their initial reading TABE. These students receive intensive English instruction through the Read 180 program in order to help educate them in needed English skills and remediate reading and writing deficits. The Read 180 program has been a key component of our support for these students with successful results.

In addition to support inside of the classrooms, evening tutoring is available to EL students who need support. EL students who participate in tutoring are teamed up with one of our bilingual tutors to focus mainly on the core subjects of English and math. The tutoring is contracted through a local tutoring agency and paid for in part with Title II funds.

School Year	Class	Enrolled (End of Cycle)	Enrolled EL Students	EL Percentage
2012-2013	Class 29	200	28	14%
	Class 30	174	44	25%
2013-2014	Class 31	195	35	18%
	Class 32	189	49	26%
2014-2015	Class 33	201	34	17%
	Class 34	191	49	26%
2015-2016	Class 35	208	31	15%
	Class 36	185	43	23%
2016-2017	Class 37	203	57	28%
	Class 38	186	56	30%
2017-2018	Class 39	201	50	25%

### ***California English Language Development Test (CELDT):***

The California English Language Development Test (CELDT) scores are used when considering reclassifying EL students. Students' previous CELDT scores will still be reviewed by staff and other stakeholders until the English Language Proficiency Assessment for California (ELPAC) scores become available. The current criteria for Reclassified as Fluent English Proficient (RFEP), which will be revised after the ELPAC is in place, is that the student must receive Early Advanced or Advanced overall and score at Intermediate or higher in the categories of Listening, Speaking, Reading, and Writing in English. In addition to teacher approval of RFEP, the students must also score at 8th grade or higher in English on the Test of Adult Basic Education (TABE). Given that Grizzly is full immersion in English, has numerous systems of support in place, and encourages students during language testing, we RFEP roughly 30 students in a given school year.

Class / School Year	Number Tested	Overall Advanced (5)	Overall Early Advanced (4)	Overall Intermediate (3)	Overall Early Intermediate (2)	Overall Beginning (1)
2012-13, Class 29	28	18%	64%	14%	4%	0%
2013-14, Class 31	46	33%	48%	19%	0%	0%
2014-15, Class 33	32	28%	25%	28%	19%	0%

<b>2015-16, Class 35</b>	35	23%	57%	20%	0%	0%
<b>2016-17, Class 37</b>	40	13%	65%	23%	0%	0%

***Socio-Economically Disadvantaged Students:***

An average of 72% of our student population qualifies for free or reduced price lunch and 100% of our student population has either dropped out or is at-risk of dropping out of high school. Many of the students at Grizzly have struggled academically, have tested below average in many areas, and have had difficulty obtaining the credits needed to complete high school in their home districts. As outlined in the 2017-2018 Single Plan, Grizzly Challenge Charter School provides for supplemental support and materials such as Aim for Algebra, Membean English vocabulary, and Scholastic Read 180.

***Foster Youth:***

Foster youth are identified upon entrance into our program. They are evaluated for AB 167/216 graduation exemption requirements and contact is then made with each student's social worker. Any additional supports that the student is in need of are addressed by the school counselor, National Guard counselor, and case manager both in residence and as student transitions back home.

***Intervention Programs:***

Grizzly Youth Academy is a partnership between the California National Guard and the Grizzly Challenge Charter School and, by design, is an intervention program for teens ages 16-18 who are at risk of dropping out of school. Grizzly is a highly structured environment that offers a second chance to youth who have histories of academic failure, chronic truancy, crime, or other at-risk behavior. By design, Grizzly promotes leadership and cooperation, while building self-esteem, pride and confidence. Counseling groups are available where students are surveyed and then matched to groups such as, but not limited to, anger management, Her Power, tobacco cessation, and Hospice. As the education program places a heavy emphasis on intervention when needed, students in need of improving skills to meet grade level standards are grouped together to receive increased support. Students can receive assistance through pull-out, tutoring, or one-on-one help with full-time instructional assistants and can have access to specific intervention courses such as pre-Algebra and/or Read 180.

***Special Learning Needs:***

All students with IEP's and 504's are mainstreamed into 100% general education classes. All services are delivered with a push in model with consultation and collaboration between the resource specialist and the general education staff. Teaching staff is provided with information on each student's individual needs (preferential seating, DIS counseling, breaks, note taking support, tests read aloud, assignments shortened, tests in separate setting, etc.) and has access to the resource specialist to discuss any issues or concerns that arise. Student progress is reviewed at weekly case management meetings and interventions are designed to meet each student's individual needs. Weekly progress reports and online grade monitoring helps to maintain accountability for each student's growth. Progress reports are sent home at each grading period.

***Student Education Information:***

Grade levels are determined by the students' actual grade level based on their high school class year, not according to the number of credits they have earned. Credit deficient means the student is behind in the credits for his/her grade-level from the previous high school.

Of those enrolled at Grizzly approximately 70% are male and 30% female. The majority of our students are Hispanic. Approximately 14% of the students are identified as receiving Special Education services and approximately 22% are English Learners (EL). There are many more students who have not been formally identified as receiving Special Education services, but who do have learning difficulties. Grizzly serves whomever the National Guard accepts into their residential program.

School Year	Class	Enrolled (End of Cycle)	Credit Deficient on Arrival	Special Education	EL Students	Socio-Economically Disadvantaged	Initial TABE Below 9th Grade Reading	Initial TABE Below 9th Grade Math
2012-2013	Class 29	200	100%	10%	14%	70%	63%	66%
	Class 30	174	100%	16%	25%	68%	57%	65%
2013-2014	Class 31	195	100%	11%	18%	66%	61%	83%
	Class 32	189	100%	15%	26%	72%	56%	73%
2014-2015	Class 33	201	100%	16%	17%	68%	68%	71%
	Class 34	191	100%	13%	26%	76%	65%	74%
2015-2016	Class 35	208	100%	14%	15%	73%	60%	67%
	Class 36	185	100%	15%	23%	71%	64%	73%
2016-2017	Class 37	203	100%	13%	28%	71%	69%	76%
	Class 38	186	100%	15%	30%	80%	63%	78%

### ***Program Completion Rates:***

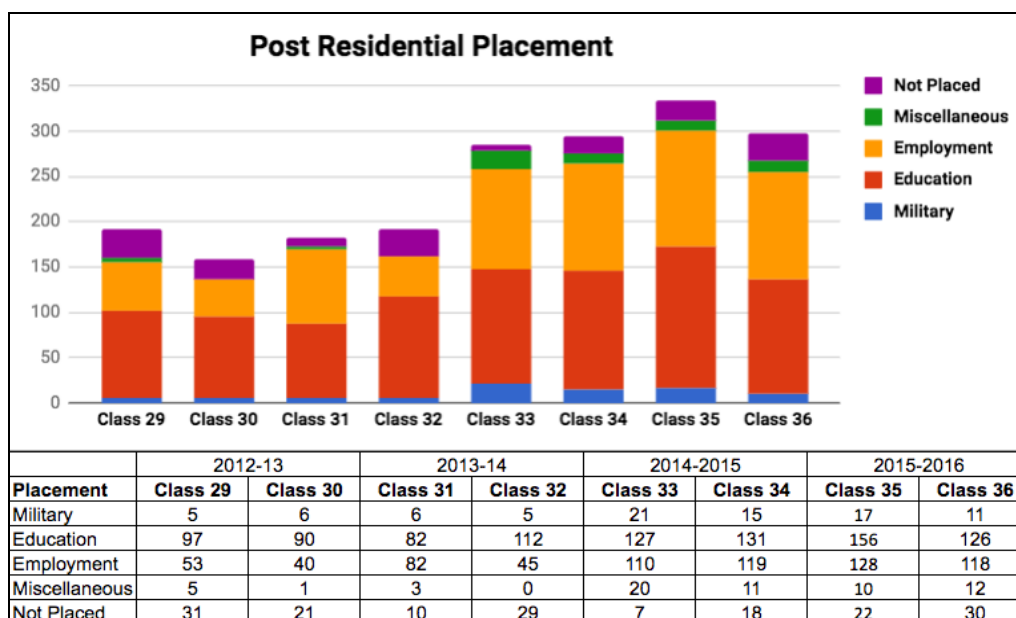
Grizzly Challenge Charter School is intended to serve as a transition program. Students can enroll at any point between their 10<sup>th</sup> and 12<sup>th</sup> grade school year. Students who complete the 22-week program will either graduate with a diploma, return to their home school, continue their post-secondary education, join the military, or enter the world of work. Traditional completion rates are not applicable to our program. Therefore, we have included a chart that more clearly demonstrates our program completion rates indicating students who did not complete the program and the reasons why. Over the past three school years, the 92% of the students complete the program.

School Year	Class	Intake	Graduated	Separation Total	Failure To Return After Pass	Left At Own Request	Left at Parents Request	Medical	Substance Abuse	Unacceptable Behavior
2014-2015	Class 33	211	202	9	0	3	0	0	0	6
	Class 34	212	191	21	3	6	1	2	0	9
2015-2016	Class 35	222	208	14	0	4	2	1	1	6
	Class 36	211	185	26	4	2	3	2	3	12
2016-2017	Class 37	222	203	19	1	2	1	1	1	13
	Class 38	204	186	18	0	5	2	2	0	9

### ***Placement 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

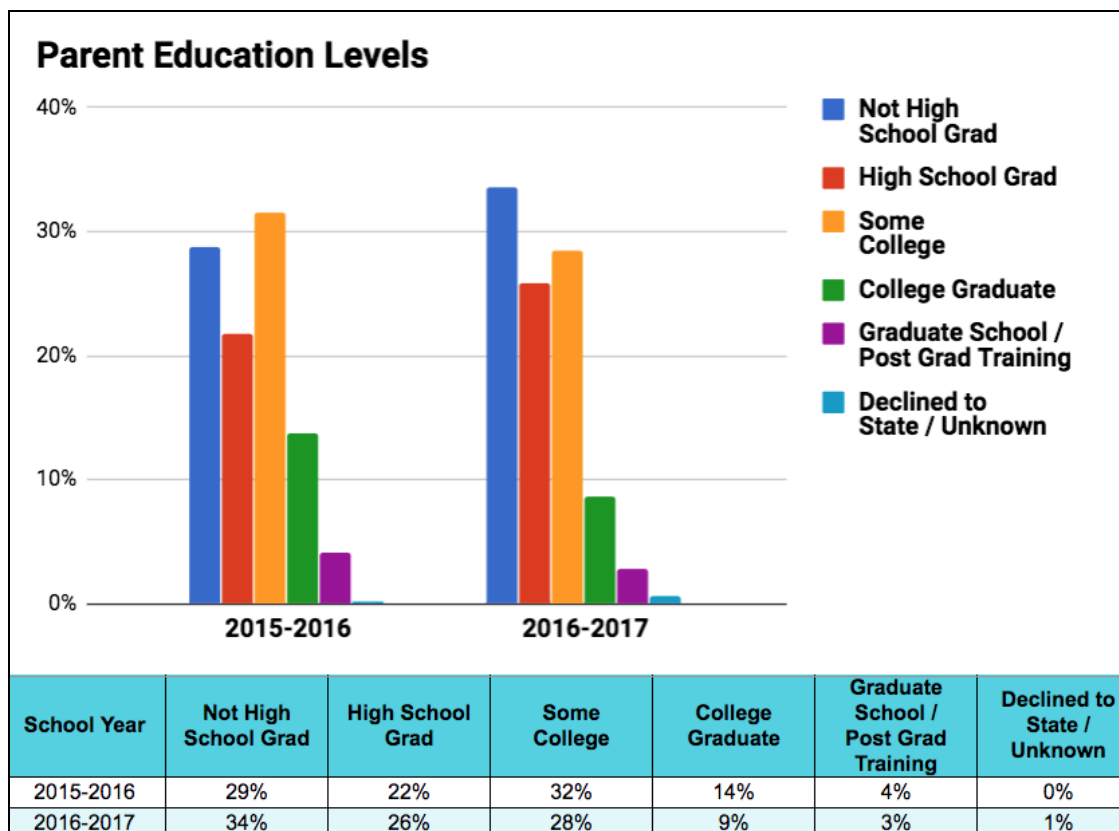
show that, on average, 87% of program graduates remain consistently and solidly engaged in school, jobs, or the military one year after completing Grizzly (note that students can be actively involved in more than one area (e.g. working while enrolled in school or concurrently enrolled in high school 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.



Knowing that the Charter School is embedded within a residential program in collaboration with the California National Guard, the dropout information needs to be understood differently. When students arrive at the program, they are given two weeks to determine if this is a good fit for them. If it is not, they will drop from the program immediately, before the formal academic component even begins. These students count as "dropouts" thus increasing our rate significantly. In addition, because it is voluntary, at any time in the program students may choose to violate the rules set forth by the National Guard or voluntarily opt out. When students ("cadets") choose to leave or the National Guard dismisses them from the program, they are no longer eligible to remain in the academic program. We disenroll them from the school even if they are doing well in school, but they may choose not to be involved in the larger program; this skews the dropout rates. In actuality, all students (100%) who are successful in the overall residential program do well in the charter school. It would be extremely rare to have a situation where a student does well in the residential component but fails school. In general, completion rates have continued to increase. The teaching staff is phenomenally supportive of each and every student within the school environment, and seeks to reach and teach each individual regardless of grade level, ethnicity, learning disability, or English Learner needs. We have found that students who previously failed in school due to these disabilities or barriers to learning achieve at a much higher rate here at Grizzly than ever in their lives.

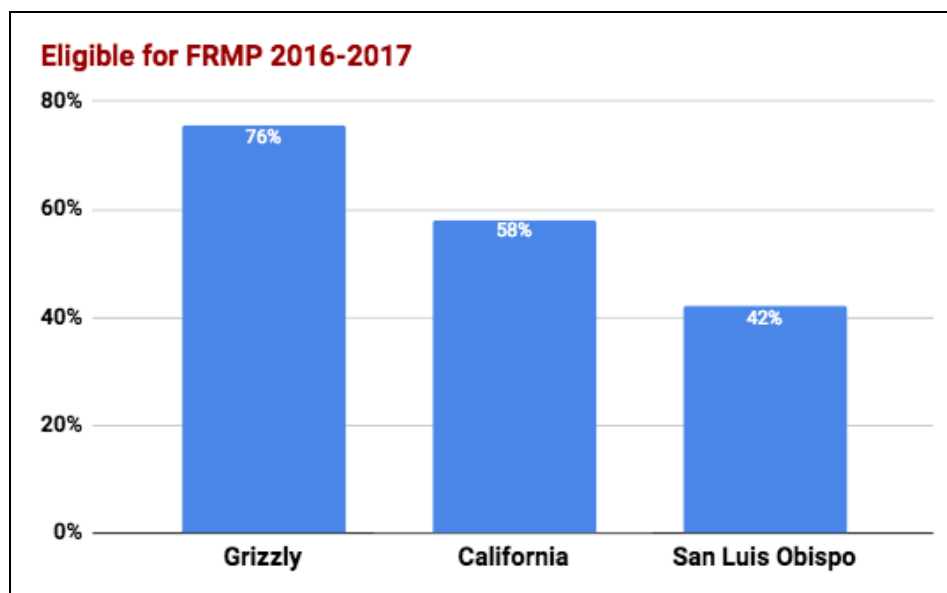
#### ***Parent Education Levels:***

Just over 30% of Grizzly Challenge Charter School parents, over the past two school years, have not completed high school. Although 30% of parents have had some college over this two-year average, only 11% of parents have graduated from college.



***Socioeconomic Status:***

For the 2016-2017 school year, 76% of Grizzly students are eligible for the Free or Reduced Meal Program (FRMP). Initial data is collected from the families during our intake day and supplemental data is obtained through the direct certification process which is obtained through CALPADS.



(Source: CDE & CALPADS)

***Student Grade Levels:***

Approximately 90% of student population are in the 11th and 12th grade. It is rare to have 9th grade students given the National Guard Youth Challenge requirement that students need to be

between the ages 16 and 18 on the first day of enrollment *and* credit deficient.

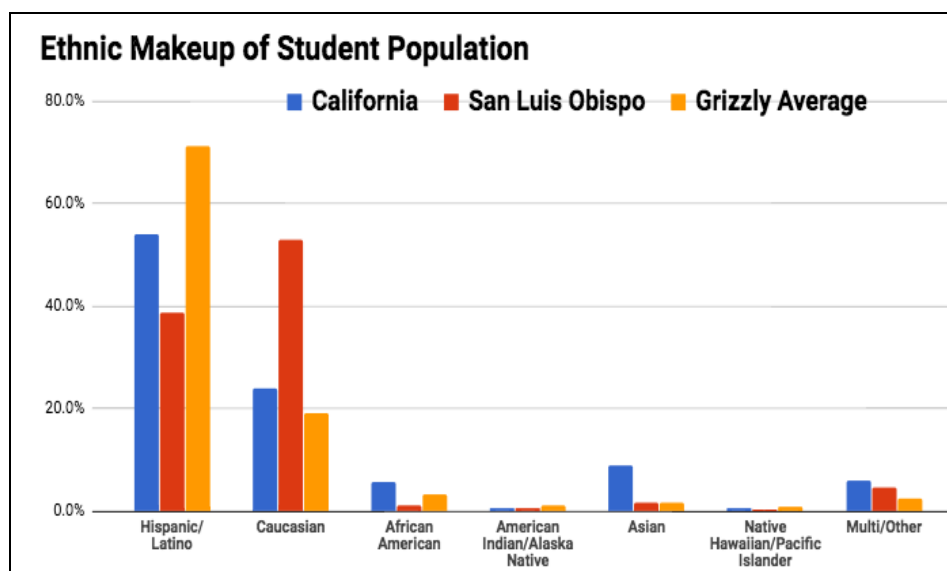
### **Gender:**

Over 70% of the students are male. The discrepancy between student gender reflects the number of males versus females who apply to attend Grizzly Youth Academy.

School Year	Class	Total Enrolled	Male	9th	10th	11th	12th	Female	9th	10th	11th	12th
2014-2015	Class 33	201	151	0	4	63	84	50	0	0	22	28
	Class 34	191	133	1	20	70	42	58	0	10	21	27
2015-2016	Class 35	208	149	0	4	61	84	59	0	4	27	28
	Class 36	185	128	1	24	62	41	57	1	4	37	15
2016-2017	Class 37	203	151	0	6	71	74	52	0	0	22	30
	Class 38	186	123	1	19	69	34	63	0	9	32	22

### **Ethnicity:**

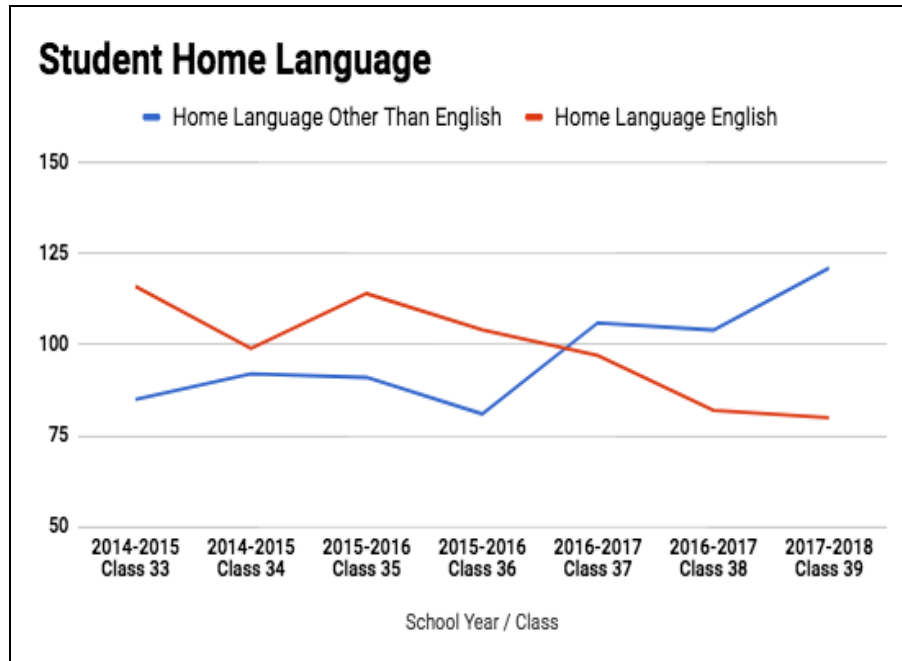
Grizzly Challenge Charter School presents a unique demographic. Students attending Grizzly for the 22-week cycle represent counties from all over the state of California. The broad range of diverse cultures, ethnicities, economic status, and backgrounds lends itself to a rich educational environment. Although the demographics may prove diverse, all the students are here because they are at-risk of dropping out of high school and have made a decision to change their lives. Those two criteria act as a common denominator that levels the learning field. Whether a student is smart or struggling, rich or poor, black, brown or white, come from the city, country, or the desert they have not been successful until now. Our work centers on building success student by student.



Location	Hispanic/Latino	Caucasian	African American	American Indian/Alaska Native	Asian	Native Hawaiian/Pacific Islander	Multi/Other
California	54.0%	24.1%	5.8%	0.6%	8.9%	0.5%	6.1%
San Luis Obispo	38.7%	53.1%	1.0%	0.50%	1.8%	0.2%	4.7%
Grizzly Average	71.2%	19.2%	3.4%	1.2%	1.6%	0.8%	2.6%

**Home Language:**

The number of students with a home language other than English has grown in recent years and has become the majority of our students. Overwhelmingly, the most common home language for students at Grizzly, other than English, is Spanish. As the number of Spanish speaking students and parents increase, so too will the school wide services and accommodations.



School Year	Class	Total Enrolled (End of Cycle)	Home Language Other Than English	Home Language English
2014-2015	Class 33	201	85	116
	Class 34	191	92	99
2015-2016	Class 35	205	91	114
	Class 36	185	81	104
2016-2017	Class 37	203	106	97
	Class 38	186	104	82
2017-2018	Class 39	201	121	80

**Title I:**

Grizzly Challenge Charter School is a targeted assistance Title I school. Title I funding for GCCS is procured through the Consolidated Application process with the San Luis Obispo County Office of Education.

**Focused Programs:**

All Grizzly students are enrolled in a two semester Career Planning Course. Career Planning is a dual-enrollment course where students earn college and high school credits. The course is taught on the high school campus and follows the Get Focused, Stay Focused curriculum, a program using the CTE Standards, and designed by Cuesta Community College. Students apply to the community college through the California Community Colleges application process (CCCApply). In addition, approximately 75% of our student population takes a Career and Technical Education (CTE) course at Cuesta Community College through concurrent-enrollment.

These CTE courses take place on Saturdays at the college campus and are in addition to their high school classes. The CTE courses offered include Auto Mechanic, Auto Body, Office procedures, Film/TV, Culinary Arts, Retail, and Construction.

### **Language Proficiency Numbers:**

Grizzly has an average of 40-50, 20%-30%, English Learner (EL) students each 22-week cycle. Over the past two school years, Grizzly was able to Reclassify Fluent English Proficient (RFEP) an average of 18 students each cycle.

School Year	Class	Number of EL Students at End of Program	Number Redesignated as English Proficient	Overall Advanced (5)	Overall Early Advanced (4)	Overall Intermediate (3)	Overall Early Intermediate (2)	Overall Beginning (1)
2015-2016	Class 35	31	18	23%	57%	20%	0%	0%
	Class 36	41	19	10%	46%	33%	0%	10%
2016-2017	Class 37	55	20	13%	65%	23%	0%	0%
	Class 38	55	13	4%	35%	49%	11%	2%

### **Analysis of State Priority #1**

#### **Certified Teachers:**

Grizzly Challenge Charter School (GCCS) currently has 11 full time classroom teachers, two full time Independent Studies teachers, one part time Independent Studies teacher, and one full time Resource Specialist teacher. A total of nine teachers hold advanced masters degrees. GCCS is the education component of the Grizzly Youth Academy (GYA) where just over 220 students are invited to attend this voluntarily 22-week residential program. GCCS is here to educate whomever attends GYA during these biyearly cycles where there is 100% student turnover. The challenge for GCCS is to predict and prepare for the needs of the student whose education needs are typically unknown until the first day of their arrival. All teachers are supported with ample opportunities for professional development to ensure our students receive high instructors.

#### **Teacher ESSA Compliance:**

There has been a significant increase of newer teachers at GCCS in the past few years. The average years of service for teachers is just over five years; however, because of retirements and teachers relocating, there are currently five teachers that are in their first year of teaching at Grizzly. There are two teachers that are currently in their first year of the Teacher Induction Program (TIP).

Teacher	Subjects Taught	ESSA Complaint	Years of Service in Education	Years of Service at GCCS
Burt, Scott	<ul style="list-style-type: none"> <li>US History</li> <li>Government</li> <li>Economics</li> <li>Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>Social Science</li> <li>English</li> </ul>	6	2
Fugle, Rose	<ul style="list-style-type: none"> <li>English</li> <li>Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Computer Concepts and Applications</li> </ul>	22	10
Goode, Greg	<ul style="list-style-type: none"> <li>US History</li> <li>Government</li> <li>Economics</li> </ul>	<ul style="list-style-type: none"> <li>Social Science</li> </ul>	35	19
Harrison, Amanda	<ul style="list-style-type: none"> <li>Resource Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Education Specialist</li> <li>Foundations Math</li> </ul>	20	12

Hart, Jennifer	<ul style="list-style-type: none"> <li>Social Science, ISP</li> </ul>	<ul style="list-style-type: none"> <li>Social Science</li> </ul>	22	5
Hobbs, Duskin	<ul style="list-style-type: none"> <li>US History</li> <li>Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>Social Science</li> </ul>	2	0.5
Hovey, Richard	<ul style="list-style-type: none"> <li>English</li> <li>Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>English</li> </ul>	18	3
Kessinger, Ashli	<ul style="list-style-type: none"> <li>English, ISP</li> </ul>	<ul style="list-style-type: none"> <li>English</li> </ul>	15	4
Khuu, Diane	<ul style="list-style-type: none"> <li>Health Science</li> <li>Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>General Subjects (Multiple Subject)</li> </ul>	9	2
Matos, Jennifer	<ul style="list-style-type: none"> <li>English</li> <li>Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>English</li> </ul>	10	0.5
Pearson, Forrest	<ul style="list-style-type: none"> <li>US History</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Social Science</li> </ul>	3	0.5
Rodriguez, Alana	<ul style="list-style-type: none"> <li>Health Science</li> <li>Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>Health Science</li> </ul>	2	0.5
Schmidt, Jamie	<ul style="list-style-type: none"> <li>Science, ISP</li> </ul>	<ul style="list-style-type: none"> <li>Biological Science</li> </ul>	11	0.5
Tish, Dee Dee	<ul style="list-style-type: none"> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>General Subjects (Multiple Subject)</li> </ul>	19	13
Tuller, Brent	<ul style="list-style-type: none"> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Industrial and Technology Education</li> <li>Introductory Music</li> </ul>	9	5

**Staff Development:**

Grizzly Challenge Charter School staff takes advantage of a significant amount of professional development opportunities. Professional Development for all staff is sometimes delivered in-house and often delivered through conferences and professional affiliations. Below is a chart of recent PD opportunities.

**Recent Staff Development Opportunities**

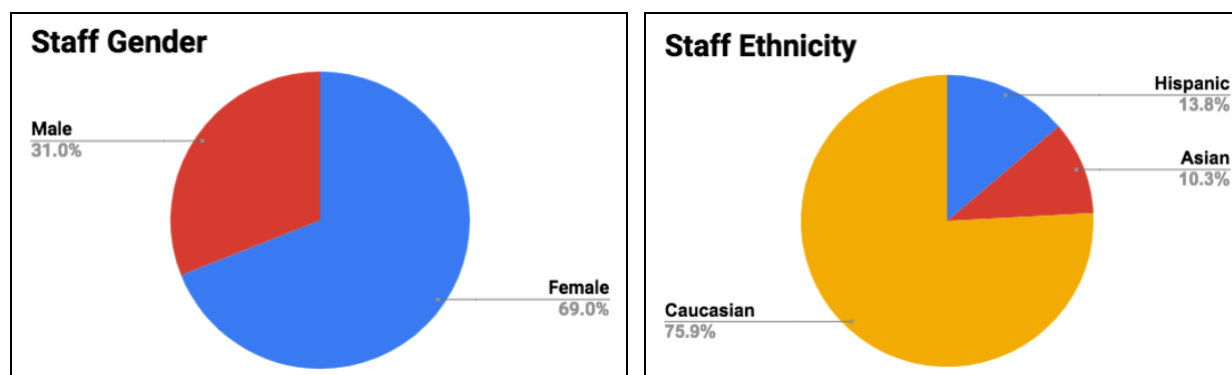
2015-2016		
Mandated Reporting Training and Certification (All Staff)	Conscious Classroom Mgmt (Instructional Staff )	Youth Challenge Basic Course (All Staff)
Youth Challenge Basic Course (All Staff)	New Teacher Orientation (New Teachers )	IEP Meetings and Procedures (Instructional Staff )
Bridges Out of Poverty Workshop (All Staff)	Back to School Legal Update (Administration )	Evaluation Process (IEP's) (Instructional Staff )
EL Students, CELDT Scores (All Staff)	Crisis Prevention and Preparedness (Administration )	CEC: TI Steering, Title III (Administration )
Family Day (Parents, All Staff)	PREPaRE, Crisis Intervention and Recovery (Counseling )	Parent Workshop: Student, My Action Plan (Parents )
CEC: Title III (Administration )	Student Talk (SDAIE) (All Staff)	Charter Schools Leadership Update Conference (Administration, SpEd, Teachers )
Charter Schools Leadership Update Conference (Administration, SpEd, Teachers )	Student Talk Cont. (SDAIE) (All Staff)	Parent FAESA Workshop (Parents )
CEC: TI Steering (Administration )	Trauma and Learning Disabilities (Parents (Guard))	CEC: Title III (Administration )
Engagement Strategies (All Staff)	Instructional Staff Meeting: School Culture (Instructional Staff )	21st Century Skills (4 C's) (Instructional Staff )

Learning and the Brain Conference: Shaping Student Mindsets (SpEd, Counseling )	21st Century Skills Cont. (4 C's) (Instructional Staff )	GAFE Camp C3 (Instructional Staff )
CEC: TI Steering, Title III (Administration )	CELDT Data and SDAIE Strategies (All Staff)	Family Day (Parents, All Staff)
4 C's: Collaboration (Instructional Staff )	Parent Workshop: Student My Action Plan (Parents )	CEC: TI Steering (Administration )
Parent FAFSA Workshop (Parents )	Grading and ELD Standards (Instructional Staff )	
<b>2016-2017</b>		
Cadre Training: Trauma, Learning Disabilities (Parents )	English Language Development (Instructional Staff)	Beginning ESL; Academic Discussions / SDAIE (Instructional Staff)
Balance Assessment - Effective Feedback (Administration, Teachers)	Grading from the Inside Out (Administration, Teachers)	2016 CELDT Training (Administration, Paraeducators, Counselors)
Academic Discussions, Academic Vocabulary (Instructional Staff)	Surface and Google Apps Training (Parents )	Academic Vocabulary Training (Instructional Staff)
Edcamp Yosemite (Instructional Staff, IT)	Parent Workshop (Parents )	Google Drive Tech Talk with Matt (All Staff)
Parent FAFSA Workshop (Parents )	Charter Schools Leadership Update Conference (Administration)	Formative Assessment (Instructional Staff )
iPads, Apple TV, and Formative Assessment (Instructional Staff)	Paper Tigers, ACE (All Staff )	Independent Study Conference (Instructional Staff, Counseling )
Independent Study Conference (Instructional Staff, Counseling )	Accountability & LCAP Strategies Workshop (Administration)	Active Shooter Training (All Staff )
Cyber Security / iPads / Pair Deck (All Staff / Instructional Staff )	Gang Awareness Training (All Staff)	Rehab Seminars (aka Brain Conference) (Instructional Staff, RSP Staff)
Tech Talk; Google Apps For Educators (All Staff )	Rehab Seminars (aka Brain Conference) (Instructional Staff, RSP Staff)	Active Shooter- Plan and Flowchart (All Staff)
Parent Workshop (Parents )	CELDT / RFEP ; ELPAC (All Staff )	Parent FAFSA Workshop (Parents )
Curriculum Mapping (Instructional Staff )		
<b>2017-2018</b>		
Data Review and Interpretation (All Staff )	Academic Discussions / SDAIE (Instructional Staff)	New Teacher Orientation (New Teachers )
Data Conclusions (All Staff )	Tech Talk with Matt - Hapara (All Staff)	Data Review and Interpretation (All Staff )
Tech Talk with Matt - Google Chrome (All Staff)	Tech Talk with Matt - Gmail (All Staff)	Tech Talk with Matt - Google Drive, Drive organization (All Staff)
High School Counselor Workshop (Counseling )	MTSS Training; Cohort 1, Day 1 (Administration, Teachers )	MTSS Training; Cohort 1, Day 2 (Administration, Teachers )
<i>(ongoing)</i>		

**Staff Gender and Ethnicity:**

Of the 29 Grizzly Challenge Charter School (GCCS) employees, 9 are male and 20 are female. Caucasians make up the majority of the staff population at roughly 75%. The demographics of GCCS are reflective of the demographic population of San Luis Obispo county, which is over

70% Caucasian and just under 25% Hispanic and Asian.



### ***Standards-Aligned:***

The teachers at Grizzly Challenge Charter School (GCCS) meet frequently throughout the school year to update their curriculum maps, pacing maps, and syllabi. The curriculum maps include CCSS standards associated with each unit as well as Schoolwide Learner Outcome (SLO) addressed. GCCS has adopted an After Action Review (AAR) process that looks at what worked, what didn't work, and ideas for moving forward. The entire staff participates in this process during an ongoing schoolwide AAR with a focus to review and refine the effectiveness of the overall program. Curriculum departments practice the same AAR process by subject throughout the school year as well as at the beginning and end of each six-month cycle. GCCS administration reviews the completed curriculum maps and syllabi to verify courses are aligned to the standards.

### ***Facilities:***

The school facility is constructed of eleven modular buildings and three newer permanent buildings with a total of 14 classrooms, one student support services building, and one administration building (main office). The school is often referred to as the "Wagon Wheel". The classrooms close proximity to each other provides easy access and reduces transition time between passing periods. There are two male and two female bathrooms for students. The circular design of the facilities allows for greater communication between staff and administration, teacher to teacher, and among support staff. The design also allows staff to visibly see activity and creates a safe environment. There is a circular walkway bordering the classrooms and the asphalt-filled center within the inner perimeter of the Wagon Wheel. This allows for safe travel between classrooms. There is an eight-foot-wide awning over the circular walkway providing minimum protection from the rain and sun. The facility is safe, well-lit, well-supervised and has a built-in loudspeaker system/intercom.

## **Analysis of State Priority #2**

### ***Implementation of Academic Standards:***

Academic courses at Grizzly Challenge Charter School are designed to meet Common Core Standards and State Standards. All teachers and departments have adopted the Four C's of the Common Core (Critical Thinking, Collaboration, Communication, and Creativity) as well as other 21st century skills. All staff at Grizzly are committed to providing a quality, standards based program for all students that addresses their individual needs. Curriculum, activities, and events are developed with our at-risk student population in mind. It is important to note that Grizzly's focus goes beyond academic achievement, and focuses on ensuring that all students are

prepared to meet the challenges of college and careers in the 21st century. Grizzly does not rely on the use of adopted textbooks as the teachers and staff believe that textbooks are not the most appropriate for our student population in terms of interest level, reading level, and often times meaningful and relevant content. Teachers instead have aligned their instruction to Common Core and State Standards using a variety of sources that they have researched and adapted, as well as what they have created themselves, into their curriculum. Teachers work together in departments, as well as across curriculum, to create curriculum and pacing maps that include the standards taught and Schoolwide Learner Outcomes (SLOs) addressed. Teachers and staff meet regularly to update these maps as part of the After Action Review (AAR), which is practiced schoolwide as well as in departments or PLCs. During the AAR process, staff identifies what worked, what didn't work, and what is needed to improve. The one-to-one student Chromebooks, wireless network, Google Apps for Educators, and Technology Trainer on staff have all contributed greatly to allowing for a 21st century learning environment. Because of the exceptional technological infrastructure and training, Grizzly teachers and staff are able to use technology to further implement the Four C's of the Common Core as well as other 21st century skills with little to no barriers.

### **Analysis of State Priority #3**

#### ***Parent Engagement:***

During the 22-week residential phase of the Grizzly Youth Academy program, the California National Guard, often referred to as the "Cadre", serve as en loco parentis. As a residential setting, our Cadre are responsible for the feeding, clothing, sheltering, scheduling and medical needs of all students. The Cadre are on duty 24 hours a day and the Grizzly Challenge Charter School (GCCS) communicates with them daily on all matters concerning students. Decision making is a collaborative process between the school and the National Guard (en loco parentis) to ensure decisions are being made in the best interests of student. Equally, daily meetings both formal and informal between the National Guard and the school help to address student concerns as well as resolve potential conflicts. By design, parents are separated from the student in our residential program but that doesn't mean they aren't a meaningful part of the Academy and engaged as partners. Part of the application process for students coming to Grizzly Youth Academy (GYA) is for them to get an idea of what it is like to be a cadet and experience the program for one day as part of the Transition Acclimation Commitment (TAC). TAC is not just for the students, however, to get an understanding of the programs. At TAC, the school principal meets with parents and discusses with them the purpose of the Grizzly program and potential impacts for the students as well as the families. In addition, the principal receives input from parents and families on what they expect and hope for their students while they are enrolled. The principal refers to the mission and vision of the school, but ultimately speaks to explain the Grizzly Youth Academy program as a whole. During the residential program, the principal sends out a monthly parent newsletter and meets with them at Open House to discuss Grizzly's goals and further asks for their input for improvement. At the end of each cycle, a parent survey is sent to all parents to gather additional information about their student's experience. During each cycle (5 months) the School Site Council (SSC) and English Language Advisory Committee (ELAC) meets to discuss and analyze the progress towards meeting the current goals, data profile, achievement data and student survey. The GCCS mission, vision, and Schoolwide Learner Outcomes (SLO's) are analyzed, commented on, and changed if necessary during this process. On Intake Day, the first day of the program, the education staff meets with all students, with their parents or guardians who have active 504 plans and IEPs. Grizzly hosts a family day following the first 8 weeks of school. For parents, not

only is this the first time visiting with their kids; it is also an opportunity to discuss their progress and future plans. The education staff is available that day to discuss students' academic growth, credits and graduation requirements, or to discuss any challenges.

#### Analysis of State Priority #4

##### *Performance on Standardized Tests:*

Due to the fact that GCCS is part of a residential program with students coming from across the state, and that we have an entirely new group of students every 22 weeks--a group from January to June followed by a new group of students from July to December--the California Assessment of Student Performance and Progress (CAASPP) tests are a difficult test for us to use as an effective measure of student performance. Students attending Grizzly during the July-to-December cycle are not in the program during the CAASPP time period and thus do not have the opportunity to take the test with us. The students in the January-to-June cycle do take the CAASPP tests with us, but because they have not previously been enrolled in Grizzly and cannot be re-enrolled, we do not have longitudinal data on these students to track performance. CAASPP results are more reflective of the schools where our students have come from than to their performance while at Grizzly. Within the first week of the program, all students take the Test of Adult Basic Education (TABE), which is a National Guard Youth Challenge requirement for all students. This gives all staff an idea of student English and Math abilities and is used to place students. The TABE is also used to measure academic growth through a pre and a post test where students show an overall average grade level increase of 1.4. Regardless, the results of the CAASPP disaggregated, shared, and discussed by staff and stakeholders. The GCCS CAASPP results over the past three consecutive school years are as follows:

Grizzly Challenge Charter School CAASPP Results 2014-2015 11th Grade Students Enrolled: 114																
Selected Group	All Students		Economically Disadvantaged		Not-Economically Disadvantaged		EL		Special Ed		Hispanic or Latino		African American		Caucasian	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students Tested	100	99	75	75	25	24	29	29	8	8	83	81	2	2	10	11
Students with Scores	100	99	75	75	25	24	29	29	8	8	83	81	2	2	10	11
Mean Scale Score	2503.5	2444.5	2494.9	2444.5	2529.0	2444.7	2442.6	2414.3	na	na	2500.2	2441.4	na	na	na	2451.6
Standard Exceeded: Level 4	4%	0%	4%	0%	4%	0%	0%	0%	*	*	4%	0%	*	*	*	0%
Standard Met: Level 3	13%	1%	9%	1%	24%	0%	3%	0%	*	*	12%	0%	*	*	*	0%
Standard Nearly Met: Level 2	37%	10%	36%	11%	40%	8%	21%	3%	*	*	39%	9%	*	*	*	18%
Standard not Met: Level 1	46%	89%	51%	88%	32%	92%	76%	97%	*	*	46%	91%	*	*	*	82%

Grizzly Challenge Charter School CAASPP Results 2015-2016 11th Grade Students Enrolled: 119																
Selected Group	All Students		Economically Disadvantaged		Not-Economically Disadvantaged		EL		Special Ed		Hispanic or Latino		African American		Caucasian	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students Enrolled	119	119	75	75	44	44	31	31	16	16	90	90	4	4	21	21
Students Tested	114	113	71	70	43	43	30	29	15	15	86	85	4	4	20	20
Students with Scores	114	112	71	69	43	43	30	29	15	15	86	84	4	4	20	20
Mean Scale Score	2484.6	2430.3	2475.8	2429.1	2499.0	2432.3	2442.6	2389.9	2415.3	2387.9	2475.6	2424.2	na	na	2530.6	2459.5
Standard Exceeded: Level 4	2%	1%	3%	1%	0%	0%	0%	0%	0	0	1%	0%	*	*	5	5%
Standard Met: Level 3	10%	0%	7%	0%	14%	0%	0%	0%	0	0	7%	0%	*	*	20	0%
Standard Nearly Met: Level 2	32%	5%	27%	1%	42%	12%	17%	3%	7	0	34%	4%	*	*	35	10%
Standard not Met: Level 1	56%	94%	63%	97%	44%	88%	83%	97%	93	100	58%	96%	*	*	40	85%

Grizzly Challenge Charter School CAASPP Results 2016-2017 11th Grade Students Enrolled: 115																
	All Students		Economically Disadvantaged		Not-Economically Disadvantaged		EL		Special Ed		Hispanic or Latino		African American		Caucasian	
Selected Group	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
	115	114	97	96	18	18	42	44	16	16	96	95	*	*	12	12
Students Tested	109	109	91	91	18	18	40	43	15	15	92	91	*	*	11	12
Students with Scores	109	109	91	91	18	18	40	43	15	15	92	91	*	*	11	12
Mean Scale Score	2465.0	2434.3	2460.7	2428.8	2486.7	2462.3	2484.8	2410.2	2440.1	2406.6	2461.0	2432.3	*	*	2484.3	2442.1
Standard Exceeded: Level 4	0%	0%	0%	0%	0%	0%	0%	0%	0	0	0%	0%	*	*	0	0%
Standard Met: Level 3	8%	1%	7%	0%	17%	6%	15%	0%	7	0	7%	0%	*	*	18	8%
Standard Nearly Met: Level 2	31%	5%	31%	5%	33%	0%	35%	0%	27	0	34%	5%	*	*	18	0%
Standard not Met: Level 1	61%	95%	63%	95%	50%	94%	50%	100%	67	100	60%	95%	*	*	64	92%

### ***College Scholastic Assessment Test (SAT):***

The coursework at Grizzly Challenge Charter School (GCCS) is not A-G certified and does not meet university requirements for transfer directly from high school. Due to the fact that GCCS high school graduates must attend a community college before transferring to a 4-year university, GCCS does not offer the PSAT or SAT/ACT (unless specifically requested by a parent). These exams are not required by the CA community college system for admission or financial aid purposes.

### ***International Baccalaureate:***

Grizzly Challenge Charter School does not offer Advanced Placement or International Baccalaureate classes.

### ***English Learner Proficiency:***

California English Language Development Test (CELDT) data is collected from the students' previously enrolled school at the beginning of each six-month cycle with each new cohort of students. Up until the current school year, given that the CELDT is being replaced by the English Language Proficiency Assessment of California (ELPAC) in the Spring, the CELDT has been administered to EL students at Grizzly every October. This means that only students enrolled in the June to December 22-week cycle take the CELDT here at Grizzly. Grizzly Challenge Charter School is able to Reclassify Fluent English Proficient (RFEP) and average of 18 students every 22-week cycle. All Grizzly students are credit deficient and most have had negative experiences in school. English Language Learners that arrive to Grizzly with overall Early Advanced or overall Advanced scores on the CELDT were more often than not denied RFEP because of failing grades at their previous school.

School Year	Class	Number of EL Students at End of Program	Number Redesignated as English Proficient	Overall Advanced (5)	Overall Early Advanced (4)	Overall Intermediate (3)	Overall Early Intermediate (2)	Overall Beginning (1)
2015-2016	Class 35	31	18	23%	57%	20%	0%	0%
	Class 36	41	19	10%	46%	33%	0%	10%
2016-2017	Class 37	55	20	13%	65%	23%	0%	0%
	Class 38	55	13	4%	35%	49%	11%	2%

EL students at Grizzly typically show the greatest improvements on the Test of Adult Basic Education Test (TABE) in both reading and math. As previously mentioned, all students at Grizzly take the pre and post TABE which gives us data on how much students have improved during the 22-weeks. The tables below show the grade level increases of all students

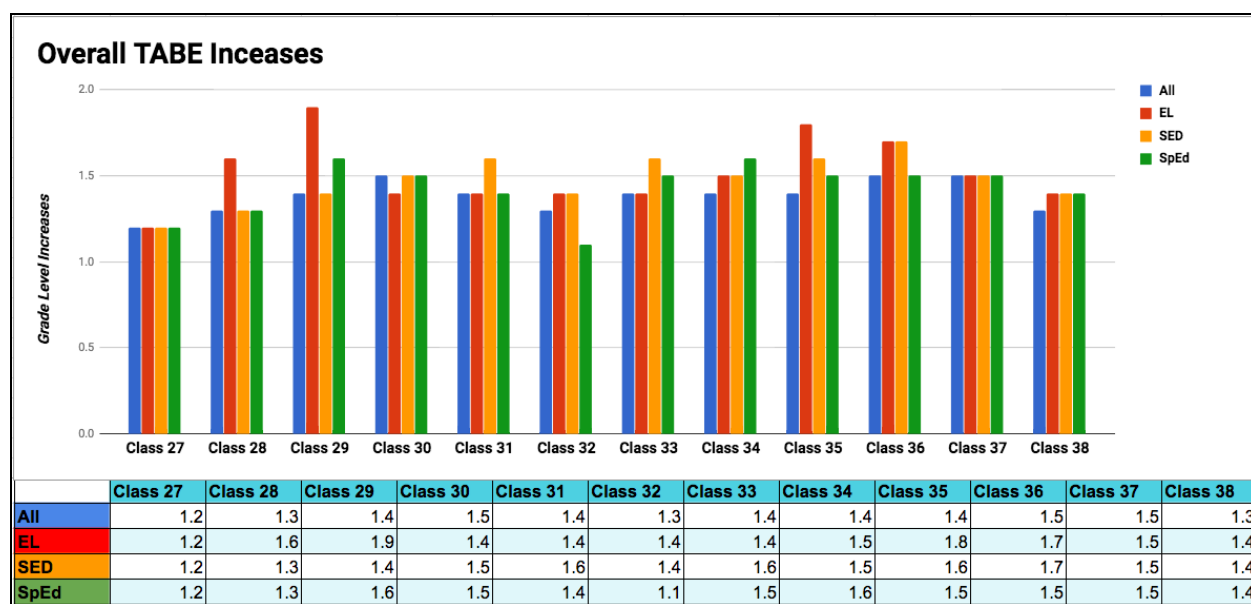
compared to EL students. EL students over the past two school years show an average grade level increase on the Reading TABE of 1.8 grades. In addition, EL student Math TABE grade levels increased by an average of 1.5.

EL Reading TABE Increases				
	2015-2016		2016-2017	
	Class 35	Class 36	Class 37	Class 38
All Students	1.5	1.6	1.6	1.2
EL Students	2.2	1.8	1.7	1.4

EL Math TABE Increases				
	2015-2016		2016-2017	
	Class 35	Class 36	Class 37	Class 38
All Students	1.4	1.4	1.4	1.3
EL Students	1.7	1.4	1.3	1.4

### Other Local Assessments:

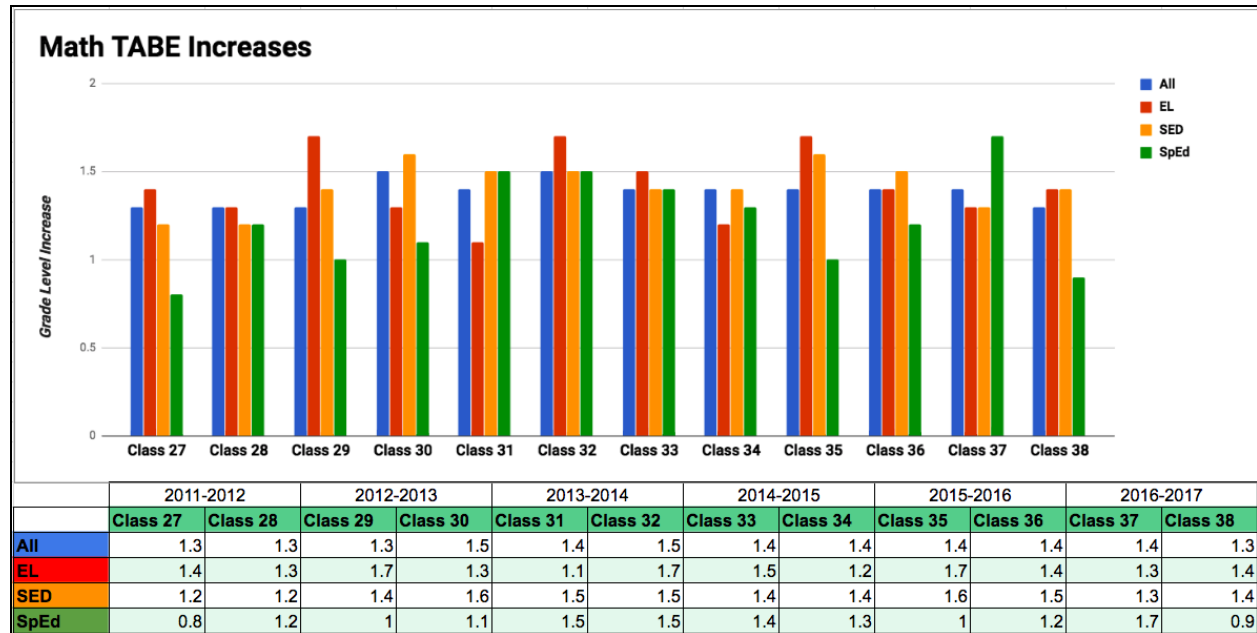
Within the first few days of the program, all students take the Test of Adult Basic Education (TABE), which is a National Guard Youth Challenge requirement for all students. This gives all staff a preliminary assessment of student English and Math abilities through scale scores as well as the grade level equivalent. The TABE results, as well as other data such as transcripts, California English Language Development Test (CELDT) data, IEPs, 504 plans, and student demographic data are taken into consideration when designing courses that match the learning needs of our students. The students take the TABE again during the latter half of the program and pre and post data shows an overall average of 1.4 grade level increase.



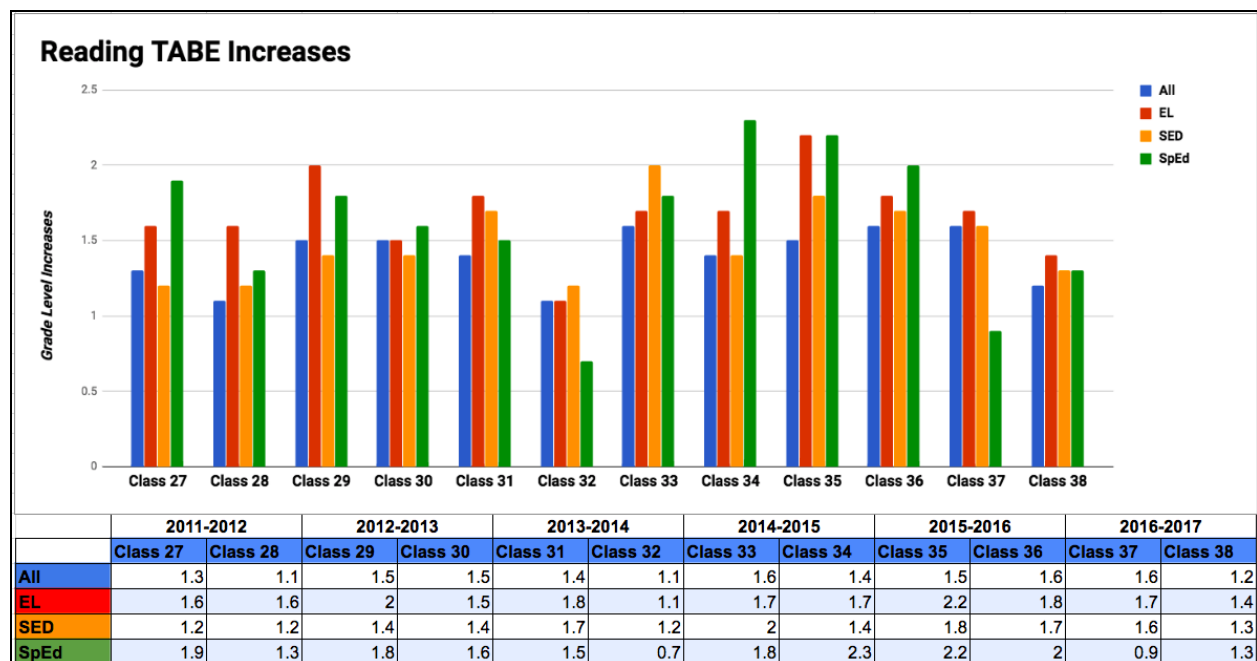
Student Math TABE data indicated that on average, students increase in mathematics by 1.4 grade levels. Subgroups typically have the greatest improvements over the whole student population.

In addition to the TABE, GCCS has all students take the Mathematics Diagnostic Testing Project (MDTP) assessment which gives the mathematics teachers a better understanding of where their students strengths and weaknesses. After assessing each student's current mathematical, reading and language performance levels using TABE and MDTP, the academic counselors generates credit assessments on every student and ensures they are placed in appropriate standards-based curriculum courses. Students are assigned to courses as part of their Individualized Learning Plans (ILPs) designed for intervention and remediation, grade level instruction, or enrichment courses. The counselors continue to meet routinely with all Grizzly students in constructing and implementing their education plan. Students placed in the reading

intervention course, READ 180, take the Scholastic Reading Inventory (SRI) assessment that indicated the students reading Lexile level at the beginning, halfway, and end of the 22-week cycle.



Similar to Math TABE results, Grizzly students have an average grade level increase in Reading TABE of 1.4. English Learners have the highest average increase of 1.7 grades levels.



### Report Card Analyses:

The structure and support at Grizzly Challenge Charter School makes it very rare to have students fail their classes. Grizzly students are removed from a variety of distractions that prevented them from being successful in school prior to attending. Over the past three semesters, there have been 12 students who earned D's on their report cards and three

students who earned F's.

Letter Grade	Class 38 2016-2017 Semester 1	Class 38 2016-2017 Semester 2	Class 39 2017-2018 Semester 1
Total D's	3	0	9
Total F's	0	0	3

### Analysis of State Priority #5

#### ***Pupil Engagement:***

Grizzly Challenge Charter School (GCCS) is a 22-week residential intervention high school for at-risk youth. The National Guard Youth Challenge guidelines state that students can only attend Grizzly Youth Academy once, which means that those students who do not have enough credits to graduate with a diploma while at Grizzly will need to continue school even after completing this program. Grizzly students can earn up to 60 high school credits during the 22-week program. Over the past two school years, an average of 25% of Grizzly students earned enough credits to complete their high school diploma with us. Students who do not have enough credits for a high school diploma and live in San Luis Obispo, or a contiguously neighboring county, are eligible to continue high school with us as part of our Independent Studies Program.

Absenteeism is a non-issue at GCCS. The en loco parentis, National Guard Cadre, do not allow the students any other option than to come to school. Students will, on occasion, miss school if ill only after being checked out by the Grizzly Troop Medical Clinic (TMC) here at the National Guard post. Other students may miss school due to medical or other personal appointments.

Students are separated from the program for various reasons. Some students choose to leave the program, as it is voluntary. Some leave because of medical issues that prevent them from completing and others are asked to leave because of behavior issues. Over the past three school years, 92% of students that arrive on Intake, day one of the program, complete the program.

Grizzly Completion Rates				
School Year	Class	Students at Intake	Completed the Program	Separated from Program
2014-2015	Class 33	211	202	9
	Class 34	212	191	21
2015-2016	Class 35	222	208	14
	Class 36	211	185	26
2016-2017	Class 37	222	203	19
	Class 38	204	186	18

The average daily rate of attendance at Grizzly is near 100%. As previously mentioned, students do not have the option of coming to school or not while in residence during the 22-week residential phase.

Average Daily Attendance	2015-2016	2016-2017
Percentage	99.7%	99.9%

## **Analysis of State Priority #6**

### ***School Climate:***

Grizzly Challenge Charter School (GCCS) does not have a suspension rate and the expulsion rate is zero due to the fact that we do not suspend or expel students from school. The unique structure of Grizzly allows the school and its National Guard partner allows us to collaboratively take disciplinary actions that does not involve students missing school.

The California Healthy Kids Survey is no longer given to students at Grizzly Challenge Charter School given that Grizzly does its own screening and data collection relevant to our population and school setting. Grizzly is a unique program that services youth who identify a great deal of information about themselves during the application and interview process prior to being accepted into the program. All Grizzly students are behind in credits before coming into the program and most report coming from home environments that includes trauma, gangs, and drugs. Students at Grizzly are clean and sober, sometimes for the first time in their adolescent lives, once they arrive. The California Healthy Kids Survey focuses on what the students were doing in the previous days and weeks, which is not an accurate reflection of their lives while enrolled at Grizzly.

The discipline referrals at Grizzly are referred to as Behavior Referrals or BRFs. Both school employees and National Guard, or Cadre, can write a student BRF. The BRF includes the nature of the behavior, details of incident, student comments, and actions taken. Students can also receive a positive BRF for demonstrating exceptional behavior, such as helping others or standing up for others. The BRFs at Grizzly are reviewed by school administration and National Guard leadership.

Student participation in extracurricular activities at Grizzly is an everyday thing for all students in residence. Grizzly Youth Academy is a quasi-military environment that includes a number of activities familiar with the United States Military, excluding any combat or weapons training. Aside from routine physical training and drill and ceremony, students also tryout for and participate in a variety of additional activities such as Run Club, Drill Team, Drumline, Colorguard, music classes, Upstander Committee, and Student Council.

## **Analysis of State Priority #7**

### ***Access to a Broad Course of Study:***

As a brief intervention program, we have a broad yet focused course for study available to our students. Because our students have failed many required courses, our course availability are mostly required core classes necessary for a high school diploma. We seek to connect academic preparedness with the real world and their future goals. We view our role as empowering our students with the abilities to be successful in whatever next educational setting they attend whether it is a return to high school or a matriculation to a post-secondary training or educational institution.

All Grizzly students are enrolled in a Career Planning Course. Career Planning is a dual-enrollment course where students earn college and high school credits. The course is taught on the high school campus and follows the Get Focused, Stay Focused curriculum, a program using the CTE Standards, and designed by Cuesta Community College. Students apply to the community college through the California Community Colleges application process (CCCApply). In addition, approximately 75% of our student population takes a Career and

Technical Education (CTE) course at Cuesta Community College through concurrent-enrollment. These CTE courses take place on Saturdays at the college campus and are in addition to their high school classes.

The average number of students who earn their high school diploma and complete at least one semester of a dual-enrollment class is 13 over the past two school years. The average number of students who earn their high school diploma and complete at least two semesters of dual or concurrent-enrollment classes is 35. 73% of students earning their high school diploma at GCCS are at the Prepared Level according to the College/Career indicator, and the remaining 23% of students earning their high school diploma are at the Approaching Prepared Level.

<b>College/Career Indicator (CCI)</b>				
<b>School Year</b>	<b>Class</b>	<b>Prepared Level</b>	<b>Approaching Prepared Level</b>	<b>Not Prepared Level</b>
2015-2016	Class 35	38	22	0
	Class 36	34	11	0
2016-2017	Class 37	38	14	0
	Class 38	26	11	0
2017-2018	Class 39	40	6	0
	Class 40	na	na	na

Grizzly Challenge Charter School does not keep record of the number of students that meet UC requirements given that the coursework at Grizzly Challenge Charter School (GCCS) is not A-G certified and does not meet university requirements for transfer directly from high school.

### **Analysis of State Priority #8**

The 2016-2017 School Accountability Report Card (SARC) for Grizzly Challenge Charter School (GCCS) shows a total expenditure of \$14,431 per pupil.

2016-2017 School Year:

- Lottery funds, \$30,717
- Title I Federal Funds, \$354,740
- Title III Federal Funds, \$4,414
- State SpEd, \$105,550
- Federal SpEd IDEA, \$39,012
- Medi-Cal Administrative Activities (MAA) funds, \$41,414

### **Schoolwide Learner Outcomes:**

The Schoolwide Learner Outcomes (SLOs), which are also aligned to the eight core components National Youth Challenge Program, 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 lifelong 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.

After analyzing the data included in this self-study profile (assessment results, perception data, and examining student work) Grizzly Challenge Charter School believes that the SLO's are consistently being met. Teachers create curriculum maps for each subject taught at Grizzly which includes the standards and SLOs associated with each lesson taught. Teachers in curriculum departments meet before and after each semester, as well as throughout the school year, to discuss what worked, what didn't work, and what is necessary to improve. Teachers then work together during this process that we call "After Action Review" (AAR) to update things such as curricula, assessments, SLOs addressed, classroom procedures, and classroom expectations.

#### *Healthy Lifestyles:*

Students learn a great deal about living healthy lifestyles during the 22-week program. Part of the commitment of coming to Grizzly is that students agree to be drug, alcohol, and tobacco free. Students learn, as part of their Health Science curriculum, about harmful effects of substance abuse and the science behind addiction. Before coming to Grizzly, many students have histories of substance abuse and lack the knowledge of healthy coping skills. Both the nutrition and healthy relationship units in Health Science are real eye openers for students. Students exercise and eat a balanced diet at Grizzly, while allows them to quickly realize the importance and benefits of living a healthy lifestyle.

#### *Successful Workers and Responsible Community Members:*

Leadership and followership is heavily reinforced element to Grizzly. Students learn the importance of working together and take on leadership positions within their platoons and at school throughout the program. The entire school emphasizes 21st century skills and incorporates the four-C's of Common Core (communication, collaboration, critical thinking, and creativity). The Career Planning classes at Grizzly covers a great deal of material that includes

how research employment and personal finance, as well as soft skills, such as handshakes and communication in the workplace. All eligible students at Grizzly register to vote with their Social Science teachers, and in addition all students participate in the student election process which includes classroom caucuses, campaigning, speeches, and voting. Elections at Grizzly have 100% student involvement and truly gets students involved in and enthusiastic about the democratic process.

***Lifelong Learners:***

Grizzly Challenge Charter School hosts a career day twice a year, one for each 22-week cycle. The school invites a number of different professions that the students have expressed interest in pursuing in the past. All students take a tour of a least one community college campus, and depending on scheduling, Grizzly students also attend Allan Hancock Community College's career fair. All students have a Career Planning class as part of our dual-enrollment with Cuesta Community College which covers a wide variety of curriculum related to positive interests and choices for the future. In Career Planning, students analyze results to surveys and aptitude test in order to research career options as well the required education for those careers. All students at Grizzly create a My Action Plan (MAP) where they create two different plans for life after Grizzly that includes the steps necessary to accomplish those goals.

***Perception Data:***

Grizzly Challenge Charter School Surveys both the parents as well as the students near the end of each 22-week cycle. The parent survey results are analyzed and discussed among the administration as well as all staff during our school's After Action Review (AAR). Any conclusions drawn from the data and used to inform the decision making process. The same process is also true for the student survey. In addition to sharing the the results of both the parent and student surveys with all staff, this perception data is also shared and analyzed at the School Site Council Meeting each 22-week cycle.

The results of the Parent Survey over the past two school years reveals that 99% of parents believe that Grizzly promotes academic success for all students. 97% of parents are confident in their child's ability to be successful after Grizzly and that they feel they have the skills and resources to help keep their child on the right path.

<b>Grizzly Challenge Charter School Parent Survey, 2015-2017</b>								
Please rate how much you agree or disagree with the following statements:	Strongly Agree	Agree	Agree Total	Disagree	Strongly Disagree	Disagree Total	N/A, Don't Know	Total Responses
This school promotes academic success for all students	92%	7%	99%	1%	1%	1%	0%	177
This school treats all students with respect	85%	12%	97%	1%	1%	2%	1%	176
Gives students opportunity to "make a difference" by helping other people, the school, or the community	93%	5%	98%	0%	2%	2%	0%	81
This school keeps me well informed about activities	59%	28%	87%	10%	2%	12%	1%	177
This school keeps me well informed of my child's academic progress	64%	26%	90%	6%	3%	9%	1%	177
This school communicates the importance of respecting all cultural beliefs and practices	72%	20%	92%	0%	2%	2%	6%	177
This school gives my child opportunities to participate in extracurricular activities	83%	13%	96%	2%	1%	3%	1%	177
This school provides a safe learning environment for my child	93%	5%	98%	2%	0%	2%	0%	177
This school has clear rules and enforces them	92%	7%	99%	0%	1%	1%	0%	177
This school responds promptly to my phone calls, messages, emails	72%	23%	94%	2%	2%	4%	2%	176
This school welcomes parent input and suggestions	68%	21%	89%	2%	1%	3%	8%	175
This school offers activities to help my child establish career goals	84%	12%	96%	2%	1%	3%	1%	176
This school has adults that care about all students	90%	9%	99%	1%	0%	1%	1%	177
This school has a supportive learning environment	89%	10%	99%	1%	0%	1%	0%	176
I am confident that the school is meeting my child's learning needs	88%	10%	98%	1%	0%	1%	1%	96
This school has clean and well maintained facilities	85%	14%	99%	0%	0%	0%	1%	177
I found the school's open house insightful and informative	75%	7%	82%	1%	1%	2%	16%	95
I am confident in my child's ability to be successful after Grizzly	81%	16%	97%	1%	0%	1%	2%	96
I am aware of my child's goals after they complete Grizzly	85%	14%	99%	0%	0%	0%	1%	96
I feel I have the skills and resources to help keep my son/daughter on the right path when they come home from Grizzly.	66%	30%	95%	3%	2%	5%	0%	61
If I need help with my son/daughter after Grizzly I know where to get support	66%	21%	87%	3%	5%	8%	5%	61
If this program had offered parenting training/workshops in my area I would have attended	70%	21%	92%	2%	2%	3%	5%	61

The results of the Student Survey reveals to staff and stakeholders that students feel safe, respected, and successful at school. 97% of students agree that they are leaving Grizzly with a good plan for their future. When analyzing and discussing the Student Survey during the School Site Council meetings, the students on the council often discuss how amazing the teachers are at Grizzly Challenge Charter School and how much more confident they are in school as a result of attending here.

<b>Grizzly Challenge Charter School Student Survey, 2015-2017</b>								
Please rate how much you agree or disagree with the following statements:	Strongly Agree	Agree	Agree Total	Disagree	Strongly Disagree	Disagree Total	N/A	Total Responses
I feel safe at this school	68%	30%	98%	1%	1%	2%	0%	675
I feel welcome and accepted at this school	55%	37%	92%	6%	2%	8%	0%	675
I feel like I try my hardest in my classes	60%	36%	96%	3%	1%	4%	0%	675
My teachers treat me with respect	59%	35%	94%	5%	1%	6%	0%	675
I feel the classroom rules are fair	44%	45%	89%	8%	3%	11%	0%	675
I feel the classroom rules are enforced	40%	48%	88%	10%	2%	12%	0%	675
My teachers help me gain confidence in my ability to learn	59%	35%	94%	5%	1%	6%	0%	675
My teachers care about me	52%	40%	92%	6%	2%	8%	0%	675
My teachers make learning fun	41%	41%	82%	14%	4%	18%	0%	675
My teachers challenge me to do better	50%	43%	93%	6%	1%	7%	0%	675
When I ask for it, the school staff gives me individual help.	50%	43%	93%	6%	1%	7%	0%	675
I am prepared for the real world in my ability to write	36%	53%	89%	9%	1%	11%	0%	675
I am prepared for the real world in my ability to read	53%	43%	97%	2%	1%	3%	0%	675
I am prepared for the real world in my ability with mathematics	37%	47%	84%	13%	3%	16%	0%	675
I am prepared for the real world in my ability to present information	46%	48%	95%	5%	1%	5%	0%	675
I am prepared for the real world in my ability to use technology	48%	46%	94%	5%	1%	6%	0%	675
I am leaving Grizzly with a good plan for my future	69%	28%	97%	2%	2%	3%	0%	675
I feel successful in this school	72%	25%	97%	2%	1%	3%	0%	675
	<b>Not challenging Enough</b>	<b>Too challenging</b>	<b>Just right</b>	<b>NA</b>				
Overall, my classes are	12%	3%	85%	0%				675

## Chapter III:

### SELF-STUDY FINDINGS



#### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

##### A1: VISION AND PURPOSE CRITERION

#### Vision - Mission - Schoolwide Learner Outcomes - Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

#### Findings

The Grizzly Challenge Charter School (GCCS) mission supports the shared goal “to intervene in and reclaim the lives of students who are at-risk of dropping out of high school.” Grizzly’s mission supports the school’s vision and purpose by providing a safe, consistent, structured, educational environment that focuses on the whole child. The school’s commitment to addressing the whole child through his/her individual needs is based on current educational research, our student improvement data (TABE scores, HiSet pass rates, GED pass rates, CHSPE pass rate, post-residential data, Lexile scores) and a core belief that all students are capable of a high degree of success. Within the first week of the program, all students take the Test of Adult Basic Education (TABE), which is a National Guard Youth Challenge requirement for all students. The TABE results gives all staff an idea of student English and Math abilities.

The vision at GCCS, in partnership with CA National Guard, is to provide a structured, nurturing, safe and professional environment that values the development of the whole student. Through positive relationships, Grizzly enhances the student's social, emotional and physical well being. Grizzly instills self discipline, respect and integrity. Students become contributing citizens who succeed both personally and professionally and move forward with resilience and a strong sense of self into a life filled with promise.

Looking at our demographic population, it is clear that 100% of our students are at-risk of dropping out of school.

Current research promotes smaller learning environments, safety, structure/discipline, immediate feedback, use of assessment data, integration of technology, open communication with the parent/guardian, and a caring staff whose focus is on the individual student's' strengths. Grizzly incorporates those aspects within their daily program.

Because we have been successful in achieving and demonstrating academic improvement within a few months of a student's enrollment in the program, staff can confidently predict that all students will achieve high levels of growth. This confidence soon transfers to the student as they watch their own skills improve over time, with practice, structure, discipline and positive emotional and behavioral support.

The Schoolwide Learner Outcomes (SLO's) were developed in cooperation with the National Guard and incorporates their Eight Core Components from the nationwide National Guard Youth Challenge Program. At the beginning of the WASC process we met as a staff and reviewed and refined our SLO's, and defined critical academic learning needs. The Eight Core Components promote life enhancing/changing activities. The SLO's speak directly to our purpose, vision and mission by extending educational experiences outside of the classroom, into the community, and at home. Students are given pre - and post-surveys to measure their ability to put the SLO's into practice in their everyday lives. Students are instructed in standards based curriculum that directly aligns to the school SLO's. Students practice the SLO's through participating in leadership and followership positions within the platoon, engaging in community service, daily physical training activities, developing healthy eating habits and through living with other students of diverse and varied backgrounds. Teachers and cadre measure the Eight Core Components through classroom experience and after school activities. Grizzly Challenge Charter School's continued partnership with the National Guard helps to ensure successful transitions for our students through the development of students' My Action Plans (MAP's). There is a 87% success rate of post-residential placement, meaning 87% of our students are actively engaged in work, continuing education, military enlistment or a combination of these when they leave Grizzly.

To increase community involvement and communication, Grizzly holds quarterly board meetings and bi-monthly Local Advisory Group (LAG) meetings. Grizzly's Principal has a presence in the San Luis Obispo County Superintendents Council that meets monthly on issues in education and in the community.

## Supporting Evidence

- Vision and Mission Statements
- SLO's
- 8 Core Components
- TABE Data
- Lexile Data
- GED, HiSet, and CHSPE Passage Rates
- Transcripts

- IEP's and 504's
- Applications
- Staff Development Calendar
- Staff Meeting Agendas / Minutes
- Academic Calendar
- Course Curriculum Maps
- Student Work Samples
- Student Survey Results
- Student Progress Reports
- Discipline Records
- Student Demographic Information
- LAG Board Meeting Agendas / Minutes
- School Board Meeting Agendas / Minutes
- TAC Agenda
- Parent Monthly Newsletter
- Parent Meeting Sign in Sheet

## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

## Findings

The entire staff at Grizzly Challenge Charter School (GCCS) has reviewed and amended the Vision and Mission statements since the initial development. The staff also meets weekly as a staff, frequently as a department and subsequent to each term of students (every six months) in an “After Action Review” (AAR) process to review and refine the effectiveness of the program and to ensure that the school program meets both the Core Components and the Schoolwide Learner Outcomes (SLO's). Changes to the program are agreed upon and a plan is developed for the next cycle for increased success.

The GCCS administrators meet regularly with the California National Guard Challenge program administration and leadership team; this ensures that all stakeholders are consistent with their expectations and vision for the program and student progress toward expected outcomes. Additionally, parent and student input is routinely sought and has been incorporated into the refinement of our vision, mission and SLO's.

## Supporting Evidence

- Staff Meeting Agendas / Minutes
- Vision and Mission Statements
- SLO's
- Student Progress Reports
- Schoolwide AAR Notes
- Department AAR Notes

## Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

### Findings

Part of the process for students coming to Grizzly Youth Academy (GYA) is for them to get an idea of what it is like to be a cadet and experience the program for one day as part of the Transition Acclimation Commitment (TAC). While at Grizzly, students develop a relationship with their self-chosen mentor from their home community who is committed to supporting them during the 12 month post-residential phase of the program. At TAC, the school principal meets with parents to inform them on what the Grizzly program will mean for the students as well as the families. The principal refers to the mission and vision of the school, but ultimately speaks to explain the Grizzly Youth Academy program as a whole. During these meetings there is ample opportunity for further discussion and question/answer.

During the program, the principal sends out monthly parent newsletters and meets with them at Open House to discuss Grizzly's goals and asks for their input for improvement. At the end of each cycle, a parent survey is sent to all parents to gather information about their experience. 98% report that they are confident that their child's learning needs are being met. Parents also believe they have the skills and resources to help keep their children on the right path after they complete the program, and that they know where to get support if they need.

During each cycle (5 months) the School Site Council (SSC) and English Language Advisory Committee (ELAC) meets to discuss and analyze the progress towards meeting the current goals, data profile, achievement data and student survey. The GCCS mission, vision, and Schoolwide Learner Outcomes (SLO's) are analyzed, commented on, and changed if necessary during this process.

On Intake Day, education staff meets with all students, with their parents or guardians, who have active 504 plans and IEPs. We discuss their backgrounds, their strengths, and their areas of focus. The SLO's are referred to at these meetings and often incorporated into their goals.

Grizzly hosts a family day within the first 8 weeks of school. For parents, not only is this the first time visiting with their kids; it is also an opportunity to discuss their progress and future plans. The education staff is also available that day to discuss students' academic growth, credits and graduation requirements, or to discuss any challenges. GCCS also hosts a school open house where parents go from class to class to meet with teachers and staff. During the open house, which has a near-100% parent attendance, there is also a parent meeting with the school principal, a short assembly, and an awards ceremony.

### Supporting Evidence

- Monthly Newsletter
- Parent Meeting
- SSC / ELAC Agenda / Minutes
- Student survey

- Parent survey
- Intake Day (Day One) Schedule
- Acclimation Schedule
- TAC Schedule
- Mission / Vision statements
- SLO's

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## A2: GOVERNANCE CRITERION

### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

### Findings

The San Luis Obispo County Office of Education (SLOCOE) has been involved with the educational component of the school since its inception and is the chartering entity. The Principal of Grizzly Challenge Charter School (GCCS) reports to the County Superintendent of Schools (who is also the President of the Governing Board) weekly on the progress of Grizzly students and programs.

In addition to the School Site Council, GCCS's Local Advisory Group (LAG) meets on a bi-monthly basis. Because of our unique partnerships, the National Guard and a school representative also sit on the LAG as permanent members. The community members and staff positions may change as new people come on board and others leave. Community members are invited to join based on the needs of our student population.

As previously mentioned, due to our unique partnership, the National Guard serves as the legal guardian, en loco parentis, for the students attending Grizzly while in the residential phase of the program. The daily communication regarding the student's progress at school is done between the National Guard, acting as parent, and the school.

The governing board and LAG monitor the program on a regular basis through periodic observations, attending staff meetings and general oversight of the program and its budget. The governing board annually approves the Single Plan for Student Achievement and the Local Control and Accountability Plan. The budget is presented and approved at the quarterly board meetings. Updates regarding student progress and special events of the academy are also shared at the meetings in an attempt to keep the board informed.

While the Vision, Mission and SLO's were developed at the school site by the school staff, both the LAG and the governing board are regularly informed of the school's progress and changes to the program. Interviews with the LAG and governing board members will corroborate their active involvement in the process and their strong support for the program.

The Educational Services Division of SLOCOE acts as an additional support for GCCS by coordinating the Consolidated Application, which drives our federal funding, assisting in staff development activities, and monitoring accountability, and compliance issues.

### Supporting Evidence

- LAG and Board Meeting Agendas
- LCAP
- Single School Plan
- School Budget
- Student Progress Reports
- Consolidated Application
- Parent Handbook
- Cadet Handbook
- SLOCOE Uniform Complaint Procedures
- Grizzly Challenge Charter School's Charter
- Grizzly Challenge Charter School's Mission / Vision

### Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

### Findings

The governing board allows Grizzly Challenge Charter School flexibility with its daily school operation and is supportive of its unique needs; however, it does hold Grizzly accountable for implementing and complying with all state and federal laws and is closely monitored by the Assistant Superintendent of Student Services of SLOCOE.

The governing board's agendas are made public and members of the community are invited to participate. Every agenda includes a report by the fiscal specialist, the Grizzly Youth Academy director and the school principal. The fiscal report is a breakdown of the school's budget; the director's report focuses on the National Guard component such as community service events, post-residential information, and other items related to the National Guard; and the principal's report deals with events on the academic calendar, school programs, and student progress.

### Supporting Evidence

- School Board Meeting Agendas / Minutes
- Fiscal Report
- Academic Calendar
- Principal's Report
- Director's Report
- Post-Residential Data

## Governing Board and Stakeholder Involvement

**A2.3. Indicator:** *Parents, community members, staff and students are engaged in the governance of the school.*

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

### Findings

Grizzly Challenge Charter School's School Site Council is formed in accordance with the district governing board policy and state law. The School Site Council members include the principal, school staff, teachers, parents, and students. Half of the council is made up of the principal, school staff, and teachers; teachers make up the majority of this half. The other half of the council includes equal numbers of parents and students. The School Site Council (SSC) also serves as English Language Advisory Committee (ELAC).

The Local Advisory Group (LAG) at Grizzly meets on a quarterly basis. Because of our unique partnerships, the National Guard and a school representative also sit on the LAG as permanent members. The community members, students and staff positions may change as new people come on board and others leave. Community members are invited to join based on the needs of our student population. For example, we may want someone from the probation department to help inform and guide us with regard to students here under probation status.

Again, due to our unique partnership, the National Guard serves as the legal guardian, en loco parentis, for the students attending Grizzly while in residence in the program. Daily communication regarding students' progress at school is maintained between the National Guard and the school.

The governing board and LAG monitor the program on a regular basis through periodic observations, attending meetings and general oversight of the program and its budget. The governing board annually approves the Single Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP). The budget is presented and approved at quarterly board meetings. Updates regarding student progress and special events of the academy are also shared at the meetings in an attempt to keep the board informed.

### Supporting Evidence

- LAG Meeting Agendas / Minutes
- Board Meeting Agendas /Minutes
- LCAP
- SSC/ELAC Agendas / Minutes
- SPSA

## Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures*

*conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

## Findings

There are consistent monitoring and evaluation procedures in place. As a structured practice, we have weekly whole-staff meetings to discuss program goals and related activities, analyze performance data, monitor LCAP, and consider goal design. The Board of Directors is presented annually with the school's LCAP summary and plan ensuring that school goals, fiscal policies, and student performance are in line and effectively making progress.

Administration meets bimonthly with our fiscal specialist to continually monitor the budget and evaluate the organization's fiscal health. Each governing board meeting also includes a report out on the budget to ensure transparency and appropriate monitoring.

Teacher evaluations and professional development plans alternate on a yearly basis. Evaluations consist of informal walk-through evaluations and one formal observation during the course of an observation year. Professional development plans are created and agreed upon by both teacher and administration. There is no tenure at Grizzly and these evaluations and professional development plans are meant to ensure quality teaching practices and increase student performance.

Student performance is evaluated through weekly progress reports as well as overall behavior and participation. Both the school and guard partners meet weekly and as needed to discuss students' well-being and needs as they apply to school performance and progress towards individual goals.

## Supporting Evidence

- Staff Meeting Agendas / Minutes
- SARC
- AAR
- School Board Meeting Agenda / Minutes
- LCAP
- Student Progress Reports
- Student Counseling Reports
- Teacher Evaluation Form
- Professional Development Plan

## Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

## Findings

All students, parents, and staff are provided with and have access to the Uniform Complaint Procedures, which are supported by the San Luis Obispo County Office of Education (SLOCOE).

## Supporting Evidence

- SLOCOE Uniform Complaint Procedures

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### A3: LEADERSHIP: EMPOWERMENT AND CONTINUOUS PLANNING AND MONITORING CRITERION

#### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

## Findings

A standard procedure at Grizzly is an After Action Review (AAR). Because Grizzly has frequent and numerous activities to support student growth, we review each one on a continuous basis. The regular practice of the AAR is to meet weekly and to discuss what went well, what did not go well, and what can be improved for next time. Notes on this process are taken and filed so they can be referred to later as we implement changes in our next school cycle. These discussions are guided by our student needs and how to best set them up for success. Curriculum departments also have their own AAR's which has become an important part of the planning and improving process.

At the School Site Council (SSC) meetings, as well as the English Learner Advisory Committee (ELAC) meetings, stakeholders analyze student and program data. After reviewing the data, stakeholders make conclusions collaboratively for school improvement. The SSC then approves the Single Plan for Student Achievement that is then presented to the Grizzly School Board for approval.

Our focus is not just on students in the residential phase, but the entire 18-month process. For the year following the residential phase, students are in contact with our RPM department. Additionally, some students are further supported through Independent Study. Uniquely to us, most of the students in the post-residential phase are connected with a Transition Specialist (TS) in their area for support in their home communities and each student has a Mentor and local Case Manager to ensure accountability with the student's self-designed My Action Plan (MAP).

Two Transition Specialists have been added in four different counties that Grizzly students return to after the 22-week residential phase of the program. The role of the Transition Specialist is to meet weekly with students individually and as a group to answer questions and connect them with resources in their communities. Prior to this, we found that many students struggled to identify where to turn for help following the residential phase at Grizzly.

## Supporting Evidence

- Schoolwide AAR Notes
- Department AAR Notes
- SSC/ELAC Agenda and Minutes
- SPSA
- School Board Meeting Agendas / Minutes

### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

## Findings

The Grizzly Challenge Charter School's (GCCS) goals for the Single Plan for Student Achievement (SPSA) are determined through an all-staff and stakeholder analysis of students' achievement data. That data's trends and conclusions are identified, and the goals are agreed upon through the School Site Council. As mentioned before, student transcripts, Test of Adult Basic Education (TABE) scores, lexile scores, and post-residential data are assessed with each new 22-week cycle of students. Strategies and actions to take for individuals and the student population as a whole are determined and later evaluated through our ongoing After Action Review (AAR) process.

There are consistent trends in the student performance as well as demographic data for each new class, every 6 months. Our students have a history of failing classes and many are significantly below grade level in math and English. The majority of students come from poverty, they associate with (or are in) gangs, and they have used (or are using) drugs. These facts are why both our SPSA and our LCAP have the common goals of improving our student academic performance, preparing our students for colleges and careers, and supporting our students during the post-residential phase of the Grizzly program.

## Supporting Evidence

- TABE Data
- Lexile Scores
- GED, CHSPE, and HiSet Passage Rates
- Counseling Notes
- CELDT Scores
- CAASPP Scores
- IEP/SEIS Data
- Filemaker Database
- AERIES Database
- Read 180 Reports
- Student Progress Reports
- Course Curriculum Maps
- Schoolwide AAR Notes
- Department AAR Notes

- Staff Meeting Notes
- SLO's
- Critical Student Learning Needs
- Student Survey Results
- Parent Survey Results
- SPSA

### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

### Findings

With a focus on the Schoolwide Learner Outcomes (SLO's), throughout each cycle the entire staff meets to discuss what worked at school events, what didn't work, and possible solutions for the future. At this time a variety of student test results, student surveys, parent surveys, and staff observations are reviewed for the basis of the analysis. This process is known as the After Action Review (AAR). At the beginning of the following cycle the AAR results are brought out and reviewed again by the staff to determine changes to the educational process, procedures, curriculum, activities, discipline, or structure of the program. This process is taken seriously and is the basis for revising and strengthening the program. Through this process we continue to grow, improve and ensure that what we do is in alignment with what the students need.

In addition to schoolwide AAR's, each academic department holds regular AAR's as well as end-of-semester AAR meetings. Departments then review those notes during their planning meetings as well as throughout the cycle. Often departments will request new materials, adopt new lessons, and seek out professional development opportunities. The notes of these meetings are shared with administration and across curriculum. The AAR notes are reviewed and referred to throughout the school year during any planning process.

Every Wednesday the school holds a staff meeting to review the week, to look at upcoming events, and to check in on students. AAR notes are created and/or reviewed by all staff and collaborative decisions are frequently made at these meetings.

### Supporting Evidence

- Schoolwide AAR Notes
- Department AAR Notes
- Staff Meeting Agendas and Minutes
- SLOs
- Schoolside Pacing Map
- Curriculum Maps

## Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

### Findings

Departments at Grizzly Youth Academy meet weekly or bimonthly, but have daily interactions through email and Google Suite. Internal communication includes department meetings, staff meetings, emails, phone calls, and cell phone texting. Grizzly has its own Google domain that is used by both the school and our National Guard partner. Much of Grizzly's digital communication, information sharing, and collaboration happens through Gmail and Google Drive.

During each 22-week cycle, the first two weeks are "Acclimation" and give staff the opportunity to meet school-wide and in departments to plan for the upcoming cycle. During the 22nd week, staff again has the opportunity to connect and reflect on the cycle.

The school also holds regular weekly staff meetings to check in and plan for upcoming events, school activities and processes as well as to illuminate any areas of conflict or disagreement. As a staff, issues are discussed consensus is reached and a plan of action is identified. Because of our small size we are able to effectively observe one another's actions and stay aware of implementation.

Our IT department runs regular monthly tech meetings to check in with staff to evaluate technology needs, solicit input, and make decisions.

Resolving differences among staff is encouraged by administration, as well as peers, to take place between the staff involved. Also, administration makes themselves available to mediate if requested. If the staff involved are not able to agree upon a solution to their differences, the Uniform Complaint Procedure should be followed.

### Supporting Evidence

- Department Meeting Notes
- Staff Meeting Agenda / Minutes
- Mygya Google Domain
- Uniform Complaint Procedure Form
- Acclimation Schedule
- Academic Calendar
- Professional Development Calendar

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#### A4: STAFF: QUALIFIED AND PROFESSIONAL DEVELOPMENT CRITERION

### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

## Findings

Employment policies/practices related to qualification/statutory requirements are handled through the San Luis Obispo County Office of Education (SLOCOE) and the Human Resources department. It is important to note that 100% of Grizzly teachers are Every Student Succeeds Act (ESSA) compliant. Teachers new to the profession are supported through the Teacher Induction Program (TIP) organized locally by SLOCOE. New teachers are provided an appropriate orientation that covers both the school and the Grizzly Youth Academy as a whole (all new staff members participate in the National Guard Youth Challenge BASIC course). Both teachers new to the profession and new teachers to the school are teamed up with mentor teachers for various events and activities given the uniqueness and complexities that make up this school and program.

Staff development takes place multiple times throughout the school year. Staff development is guided by a combination of staff surveys, evaluations, feedback from staff, as well as site and district mandates. Staff is highly encouraged to seek out and participate in areas of interest. Staff development does include content specific opportunities, such as science and math but there is a focus on specific areas related to our population, such as reluctant learner training and English learner strategies.

## Supporting Evidence

- Teacher ESSA Compliance Table
- Certificated Years of Service Table
- Classified Years of Service Table
- Acclimation Schedule
- Academic Calendar
- Teacher Handbook
- Professional Development Calendar

## Staff Assignment and Preparation

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

## Findings

Assignments for instructional employees are determined once each cycle's master schedule is created. As mentioned before, each 22-week cycle begins with all-new students, who all start and finish the program at the same time. The Grizzly Challenge Charter School enrolls all students who have been accepted into Grizzly Youth Academy. Master schedules are created based on the transcripts, academic needs, IEPs and 504s, EL, and other data have been reviewed. Instructional staff are assigned based on the needs of that cycle.

Upon hire, all new employees participate in a thorough orientation of our specialized program. Because our program is a 22-week intervention program with specific goals, it is imperative that all staff members not only have knowledge of all school processes but are also committed to the school's mission, vision, and SLO's.

New staff members are provided trainings on policies, procedures, and cultural norms, at specific trainings throughout the year. This includes procedures for study halls, grade reporting, use of technology, and procedures involving the National Guard Partnership.

New staff are trained less formally on a weekly basis at staff meetings, where all staff discuss upcoming school events and refine school procedures.

New staff are partnered with experienced staff on activities and special events. New staff are trained in curriculum department meetings on subject-specific norms and how they relate to our eight core components.

The Technology Trainer works with new staff on technology specific to classroom instruction and a teacher computer orientation that covers everything from the Grizzly Google Domain to the Aeries Student Information System. The Technology Trainer also holds weekly "Tech Talks" where they demonstrate new things from the education technology world, or dive deeper into programs and apps that educators are already using. In addition, the Technology Trainer meets weekly with Tech Mentors, which is a team of students comprised of two students from each of the school groups. The Tech Mentors learn tricks and tips for assisting their fellow students as well as teachers to assist them both inside and outside the classroom.

## Supporting Evidence

- Staff Meeting Sign in Sheets
- Acclimation Schedule
- Master Schedules
- Professional Development Calendar
- Mygya Google Domain
- Aeries Student Information Systems
- Tech Mentor agendas
- Weekly Tech Tip Sign in Sheets

## Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

## Findings

Grizzly Challenge Charter School (GCCS) has written policies, pacing guides, job descriptions, and

handbooks that are available to all staff and are typically referenced at each start of a new class cycle (every 6 months) or at the beginning of the school year. These guides are also available throughout the school year during staff development events. There is a hard copy of the teacher handbook, but it is also available electronically on our Google Drive.

Consensus-building is a conspicuous feature of our weekly staff meetings, where many school decisions are considered and adopted. Often staff lead with a flow of ideas, taking into consideration the larger impacts. All GCCS staff are welcome to, and do, participate in the staff meetings by offering their insight and ideas. Often the administration will put into practice classroom engagement strategies (i.e. think-pair-share) not only to encourage individual participation from staff, but to model classroom best practices.

### Supporting Evidence

- Pacing Guides
- Curriculum Maps
- Teacher Handbook
- Job Descriptions
- Weekly Staff Meeting agendas and minutes

### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

### Findings

Staff at Grizzly Challenge Charter School is keenly aware of who our students are and many of the problems they face. With this in mind, recent staff development has been focused on understanding the culture of poverty, trauma informed care, gang awareness, the use of technology in education, and English Learner instructional practices.

Grizzly staff has regularly scheduled meeting to discuss and analyze student work, to align to Common Core, and to develop curriculum. This takes place during both our weekly staff meetings and in scheduled staff development days throughout the year. Education departments hold After Action Review (AAR) meetings at the end of each semester, or more frequently after a critical lesson or activity. Staff is notified of professional development opportunities in research-based instructional strategies (i.e. culture of poverty, student engagement strategies, teaching at-risk youth, and other content specific areas). The staff development plan allocates sufficient time, material, and funding for professional staff development.

Since our last WASC visit all staff participated in staff development sessions led by Grace Dearborn. These sessions helped staff integrate research-based practices into the classroom. These practices included effective and equitable classroom management. The school principal and members of the teaching staff have attended the Computer Using Educators (CUE) conference annually. This has been extremely beneficial to our school in having technology support student achievement. In addition,

teachers and staff annually attend conferences related to math, science, English, CUE, special education, and learning and the brain.

As part of the evaluation process for certificated staff, every alternate year is a formal opportunity for administration and teachers to agree on an individualized Professional Development Plan. Typically this involves the teacher identifying a professional development goal and together with administration mapping out a plan to attain the goal. These plans involve allocating time, resources, and often conferences and workshops for education/training. Moreover, throughout each year, staff members request additional ongoing trainings, workshops, and conferences to support their instruction and after consideration by administration, those requests are usually approved.

### Supporting Evidence

- PD Calendar
- Weekly Staff Meeting agendas and minutes
- AAR notes
- Department AAR notes
- Professional Development Calendar

### Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

### Findings

Every other year, as a part of staff evaluation process, each staff member develops a written Professional Development Plan (PDP) with emphasis on their individual growth areas. This procedure has proven to be effective in promoting professional growth as evidenced by the quality of teaching practices observed in the classrooms. Classified staff evaluations are completed 30 days before the end of the school year.

The teacher evaluation process is as follows for year one: Individual orientation conferences are held to discuss expectations and timelines. Formal observations are carried out prior to March in any given school year. Ongoing informal observations take place throughout the school year. Thirty days before the end of the school year, by May, teachers complete a self-evaluation. Summative Evaluations and PDPs for the following school year are also completed by May.

The teacher evaluation process is as follows for year two: PDP planning is completed at the prior year's Summative Evaluation Conference. Throughout the year, the teacher and evaluator collect data towards PDP performance areas identified. The PDP Summative Conference is completed 30 days before the end of the school year, by May. This teacher evaluation year one and year two process is repeated as there is no tenure at Grizzly.

Teachers are encouraged to observe other teachers at Grizzly through peer teacher observations. Teachers participate in this regularly on their own as well as through peer teacher observation schedules co-created by teachers and administration. This process allows for the teaching staff to witness and become aware of effective teaching strategies and classroom procedures utilized at Grizzly, and to give and receive feedback from coworkers about their own teaching methods.

## Supporting Evidence

- Peer Teacher Observations / Schedule
- Formal Observation form
- Informal Observation (walk through) Template
- PDP Form
- Teacher Evaluation form (certificated)
- Staff Evaluation form (classified)
- Academic Calendar

### A5: RESOURCES CRITERION

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

## Findings

Grizzly is funded through a variety of sources. The parent incurs no financial burden to enroll their child in this program. The National Guard finances the housing, food and some clothing (uniform) for each student. The school receives funds through LCFF, Lottery, Special Education, and Titles I and III. We are locally funded through SLOCOE, meaning state funds run through that office before being applied to the Grizzly Charter School budget. Through an MOU, the school pays an 8% indirect charge that encompasses support from the Human Resources Department and Business Department to include budget development, monitoring, and accountability at all times. The Human Resources Department through SLOCOE supports hiring, evaluation, and personnel issues.

The Grizzly Challenge Charter School budget is developed by the administration with input from the Local Advisory Group (LAG), the School Board and the staff as a whole in order to address the needs of the school. The annual process of reviewing student achievement data and creating a Single Plan for Student Achievement (SPSA) is a critical piece of our school's long range planning and coordinating resources that support student achievement of the academic standards and SLO's.

Grizzly works closely with its Fiscal Specialist and communication is constant. Quarterly budget reports are made at Grizzly Challenge Charter School Board Meetings. Audits take place with the SLOCOE Business Office.

Monthly meetings are held between the Fiscal Specialist provided through SLOCOE, Grizzly's Office Manager and the Grizzly Challenge Charter School Principal. These meetings assist in communication

about funding and budget changes and the changing needs of the school.

## Supporting Evidence

- LAG Meeting Agendas / Minutes
- SPSA
- Grizzly Challenge Charter School Budget
- Schoolwide Safety Plan
- Suicide Prevention Plan
- Single Plan for Student Achievement
- Grizzly Challenge Charter School charter
- SLO's
- Grizzly Mission and Vision
- Curriculum Maps
- Course Descriptions

## Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

## Findings

The Grizzly Challenge Charter School's (GCCS) annual budget is created through a collaborative effort that includes school personnel, stakeholders, and the Grizzly School Board. The budget reflects the salaries, materials, and resources required to operate the school and to fulfill the goals of the school.

As a charter school, Grizzly is not part of a larger district and undergoes an independent audit annually. Each year those audits result in "no findings" and our budget remains healthy and mission driven.

## Supporting Evidence

- School Board Meeting Agendas / Minutes
- SPSA
- Grizzly Challenge Charter School Budget
- MOU between SLOCOE and Grizzly Challenge Charter School
- LAG Meeting Agenda / Minutes

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

## Findings

Grizzly Challenge Charter school is located at Camp San Luis Obispo, just off Highway One between San Luis Obispo and Morro Bay. Camp San Luis houses the National Guard for the central coast. As the commercial, governmental and cultural hub of California's central coast, San Luis Obispo is home to a number of federal and state regional offices and facilities, including Cal Poly State University, Cuesta Community College, the Regional Water Quality Board and the CalTrans District offices. The location of Grizzly gives student access to community events, extended education opportunities at Cuesta Community College, and access to educational field trips.

The school facility is constructed of eleven modular buildings and three newer permanent buildings with a total of 14 classrooms, one student support services building, and one administration building (main office). The school is often referred to as the "Wagon Wheel". The classrooms close proximity to each other provides easy access and reduces transition time between passing periods. There are two male and two female bathrooms for students. The circular design of the facilities allows for greater communication between staff and administration, teacher to teacher, and among support staff. The design also allows staff to visibly see activity and creates a safe environment. There is a circular walkway bordering the classrooms and the asphalt-filled center within the inner perimeter of the Wagon Wheel. This allows for safe travel between classrooms. There is an eight-foot-wide awning over the circular walkway providing minimum protection from the rain and sun. The facility is safe, well-lit, well-supervised and has a built-in loudspeaker system/intercom.

## Supporting Evidence

- Grizzly School Campus Map
- School Safety Plan
- Emergency / Evacuation Plans
- School Emergency Quick Reference Guide

## Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

## Findings

Adequate resources are budgeted annually to support all instructional materials and equipment. Departments work closely to identify appropriate standards based teaching materials. Textbooks are not the preferred method of accessing content at Grizzly. We believe textbooks are an inferior fiscal solution to providing content. Additionally, for an at-risk population publisher textbooks are not appropriate in terms of interest level, reading level, and oftentimes a poor choice to deliver meaningful and relevant

content. Rather, we prefer digital content and support teacher created materials, aligned to the standards using a variety of sources. The creation of materials are encouraged and supported with planning time and financial resources.

Grizzly Challenge Charter School highly values technology as not only a learning tool but as a life skill that is required for success in college and careers for all students and staff. All classrooms are appropriately equipped with short throw projectors, soundbars, document cameras, wifi, and mobile teaching devices (macbooks, ipads). Students are each issued a chromebook to use for the entirety of their enrollment and the educational technology environment is supported by a single-site dedicated Technology Trainer. Google Suite is used by all instructors and students become proficient users during their enrollment.

Each class is supported with appropriate supplemental materials to deliver instruction or to facilitate student activities. All classroom teachers possess a discretionary budget to purchase items they need that do not require an approval process, ensuring quick access to the materials they decide they need.

### Supporting Evidence

- Chromebooks
- iPads
- Apple TVs
- Projectors
- Document Cameras
- Grizzly Google Domain

### Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

### Findings

Grizzly Challenge Charter School has hired SLOCOE through a direct services MOU to assist with the recruitment and hiring of qualified personnel for any open positions. Beyond the advertising and marketing of the program, the SLOCOE Credential Specialist works closely with the GCCS to ensure that all staff meet the requirements as required by Charter law. Upon hiring, the GCCS onboarding process for certificated staff includes an in-depth orientation process to the specialized nature of our program, close work within each department to ensure understanding of curriculum and consistency in instruction and assessment.

Several in-house delivered PD experiences are provided to new and veteran staff. Emphasis is placed on Instructional strategies as it relates to English Learners, reluctant and resistant learners and low income students. In addition, staff are routinely encouraged and supported to attend workshops and conferences outside of the school setting that would impact instruction and learning.

## Supporting Evidence

- PD Calendar
- Staff Meeting Agendas / Minutes
- Acclimation Schedule
- Teacher Handbook
- Professional Development Calendar

## Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

## Findings

Being a one site district, our process for aligning resource decisions with the LCAP is efficient and effective. Our LCAP has three overarching goals: improve the academic achievement of all students, prepare all students for college and careers, and support student success in their transition to the post-residential phase of our program.

The LCAP is created with input from all stakeholders and is monitored regularly by administrative and instructional staff. We have several processes inherent to our program that facilitates ongoing monitoring and ensures we are putting our energies and resources towards our identified goals. We conduct After Action Reviews (AAR's) bimonthly during our weekly staff meetings to evaluate and plan actions. In addition, we schedule and hold routine PLC's to evaluate and plan curriculum/instruction addressing schoolwide goals and Schoolwide Learner Outcomes (SLOs).

## Supporting Evidence

- LCAP
- SPSA
- SSC Agenda / Minutes
- ELAC Agenda / Minutes
- Grizzly Website
- Parent Meetings
- Department Meeting (PLC) Meeting Notes

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## A6: RESOURCES CRITERION

### Long-Range Financial (and other Resources) Plan and Stakeholder Involvement

**A6.1. Indicator:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and

schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

## Findings

The Grizzly Challenge Charter School Board meets quarterly. At each meeting the Board is presented with the current financial status of the school. Conversations around the school's budget are reviewed as needed. The budget is reviewed by Grizzly's fiscal specialist provided through the San Luis Obispo County Office of Education (SLOCOE). The school's mission, vision, and student achievement of the SLO's are always reviewed and put into consideration when making spending decisions. Grizzly Challenge Charter School board meetings are open to the public. Having the budget as a standing item on Board agendas helps ensure transparency. Additionally, the Principal of Grizzly Challenge Charter School sits on the SLOCOE Cabinet with the County Office Superintendent, the Assistant Superintendent of Business Services and others where budgetary items are discussed regularly and planning takes place.

School staff members are consistently surveyed to identify any materials, equipment, or repairs needed to improve the quality of the facilities for instructional purposes and overall campus climate. Typically the school acts quickly to remedy situations that need improvement or to purchase needed materials. Because we have been a 1:1 laptop environment for 7 years, we have capital plans to replenish the entire supply every 3 years.

Our partner the Nation Guard meet with school personnel on an ongoing basis to discuss short and long range plans for the program. Student enrollment is ultimately tied to the decisions made by the National Guard to admit more or less students into their residential program. As such, long range capital needs especially as it relates to facilities is identified in these discussions.

A constant and regularly occurring review of school wide performance data is the basis of our identifying critical academic needs and the development of our Student Learner Outcomes (SLO's). This process is done by our entire school staff, is reviewed by our Local Advisory Group (LAG) and School Board and is critical in determining the needs of the school and where funds will be allocated. Our school's Single Plan for Student Achievement is documentation of this process.

## Supporting Evidence

- School Board Meeting Agenda / Minutes
- SPSA
- SLOs
- Grizzly Mission and Vision

## Regular Accounting and External Audit Procedures

**A6.2. Indicator:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.2. Prompt:** *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

## Findings

Audits are conducted annually through the San Luis Obispo County Office of Education (SLOCOE) Business Office. The SLOCOE direct and indirect MOU guarantees a financial reserve of three percent of the annual budget in order to prepare for economic uncertainties.

The Grizzly Challenge Charter School Board meets quarterly. At each meeting the Board is presented with the current financial status of the school. Conversations around the school's budget are reviewed as needed. The budget is reviewed by Grizzly's fiscal support provided through the San Luis Obispo County Office of Education. Grizzly Challenge Charter School board meetings are open to the public. Having the budget as a standing item on Board agendas helps ensure transparency. Additionally, the Principal of Grizzly Challenge Charter School sits on the SLOCOE Cabinet with the County Office Superintendent, the Assistant Superintendent of Business Services and others where budgetary items are discussed regularly and planning takes place.

Grizzly Challenge Charter School has developed policies and procedures that are used in controlling and managing the financial operations and that meet all state laws, generally accepted accounting practices, and ethical standards. An annual audit of the Grizzly Challenge Charter School budget takes place with the SLOCOE Business Office through an independent auditor. Suggestions from audits are implemented. Grizzly administration and the SLOCOE Business Office work together to guide and monitor the school's finances on a continual basis. As mentioned earlier, the finances and budget are reviewed quarterly with our Board, and annually by our staff through the Single Plan for Student Achievement process, as well as the Local Control and Accountability process.

School personnel are kept apprised of the school budget and follow the established fiscal policies and procedures.

## Supporting Evidence

- SLOCOE Direct / Indirect Services MOU
- School Board Meeting Agenda / Minutes
- Grizzly Challenge Charter School Budget
- SPSA

## Processes for Implementation of Financial Practices

**A6.3. Indicator:** The school employs accountability measures to ensure that personnel follow fiscal policies and procedures.

**A6.3. Prompt:** *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

## Findings

The Grizzly Challenge Charter School Principal is authorized to sign contracts, write checks, release institutional funds, and monitor payroll information. This is done with the approval of the SLOCOE Assistant Superintendent for Student Services. For any equipment or materials over \$75,000 Grizzly works closely with the SLOCOE Business Department for consultation and purchasing. The review of bank reconciliations and the deposits/withdrawals of all school financial accounts and management of the policies and procedures for the use of credit cards and other lines of credit is handled by the Grizzly Challenge Charter School Principal and the Office Manager with assistance and clarification of the Fiscal Specialist assigned to Grizzly through SLOCOE. Grizzly follows the accounting principles in the California School Accounting Manual and utilizes the state standardized coding for all transactions. Grizzly uploads its fiscal data into the state software at regular intervals throughout the year.

## Supporting Evidence

- School Board Meeting Agendas / Minutes
- SPSA
- Grizzly Challenge Charter School Budget
- MOU between SLOCOE and Grizzly Challenge Charter School
- LAG Meeting Agenda / Minutes
- Grizzly salary schedules

## Budgeting Process - Transparency

**A6.4. Indicator:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.4. Prompt:** *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

## Findings

As previously stated, the Grizzly Challenge Charter School Board meets quarterly. At each meeting the Board is presented with the current financial status of the school, budget updates are a standing item for board updates and discussion. Grizzly Challenge Charter School board meetings are open to the public. Grizzly adheres to all state standards for school accounting. Grizzly's board approves the operating budget and approves the budget for 1<sup>st</sup> Interim, 2<sup>nd</sup> Interim and unaudited actuals. Grizzly's board has approved a 10% reserve against economic uncertainty, which is higher than the state approved rate for charter school reserve funding. The charter's authorizing agency, the San Luis Obispo County Office of Education is responsible for reviewing and monitoring the budget. Additionally, the charter school has an agreement with the county office for direct fiscal support. The charter engages its stakeholders regularly through the LCAP and SPSA processes.

## Supporting Evidence

- School Board meeting agendas
- School Board meeting minutes
- Single Plan for Student Achievement

- Grizzly Challenge Charter School Budget
- MOU between SLOCOE and Grizzly Challenge Charter School
- LAG meeting agenda
- Grizzly salary schedules

## Adequate Compensation, Staffing, Reserves

**A6.5. Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**A6.5. Prompt:** *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

### Findings

Grizzly Challenge Charter School (GCCS) is adequately staffed in order to carry out the school's mission, vision, and Student Learner Outcome (SLO's). All staff is adequately compensated with salary schedules available for review through the SLOCOE website. The GCCS administration continually assesses staffing needs and evaluates the ability of the budget to provide fair and equitable compensation for staff. These staffing needs and recommendations are presented for Grizzly School Board approval.

### Supporting Evidence

- Employee Salary Schedules
- School Board meeting Agendas / Minutes

## Marketing Strategies

**A6.6. Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.6. Prompt:** *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

### Findings

Grizzly Challenge Charter School (GCCS) employment advertising is done primarily through EDJOIN and further posted on craigslist, jobs.com, and social media.

Given the uniqueness of the Grizzly Youth Academy (GYA), special attention has been made by both the school staff and the National Guard to create a website that is highly functional for not only providing information on what the program is, through videos and testimonials, but to be a resource for future and current students, parents, and mentors.

GCCS contracted with the San Luis Obispo County Office of Education (SLOCOE) during the 2016-2017 school year to create an updated video that offers viewers a better understanding of the Grizzly

program. The video is on the school website and is often used by the GYA National Guard during promoting events.

## Supporting Evidence

- Edjoin.org
- Grizzly Youth Academy Website
- San Luis Obispo County Office of Education Website
- *This is Grizzly* promotional video

## Informing the Public and Appropriate Authorities

**A6.7. Indicator:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6.7. Prompt:** *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

## Findings

The Grizzly Challenge Charter School (GCCS) meets with the San Luis Obispo Office of Education (SLOCOE) to review the developed budget for accuracy and accountability. Once reviewed, the budget is then presented to the Grizzly School Board for approval. The Grizzly School Board meetings are open to the public.

Ongoing meetings and visits with elected officials on both the state and federal level is used to further the awareness of our program, the social and economical benefit to taxpayers, and the opportunities to do even more with any increased financial support.

The GCCS Principal utilizes the monthly newsletter as a communication tool for families and the public.

## Supporting Evidence

- School Board Meeting Agendas / Minutes
- Parent Monthly Newsletter
- Grizzly Challenge Charter School Budget
- SPSA

### ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

#### Summary, Strengths, and Growth Needs

#### Summary

The Grizzly Challenge Charter School (GCCS) mission statement is to intervene in and reclaim the lives of students who are at-risk of dropping out of high school. This statement was collaboratively authored by staff and aligned with the Grizzly Youth Academy mission. The GCCS staff came to the conclusion that the school and its National Guard partner should have a synonymous mission given that together we

collectively make up the same program. The mission is focused on the central idea that we are all working together towards the common goal of intervening in improving the lives of young people. The GCCS vision statement was also drafted in collaboration with staff and reflects the Critical Student Learning Needs and related Schoolwide Learner Outcomes (SLOs). Both the staff and other stakeholders understand that Grizzly is something unique and special. Grizzly does not simply focus on academic achievement, but instead focuses on long term success for its students. With this in mind, GCCS's critical learner needs are critical thinking skills, coping skills, and self-discipline.

The School Site Council (SSC) and Local Advisory Group (LAG) meet at various times throughout the school year to review data, infer meaning, and approve of the mission, vision, SLOs, Single Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP). All school staff are involved by reviewing school data throughout the academic year to foster discussions and make conclusions. From this process, teachers identify ways in which to improve their curriculum, identify best practices, update syllabi, and update pacing maps.

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- The school's mission statement is aligned with the mission statement of the National Guard Youth Challenge Program, which is to intervene in and reclaim the lives of at-risk youth
- The Schoolwide Learner Outcomes reflect the objectives included in the National Guard Youth Challenge Program's 8 Core Components
- Data driven research based decision making
- Ongoing program analysis and improvement (AAR process)
- High rates of student success
- Dedicated and focused staff
- Well designed policies and procedure for school operation
- Sound budgeting and monitoring procedures
- Solid relationship with National Guard partner
- Internal communication and collaboration greatly improved with Google Apps
- Relevant and meaningful staff development
- Two Transition Specialists have been added in four different counties that Grizzly students return to after the 22-week residential phase of the program
- Student to teacher ratio is just under 20
- Well maintained facilities and classrooms
- One-to-one student Chromebooks

#### **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Low parent participation on exit survey
- Need data collection of students beyond one year after attending Grizzly
- Expand CTE courses to have 100% student enrollment
- Collaboratively establish and implement a schoolwide plan to teach life coping skills and self discipline as stated within the vision statement
- Increased support for the post-residential needs of all students
- Offer additional certifications to increase student employability for post-residential life

## Category B: Standards-Based Student Learning: Curriculum



### B1: RIGOROUS AND RELEVANT STANDARDS-BASED CURRICULUM CRITERION

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

#### Findings

The Grizzly Challenge Charter School understands the importance of creating and providing a balanced curriculum that addresses educational needs and standards while simultaneously providing social and emotional growth opportunities and support to students. All staff are committed to providing a quality, standards-based program for students that addresses students' individual needs. There is ongoing staff development to assist teachers in reaching higher levels of cognitive and critical thinking in a mixed-ability, multi-age classroom. There is a strong commitment to Common Core aligned instruction that allows for adjustments to be made for the varied levels of achievement of the Grizzly student population. Grizzly is dedicated to closing the achievement gap and to provide a quality academic experience for all students.

"Change" is what Grizzly Challenge Charter School is all about and all courses are connected by this common theme. Curriculum is developed with our at-risk student population in mind. The curriculum is made relevant to our student body by the topics assigned across curriculum (i.e. English, Social Studies, Career Planning...). All teachers participate in the Curriculum Mapping process. An integral component of the instructional program for all teachers is to create projected curriculum maps for each subject they teach. Curriculum maps indicate the standards, SLOs, skills and assessments the teacher intends to teach that cycle. In addition to subject specific curriculum maps, a school-wide curriculum map has been developed so that all teachers are aware of the topics being covered in all subject areas. This has led to greater cross-curricular instruction and planning. Curriculum and pace mapping is a self-reflective tool that allows teachers to review how the curriculum was covered and assessed. Teachers are also responsible for managing a homeroom education group and facilitating a scheduled study hall period twice a week. This experience allows teachers to become familiar with what is expected and what is being taught in all classes.

Grizzly staff participates in staff development that helps to ensure a consistent implementation of a rigorous standards-based, grade-level curriculum. The professional development opportunities the teachers and staff participate in and adopt are directly related to meeting the needs of our students. The staff does not work or make decisions in isolation. Teachers work together to engage students and give them opportunities to feel successful. Grading and homework policies are clearly spelled out in each course syllabus. Both school-wide and departmental specific meetings are held each cycle to review student work and assessments in order to identify strengths and weaknesses and to modify curriculum, homework/class work assignments and assessments. Decisions about professional development opportunities are always discussed and based in response to knowing our program, our students needs, and the data.

The staff is using brain research findings for student achievement. Brain-based student engagement strategies support student achievement through the use of various techniques to engage students in curriculum and instruction that connects to how the teenage brain learns. Teachers design engaging curriculum to encourage critical thinking and offer meaningful input to stimulate course discussion. Students participate in a variety of instructional activities across curricular areas that allows all students to learn in an individualized way.

Our one-to-one computer-student ratio enriches the classroom experience and allows for differentiation based on students' needs. Both staff and students use Google Drive, Google Docs, and Google Apps for Educators (GAPE) almost exclusively. All staff reinforce technology conventions, such as appropriate email etiquette, that further prepare students for real world professional computer usage.

The school has brought in professionals such as Grace Dearborn to offer instruction on engagement strategies, build active classrooms, and engage reluctant learners. As a school, Grizzly has adopted a number of her strategies and in response, students are more engaged, teachers are able to process material more quickly, the school as a whole is more successful and the students' experiences are more meaningful.

In addition to Grizzly having staff development that focuses on school wide policies and procedures, education departments put significant time and energy into analyzing and improving their curricular areas.

The English Department meets regularly to discuss current research as it relates to Common Core English standards and effective teaching practices. English teachers attend the California Association of Teachers of English (CATE) conference as well as workshops related to Expository Reading and Writing Courses (ERWC).

The Career Planning teachers meet regularly to not only plan and calibrate but to stay up-to-date with the Get Focused, Stay Focused curriculum. Career Planning is taught as a dual-enrollment class through a partnership with Cuesta Community College. The college delivers professional development and ongoing training throughout the year so our teachers stay current, topical, and effective.

The Math department consistently meets to develop curriculum, implement new ideas, evaluate supplemental math programs and lessons, and attends the California Math Council (CMC) conference.

The Science department has attended the California Science Education conference, as well as, webinars and other workshops focused on implementation of the Next Generation Science Standards (NGSS).

The Social Studies department meets often to plan curriculum, enhance historical thinking skills through engaging activities such as class simulations, Socratic Seminars, with a focus on a multicultural classroom.

## Supporting Evidence

- Julie Adams, Game Changers
- Grace Dearborn, Conscious Classroom Management
- Kate Kinsella, Academic Vocabulary
- PDP Cornell notes
- Brain breaks (teacher-led)
- General and Special Education Conference: Executive Function and Mindset
- CATCH Annotation Method
- Close Reading
- Student Chromebooks
- ACES Training
- Socratic Seminar Training
- Restorative Practices Training
- TABE Data
- Lexile Data
- Curriculum MAPs
- Pacing MAPs
- PD Calendar

## Academic and College - and Career - Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

## Findings

Academic courses at Grizzly Challenge Charter School are designed to meet Common Core Standards or California State Standards. Additionally, course content is designed to meet the National Guard Youth Challenge Program's 8 core components. All teachers and departments have adopted the Four C's of the Common Core (Critical Thinking, Collaboration, Communication, and Creativity) as well as other 21st century skills.

The Social Science department has an ongoing adoption and implementation of the Common Core standards. The department has implemented the Stanford History curriculum as well as other document based question (DBQ) lessons with a focus to get students to read/think like historians. They have a skills focus that includes contextualization, close reading, corroboration, and critical thinking. Students take positions on authentic historical questions and support them using evidence.

The Math courses at Grizzly are Common Core aligned, although we do not use a single adopted text for either of the courses (i.e. algebra, geometry), our math instructors instead use supplemental and teacher created materials to ensure we meet the unique needs of our population as well as the Common Core standards.

The Health Science department began unpacking the newly adopted Next Generation Science Standards (NGSS) during the 2016-2017 school year and are currently meeting and doing research on an implementation plan. Since the last WASC visit, the department has continued to use the California Science academic standards but at the same time has adopted the Four C's of the Common Core into their units.

The English Department has actively designed curriculum using the Common Core Standards at all levels. The course work is supported through academic discussion, close reading, annotation and targeted academic vocabulary to promote reflective discourse and writing. The English teachers have also adopted parts of the Expository Reading and Writing Course (ERWC) focusing on proficiency in rhetorical and analytical reading writing and thinking.

The Career Planning course at Grizzly is aligned to both the Get Focused, Stay Focused curriculum as well as Career and Technical Education (CTE) standards. Students acquire many skills through the two semester dual-enrollment college course that covers topics such as speaking and listening, responsible citizenship, career exploration, financial literacy, college research, and the Free Application for Federal Student Aid (FAFSA). Career Planning also has a heavy focus on the Youth Challenge Core Components which are directly related to the Grizzly Challenge Charter School's SLOs.

The Art department has designed their course with the Visual Arts content standards and has also adopted the Four C's of the Common Core into its curriculum. Students learn about the elements of art and design through projects and daily artist appreciation. The projects completed by students combine skills of drawing, painting, digital photography, and sculpting.

The Career and Technical Education (CTE) courses are taught through concurrent-enrollment in collaboration with Cuesta College. The courses are taught at Cuesta College and their instructors adhere to the CTE program standards as well as the industry pathway standards. The current course offerings include Auto Body, Auto Mechanics, Construction, Office Procedures, Retail, TV and Film, Web Design, and Culinary.

## Supporting Evidence

- Get Focused, Stay Focused
- NEWSELA
- Aim for Algebra
- Geometry Common Core Curriculum
- Multiplication Fluency Program
- Contract Classes
- ISP Provides Help Meeting Math Requirements
- Four C's of Common Core
- 21st Century Skills

## Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

## Findings

Student work and assessments are evaluated with rubrics based on Common Core, California State Standards, Grizzly Core Components, and SLOs (student learning outcomes). This ensures consistency among teachers and departments, as well as, alignment of curriculum and standards.

Grizzly teachers meet frequently to calibrate assignments and assessments to ensure that not only are all the standards met, but that final grades reflect a student's knowledge of the standards. These meetings, as well as department and school-wide After Action Reviews (AAR's), allow for consensus among staff. This ensures an easy transition for those who choose to go back to their respective district if they do not earn a high school diploma with us.

All courses at Grizzly have common curriculum maps, pacing maps, syllabi, lesson plans, grading rubrics, and assessments. Each teacher then adds their own skill set and style to their respective class. However, every department collaborates to create and revise these subjects to maintain the quality of the courses.

## Supporting Evidence

- Student Work Samples
- Curriculum Maps
- Pacing Maps
- Schoolwide AAR Notes
- Departments AAR Notes

## Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

## Findings

Given the nature of this school and this program that makes up Grizzly, there is a common thread of "change" throughout the school and throughout the curriculum. Twice a school year we reexamine curricular maps and pacing guides, as well as ongoing reflection during the cycle to ensure cross-curricular support of subjects.

English classes integrate topics covered in Health classes and Social Studies; this allows students to use prior knowledge, as well as content from other classes to build on their knowledge and supplement what they are doing.

The Social Science department uses Storycorps to teach that history is more than just the past recorded in a textbook. It promotes the idea that we need to seek out what we have in common with one another. To reinforce this way of thinking, curriculum is designed to highlight the human aspect of historical events and their relation to society today. Students develop essential research and critical

thinking skills through a variety of authentic assessments such as their Historian projects.

Career Planning department requires students to practice math concepts in financial literacy units. In addition to math, Career Planning integrates English Literacy standards including vocabulary and public speaking.

The Math department uses financial analysis projects to teach linear equations and systems of linear equations that reinforce personal finance concepts learned in Career Planning classes. The Math Department also shows students, through short videos, how mathematics is used in art, and how math has shaped the development of modern society through history.

Health Science practices literacy skills and supports the strategies of annotation and Cornell note taking skills taught in English.

The Art department uses not only math concepts within the lessons of two-point perspective drawing and three dimensional computer arts, but also practices English Language Arts standards with academic vocabulary and academic discourse especially with art appreciation discussions.

### Supporting Evidence

- Student Work Samples
- Curriculum MAPs
- Pacing MAPs
- Membean
- READ 180 Online Program
- Flocabulary
- Stanford History Education Group
- Apex
- Compass Learning
- Khan Academy
- Newsela
- Google Drive
- Google Classroom
- Math Dept, Financial Literacy Unit
- Career Planning, Percentages and Personal Finance

### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

### Findings

The nature of Grizzly is to intervene in the lives of at risk California high school students. Our enrollment comes from throughout the state and our program completers similarly transition back throughout the state. Where possible we form partnerships with schools so that we can better serve our students

however getting students from several different districts presents some unique circumstances. Students arrive with very different course backgrounds and diploma requirements. This is easily identified in mathematics where some schools offer a traditional Algebra, Geometry, Algebra II sequence and other schools offer a Math I, II, III sequence. Similarly, the credit requirements of schools for our students vary from 200-290. Ensuring proper course placement and providing accurate guidance is truly individualized in a situation such as ours.

Students who complete the Grizzly Youth Academy's 22-week program return to their home district to finish their high school requirements, meet our requirements and earn their diploma with us, stay enrolled at Grizzly as part of our Independent Studies Program (ISP), pass the HiSet/GED, or enter the workforce as an 18/19 year old without a HS diploma. Grizzly

Challenge Charter School's academic counselors meet with each student and communicate with parents to devise a plan for post-Grizzly life. Academic counselors organize a college club for 12th grade students who wish to attend college after Grizzly. The college club is designed to help students get enrolled in a local community college by learning how to apply to college, how to fill out the FAFSA, and how to take advantage of various "promise" programs that many community colleges currently offer. It should also be noted that the current legislation by Governor Jerry Brown will provide a year of free Community College tuition for California students, an incentive we inform all of our students of, so when they graduate they may be able to take full advantage of this opportunity.

Regional Transition Specialists have been hired through grant funding in many of the home regions in California to which Grizzly students return after the program. Two Transition Specialists have been added in four different counties that Grizzly students return to after the 22-week residential phase of the program. The purpose of these Specialists is to support students after completing the program to re-enter high school and/or to enroll and register in community college. Transition Support Specialists connect and engage with the students they serve with support and services.

The Recruiting Placement and Mentoring (RPM) department for Grizzly Youth Academy, along with Transition Specialists, follow up with students for one year, communicate with individual mentors, and collect data to provide the school with information on where students live and what they are currently involved in. The school uses this data to evaluate the program and the support we offer to students once they leave Grizzly.

Both RPM and school staff visit feeder schools and articulate our program and expectations. Partnerships are built between various districts, colleges, and communities to ensure that Grizzly is known across the state and viewed as a support to school and communities

Part of the process for students entering Grizzly is for them to familiarize themselves with the cadet (students at Grizzly) experience and participate in the program for one day as part of the Transition Acclimation Commitment (TAC). While at Grizzly, students develop and foster relationships with their self-chosen mentor from their home community. Simultaneously mentors are given training to support the cadets once the residential phase is completed. These mentors are committed to helping cadets during the 12 month post-residential phase of the program.

The school is currently working to complete a 5-year longitudinal study to gain insight into the progress of our graduates as they re-acclimate to life back home. As data is collected about specific behaviors and issues graduates have after returning home, the school will modify to meet those needs.

## Supporting Evidence

- RPM Informational Meetings

- Transition Specialists
- College Club
- Parent FAFSA Workshop
- CTE
- GYA Recruitment Video (*This is Grizzly*)
- Student Tours, Career Fairs, and Informational Meetings
- TAC Schedule
- School Site Council Agenda / Minutes
- Post-Residential Placement
- California Community College Application
- ISP Program Contract

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## B2: ACCESS TO CURRICULUM CRITERION

### Variety of Programs - Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

### Findings

Grizzly Challenge Charter School and its National Guard partner put a great deal of emphasis on helping students reclaim their lives and prepare them for their future. The combination of Career Planning classes, CTE, college tours, College Club, Internship programs, and post-residential planning allows students to have a deep understanding of college and career choices. The school staff's goal, which is integrated across departments, is to prepare students academically and professionally for college and career pathways after Grizzly.

Because many of our students are low income and come from families with little or no college experience, we want to reduce barriers to post secondary education make it accessible and provide a strong sense of connection between education/training and college and careers. Students are supported through the college application and registration process, take courses at the community college and gain hands on experience in a chosen field. All Grizzly students are enrolled in a two semester Career Planning Course. Career Planning is a dual-enrollment course where students earn college and high school credits. The course is taught on the high school campus and follows the Get Focused, Stay Focused curriculum, a program using the CTE Standards, and offered through Cuesta Community College. Students in this course will identify values, goals, and a desired lifestyle followed by discovery of assets, skills and aptitude to establish well suited career paths. As part of the process students apply to the community college through the California Community Colleges application (CCCApply). In addition, approximately 75% of our student population takes a Career and Technical Education (CTE) course at Cuesta Community College through concurrent-enrollment. These CTE courses take place on Saturdays at the college campus and are in addition to their high school classes and have been created in close partnership with our school with the expressed intent of delivering introductory hands on experience in a given pathway.

Grizzly hosts a Career Day twice a year designed around student feedback through a survey on career areas of interest. In addition, to taking courses at Cuesta Community College, all students tour Allan Hancock Community College in Santa Maria, California. While not all students live in the Santa Maria area, touring this campus gives students from all areas an insight into a typical community college campus.

In addition, we have an internship program in which approximately 55 students will go to work in the community for local businesses and agencies for further career exploration, job experience, and the development of soft skills. We have developed strong community partnerships that are willing to host our students, provide training and mentoring, and help us prepare our students to make choices toward a productive life.

### Supporting Evidence

- College Tours, Career Fairs
- ASVAB
- Career Day
- Job Internships
- CTE courses at Cuesta
- Online College Research
- Career Planning
- College Club
- Allan Hancock tour
- Mock Interviews
- Post-Residential Data
- My Action Plan (MAP)

### Accessibility of All Students to Curriculum

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

### Findings

Grizzly Challenge Charter School provides a holistic approach to working with our students. Not only is the academic curriculum rigorously designed to reach our specific student population, but a support system is also in place to guide students through their personal goals and issues (hospice, drug counseling, depression and anxiety, etc). This allows students to focus on other important areas of their lives, such as school and career goals. Grizzly is a voluntary program that offers at-risk youth an opportunity to reclaim their lives in a structured and supportive environment. Students leave behind the challenges of their home lives to attend Grizzly, where they are provided secure housing, meals, and education without the barriers to success they have known.

The entire program at Grizzly Challenge Charter School covers the length of the residential 22-week period. During that time, the school offers a rich, varied, and comprehensive curriculum providing opportunities for success for all students. We provide a standards based curriculum in the core subject areas for students in grades 10-12. In addition, all students are offered enrichment courses and opportunities that directly support our SLOs, such as the development of a personalized MAP (My Action Plan – created by students with the support of staff and parents that focuses on the next steps students will take in preparing to move in a positive direction for their future), Career Planning, Yearbook, Fine Arts, Job Internships, Grizzly Games (students participating in athletic tournaments), Student Council, and as mentioned above, multiple counseling groups (grief, anger, social skills, addiction, etc). We sponsor a number of events and field trips adding enrichment to our curriculum, which helps to integrate our students into the community. Some examples of events/field trips include the Santa Barbara Museum of Art, Hearst Castle, Career Day, Allan Hancock College tour, Pacific Coast Performing Arts, Family Day, MOXI, Make A Change (guest speakers discussing positive changes they have made in their lives), guest artist in the classrooms, and Student Elections. All of the events address our SLOs; students will demonstrate healthy lifestyles, be successful workers, be responsible community members, and lifelong learners.

Individualized Learning Plans (ILPs) are developed for each student in coordination with the academic counselors and are available for review by all staff. Students are assigned to the required core classes based on TABE data, school counselor input, and students' individual needs. After assessing each student's current mathematical, reading and language performance levels using the TABE and the MDTP, the academic counselors generate credit assessments on every student to ensure they are placed in the appropriate standards-based curriculum courses. Students are assigned to courses designed for intervention, remediation, grade level instruction, or enrichment courses. The counselors continue to meet routinely with all Grizzly students in constructing their ILP, which is a combination of the compiled academic information for students integrated with their MAP for their future.

All students have the opportunity to apply for an Internship, where they work in the community over a four-week period to gain valuable skills and experience. This internship program gives students hands-on training and real-world work experience that helps to assist students in continuing their progress after Grizzly. Internship partners include work sites such as law enforcement, auto maintenance, restaurants, retail and others.

Personal finance curriculum is taught to all students in their Career Planning class to provide students with the knowledge and skills to better manage their finances and reach their personal goals. The personal finance curriculum centers around budgeting, banking, and credit. Since a great deal of our students, over 70%, are of low socio-economic status, it is especially important to educate them on the relationship between income and education level. Additionally, we require them to successfully complete a budget with fictional, but realistic, income, living, housing, and transportation expenses. This is an eye-opening experience for many students that results in deep reflection upon their career goals and/or expectations about adult life.

The Read 180 reading intervention program is in place for students that read significantly below grade level. Students are placed into this class based on their TABE scores. Additionally, students scoring lower in mathematics and who are enrolled in two year Algebra and Algebra have the opportunity to utilize the Aim for Algebra program where they are able to reinforce their knowledge of basic math fundamentals while learning Algebra.

The school counselors, administrative staff, and instructional staff track student progress from entry to exit, creating the ILP and monitoring records to determine the amount of credits needed to graduate, take an equivalency exam (GED, CHSPE, or HiSet), or transition back to district or adult school. All students have access to the classes needed to receive a high school diploma, although not all students who attend Grizzly possess the necessary credits to receive a diploma.

Graduating seniors receive additional monitoring and assistance from the counseling and instructional staff to ensure they fulfill their diploma requirements. These students also receive additional direction and support in applying for college admissions and enrolling in courses before they leave Grizzly. We are also forging relationships with various community colleges in the state to administer their placement exams for the students while they are in our program. We support graduating seniors as much as possible prior to them completing our program and graduating from high school.

In addition, all students complete at least 40 hours of community service while enrolled in our program.

National Guard cadre fill the role of parents/guardians while students are enrolled at Grizzly. As a result, there is constant communication and accountability for students' school performance. Weekly progress reports are generated and accessible through Aeries to each student, the instructional staff, and cadre in order to give feedback and identify need for intervention. These progress reports are also discussed among the educational staff during weekly staff meetings. Students' medical, psychological, and academic needs are also a constant part of the discussion at our weekly meetings.

On intake, day one of the 22 week program, parents and students hear from representatives of the school, Recruiting Placement and Mentoring (RPM), Troop Medical Clinic (TMC), and counseling. The academic counselors have constant communication with military counselors who act as the conduit of communication between the school and the students' families and mentors. Military counselors regularly inform parents of students' progress throughout the cycle. Grade reports are sent home at the end of each semester and for students with IEPs, progress on IEP goals are also sent home at this time. Family Day and Open House provide an opportunity for school staff to meet and communicate with parents and families about student performance. Additionally on this intake day, break out sessions are held to educate families about post placement options for students when they leave (CCC, Job Corps, etc). During Homepass (the two times when students return home for a weekend with their families), students and families review the plans students have developed for themselves while at Grizzly. Students are required to complete their My Action Plan (MAP) with their parents and mentors. All must be in agreement with the plan upon program completion.

Grizzly is an all-inclusive learning environment that provides support and resources to assist in meeting unique student needs through support given by our Instructional Assistants, Resource Specialists, and through the use of appropriate materials. Teachers and staff are apprised of all students with Individual Education Plans (IEPs) at the start of each cycle. Teachers collaborate on the necessary modifications for individual students. Resource Specialists are continuously evaluating and checking in with students and teachers to monitor progress and to investigate the effectiveness of educational modifications and accommodations. We serve our English Learners and students with IEPs/504s in the general classroom through specialized instruction. All of our teachers are SDAIE or CLAD certified, and utilize a variety of instructional strategies to ensure student learning, such as visual representations, verbal responses, peer tutoring, and group projects.

### Supporting Evidence

- Pre-Post TABE scores
- MDTP scores
- Transcripts, Previous School and Updated by Grizzly
- Filemaker Data
- Graduation Requirements
- Course Curriculum Maps
- Schoolwide Curriculum Map

- Academic Language and Vocabulary Templates (Kinsella)
- Standards Based Curriculum Maps
- Student Work Samples
- Cumulative Course Final Assessments
- Attendance Reports
- Progress Reports
- Personal Essays
- Student Art Work
- Core Component Checklists
- Peer Teacher Observations
- Student Survey Data
- Teacher Survey Data
- Board Policy
- Courses of Study
- Teachers' Lesson Plans
- Master Schedule
- Student Demographic Data
- Professional Development Calendar
- Graduation Requirements
- Teacher/Student/Staff/Parent Handbooks
- Orientation Checklist
- Staff Meeting Agenda / Minutes
- IEPs
- 504 Plans
- GED, HiSet, and CHSPE Results
- SRI Lexile Scores
- Student MAPs (My Action Plan)
- Academic Calendar
- Career Day Information
- Post-Residential Placement Data
- School Charter
- Career Planning Interactive Notebook
- Career Planning, Soft Skills
- Mock Interviews
- Job Internships

## Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

## Findings

Students are assigned to the required core classes based on TABE data, school counselor input, and students' individual needs. After assessing each student's current mathematical, reading and language performance levels using TABE and MDTP, the academic counselor generates credit assessments on every student and ensures they are placed in appropriate standards-based curriculum courses. Students

are assigned to courses as part of their Individualized Learning Plans (ILPs) designed for intervention and remediation, grade level instruction, or enrichment courses. The counselor continues to meet routinely with all Grizzly students in constructing and implementing their education plan.

The school counselor, administrative staff, and instructional staff track student progress from entry to exit. As a collaborative process, they create their education plan from the students' records and monitor student progress. The staff determines the amount of credits needed for a student to advance towards graduation at their original high school or towards graduation from Grizzly. The staff also works with the student and parent to determine if it is in the students' best interests to take an equivalency exam (GED, CHSPE, or HiSet), or transition back to their original district or adult school.

The cadre and counselors at Grizzly Youth Academy act as the students' parents while the students are in the 22-week residential phase of the program. In this role, the cadre collaborate with the school and monitor the students' academic progress. Weekly progress reports are printed as well as sent electronically to all staff and National Guard partners. Each platoon has a designated staff member that focuses on the educational progress and/or concerns of the students in their platoon. The students' legal parents and guardians have access to Aeries and those with children with IEP's and 504's attend meetings and the appropriate followups.

Grizzly hosts Family Day within the first eight weeks of school. This is a chance for families to not only visit with their sons and daughters for the first time in person since the first day, but an opportunity for them to discuss their progress and future plans. The education staff is also available on that day to discuss their child's academic growth, credits, and graduation requirements, or to discuss any challenges or concerns. Grizzly also hosts a school Open House where parents go from class to class to meet with teachers and staff. During the Open House, which has a near 100% parent attendance, there is also a parent meeting with the school principal, a short assembly, and an awards ceremony.

## Supporting Evidence

- Pre and Post TABE Scores
- MDTP Scores
- Transcripts, Previous School and Updated by Grizzly
- Filemaker Data
- Graduation Requirements
- Course Curriculum Maps
- Student MAPs
- GED, HiSet, and CHSPE Results
- CELDT Assessment & Reclassification

## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

## Findings

Because many of our students are low income and come from families with little or no college experience, we want to reduce barriers to post secondary education make it accessible and provide a

strong sense of connection between education/training and college and careers. Students are supported through the college application and registration process, take courses at the community college and gain hands on experience in a chosen field. All Grizzly students are enrolled in a two semester Career Planning Course. Career Planning is a dual-enrollment course where students earn college and high school credits. The course is taught on the high school campus and follows the Get Focused, Stay Focused curriculum, a program using the CTE Standards, and offered through Cuesta Community College. Students in this course will identify values, goals, and a desired lifestyle followed by discovery of assets, skills and aptitude to establish well suited career paths. As part of the process students apply to the community college through the California Community Colleges application process (CCCApply). In addition, approximately 75% of our student population takes a Career and Technical Education (CTE) course at Cuesta Community College through concurrent-enrollment. These CTE courses take place on Saturdays at the college campus and are in addition to their high school classes and. These courses have been created in close partnership with our school with the expressed intent of delivering introductory hands on experience in a given pathway.

Students will also explore the community college in their area and discover the steps to register for school, receive information regarding requirements for their course of study, and learn about the importance of FAFSA such as the information needed to complete the online FAFSA. For students who will enter community college immediately after graduating from Grizzly, we offer a College Club to provide more targeted and specific support. Additionally, we host a FAFSA workshop in English and Spanish for all parents to complete with the support of staff members.

All students arrive before day one with a mentor from their home community. According to which platoon they are assigned, the students are matched with a case manager through the Recruiting Placement and Mentoring (RPM) department. Those case managers create a My Action Plan (MAP) with each student while they are in the residential phase of the the program. The RPM, along with Transition Specialists, follow up with students for one year after the residential phase of the program, communicate with individual mentors, support the students with individual needs (i.e. employment, school registration, and general counseling) as well as collect placement data.

## Supporting Evidence

- RPM (Recruiting Placement and Mentoring)
- Transition Specialists
- College Club
- Parent FAFSA Workshop
- Cuesta Vocational Education Program
- CCC (California Community Colleges) Applications
- College tours and career fairs
- Career Day
- Career Planning curriculum
- Student MAPs (My Action Plan)
- ISP Teachers

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### ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

#### Summary

All staff at Grizzly are committed to providing a quality, standards based program for all students that addresses their individual needs. Curriculum, activities, and events are developed with our at-risk

student population in mind. It is important to note that Grizzly's focus goes beyond academic achievement, and instead focuses on ensuring that all students are prepared to meet the challenges of college and careers in the 21st century. Grizzly does not primarily use adopted textbooks as the teachers and staff believe that textbooks are not appropriate for our student population in terms of interest level, reading level, and often times meaningful and relevant content. Teachers instead have aligned their curriculum to Common Core and State Standards using a variety of sources that they have adopted and adapted, as well as what they have created themselves. Teachers work together in departments, as well as across curriculum, to create curriculum and pacing maps that include the standards taught, Critical Student Learning Needs met, and Schoolwide Learner Outcomes (SLOs) addressed. Teachers and staff meet regularly to update these maps as part of the After Action Review (AAR), which is practiced schoolwide as well as in departments or PLCs. During the AAR process, staff identifies what worked, what didn't work, and what is needed to improve. The one-to-one student Chromebooks, wireless network, Google Apps for Educators, and Technology Trainer on staff have all contributed greatly to allowing for a 21st century learning environment. Because of the exceptional technological infrastructure and training, Grizzly teachers and staff are able to use technology to further implement the Four C's of the Common Core (Critical Thinking, Collaboration, Communication, and Creativity) as well as other 21st century skills with little to no barriers.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Teachers maintain up-to-date curriculum maps, pacing maps, and syllabi
- Professional Development opportunities that are specific to our population as well as specific to content
- Abundant teacher preparatory time is created to update and improve curricula
- Common curricula, rubrics, and assessment for all departments
- Public speaking, academic vocabulary, and academic discussions are included in lessons and reinforced in all classes
- Adoption of document based curricula, such as the Stanford History Project, to promote critical thinking skills
- The creation of the Career Planning class for all students that provides them with skills to function effectively in the workplace, school, community, as well as banking, credit, and budgeting
- Departments record their biannual meetings (AARs) on archived documents, building each new document from the preceding document's findings. This creates a continuity for improvement
- One-to-one Chromebooks, wireless infrastructure, and Technology Trainer
- Employable certification opportunities (such as the Food Handlers Certificate) for all students

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- Calibrated grading for scoring student work by all teachers in all departments
- Create a set of policies and practices around student digital citizenship that is reinforced in all classes
- Further implement critical thinking, problem solving, and analytical skills schoolside across curriculum
- Integrate NGSS into Health Science curriculum
- Embed human trafficking prevention education and training (AB 1227) into curriculum
- Research and implement more effective formative and summative assessment practices
- Continue to pursue opportunity to offer on-site vocational ed opportunities
- Expand CTE courses to have 100% student enrolment

## Category C: Standards-Based Student Learning: Instruction



### C1: CHALLENGING AND RELEVANT LEARNING EXPERIENCES CRITERION

#### Results of Student Observation and Examining Work

##### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

#### Findings

Grizzly is a 22-week residential program where all students start and complete the program on the same dates. Students are eligible to attend the program only once. Within the first few days of the program, all students take the Test of Adult Basic Education (TABE), which is a National Guard Youth Challenge requirement for all students. This gives all staff an idea of student English and Math abilities. The students take the TABE again during the latter half of the program and show an overall average of 1.4 grade level increase. The TABE results, as well as other data such as transcripts, California English Language Development Test (CELDT) data, IEPs, 504 plans, and student demographic data are taken into consideration when designing courses that match the learning needs of our students.

An average of 22% of Grizzly students are English Language Learners (ELL). With this in mind, Grizzly teachers practice Specially Designed Academic Instruction for English (SADIE) strategies, as well as the practice of scaffolding writing assignments. The scaffolding of writing assignments includes sentence frames, additional prompts, and in-class writing time. Teachers provide examples, or sentence starters, of how to restate the question in the response, so students get in the habit of writing in complete sentences when responding in writing. Writing in complete sentences using academic language, as well as speaking using formal academic language, are reinforced in all classes.

Teachers at Grizzly perform peer observations every school year. Their focus when visiting other classrooms is to observe everything from classroom management techniques to differentiating

instruction. During the peer teacher observation process, visiting teachers have an opportunity to witness other strategies in action and incorporate them into their own classrooms, as well as offer feedback for improving student learning.

Among student and classroom observations as well as through examining student work it is clear that in our brief intervention program we are meeting the students where they are academically and connecting their skill building to relevant real world purposes. Considering our population of all at risk learners, 70%-80% FRL, 15% Special Education, 25% English Learners we know that our population has many academic deficits including language, reading comprehension and mathematical computation and reasoning. Through scaffolding and a variety of instructional strategies and supports our students can access grade level curriculum and increase their reading, writing, speaking and thinking skills in the process. Much attention and several processes are committed to identifying and then modifying instruction collectively and individually.

English classes focus on critical thinking, analysis, and writing for every student at the academy. The coursework is challenging, but provides for relevant learning in the curriculum design. Nonfiction writing is analyzed, annotated, and discussed. One method for class discussion is Socratic Seminars, a process of didactic conversation that involves critical thinking and reasoning. NEWSELA is one resource used for relevant, current news and one in which lexiles can be chosen based on the individual student needs. The writing instruction is tailored for at-risk students, providing the necessary scaffolding in the forms of graphic organizers, sentence starters and essay shapers.

All students participate in a Career Planning course that focuses on getting them to be job-ready. They build resumes, practice mock interviews, complete job applications, begin the FAFSA, conduct college research, and perform self-study on their interests and passions. Students also complete a goal-setting slideshow that is individualized to their interests, strengths, long- and short-term goals, as well as their future careers.

History classes use primary source curriculum adopted from the the Stanford History Education Group (SHEG) and the Document-Based Question Project (DBQ Project) to get students thinking/reading like historians. Students grapple with authentic open-ended questions and take positions using evidence from primary and secondary sources. The First Semester Final for US History is the Historian Project. Students choose a topic of interest, conduct internet research, build a slideshow, and present it back to the class. The objective is for students to understand that everything has a history and a background. History teachers regularly conduct Socratic Seminars to help students understand the importance of academic discourse. The seminars follow the same format as they cycle from fact questions to opinion questions to personal experience questions. The seminars are designed to be increasingly student-led and student-facilitated.

Health Science curriculum use cultural sensitivity to teach and facilitate discussions around sexual health and addiction geared towards at-risk youth, good nutrition practices for every socioeconomic group, and healthy relationships. The Health Science teacher also facilitate regular Socratic Seminars that get increasingly more and more student-led as the cycle progresses.

## Supporting Evidence

- Pre and Post TABE Data
- Course Syllabi
- Career Planning Syllabus
- Career Planning Student Notebooks
- Student Mock Interview Assessment
- Student Sample Resume

- Socratic Seminar Class Discussions
- Social Science DBQ Essay
- Newsela
- SRI Lexile Scores
- Academic Vocabulary
- Step Up to Writing for essay support in READ 180 Classes
- Aim for Algebra
- Student Demographic Data
- Students Transcripts
- Job Internship application
- My Action Plan (MAP)
- SHEG
- DBQ Project
- Curriculum Maps
- Pacing Maps

## Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

## Findings

The Grizzly teaching staff works together in departments to create curriculum and course pacing maps every six-month cycle in order to construct classes that best meet the needs of the students so they may be able to proficiently meet the standards. The departments regularly create and refine common assignments and assessments that are graded using standards-based rubrics that clearly detail expectations and proficiency levels.

On the first day of classes at Grizzly, students are given copies and/or access to course syllabi and are given insight on what they will be expected to learn during the course of the semester. The teachers spend a fair amount of time in the beginning of the semester on classroom routines, procedures, as well as writing and speaking conventions. Grizzly Challenge Charter School has adopted the philosophy that time spent up front, focusing on procedures and expectations, saves a great deal of time throughout the semesters, leaving more time to assure the students are able to reach proficiency of the standards.

Students and stakeholders receive weekly Aeries progress reports at Grizzly. The students are able to access their grades in real time which gives them information on formative and summative assessments that are captured in the gradebook. For most Grizzly students, this is the first time in their secondary education that they are in tune with their assignments, regularly turning projects in on time, actually studying for exams, and beaming with pride over their GPA's.

Beyond grades as a measurement of proficiency, and more importantly, students are frequently provided with rubrics and exemplars that demonstrate levels of expectations. This is extremely helpful for students as they provide clarity on what constitutes quality work as well as affords them an ability to reflect, edit, and revise their work as an instructional strategy itself.

## Supporting Evidence

- Pre and Post TABE Data
- CELDT Scores
- Course Syllabi
- Curriculum Maps
- Course Pacing Maps
- Assignment Rubrics
- Academic Vocabulary
- Aeries Progress Reports
- Youth Challenge 8 Core Components
- SLO's
- Critical Student Learning Needs

## Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

## Findings

At the beginning of each 22 week cycle all of the school staff at Grizzly review all students' Test of Adult Basic Education (TABE) results. Also at this time, the Resource Specialist and the 504 case manager brief the staff on students, typically around 15% of the student population, with special needs in the classrooms and classroom accommodations. Grizzly does not pull special education students out of the classroom, but rather pushes them into the general education classrooms. The staff at Grizzly discusses what's working as well as what's not working for all students. The purpose of these discussions and check-ins is to address student needs and make improvements in the quality of education.

Each of the departments at Grizzly meets weekly, so that teachers can reflect, plan, and modify curriculum and instruction. The educational staff at Grizzly are focused on differentiating for diverse learners. We see this in the classroom in the routines established, pace of instruction, think-time promoted, pair-share, group discussion (Socratic Seminars), and technology with the various programs used to increase and optimize learning such as Quizizz, Pear Deck, Membean, Google Classroom, and the Education Technology Center (ETC) Portal hosted by the San Luis Obispo County Office of Education.

In the English department, all students use Membean, a vocabulary building tool. This program assesses students' vocabulary levels and tailors instruction to each individual. It provides multiple options for learning and gives students the ability to choose how to learn based on their personal styles. Each student's progress is assessed based on their own individual learning program. Most writing assignments are scaffolded and students work toward individual goals outlined on their rubrics and from teacher feedback.

English READ 180 is used to provide intensive support for students needing English remediation. Remediation focuses on reading comprehension and building writing skills. The combination of the computer lessons, small group direct instruction, and whole class centers allow students to access the reading intervention content through different means while incorporating different learning modalities.

Math department uses Google Apps for Education and other programs to have students solve math problems using their touch screen (and their work will project onto classroom screen). The touchscreen Chromebooks allow students to use the device much like a tablet computer where students can annotate on the screen. When used with programs, such as Pear Deck, students can submit assignments and/or perform various math formative assessment tasks.

All students have a Study Hall period where they have time to work on classwork, prioritize assignments, maintain binders, and receive help from staff members as needed. In the Study Halls, as well as in the classrooms, Teachers use optimal seating to pair students with good peer role-models and promote collaborative learning. Each school group has students of varying abilities and skill sets who will often support and tutor each other in the Study Halls.

### Supporting Evidence

- English “Do Whats”
- Preferential Seating Arrangements
- Study Halls
- Syllabi
- Class Tutorials and Video Lectures (flipped curriculum)
- Membean Vocabulary
- READ 180, Step Up to Writing
- Quizizz
- Pear Deck
- Classkicks
- Google Classroom
- ETC Portal
- Peer Teacher Observations

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## C2: STUDENT ENGAGEMENT CRITERION

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

### Findings

Grizzly Challenge Charter School has a wireless internet network both at the school and in student barracks and study halls. Since the last WASC visit, the GCCS has acquired fiber optic internet to handle the high volume of internet traffic as well as set up its own Google domain. All students, teachers, school staff, and National Guard staff use Google for documents, emails, and applications. Introducing this Google domain to Grizzly greatly improved internal communication with both staff and students.

All classroom teachers have assigned laptops and all classrooms are equipped with document cameras and overhead projectors. Teachers utilize these to deliver content. Also, students use them for

presentations and other impromptu student-led demos. The Grizzly Challenge Charter School's (GSSC) Technology Trainer holds weekly tech tip trainings where they cover common programs and apps used schoolwide as well as Google Apps for Educators specific to instructional staff. During our weekly staff meetings, time is often set aside for teacher-led tech tips where they demonstrate educational technologies appropriate for Grizzly students and staff.

GCCS understands the importance of teaching 21st Century information, media, and technology skills. Every student at Grizzly is issued a personal Chromebook for their use while at Grizzly. The student Chromebooks are restricted to educational use only; they cannot use them to email parents and friends back home, for instance. Student Chromebooks are monitored through Lightspeed Web Zones and through a program called Hapara, which allows staff members to see student web activity, restrict their access in the classroom, and to search through student files. Students do a lot of things on their Chromebooks that help to prepare them for their future. 95% of students reported on a school survey that they feel prepared for the real world in their ability to use technology. By the end of the 22-week cycle, students are not only fluent with Google Drive, Google Docs, and Google Classroom, but they are also capable of using computers to look for employment, register for college, and apply for financial aid.

In addition to Google Apps for Educators, teachers at Grizzly use Pear Deck to conduct blended learning lessons. Pear Deck has many functions but is typically used as a means of formative assessment and interaction as class progresses through slides and lessons. Classkick is another program teachers use that is similar to Pear Deck with formative assessments in that it allows for real-time student feedback.

The Social Science department utilizes the Education Technology Center (ETC) Portal through the San Luis Obispo County Office of Education for primary and secondary source materials as well as show students how to use ETC Portal to conduct research. The department also uses a subscription to Upfront Magazine to supplement classroom learning and to make historical connections to current events.

In English classes, students use Membean online vocabulary instruction as a supplement to instruction. Teachers also interact with students through the use of Google Classroom. Students receive and submit assignments, respond to prompts, and can check their notes and view lecture/activity slideshows on Classroom. Career Planning incorporates video, music, slideshows, interactive notebook, and classroom activities to deliver instruction.

The READ 180 classes take full advantage of introductory workshop videos, Scholastic Achievement Manager (SAM), and the Scholastic Reading Inventory (SRI) programs.

## Supporting Evidence

- Chromebooks
- Lightspeed Web Zones
- Hapara
- Pear Deck
- ETC Portal
- Classkicks
- Scholastic READ 180 SRI
- Scholastic READ 180 SAM
- Google Classroom

## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

## Findings

All teachers at Grizzly have the routine in their class that includes a warm up activity, Academic Vocabulary, Academic Discussions during lessons, and uses essential questions to inform instruction and questioning. Students participate in think-write-pair-share as well as other Specially Designed Academic Instruction in English (SDAIE) activities to engage all learners with equitable classroom speaking opportunities. Teachers also include a “Brain Break” during longer lessons that allows the students to often get up and move and perform a short task to revitalize their brains. Research on Brain Breaks suggest that it improves students’ concentration and relieves stress.

Given that Grizzly is one-to-one with student Chromebooks, most student writing is completed in Google Docs and Classroom where teachers are able to collect assignments, review/grade them, and provide feedback. Students are then able to complete revisions based on teacher feedback. Students are able to use their Gmail accounts to contact school staff members and vice versa. Teachers and school staff use Gmail frequently throughout the week to communicate with students about assignments, share information, provide feedback, and answer questions. By default, student access to the internet is limited by the Lightspeed Content Filter to educational sites--teachers also use Lightspeed Web Zones to guide student use of the internet, allowing more access to sites as needed.

Tutorial passes (lunch passes) are available for those students who need specific one-on-one support from their teachers. Tutorial passes are given to students to meet for 40 minutes during lunch. Teachers will use tutorial passes to reteach or reassess small groups of students.

The Social Science department offers project-based learning (History Hotel Project, Build-a-Country, Presidential Election, and Entrepreneur Project). Social Science has also adopted many lessons from the Stanford History Education Group (SHEG) and DBQ Project which allows the department to use cognitive modeling to help students think/read like historians.

The English, Social Science, and Health Science regularly use Socratic Seminars to demonstrate higher level thinking (offering personal experience, evaluating alternative viewpoints, checking personal bias, making connections, etc.).

Grizzly school staff members use motivational interviewing techniques to help students realize behaviors and understand how they can make positive choices and modify their attitudes and behaviors to become better learners.

The Math department regularly uses number talks, group work, and projects to teach and reinforce math learning. In Algebra, we are using the Aim For Algebra intervention curriculum from West Ed, that has embedded group work and contextual projects. For geometry, teachers have created several projects to reveal area formulas and properties of figures, such as symmetry and trigonometry. Teachers implement this learning as a coach for small groups rather than using didactic techniques.

## Supporting Evidence

- Google Classroom
- Student Gmail Accounts

- Field Trip Agendas
- Academic Calendar
- Stanford History Education Group (SHEG)
- Lightspeed Web Zones
- Motivational Interviewing
- Academic Vocabulary
- Academic Discussions
- Brain Breaks

## Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

## Findings

All students at Grizzly Challenge Charter School (GCCS) are at-risk of not completing high school. The typical student at Grizzly lacks many of the skills necessary to be successful in school. Teachers and staff put a lot of energy into teaching the students the necessary life skills during the first few weeks of the program as well as throughout the cycle. They teach the students everything from how to prioritize assignments and follow through with tasks as well as keep organized binders and papers. Time spent teaching these skills not only saves time later in the cycle, but gives students the tools they will need to be successful in post-residential endeavors.

English classes use current events as writing topics. These real world issues activate students' prior knowledge and create opportunities to organize, apply, gather, and further expands their knowledge of the subjects (i.e. annotation). Their background research is then applied to writing prompts in which students are required to synthesize information from multiple sources to construct essays reflecting their own discoveries and opinions on a given subject. English READ 180 focuses on workshops students find relatable and are able to apply background knowledge to the theme of the workshop while still gaining new knowledge and reading comprehension skills.

After students take the Test of Adult Basic Education (TABE) and the Mathematics Diagnostic Testing Project (MDTP) assessment during the first week, math teachers are able to better understand where each individual student is in their ability. Once classes begin, the math teachers spend time breaking down math phobias the students carry with them. During the two semesters, students are able to get the supplemental support they need while also working towards standards proficiency.

Health science students recall and apply acquired knowledge to analyze their personal health habits and goals as well as explore community health topics. Students use higher cognitive skills to draw connections, form hypotheses, and create goals.

Fine arts students begin the course with an introduction to basic art skills and art appreciation. Throughout the course, students apply their skills to create various art pieces; paintings, sculpture, sketches, and photography. Students learn to critique famous works of art as well as their own creations.

Math students demonstrate their ability to apply expressions to real world situations through an activity called Camp Splash, Students create expressions to model various activities at Camp Splash, such as creating an expression to determine how many ounces of water are needed for a hike with “s” students and “c” counselors. Students participate in this activity in small groups and are required to collaborate with each other to create the expressions, and answer questions. In another activity, students are required to use what they know about systems of linear equations to evaluate if the extra upfront cost of a hybrid car saves them money from the gas savings over the lower cost but less efficient standard model. Students must access prior learning about creating expressions and equations, as well as solving and graphing a system of equations. Students must also interpret their results to arrive at a logical conclusion.

Social science students demonstrate their understanding of core concepts and historical thinking skills through project-based learning (Historian Project, History Hotel Project, Build-a-Country, Presidential Election Project, etc.). Students present their projects to the rest of the class and field questions from their classmates.

Career Planning students spend considerable time evaluating their values, passions, and strengths. The information collected through activities and surveys are utilized for career research. Students demonstrate real life skills through completing activities in banking, credit, and budgeting. Students analyze the real life costs of using credit and the impact it may have on their monthly budget. Students complete a higher education search which prepares them for skills needed to navigate through the higher education process. Last, students are prepared for the world of work and demonstrate their understanding by preparing resumes, filling in job applications, writing cover letters, preparing for an interview, participating in mock interviews, and following up with a thank you letter.

### Supporting Evidence

- Socratic Seminars
- Academic Vocabulary
- English Essays Graphic Organizer and Scaffolding
- Student Binder Checks
- Self-Graded Rubrics
- Camp Splash

### Instructional Setting

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

### Findings

English focuses on the impact of persuasive messages on an audience. Students analyze the song, “Same Love” as an example of the Rhetorical Situation. After an analysis of modes and devices of Rhetoric, the activity is scaffolded in a manner that culminates in a written literary analysis of the effectiveness of the writer’s argument and use of persuasive language in the song “Same Love.” In the evidence provided, students demonstrate their understanding of the writer’s intent through critical analysis using textual support.

Math uses “Would You Rather” prompts to allow students to apply math to real world situations and be able to make a multi-tiered decision using math. Math Students do number talks in which they discuss strategies to solve math problems in both small groups and whole class settings. Students come to a consensus on the correct solution and learn strategies from each other during these talks. Geometry students do an individual project in which they use the concept of lateral surface area, and home improvement websites to calculate the cost of painting a shed.

The students in Health Science work together in small groups on projects that demonstrates their knowledge of the unit on the nervous system and addiction. In addition to taking a traditional exam on this unit, the students collaborate to create a brochure, video, or song that they then have to present to their class. The students in the classrooms actively listen, take notes, and then ask the presenting group questions about their topics. The Health Science teacher also facilitate guided class discussions throughout the semester where they give the students opportunities to have academic discussions and debates related to the content standards.

In Social Science, students use the Stanford-based “Reading like a Historian” primary source analysis module as part of their investigations into historical topics such as the Progressive era, U.S. Imperialism, and the Zoot Suit Riots. Students discuss these historical issues during Socratic Seminars in which they present their own arguments and reasoning based on their historical knowledge of the subjects.

In Career Planning, there is a strong push for real-world relevance. The curriculum is designed to have students reflect on their personal interests and strengths, identify possible careers they would like to work towards, and then identify steps to enter those careers. Among other things, students use their academic and community service experience at Grizzly to build personal resumes and they prepare for and participate in two separate mock interviews to build their confidence and prepare them for life after Grizzly. A regular component in Career Planning is for students to share their findings and their research with their peers. This is done in informal pair/shares, small group share-outs, and formal presentations.

The Fine Arts curriculum includes an ongoing unit on art appreciation (art history) where students learn about various art movements in history, significant artists and their artwork. Students keep notes and complete sentence starters in their art appreciation booklets and have class discussions based on their responses.

## Supporting Evidence

- Peer Teacher Observation Forms
- Progressive Letter DBQ
- Philippine Annexation DBQ
- Zoot Suit Riots DBQ
- Socratic Seminars
- Rhetoric Unit and “Same Love” Analysis
- Health Science Brochure
- Zoot Suit Riot DBQ
- Art Appreciation Booklets
- Nervous System and Addiction Project

## Technology

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that*

*students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

## Findings

As mentioned earlier, every student is issued a Chromebook. Chromebooks are consistently used in the classroom for educational purposes. Our Technology Trainer selects and trains students to serve as tech mentors to help support student learning in the classroom.

The English department uses Membean to develop student academic vocabulary. Students complete one hour per week of interactive vocabulary-building exercises. Writing assignments are submitted on Google Classroom in which the instructor can provide students with feedback in real-time to assist with the revision process. English READ 180 is used to increase English Learner achievement. Students enrolled in READ 180 are to use the software a minimum of one hour every week.

Math classes use Pear Deck and Classkick to have a live representation of student work. Students watch short video clips of interesting mathematical concepts and math to expand their math learning beyond traditional academic standards. Students use desmos.com (an online graphing application) for graphing and exploring linear and quadratic functions, as well as aid in problem solving. Students also have access to traditional scientific calculators to help them with calculations involving pi, large numbers or trigonometric functions.

In Health Science, students use online tools such as ChooseMyPlate.gov and apps such as SuperTracker to record their nutritional intake. Health Science curriculum encourages students to use the internet to research information such as sexual health clinics and addiction/recovery resources in their area.

In Social Science, students use technology for their Historian Projects by navigating the ETC portal and by creating a Google Slide presentation on a topic of their choosing. Thorough research is conducted over a two week span, where students are instructed how to effectively navigate a variety of sources, check for bias, and corroborate information. Assignments are often assigned, completed, and feedback provided using Google Classroom. We use Google Slides to project our Academic Vocabulary Analysis each week to students prompting them to write two paragraphs per week.

Career Planning classes use cacareerzone.org (California Career Zone) to teach the life skills of balancing a budget, forming a healthy lifestyle, choosing a career, and creating a successful plan for adulthood. Students often conduct online research aimed at reflecting on personal skills and interests to help decide on a career/college path after Grizzly. Community college websites are used for students to identify the things they will need to do and be aware of in order to attend post-secondary education.

Fine Arts uses digital cameras and online web apps, including Pixlr, to take and edit pictures. The Fine Arts teachers utilize Google Classroom in order to assign, make announcements, and to communicate web links to students.

## Supporting Evidence

- Membean
- READ 180 Curriculum Assignments
- Pre-lexile Scores
- Post-lexile Scores
- Pear Deck

- Classkick
- Aeries
- Chromebooks
- Google Drive, Docs, Slides, Sheets, Forms
- ETC Portal
- ChooseMyPlate
- SuperTracker
- ETC Portal
- Google Slides, History Project
- California Career Zone

## Beyond the Textbook

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

## Findings

As previously stated, Grizzly does not rely primarily on textbooks as a resource. We take advantage of digital content and teacher created materials as well as print magazines and primary sources to support student learning.

In Health Science, students resource websites and services such as National Institutes of Health, Planned Parenthood, and ChooseMyPlate. The students also search information in their own communities, such as local community colleges, local health clinics, and other community resources.

Math does not use an official textbook, but instead only teacher created and web-sourced materials aligned with the Common Core standards. We are piloting a new curriculum called Aim for Algebra. We also use a software program called Kuta software that generates problems according to teacher input for focused practice, review, and differentiation.

In Social Science, students use primary and secondary sources to analyze the push/pull factors and population trends for their Immigration Research Project. At times, students have used the CIA World Factbook to analyze data of various countries and gain background on their demographics, government, economy, and culture before studying the specific historical event/period. We use the Progressive DBQ, Letter to Aunt Bessie, where students are asked to choose Progressive causes to support with their Aunt Bessie's money.

English courses include a balanced collection of fiction, non-fiction, and information reading. The English teachers do not use an adopted textbook, but instead have collected, and continue to update, a selection that is meaningful, engaging, and topical to Grizzly students. The English teachers have adopted many elements of the Expository Reading and Writing Course (ERWC) including rhetorical and analytical reading, writing, and thinking.

In Career Planning, students use various websites to explore careers, such as CA Career Zone, Bureau of Labor and Statistics, CA Career Cafe, and Onet Online. Students use these resources to conduct a variety of career research projects. Students also research a community college or technical/vocational school. All students create a presentation highlighting important information that incoming freshmen would

need to have. All students create a Free Application for Federal Student Aid (FAFSA) account online and learn about money for college.

The Fine Arts teachers introduce students to a variety of different artists and pieces of art through slides and short video clips that the students access both in class with the teacher and on their Chromebooks. Students learn about these artists through the art appreciation curriculum where they respond to prompts that connect the primary artwork to their lives or current topics.

### Supporting Evidence

- Google Classroom
- Gmail
- ETC Portal
- CA Career Zone
- CA Career Cafe, BLS, Onet Online Websites
- California Community College Chancellor's Office Website
- FAFSA Online
- Art Appreciation Booklet
- Aim for Algebra
- Kuta Software
- National Institutes of Health
- Planned Parenthood
- ChooseMyPlate
- Progressives DBQ
- California Career Cafe

### Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

### Findings

As mentioned before, the mission of Grizzly is “to intervene in and reclaim the lives of students who are at-risk of dropping out of high school”. A focus for Grizzly is to get students to think and act professionally and to guide them as they plan for their futures. All Grizzly students are enrolled in the Career Planning class, which is part of our dual-enrollment with Cuesta Community College, which prepares students for job searching, education, and personal finance. In Career Planning, students complete job applications, write resumes, and participate in mock interviews. Roughly 75% of the student population participates in Career and Technical Education (CTE) classes at Cuesta Community College as part of our concurrent-enrollment. The CTE courses offered include Auto Mechanic, Auto Body, Office procedures, Film/TV, Culinary Arts, Retail, and Construction. Roughly 25% of our students are able to participate in a 4-week job internship program off-site. Job internships include sites such as retail, law enforcement, child development, and the Humane Society.

Grizzly hosts two career days every school year. All students participate in the career day by taking a

survey that indicated their areas of interest. The school then takes those areas of interests and invites those fields where our students follow a schedule to listen to their presentations and ask questions. In addition to the school led career day, the National Guard invites presenters from Job Corps, the California Conservation Corps as well as different branches of the military.

Outside of career days and job research, students have multiple field trip opportunities to experience the wider world. All students participate in the field trips which include sites such as the Santa Barbara Museum of Art, Santa Barbara Zoo, Hearst Castle, and watch a performance at the Pacific Conservatory of the Performing Arts at Allan Hancock College where the students also take a college tour.

All students complete Food Handler Training and receive their Food Handler Certificate. This is important in that it is something the students can use right away to obtain employment right after Grizzly regardless of age or diploma.

12th grade students who are completing high school with us and getting their diploma participate in College and Career Club led by the school counselors. In this club, students apply to the California Community Colleges website (CCCApply.org), participate in a Cash for College workshop, and work on scholarship applications. Students in this also learn how to tap into Community College Promise programs throughout the state.

Each student meets individually with one of the academic counselors to review their graduation and education plan and how it aligns with post secondary education and career goals. At this time, students learn about choices they have and are able to share those plans with their families so they may decide which is the best option. In addition, students work with their National Guard case managers to discuss their "My Action Plan" (MAP), once they know this important information from the school counselors, they are then able to put these plans into motion with the people that are going to support them in the post-residential phase of the program.

The Grizzly Challenge Charter School's Schoolwide Learner Outcomes include ensuring that the students become responsible community members. In the Social Science classes, all students are able to (pre)register to vote online, (pre)register for Selective Service for the male students, and participate in a student election that involves the entire school.

## Supporting Evidence

- Career Planning Syllabus
- CTE courses
- Job Internship Descriptions
- Career Day
- Field Trips
- Community College Tours
- Community Service Opportunities
- Food Handler Training and Certificate
- Election Day
- Voter Registration
- Selective Service Registration

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### ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

#### Summary

Students at Grizzly all begin the 22-week program on the same date and complete the program on the same date. Cycle after cycle, these cohorts of students all agree to attending this challenging program for a variety of reasons but all of them have the common goal to turn their lives around. An overwhelming majority of the students who attend Grizzly have had negative experiences in secondary schools and 100% of them are behind in high school credits. Grizzly removes many of the distractions and barriers that prevented these young men and women from being successful in school and in life. Grizzly creates an environment where these students can be drug free, healthy, safe, engaged, supported, and challenged. The school staff at Grizzly spends a fair amount of time in the beginning of each cycle acclimating students to their new school environment. Teachers quickly get students into classroom routines that are both efficient and purposeful. The teachers frequently and consistently work together to develop curricula that is not only aligned to the standards, but substantial in content to our unique student population. In the relatively short period of time that Grizzly has these students in residence, students are able to move through a great deal of material in all of their classes that are directly related to the Schoolwide Learner Outcomes (SLOs) as well as our Critical Student Learning Needs. In Career Planning, all students build resumes, practice mock interviews, complete job applications, begin the FAFSA, conduct college research, and perform self-study on their interests and passions. Health Science, which all students take at Grizzly as well, covers critical sexual health, the brain and addiction, nutrition, and healthy relationships. All other courses at Grizzly have the SLO and Critical Student Learning Needs embedding within the curricula as noted on the curriculum maps and syllabi.

Students are taught with a variety of instructional strategies that are geared to reach all learning: passive and reluctant, special education, english learner, low income, and diverse backgrounds. In addition, we are active proponents of technology and use it robustly as a learning tool as well as a career tool. Students receive high quality instruction around high interest content using current technologies. Instruction is differentiated and modified as needed and the school has processes in place to identify those in need.

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Staff collaboration and reflection (i.e. AAR process)
- Teacher use of technology in the classrooms
- Curriculum maps, pacing maps
- Professional development opportunities
- On-to-one student Chromebook
- Academic language, academic vocabulary, and other SDAIE strategies
- Job readiness and real-life skills
- Student community involvement
- Structural supports (lunch passes, tutoring, staff meetings, IEP / 504 plan needs)
- Well-staffed counseling department

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Further develop student research skills (how to Google, how to evaluate website credibility, how to go beyond just first website hit, corroboration and bias)
- Have a full-time technology class (coding, job opportunities, internet research, navigating email)
- Offer on-site vocational classes for all students
- Continue to front-load specific tech skills during Pre-Challenge or at beginning of Semester 1
- Further standardize expected performance levels in departments (rubrics)

## Category D: Standards-Based Student Learning: Assessment and Accountability



### D1: USING ASSESSMENT TO ANALYZE AND REPORT STUDENT PROGRESS CRITERION

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

#### Findings

Grizzly Challenge Charter School (GCCS) uses the Test of Adult Basic Education (TABE), the Mathematics Diagnostic Testing Project (MDTP), the Lexile Scholastic reading inventory, and the California English Language Development Test (CELDT) scores as numerical indicators of growth. Upon arrival to Grizzly, the school administers the TABE test to the students to assess their reading, language, and mathematics performance levels. The MDTP is also given to students at this time; this assessment gives us further information about students' math knowledge base. These assessments, along with a complete credit course assessment for every student, produces a comprehensive report given to every student and made available to staff. Results of the TABE, and other assessments mentioned, are used to place students in their appropriate education groups. Students who qualify are placed in a reading intervention (READ 180) and/or intervention mathematics course. Students are re-assessed in English and Math on the TABE once the first semester of instruction is completed and their progress is analyzed. This data is reported to all teachers, the LAG board, the School Board and the National Guard, who function as guardians to the students while they are enrolled in the residential program. The data is used by the education staff to design and differentiate instruction.

Due to the fact that we are part of a residential program with students coming to us from across the state, and that we have an entirely new group of students every 22 weeks--a group from January to June followed by a new group of students from July to December--the CAASPP tests are a difficult test for us to use as an effective measure of student performance. Students attending Grizzly during the July-to-December cycle are not in the program during the CAASPP time period and thus do not have the opportunity to take the test with us. The students in the January-to-June cycle do take the CAASPP tests with us, but because they have not previously been enrolled in Grizzly and cannot be re-enrolled, we do

not have longitudinal data on these students to track performance. CAASPP results are more reflective of the schools where our students have come from than to their performance while at Grizzly. The Armed Services Vocational Aptitude Battery (ASVAB) is given to all students in order to educate them on career aptitude and to assist them in developing accurate plans for their futures. Scores are interpreted for students, and they participate in surveys that determine their interests. Students conduct career exploration to learn about the skills, training, and education needed for their chosen career(s).

As an alternative school, GCCS will begin using the Dashboard Alternative School Status (DASS) program but has historically used the *Alternative Schools Accountability Model* (ASAM) to measure student achievement for the state. Under the old ASAM model, the indicators Grizzly selected for accountability were the percent of credit-eligible seniors who obtain a high school diploma during their enrollment. The second indicator was the ratio of credits completed to the number of credits attempted. The third indicator was our HiSet/GED passage rate per cycle. In all, these assessments provide important information about how our students are performing.

At the end of every cycle, we administer a student and parent survey, asking students to provide us with data on their performance while at Grizzly Youth Academy. The survey asks for information about school climate, classroom curriculum, instruction and their learning. This information is collected anonymously and is therefore not disaggregated except by education group. All data collected is reported to the Local Advisory Group (LAG), the School Site Council, Grizzly staff, and the National Guard and the Grizzly Challenge Charter School Board. This information is used to make decisions about the program. Students and parents have access to the school's grading program (Aeries). In addition to real-time access to grades, attendance, and assignments, weekly progress reports inform all stakeholders of student progress. Semester report cards are sent home to parents, and updated and accurate transcripts that reflect this information are sent home at the end of the residential phase of the program. Special Education progress reports are also sent home at each grade reporting period. Knowing that students perform differently on a variety of assessments, it is important that multiple measures are used to follow progress. Teachers use an assortment of assessments to evaluate student learning. Some examples are:

- Standards based assessments requiring multiple choice and short answers
- Research papers
- Personal interviews with students
- Group projects
- Individual projects
- Oral presentations
- Written responses
- Role playing
- Discussions
- Socratic Seminars
- CELDT scores
- Surveys
- TABE tests
- SRI Lexile scores
- MDTP scores
- ASVAB scores
- CHSPE results
- My Action Plans (MAP)
- Weekly progress reports

Through the wide variety of classroom assessments, teachers and students are able to determine their personal and academic progress during their attendance at Grizzly. Both the teaching and military staffs are highly responsive when a student is not making progress or showing achievement. Students needing

intervention and support are identified through weekly progress reports that are distributed to both teaching and military staff.

Standardized grading is based on a percentage as indicated on each course syllabus. Rubrics are utilized and distributed to students so that they understand what is expected of them on assignments and assessments. Students can locate all their assignments in Google Drive on the digital homework log. In addition, weekly progress reports inform cadre and teachers of any missing assignments. Formal behavior referrals are another assessment tool for student growth. We know that when students are engaged in the curriculum/instruction they are on task and misbehaviors are minimized.

Over 60% of our student population enter the program reading below a ninth grade level. Students assessed at a reading level below 6<sup>th</sup> grade are placed in an intervention READ 180 program. Upon entry to the READ 180 program, the student's Lexile is recorded and becomes the basis of their individualized reading accounts. These Lexiles are reassessed at 10 and 18 weeks into the program, as a way of recording progress in reading. Sixty-five percent of our students enter below the ninth grade level in math. Upon entry into our algebra and geometry courses, students are assessed in basic math skill areas, such as math facts and fraction knowledge, and are put in the appropriate knowledge base to begin an individualized skill program. Students progress after mastery of a certain level. These are intervention programs that are administered in conjunction with grade-level instruction. Writing courses provide a rubric that assesses each essay and scaffolding is provided for EL students and others who need the extra support.

The entire staff is constantly reviewing their own courses as well as the whole program. We have weekly all-staff meetings where we discuss, plan, monitor, and assess student progress and program efficacy.

In addition, because of our partnership with the National Guard, we monitor and assess students through a post-residential follow up. Each month, case managers make phone contact with each student and/or mentor to identify whether the student is attending school, employed, in the military or none of the above. This post-residential data is very important and a strong assessment of student growth toward the SLOs. It is through this case management that we can determine whether the student has transferred the knowledge and skills learned at Grizzly to his/her life back home. This data, while not kept by school staff, is shared with the school staff and is highly related to the effectiveness of the school program. Two Transition Specialists have also been added in four different counties that Grizzly students return to after the 22-week residential phase of the program. The Transition Specialists' purpose is to aid in the student assimilation back into their home environments.

## Supporting Evidence

- Pre TABE Data
- Post TABE Data
- MDTP
- Lexile scores (READ 180)
- Transcripts
- CELDT data
- IEP/504 data
- CAASPP data (Grizzly and Local)
- Socioeconomic data
- Ethnic data
- Weekly Progress Reports
- Accountability Report Card

## Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

## Findings

There are several processes to inform and create understanding for our stakeholders. Communication and information sharing is frequent and consistent for all groups but most notably to our partner in the program; the National Guard who serve as en loco parentis for our students. We have weekly formal meetings and multiple daily informal meetings to inform, share, and solicit input. In addition we have a Local Advisory Group (LAG) that is comprised of local businesses and community partners who we meet with on a quarterly basis to share information and request support. Board members too, are informed regularly of student progress through LCAP, SPSA, SARC, and principal reports. Our website posts these reports for the community at large to keep them informed as well.

Grizzly students come from across the state of California. To attend this 22-week residential program, students are living away from families and communication with home is purposefully disrupted. Parents, however, receive monthly newsletters from the principal informing them of activities, events, and general progress updates of the 22-week cycle. Open House, which is held at the end of the first semester and marks the first time the students will be going home with their families since their entry in the program, is an opportunity to talk face to face with parents and inform them about student progress. Teachers are able to provide parents/guardians with details about their child's education and about the next steps that will occur in the second semester. National Guard and Academic Counselors are in constant contact with parents/guardians. Semester report cards are sent home to parents, and updated, accurate transcripts that reflect this information are sent home at the end of the residential phase of the program.

All students at Grizzly participate in district-supported testing including CAASPP, CELDT and TABE, to assess their progress toward achievement of the academic standards and Student Learner Outcomes (SLO's). Students are given the Test of Adult Basic Education (TABE) as well as the Mathematics Diagnostic Testing Project (MDTP) upon entering the program to assess their performance level in mathematics, reading, and language. Students are given both a mid-test and a post-test of the TABE to measure growth. A requirement of the Grizzly program is that students must show academic growth via the TABE; therefore staff monitors student performance closely. When students are not showing progress, there is an immediate intervention in the form of formal or informal counseling, an SST referral, classroom accommodations or a modification of assignments. Coupled with this monitoring are the weekly progress reports issued to instructional staff, each student and to Cadre (National Guard employee). These reports are generated to indicate current grades and GPA in standards-aligned courses, teacher comments on work habits and citizenship, and any missing work assignments. When students are not performing, they receive extra attention and additional support through counseling, tutoring, peer tutoring, modifications and accommodations and/or small group/individual instruction. Additionally, the Cadre facilitate daily study halls after dinner to provide a consistent place and time for all students to work on course assignments, get organized for their classes and study for

upcoming assessments. Regularly scheduled study halls instill good work habits and increase the likelihood of students being successful in the next phase of their education or work life. In addition, because of our partnership with the National Guard, we monitor and assess students through a post-residential follow up. Each month, case managers make phone contact with the student and/or mentor to identify whether the student is attending school, employed, in the military or none of the above. This post-residential data is very important and a strong assessment of student growth toward the SLO's.

Cadre are informed weekly, to assist with monitoring of student progress and also so they can provide additional support and motivation. Students receive a weekly progress report to monitor their own performance. This provides an excellent intervention tool for students who need additional monitoring and also can be used to give recognition to students who demonstrate outstanding performance.

## Supporting Evidence

- CAASPP results
- CELDT scores
- Pre and Post TABE data
- Parent Newsletter
- Aeries Grading and Attendance
- Progress Reports
- Open House schedule
- Family Day schedule
- College Club
- FAFSA workshops
- ISP students and parent meetings
- SSC/ELAC
- DELAC
- IEP meetings
- 504 Meetings
- LAG meeting agenda and minutes
- School Board meeting agenda and minutes
- SLO's
- Aim for Algebra supplementary curriculum
- Geometry Common Core curriculum
- Open House Schedule

## Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

## Findings

The school staff at Grizzly Challenge Charter School (GCCS) as well as the National Guard staff, who serve

as loco parentis to all of the students in the residential phase of Grizzly Youth Academy, monitor student progress through a variety of different sources that evaluate their education, behavior, as well as physical and mental health. Grizzly's focus has never been just about making up high school credits, but instead about giving students a second chance and to prepare them for their futures. Curricula in all departments at GCCS have a common thread of encouraging self-reflection and discovery.

Teachers submit progress reports weekly through Aeries Student Information System. These progress report grades are shared with all school staff and with National Guard staff. Both students and parents have access to Aeries and can monitor not only overall grades, but itemized assignments, due dates, and citizenship. This system of accountability allows all stakeholders to know almost immediately if a student is struggling in school, so that they may be able to respond and support accordingly.

During the first week of the program, students take both the Test of Adult Basic Education (TABE) and the Mathematics Diagnostic Testing Project (MDTP) assessment. This gives the school staff a understanding of where the students are with their math and English ability. This baseline allows staff and stakeholders to determine student growth after administering a post-TABE roughly 18 weeks into the program. Since the last WASC visit, our students' math and English pre-to-post TABE progress has consistently averaged an increase of 1.4 grade levels.

English teachers use Membean diagnostic tests, Essay rubrics, and a variety of online and paper small formative assessments to measure student progress toward learning goals. The English READ 180 classes have the students take the Scholastic Reading Inventory (SRI) test and monitor growth through two separate post tests. The post tests are done halfway through the program and near the end of the program. Since the last WASC visit, there is an average increase of 80 points on student Lexile scores.

The Health Science department uses Cornell Notes to ensure student comprehension. Graphic organizers are, also, great tools to ensure that students acquire the necessary knowledge for a specific unit. Another method to monitor student progress is through the end of unit formative assessment. There are four units, where students use Cornell notes, graphic organizers, and end of unit formative assessment.

The Math department focus is assessing the progress of students through formative and summative assessments. Common Core unit concepts are assessed individually as well as unit assessments at the end of a topic. A summative assessment is given at the end of each semester. Student progress is also monitored with the Pre and Post TABE where students improvement in math is used to gauge improvements.

In Career Planning classes, student growth is monitored throughout the cycle using an interactive notebook. All students complete personal reflections, college and career readiness assignments, and real life skills that focus on producing successful and prepared citizens. Furthermore, student work is collected and measured for progress toward the learning outcomes we have established with Cuesta College, our local post-secondary partner that offers our students dual-enrollment credit for this course.

The Fine Arts department has students complete their own rubrics when they finish and submit their work. The students are able to monitor their own growth through categories on their rubrics, which includes time/effort, use of materials, cleanliness and accuracy. Students monitor their grades and assignments through Google Classroom and Aeries.

In the Social Science department, the curriculum is focused on students reading and thinking like historians. In this skills-based approach, students have multiple opportunities to grapple with authentic historian questions by analyzing primary and secondary source documents. Students learn to evaluate sources by contextualizing and corroborating them. Using materials from the Stanford History Education Group (SHEG) and the Document Based Question (DBQ) Project, students have multiple opportunities to

practice these skills. At the beginning of our cycle, students are provided with ample scaffolding to complete the assignments and that scaffolding is gradually reduced as the cycle progresses. Socratic seminars are also a regular component of the Social Science department. They are structured in a way to get students to interact with each other in a professional capacity using the language of the discipline.

At Intake each student with an IEP or a 504 plan meets with a team consisting of teachers and special education staff. At this meeting the team gets to know the students hopes and concerns while beginning to build a relationship with them. Any concerns the parents/guardians may have about their child's education are answered at this time. An IEP meeting is scheduled between the parent/guardian and the special education staff to be held within 30 days of instruction.

All students with IEP's and 504's are continuously monitored through face-to-face check-ins and online grade monitoring. If issues arise, an intervention takes place between the resource specialist, the general education teacher(s), and the student to remediate the issue.

At each grading period, an IEP progress report is sent home to the parent/guardian. At the end of each cycle, another copy of the most current IEP is sent home for students who are returning to their home schools.

## Supporting Evidence

- SLO's
- Pre and Post TABE data
- Transcripts
- CELDT data
- IEP/504 data
- CAASPP data (Grizzly and Local)
- Socioeconomic data
- Ethnic data
- Student survey
- Parent survey
- Weekly Progress Reports
- IEP meetings
- 504 meetings
- Student Study Team (SST) meetings
- Aeries progress reports
- Cornell Notes
- Fine Arts Rubric
- Interactive Notebook, Career Planning

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### D2: USING ASSESSMENT TO MONITOR AND MODIFY LEARNING IN THE CLASSROOM CRITERION

## Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

## Findings

Grizzly teachers use a number of formative assessments as a means to monitor students during the learning process and make adjustment in the learning activities. Teachers in different departments utilize digital resources such as Hapara, Pear Deck, Classkick, and Google Classroom to complete check-ins and monitor student learning and performance. All teachers at Grizzly take advantage of tutorial passes in order to meet with struggling students and to conduct student interviews as a means to assess a student's progress with content and/or mental health. In addition to the schoolwide post-cycle student survey, many teachers collect their own student perceptual data with class surveys and end of semester reflections.

All departments at Grizzly have weekly meetings and check-ins with the purpose of updating and improving lesson plans and curricula in order to guide classroom instruction. Each department meets at the end of each semester to have an After Action Review (AAR), then meet at the beginning of each new semester to review those AAR notes. As mentioned before, the Grizzly Challenge Charter School does this AAR process where we look at the entire school with all staff. After teachers have reviewed all data from both department AAR's and schoolwide AAR's, they then update their departments' Curriculum Maps and Pacing Maps.

The English teachers use essay rubric scores to identify which students would benefit from additional targeted instruction, which skill strands should be re-taught to all students, and which teaching modifications instructors might make prior to the next instructional unit or the next Grizzly cycle.

The English READ 180 classes monitor student growth by testing students on appropriate lexile level books, having them perform a self-assessment, reviewing questions related to workshop articles/stories, checking for understanding during lessons, and scaffolding information. Small groups during the READ 180 rotations also provide an opportunity for more teacher student interaction in a smaller learning setting to monitor student progress and understanding in the workshops.

Math uses frequent check-ins and Do Nows to assess and monitor student understanding of daily concepts. Classkick and Pear Deck are also used to check understanding and monitor student comprehension of subject. Tutorial passes are given to those who need reteaching or more assistance with basic math concepts. Math teachers communicate with the tutoring coordinator in order to ensure that students who need additional support, typically remediation, get the support they need in math.

The Career Planning teachers perform formative assessments by periodically checking interactive student notebooks, practice mock interviews, academic vocabulary building, accessing prior knowledge, recalling information about check writing and balancing a checkbook, and implementing soft skills/success skills aimed at effectively socializing students for college/career/real life situations.

The Health Science department uses Cornell Notes to ensure student comprehension when reading articles or watching video resources. There are four units where students use Cornell notes, graphic organizers, and end of unit formative assessment. During discussions, there are frequent checks for understanding through verbal and visual communication. Graphic organizers are used to ensure that students acquire the necessary knowledge for each unit. These resources are some of what the health science department uses to guide instruction. Summative assessments are used to evaluate students acquired knowledge at the end of the unit.

In the Social Science department, most lessons begin with a warm-up question that connects students' personal lives with the topic of the day. While students write, the teacher is able to circulate the classroom individually checking in with students. Students are required to maintain their notes in a form of Interactive Student Notebook that keeps the notes organized and in one location. At the beginning of

most weeks, students take a multiple choice quiz on the content from the previous week. Quizzes are taken online using Google Classroom. As quizzes are submitted, teachers have immediate feedback on student understanding and recall of previous material. All major assignments in Social Science are provided with written instructions as well as grading rubrics/criteria. These larger assignments also have a reflection piece built in to encourage students to reflect on their own performance as well as to suggest ideas on how to improve the assignment. Teachers in Social Science periodically use Pear Deck to take advantage of our one-to-one Chromebooks. Using Pear Deck, teachers can push slideshows onto student chromebooks and can then monitor how students interact with the content. For example, a teacher can ask for written responses, evaluate them in real time, and then project them onto the screen to share out with the class. Teachers can also use Pear Deck for formative assessments to “take the temperature of the room.”

Students in the Fine Arts class assess their own artwork based on a five category rubric. Students in the Fine Arts class complete a variety of art projects as well as complete an ongoing art history unit. Students learn about various artists and techniques and then take assessments in Google Classroom; there is also a summative assessment at the end of the cycle. Based on feedback from students, formative assessments during projects, and summative testing results from art appreciation, the art department makes adjustments. The Fine Arts teachers then modify instructions, update curriculum maps, and pacing maps.

### Supporting Evidence

- Department AAR notes
- Progress Reports
- Curriculum Maps
- Pacing Maps
- Hapara
- Pear Deck
- Classkick
- Tutorial Passes
- Student Survey
- Do Now(s)
- Tutoring
- Grizzly AAR notes
- Depart AAR's
- Curriculum Maps
- Pacing Maps

### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

### Findings

At Grizzly, each of the departments co-create curriculum based on a number of different sources of

data. Teachers have the common practice of reviewing exemplary assignments in order to calibrate their grading and feedback process. As mentioned before, each of the departments completes an ongoing and end of semester After Action Review (AAR) task that analyzes what worked, what didn't work, and what is needed to improve.

All Grizzly Challenge Charter School staff reviews student data at the beginning of each 22-week cycle. Due to fact that the Grizzly Youth Academy is a 22-week residential program, there is a 100% residential student turnover two times a year. With each new group of residential students, the Test of Adult Basic Education (TABE) scores, transcripts, California English Language Development Test (CELDT) scores, and IEP and 504 Plan information becomes very important when creating Curriculum Maps and Pacing Maps. Once the classes begin, and the instructional staff starts to know the students through formative assessments and student interactions, individual teachers and departments can adjust curriculum and instructional approaches.

Academic data and information is important; however, equally important, if not more important given our student population at Grizzly, is the physical and mental well being of the students in our program. The school's academic counselors meet regularly with the National Guard counselors. Information is then shared as necessary with the appropriate individuals. The school administration and the school counselors consistently share information with the education instructional staff so they may not only be able to have a deeper understanding of the students, but to be able to make modifications to instructional approaches and curricula.

English teachers use essay rubrics and their evaluation of verbal and written student assignments to ascertain how well instructional goals are being met. We then adjust content, pedagogy, or other class elements, to try and improve results in the next iteration.

The Math teachers use formative assessments, such as Do Nows and Pear Deck activities, to determine student progress. Teachers then use this information, along with classroom practice and homework, to determine if reteaching is required before moving on to a new concept. Summative assessments are then used to determine if standards have been met.

Career Planning uses rubrics to assess student performance on activities such as the mock interviews where the feedback they receive is key to their improvement. Career Planning teachers then look at this progress data collectively to make modifications for improvement in order to increase student achievement.

Health Science curriculum and pacing guide is reviewed weekly with the department before, during, and after the course. During review, staff collaborate to analyze current practices. Adjustments are made as necessary to improve the curriculum, pacing, and assessments. The Health Science department has included more socratic seminars with frequent checks for understanding and strives to maintain health curriculum that is relevant and personal to our students needs.

The Social Science classes perform daily think/pair/share with written reflections serve to access prior/experiential knowledge, review past content, or front load material for the day. Weekly quizzes are also offered to measure the effectiveness of the previous week's learning outcomes. "Where do you stand" class discussions allow students to take what they've learned and communicate it with their peers. All of these formative assessments enable instructional and curricular practices to be altered and adjusted in order to meet the needs of all students.

- Socratic seminars
- Student peer-review
- Musical share / Roam & Respond / Gallery Walk
- Use of experientials (Ellis Island, Yee-Haw, Japanese-American internment)

The Fine Arts department meets frequently to collaborate and improve curriculum based on student formative and summative assessment results. The students also provide feedback at the end of each semester which is taken into consideration when modifying curriculum or changing project and art appreciation figures. The end of semester art critique (art show) allows students a chance to share and reflect upon the art lessons throughout the course of the class. The art teachers document and use student artwork from the art show to use as exemplary pieces.

## Supporting Evidence

- Schoolwide AAR notes
- Department AAR notes
- Progress Reports
- Curriculum Maps
- Pacing Maps
- Student Survey
- Pear Deck

## Student Feedback

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

## Findings

When students arrive at Grizzly Youth Academy, they are given a Cadet Handbook and are responsible for knowing and even memorizing various parts. The students at Grizzly are referred to as “cadets” by our National Guard Partner, and during the first two weeks of the program they are considered “candidates” and earn their “cadet” status only by passing a series of reviews. The National Guard Youth Challenge has established 8 Core Components to the program that all cadets are required to complete before finishing the 22-week residential phase of the program. As mentioned earlier, the Grizzly Challenge Charter School’s Schoolwide Learner Outcomes (SLO’s) were drafted and amended in order to match the goals outlined in the 8 Core Components.

Grizzly students and parents are surveyed at the end of every 22-week cycle. On these surveys, the students give honest feedback on their school experience here at Grizzly and share how well they believe they are prepared for the real world in various ways. The results of the student survey reveal how over 98% of the students feel safe and accepted at Grizzly Challenge Charter School, and that 94% of them feel as though they are prepared for the real world in their ability to read and write.

English teachers administer pre-, during-, and post-surveys, asking students to self-report to gauge their own progress and to evaluate the interest level or effectiveness of particular course components.

Reiterating and reinforcing expectations of workshop responses from workshop stories in English READ

180. Providing and encouraging students to provide own examples of sentence starters. Students are able to make a connection between their own life and with some of the workshops.

Math uses class surveys to assess from the students perspective what they have learned or accomplished for one semester as well as setting math goals for the next semester. Students also offer advice to future Grizzly students about how to be successful in math.

In Career Planning students are regularly asked to reflect on the real-world relevance of the curriculum. For example, after doing a personal inventory of their own strengths and weaknesses, students are asked to think about how this knowledge can be helpful when evaluating possible careers. Students also learn real-life applications, such as how to write a check and balance a checkbook.

Health Science students are regularly asked to reflect on the real-world relevance of the curriculum. For example, after doing a personal inventory of their own experiences, strengths and weaknesses, students are asked to think about how this knowledge can be helpful when evaluating disease prevention and personal health goals.

In the Social Science department students are surveyed for class feedback multiple times throughout the semester/cycle. All major assignments feature a reflection where students evaluate their work and offer suggestions to improve the assignment for future students. Teachers aim to show how class topics connect to current events or the real life world. Teachers regularly ask for student feedback through “Gots & Needs” style survey as well as end-of-cycle surveys. Students responses are used to adjust curriculum.

The goals, projects, and pacing maps in Fine Arts are shared with the students on the first day of class. The syllabus outlines what is expected and the previous student exemplary work gives them a clear idea of what projects they are going to be able to complete. Students connect with many of the art narratives and art figures that they learn about throughout the course of the semester. Part of the art appreciation process is that students perform academic discussions with the class where they are given sentence starters and other prompts that give them an opportunity to give feedback and to share their insights using formal academic language.

## Supporting Evidence

- Cadet Handbook
- 8 Core Components
- SLO's
- Student Survey
- Parent Survey

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### D3: USING ASSESSMENT TO MONITOR AND MODIFY THE PROGRAM SCHOOLWIDE CRITERION

## Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

## Findings

The Grizzly Challenge Charter School (GCCS) Principal sends a monthly Parent Newsletter to parents, guardians, and stakeholders that includes information on the school activities and student progress. The principal also conducts three parent meetings each cycle (six per year) to share information as well as solicit input. In those meetings, the goals of the program are discussed and feedback from parents on student progress is sought. At the end of each cycle, a survey is also administered to parents to provide us feedback on the program as a whole and namely their satisfaction with their student's progress.

Students, parents, and the National Guard Cadre (loco parentis) have access to the school's grading system (Aeries) to review attendance and grades. Weekly progress reports that includes current grades, comments on citizenship, and comments on work habits are sent out to school staff and Cadre. Both the school staff and Cadre respond accordingly to support those students who are falling behind with assignments and/or are having behavior issues.

GCCS academic counselors meet with National Guard counselors regularly to discuss student progress. The school counselors meet with students to communicate with them about where they are academically, what their goals are for the post-residential phase, and what they need to do to reach those goals. Student progress is monitored through grades, behavior, and from information shared between stakeholders.

## Supporting Evidence

- Parent Newsletter
- Aeries Grading and Attendance
- Progress Reports
- Open House schedule
- Family Day schedule
- College Club
- FAFSA workshops
- ISP students and parent meetings
- SSC/ELAC
- DELAC
- IEP meetings
- 504 Meetings
- LAG meeting agenda and minutes
- School Board meeting agenda and minutes
- SLO's
- Parent Survey

## Curriculum-Embedded Assessments

**D3.2. Indicator:** The school regularly examines and analyzes standards-based, curriculum-embedded, and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

## Findings

All Grizzly Challenge Charter School (GCCS) teachers include English Language Learner strategies into their lessons and activities. Grizzly is a 100% English immersion school where all of the teaching staff has English Learner Authorization. Students at Grizzly take the Test of Adult Basic Education (TABE) test within the first week of the program. The school staff then analyzes the TABE scores, California English Language Development Test (CELDT) scores, IEP and 504 Plan information. After analyzing this data, as well as student transcripts, the school then creates schedules that place the students in the appropriate classes and for teachers to design those classes to meet the needs of the students.

In the English READ 180 classes, the teachers use the Scholastic Reading Inventory (SRI) test scores from the beginning of the cycle and monitoring student progress on future two SRI tests. The teachers adjust the analysis of workshop stories based on those student scores. Adjusting student groups based on hi Lexile scores also helps with the effectiveness of using READ 180 in the classroom.

The Math department analyzes the student TABE math as well as the Mathematics Diagnostic Testing Project (MDTP) results. After analysis, the math teachers then create supplementary topics that need to be embedded into the regular curriculum based on students needs. Sentence starters are provided for all to be able to participate in Think-Pair-Share activities and group discussions. Keeping the student assessment scores in mind, students are put strategically into a seating chart where effective partner work can take place during class activities.

When introducing new material during Career Planning, relevant vocabulary is provided connecting students with the lesson. Reflection questions are also provided allowing students to think critically of the application of what was learned to their own life in preparation for real-world experiences.

Health Science students learn and practice relevant vocabulary provided to connect students with the specific lesson. Reflection questions are also provided allowing students to think critically of the application of what was learned to their own life in preparation for real-world experiences.

Social Science teachers make curriculum and instructional decisions by analyzing TABE and CELDT scores. Students are strategically placed in class arrangements that produce the most success from every student. Sentence starters and essay outlines are provided to those who may be English Language Learners, as well as designing curriculum to include realia, strategic pairing, and shortened assignments.

In the Fine Arts classrooms, students are taught about the elements of art and design and identify these elements in art appreciation notes and through academic discussions. Students are given sentence starters and prompts, as well as think-write-pair-share activities, that give all students equal opportunities to speak academically in the class.

## Supporting Evidence

- TABE scores
- MDTP scores
- Pre and Post CELDT
- RFEP data
- SRI results (Lexile scores)

## Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

### Findings

Due to the nature of the short-term, 22-week residential program, there is 100% turnover twice a year at Grizzly Challenge Charter School (GCCS). Statewide testing is unable to give pertinent data from which to draw conclusions. Therefore, data is drawn from the student population during their term of enrollment. As part of the evaluative process, GCCS staff meets at the beginning and end of each six month cycle in order to evaluate the program, celebrate successes, and make adjustments to the upcoming cycle as indicated by the information gathered. Based on our assessment results, and the addition of new staff, we have facilitated more PD for teachers on engagement strategies. At risk learners have become accustomed to being passive in classrooms and have found little connection to their real world so we are continually addressing the need for veteran and new staff to purposefully engage all learners in the classroom. As a result, through observations and student feedback, we witness all learners being engaged in their learning.

Our assessment data has shown that many of our students they have not thought long term or in a goal oriented manner prior to their enrollment with us. To better link their classroom learning to the real world, we have greatly increased our emphasis on college and career, CTE partnerships, and extra curricular activities. All students are now enrolled in dual enrollment for 3 college credits with a focus on Career Planning and most of our students are additionally enrolled in concurrent enrollment taking a hands-on CTE class on Saturdays. We have hired an additional school counselor to assist with not only the overall academic assessment and student support but also to assist with college and career counseling.

Our Post-Residential data which identifies positive engagement after completing Grizzly has become a form of assessment that is highly important to us. We have successfully secured a grant that has allowed us to allocate resources to our students in their home communities. In each of our four largest referring counties, we have hired two Transition Specialists to support our students when they are no longer enrolled in our school.

Assessment data has informed us of the pervasive trauma affecting most of our enrolled population. As a result of that and an increase in LCFF funding we have increased our counseling services and are currently pursuing additional ways to more effectively address SEL in our program such as restorative practices and additional therapeutic counseling.

Student performance data collected from the Test of Adult Basic Education Test (TABE), the Scholastic Reading Inventory (SRI), CELDT, perceptual data from students and parents, and classroom assessments are used to evaluate student progress as well as the school program. This data is shared at Grizzly's School Site Council meetings where stakeholders analyze, discuss, make decisions about school goals that go into the Single Plan for Student Achievement. One example of a reallocation of school resources comes from a SSC meeting where students informed the group that in the evenings, during study hall, some students struggled on their assignments and commented that the cadre aren't available to help.

We decided to contract with a local tutoring service to come in during the evenings to support our most struggling students on a 1:1 basis.

All staff participate in the schoolwide After Action Review (AAR) ongoing and end of cycle process. In the AAR meetings, the staff analyze the assessment data and perceptual data collected throughout the six cycle. All staff are welcome to contribute to the conversation by sharing their insight and ideas to improve.

In addition to the schoolwide AAR, each of the departments meet and have their own AAR where they discuss and make note of what worked, what didn't work, and ideas for improvement. During this AAR process, staff is surveyed on desired professional development opportunities; however, at Grizzly, staff knows that they are able to seek out opportunities on their own.

### Supporting Evidence

- Pre and Post TABE data
- SRI data
- Transcripts
- CELDT data
- IEP/504 data
- CAASPP data (Grizzly and Local)
- Socioeconomic data
- Ethnic data
- Weekly Progress Reports
- Professional Development Calendar
- Single Plan for Student Achievement

### Assessment of Curriculum

**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

### Findings

The education staff at Grizzly Challenge Charter School, classified and certificated, meets weekly to discuss and brainstorm how best to meet the needs of all our students. Homework and grading policies are revisited and reinforced frequently to ensure that all teachers are consistent and follow through with the same expectations. The staff at Grizzly sees the importance and benefit to creating common policies and procedures that each staff member reinforces.

Each of the school departments meets frequently and through formal AAR's to discuss assessments, lessons, and to calibrate their curriculum and pacing maps. Each teacher brings their own personality and style to the classroom; however, the classes at Grizzly have common content, curriculum, and summative assessments. When departments meet, they give everyone an opportunity to give input and make collective decisions with the focus of improving student learning. In addition, the syllabi for each department has the same grading policies, homework policies, course descriptions, and classroom

expectations.

## Supporting Evidence

- Pre and Post TABE data
- Transcripts
- IEP/504 data
- CAASPP data (Grizzly and Local)
- Socioeconomic data
- Ethnic data
- Weekly Progress Reports

## Secure Assessments

**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

## Findings

Classroom assessments are locked in teacher file cabinets, locked in desk cabinets, or stored digitally in secured password protected computer files and Google Drive folders. Google Classroom exams are locked by individual usernames and only the teachers can access the questions before testing and scores are kept confidential between the teachers, administration, and students. Student grades and assignment information are stored in Aeries Student Information Systems. Teachers, students, and parents have individual logins for accessing information stored in Aeries. Student weekly progress reports are shared with both education staff as well as with the Grizzly Youth Academy Cadre (loco parentis).

All state testing materials, if any, are stored in building 945 at the school campus in a secured and locked closet. School records are located in secured file cabinets in both buildings 945 and 932.

Special Education information is confidential and only IEP information pertaining to student needs and assessments are shared with relevant education staff. Hard copies of IEP and 504 Plan files are stored and locked up in secure file cabinets in both buildings 945 and 942. Any digital copies of IEP's and 504 Plans are in secured password protected computer files and Google Drive folders. All IEP documents are electronically stored in SEIS (Special Education Information System). SEIS is maintained and monitored by San Luis Obispo County Office of Education (SLOCOE) for compliance and accountability.

## Supporting Evidence

- Aeries
- School Site aerial map
- Google Drive
- SEIS

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

### **Summary**

The goal of Grizzly Challenge Charter School (GCCS) is to intervene in and reclaim the lives of at-risk youth. The school accomplishes this by developing critical thinking, coping skills, and self-discipline in all students. Student progress is measured in various ways. All incoming students are administered the Test of Adult Basic Education to assess their reading and mathematics skill levels. Students take this test again at the end of the educational cycle and all students show improvement of at least one grade level. In the classroom, student grades are tracked in Aeries and both students and parents are given real-time access. Staff meets regularly as a whole and in departments to align curricula and to refine practices. Because GCCS is one-to-one with student Chromebooks, many teachers use online tools like Google Classroom to assign and evaluate student work. Students surveyed at the end of each academic cycle and these results show an overwhelming sense of students feeling welcome and supported in the classroom.

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- End-of-cycle student surveys overwhelmingly show that students feel welcome, supported, and successful at GCCS
- Weekly progress reports and communication between school and home provides student accountability and opportunity for immediate intervention
- Relatively small class sizes (15-25 students)
- Regular use of Membean to build student vocabulary
- All students show improvement of at least 1 grade level on TABE
- Staff meets regularly as a whole and in departments to reflect, share best practices, and align curricula
- Several tutoring opportunities are provided to support student progress during lunch time and after school
- Our course offerings and instruction are targeted to make up previously failed courses, academic skill building, and a connection to the real world
- One-to-one student to Chromebook makes online assessment tools possible (Google Classroom, Google Apps for Education, Hapara, etc.)

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Research and implement more effective formative and summative assessment practices in the classrooms
- Teachers in all departments create a common and calibrated assessment for writing to be used in all classes
- We are in the process of doing more to support students in the post-residential phase of the program (longitudinal study)
- Work on developing consistent approach to developing/assessing critical thinking skills (close reading, annotation, socratic seminars)

## Category E: School Culture and Support of Student Personal and Academic Growth



### E1: PARENT AND COMMUNITY ENGAGEMENT CRITERION

#### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

#### Findings

At Grizzly Challenge Charter School (GCCS) we work to involve community stakeholders at all levels and stages of our academic program. Before students enroll in the program, they must participate in Transition Acclimation Commitment (TAC) to experience the program first-hand. At this time, the parents of these potential students meet with staff to learn about the program and its objectives. Meetings held to include Spanish translation for parents/families who need it.

On Intake Day, the first day of the program, all students with IEPs and 504 plans meet with education staff to introduce themselves and review their strengths and areas of improvement. This is an excellent opportunity to explain the program, answer questions, and schedule future meetings. At this meeting and all subsequent telephone meetings, there is an on-site Spanish-English translator to facilitate communication between education staff and any parent / family member whose first language is Spanish. This translator also helps translate any written communication mailed home.

During the residential phase of the program, there is open communication between education staff and members of the National Guard, who serve as en loco parentis. Every week grades are submitted by all teachers to platoon sergeants. Special attention is given to any student with a D/F or ones who have missing assignments. This is to make sure that students are being held accountable and to make sure that there is immediate intervention to prevent students from falling behind. In addition to these regular grade reports, cadre are present at school and in classrooms throughout the regular school day. They help with classroom transitions and student counseling as needed. Grizzly school counselors meet regularly with military counselors to share information on students and to make sure there is open

communication.

Over the years, Grizzly has developed a growing partnership with Cuesta Community College. During the residential phase of the program, all students have the opportunity to enroll in 5-credit Career & Technical Education (CTE) courses at Cuesta. These courses take place on Saturdays and they include automotive repair, construction, and web design. Approximately 320 students take advantage of these courses each year.

Because Grizzly is a residential program and students are living separately from their families, it is important for the school to maintain communication with parents and guardians. To facilitate this communication, the GCCS principal sends out monthly newsletters to all parents and guardians with school updates and announcements about upcoming events. All newsletters are translated in Spanish. Approximately eight weeks into the academic program, Grizzly holds a Family Day and invites all parents and guardians to come to Camp San Luis for the day to spend time with their cadet. On this day, the school operates an Education Booth that families can visit to meet school staff, get an update on their student's grades and credits, as well as get general feedback from teachers, counselors, and aides. At the semester break, the school holds an Open House. On this day, all parents and families are invited to visit each of their student's teachers and learn more about the academic program at Grizzly. On the morning of Open House, the principal holds an interactive meeting with families and has an on-site translator to help with families who speak Spanish. The purpose of the meeting is to further discuss program goals and student progress with parents while soliciting feedback on what can be improved. A major part of this meeting is to acknowledge student feelings and concerns about their first Home Pass and to help prepare the families for a successful weekend. On the morning of the program's Second Home Pass, the school holds a FAFSA completion workshop in both English and Spanish to help prepare students and families prepare for post-secondary academic options.

During the last four weeks of the Grizzly academic program, approximately 50 students participate in Job Internships with local businesses and organizations. Over the years, Grizzly has built solid relationships with local businesses including the San Luis Obispo Police Department, Cal Poly, and various retail and grocery locations. The focus of the internship is to give students hands-on job experience that they can use to secure employment after graduating from Grizzly. It is also important that community stakeholders meet and interact with Grizzly students. Additionally, our Local Advisory Group (LAG) is made up of community members who receive progress updates and provide advice, guidance, and assistance to the program.

An overall focus of the Grizzly program is to help students plan for their futures. This includes thinking about possible careers and actively taking steps towards those careers. Approximately halfway through the academic program, the school hosts a Career Day and invites representatives from various careers throughout the community to come meet with students. Participants include representatives from law enforcement, first responders, automotive repair, healthcare providers, and a local staffing agency.

Throughout the school year, Grizzly holds regular School Site Council and ELAC meetings. The council is made up of peer elected stakeholders. The purpose of the council is to reflect on the program, to provide feedback, and to approve of the Single Plan for Student Achievement as well as provide input on our ELD efforts.

When students complete the residential phase of the program and enter the "post-residential phase," many of them are connected with Grizzly's Transition Specialists. Two Transition Specialists have been added in four different counties that Grizzly students return to after the 22-week residential phase of the program. The Transition Specialists' purpose is to aid in the student assimilation back into their home environments. These professionals are located in Kern, Ventura, Santa Clara, Santa Barbara, and San Luis Obispo Counties and their goal is to connect students to community resources and keep them accountable to their individual success goals.

## Supporting Evidence

- Career Planning Portfolio
- Career Day Agenda
- Internships Placements
- IEPs/504s
- Documents Translated from English to Spanish
- FAFSA Sign-in Sheet
- Open House Schedule
- CTE Roster and Syllabi
- Weekly Progress Reports
- Academic Calendar
- MAP done with RPM
- TAC Protocol
- School Site Council Agendas, Minutes
- Family Day Announcement
- TAC Schedule
- Student Progress Reports
- Principal's Monthly Newsletter

## Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

## Findings

A core component of the Grizzly program is for students to realize what it means to be effective and responsible citizens. The school does many things to achieve this.

During most weekends, the students are in and around San Luis Obispo helping with various community service events, including AIDS walks, Cancer awareness, beach clean-up, senior citizen centers, setting up events like the Chumash Pow Wow, Morro Bay Triathlon, and Cal Poly sporting events. Students complete a minimum of 40 hours of community service during the 22-week residential phase of the program.

The staff at Grizzly recognize that many students need specific support to help them be successful in school and in life. To accommodate this, the program provides after-school counseling groups on Tuesdays during much of the cycle. These groups are facilitated by outside professionals and not Grizzly staff members and include groups such as Smoking Cessation, Anger Management, and Prison Families.

Grizzly is very student-focused and it takes the whole-student approach. Many students find that their time at Grizzly is a good opportunity to come to terms with their pasts and specific challenges that they are facing. Our school counselors regularly check in with students who are struggling, and professionals with the county office of mental health are available to meet with students who need additional mental

health counseling.

Over the years, Grizzly has been building growing partnerships with local community colleges. Many students take advantage of Career & Technical Education (CTE) classes at neighboring Cuesta Community College to give them hands-on experience in career fields that interest them. Grizzly students have also participated in career fairs and college tours of both Cuesta Community College and Allan Hancock Community College in Santa Maria. Graduates of Grizzly Challenge Charter School are eligible for Promise Grants at both schools.

It is important to Grizzly that students experience the wider world. To facilitate this, the school operates numerous field trips to surrounding areas of interest including Hearst Castle, the elephant seals of San Simeon, Morro Bay State Park, the Santa Barbara Zoo, the Wolf Museum of Exploration and Innovation, and the Santa Barbara Museum of Natural History Sea Center. While it is important for students to go out into the community, it is equally important for Grizzly to invite the community into the school. To make this happen, Grizzly regularly host guest speakers to meet, connect with, and, hopefully, inspire students. Recent guests include Hope Dealer Jeremy Bates, former astronaut Mike Mullane, Orchestra Novo's Michael Nowak, and Congressman Salud Carbajal.

The Center for Health and Prevention offers services to our students including STD testing, birth control, and counseling. For many students at Grizzly, this is their first experience utilizing free community resources related to reproductive health.

As mentioned previously, approximately 50 students participate in internships with local businesses and organizations. Over the years, Grizzly has built solid relationships with local businesses including the San Luis Obispo Police Department, Cal Poly, and various retail and grocery locations. Some of these internship locations also participate in our Career Day as well.

## Supporting Evidence

- Counseling Group Roster
- Job Internship Roster
- County Mental Health Counseling Briefs
- Field Trip Agendas (including career fairs, tours)
- AARs for Field Trips
- The Center, Appointment Roster
- Career Day Assignment (asking/answering questions)
- Cuesta College Career Day
- Allan Hancock Career Day
- PCPA Career Talk

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## E2: SCHOOL ENVIRONMENT CRITERION

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective*

*operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

## Findings

Student and staff safety is a top priority at Grizzly. Classrooms and related educational spaces are safe, clean, and well-functioning, including bathrooms which are maintained and well-lit. Students and staff are expected to conduct themselves professionally and to take responsibility for their actions.

During the Acclimation phase of the program, students participate in a Round Robin orientation where they meet with different Grizzly departments such as the education, medical, and counseling. At this orientation, students review the rules and expectations of the classroom. Students also meet with the Counseling department and they are told how they can request a meeting with counselors through the Bullying Letters Other Counseling (BLOC) box, or alert staff to any student concerns. These student alerts can be anonymous.

During Acclimation much emphasis is given to bullying and the responsibilities of everyone to be upstanders instead of bystanders. Students and staff view the movie Bully. Following the movie, students are encouraged to reflect on the consequences of bullying. Staff and students form an Upstander Committee to make it clear that bullying will not be tolerated at Grizzly. Reinforcing the seriousness with which we feel about bullying, a candlelight vigil is held and personal stories are shared. Throughout the academic cycle, the committee conducts and reviews ongoing bully surveys and assists in the notification to staff of issues as well as assists in the intervention.

Many Grizzly students have suffered from the consequences of substance abuse, both first and second hand. Because of this, a key component to the Grizzly program is that the whole program is a clean and sober facility. The residential nature of the Grizzly program presents a great opportunity to focus on healthy lifestyle choices including exercise, hygiene, and nutrition. Key curriculum in the Grizzly health science class, which all students participate in, focuses on nutrition and the effects of drug and alcohol addiction. Regular group counseling is available to all students struggling with drug and alcohol issues.

During the residential phase, all students are issued an internet accessible chromebook. These chromebooks are for educational purposes only and student use is strictly monitored. Before taking ownership of the devices, students receive training on how to use them and they must sign a responsible use agreement. Grizzly has excellent on-site tech support from our Technology Trainer. In addition to providing individual support, our Technology Trainer also recruits and trains student tech mentors to help with technology issues in the classroom. Our Technology Trainer also conducts weekly tech talks to support staff use of technology. Using programs like Lightspeed, Hapara, and Webzones, school staff is able to facilitate and monitor student internet use.

All school staff receives regular training to be prepared for emergency training. This includes training in CPR/First Aid, being a Mandated Reporter, gang awareness, and active shooter scenarios. The school regularly conducts emergency drills to prepare for fire, earthquake, and active shooter situations. All classrooms and other school spaces are equipped with window coverings and lock blocks.

A key component of Grizzly is providing immediate intervention to support students. This intervention can be around student behavior, mental health, or peer interactions. The intervention can be an informal check-in or it can be a structured meeting following a written referral that is designed to get students to take responsibility for their actions. In the academy there is zero tolerance for derogatory or hateful language. There is close and regular communication between the education and the military staff around student interventions. Military staff are present throughout the school day to assist with

student check-ins and interventions.

The Grizzly Student Council is a good resource for giving students a voice. The Student Council is made of up 16-18 peer elected students that represent the student body. They take concerns and other input from their fellow students and either bring it to the attention of school and/or military staff, or they discuss to create a solution to then be presented.

### Supporting Evidence

- Internet Usage Agreement Forms
- Hapara groups created by Matt
- Bully Survey Results
- NA/AA roster
- Health Science Pacing Map
- Roster for Tuesday Groups
- BRFs
- Student Council Meetings

### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

### Findings

At Grizzly, all practices and decisions are geared towards student safety and success. Staff at Grizzly very much have the “whole child” in mind when interacting with students. The very nature of the program means that many students at Grizzly are coming to Grizzly because of the challenges in their lives. Grizzly gives them the time and space to acknowledge these issues, confront them, and, hopefully, begin to overcome them.

As mentioned previously, 100% of the students are credit deficient when they arrive at Grizzly. An average of 22% of students are English Learners, 72% of them are socioeconomically disadvantaged, and over 60% of them are below grade level in English and Math. The Education staff at Grizzly has had many professional development opportunities that focused on our at-risk student population; such as restorative justice practices, culture of poverty, mandated reporter training, gang awareness, and trauma-informed approaches.

During Acclimation Phase, all students participate in a Round Robin activity where they meet with various departments and learn about the program. One of the departments is Education staff and students learn about classroom expectations. The objective of that specific orientation is for the students to realize that school's goal is their success. Everything from room entry/exit procedures to handling classroom equipment to accessing the online gradebooks is to set them up for success.

A major component of the Grizzly program is holding students accountable for their actions. This system of accountability includes regular check-ins, swift interventions, and intrinsic/extrinsic rewards. Grades for each class are printed weekly. Any student with a D/F is flagged and a mandatory lunchtime tutoring session is scheduled with their respective teacher.

If a cadet is in good standing, he/she wears a small metal pip on his/her collar. Wearing this pip signifies that the cadet is meeting expectations and being held accountable. If a cadet loses this good standing, for example by receiving a behavior referral or earning a D/F in a class, he/she has the pip removed and then faces appropriate consequences.

All Grizzly staff are trained to see negative student behavior as a symptom of something deeper. With this in mind, when a student misbehaves in class, rather than punish the behavior and then move on, it initiates more of an investigation. Teachers, aides, counselors, administrators, and military staff engage in close communication about student issues and well-being. If a staff member is concerned about a student, they can fill out an online counseling request form to initiate a follow-up. When filling out this form, staff triage the issue as best they can and assign the appropriate level of concern. Student issues are brought up in weekly staff meetings and the counseling staff reports back anything that the rest of the staff should know about.

Grizzly provides students with numerous opportunities and privileges to encourage positive behavior. Students in good standing are allowed to participate in things like Student Council, Drill Team, Socials, and trips off-post. School staff also selects one student per group per month for Student-of-the-Month. These merit-based incentives really give students a source of pride, giving them an opportunity to experience success and then internalize their motivation to do well.

A standard intervention tool at Grizzly is the Behavior Referral Form (BRF). These forms are used to catalog student behavior (positive or negative) and can be written by any staff member. Once completed, the form is shared with multiple departments and it leads to an in-person meeting with a cadet at the appropriate level where a discussion takes place. The behavior is explained, ownership is assigned, and consequences are determined.

All students are assigned a six-period school schedule. In addition to core academic classes and electives, all students are given a Study Hall period. This period is designed to give students the time, space, and tools to be successful students. During these Study Hall periods, school staff reviews school assignments, clarifies directions, holds students accountable by doing spot checks of their assignments, binders, and email inboxes, and then assist as necessary. These Study Hall periods are known as "Homerooms." In addition to running a Study Hall, a teacher will have that same group of students for an academic period. This allows a bond to develop and it is common for a student to turn to their Study Hall teacher for support and guidance.

Much of the curriculum at Grizzly encourages students to bring their backgrounds, interests, and individual identities into the classroom. The English department assigns essays that give students the opportunity to write on topics ranging from bullying to healthy eating. The Social Science department holds regular socratic seminars that encourage the student to connect the content directly to their lives. The final for US History Semester 1 is the Historian Project where students research a topic of interest to them, learn about how it has changed through history, and then shares this information with the class through a slideshow presentation.

At the end of each cycle, students are surveyed about their experience during the residential phase of the program. The feedback is overwhelmingly positive and students report that they feel welcome, safe, supported, and successful at Grizzly.

## Supporting Evidence

- Counseling Referrals
- Student Demographic Data
- Acclimation (Pre-Challenge) Schedule
- Professional Development Calendar
- Student Survey
- Parent Survey
- Counseling Request/Recommendation Form
- Social Science projects: Historian Project & Unsung Heroes

## Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

## Findings

There is a high level of trust, respect, and professionalism at Grizzly. When starting at Grizzly, all staff participate in the National Guard Youth Challenge Basic Course training where they learn about the mission, origin, and evolution of the National Challenge program. All staff are valued as partners in the program, regardless of their specific position and their years of service. This can be evidenced at the weekly staff meetings where all staff sit facing each other and communication is open, honest, and orderly.

A key practice at Grizzly is doing an After Action Review (AAR) after every key event. At an AAR, all staff members present in a meeting reflect on a recent event (i.e. field trips) starting with what went well, continuing with what did not, and then ending with suggestions to improve for next time. This inclusive process makes sure that Grizzly is constantly refining practices for student success.

As previously mentioned, Grizzly holds regular School Site Council meetings. The council is composed of peer elected staff, students, parents, and stakeholders. The purpose of the council is to reflect on the program, to provide feedback, and to approve of the Single Plan for Student Achievement.

Because Grizzly is focused on the student experience, students are surveyed at the beginning and the end of the cycle. Survey data indicates that students feel substantially welcome, supported, and successful at Grizzly. Parents also take a survey the end of each 22-week cycle. The parent survey data reveals the parents' overwhelming satisfaction with Grizzly. We share all of this perceptual data with staff as well as at the School Site Council Meetings.

While Grizzly's major focus is on student intervention and fostering student success, it also sees the opportunity to positively affect families. A recent component of the program is to encourage Grizzly parents to attend parenting workshops. After successfully completing a workshop, parents can apply to Grizzly for a financial reimbursement for the course.

As mentioned previously in this study, because of the residential nature of the Grizzly program, National

Guard staff serve as cadets' (students') parents (loco parentis). There is constant communication between school staff and National Guard staff about student behavior, concerns, grades, and successes. The school also makes strong efforts to connect with students' actual families. In addition to in-person interactions during TAC and intake, the Grizzly Principal sends out a monthly newsletter. There are more in-person interactions during Intake, Family Day, Open House, and Home Passes.

In addition to on-site collaboration, Grizzly also receives input from its school board and through stakeholders during the Local Control and Accountability Plan (LCAP) engagement process, parent meetings, and SSC meetings.

### Supporting Evidence

- Student Survey
- Parent Survey
- Youth Challenge BASIC Course Outline
- Staff Meeting Agenda / Minutes
- Career Planning Notebooks
- Socratic Seminar Norms and Expectations
- School Site Council Meeting Agendas, Minutes
- Single Plan for Student Achievement (SPSA)
- Board Meeting Agendas, Minutes
- Local Control Accountability Plan (LCAP)

## E3: PERSONAL AND ACADEMIC STUDENT SUPPORT CRITERION

### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

### Findings

Grizzly has numerous supports and services in place to support students' personal needs. Staff at Grizzly know that nearly all Grizzly students have not had positive experiences in their previous years of schooling. A goal of the program is to intervene and redirect students towards personal and academic success.

With student needs in mind, Grizzly also has a team of academic and social/emotional counselors. Academic counselors meet individually with all students early in the cycle to review credit needs and graduation plans. Appointments with social/emotional counselors are made through student or staff request. During the Acclimation phase, the first two weeks, all students take a counseling survey to identify which support they feel may be beneficial. These groups are facilitated by outside professionals and not Grizzly staff members and include groups such as Smoking Cessation, Anger Management, and Alternatives to Violence. Additionally we have contracted with the County Department of Mental Health and the Women's Shelter to provide therapists who we refer students who are needing a higher level and individualized service.

During the intake process of the program we collect a lot of personal information about the students prior to their enrollment. We learn about past social/emotional issues, trauma, hospitalizations, medications etc. In addition we learn of their varied coping skills: drugs and alcohol, sex, violence, self harm etc. Informed of their trauma we have established the above mentioned counseling groups to support students as well as established classes and curriculum to assist in the processing, healing and replacement behaviors. A major component of the Grizzly program is to help students address personal issues by developing healthy coping strategies. As part of this, the program offers after-school group counseling focused around specific issues: parenting, self-improvement, art therapy, yoga, sexual health empowerment, stress management, tobacco cessation, and grief counseling. There is also a group available to our female students who are survivors of sexual assault. Another support group available to our students is NA/AA, which is run by the Grizzly principal. Meetings are held once a week at lunch time. We have relied on our military counselors to teach Life Coping Skills as well as Anger Management as formal classes that all students participate in after school.

While at Grizzly, all students take a Career Planning course designed to get them to think about life after high school. The class is a dual-enrollment course and in addition to 10 high school credits, students earn 3 units from Cuesta Community College as part of the dual-enrollment. In Career Planning, students take personal inventories to assess their strengths and areas of improvement, they take an aptitude test to look at careers of interest, they conduct individualized career research, they build resumes, and they practice job interview skills. In addition, students also learn a number of “soft skills” throughout the course of the cycle that includes skills such as handshakes, eye contact, public voice, and self-advocacy. Students speak favorably of the class and show appreciation for the material.

A major component of the program at Grizzly is for students to set short-term and long-term goals. During the residential phase of the program, students work with their families, mentors, and case managers on completing what is called “My Action Plan” (MAP). This plan is supposed to get students thinking about their future after Grizzly and it contains both a Plan A and a Plan B. All students also take the ASVAB (Armed Services Vocational Aptitude Battery), which is a timed multi-aptitude test that gives students guidance on career exploration.

At different times during the cycle, Grizzly uses field trips and guest speakers to expose students to different career fields. The school makes regular trips to nearby Hancock Community College to attend performances put on by the Pacific Conservatory of the Performing Arts (PCPA) and to tour the campus. When the schedule permits, Grizzly students attend job/career fairs held at both campuses. The Job Internship program at Grizzly allows for students to learn about various professions of interest from leaders and mentors from those industries.

During the second semester of the residential phase of the program, Grizzly’s academic counselors host a College Club. All graduating students are eligible to participate. The college club is designed to help students get enrolled in a local community college by learning how to apply to college, how to fill out the FAFSA, and how to take advantage of various “promise” programs that many community colleges currently offer. It should also be noted that the current legislation by Governor Jerry Brown will provide a year of free Community College tuition for California students, an incentive we inform all of our students of, so when they graduate they may be able to take full advantage of this opportunity.

As mentioned previously, an overall focus of the Grizzly program is to help students plan for their futures. This includes thinking about possible careers and actively taking steps towards those careers. Approximately halfway through the academic program, the school hosts a Career Day and invites representatives from various careers throughout the community to come meet with students. Participants include representatives from law enforcement, first responders, automotive repair, healthcare providers, and a local staffing agency. When the scheduling allows, all Grizzly students attend Career Days hosted by Allan Hancock Community College in Santa Maria or Cuesta Community College

here in San Luis Obispo.

During the residential phase, Grizzly's military cadre serve as the cadets' (students') guardians. One of their many responsibilities include students' physical health. Grizzly has an on-site medical team that monitors and treats students with health issues. These issues range from the small (scratches and sore throats) to the large (strep throat and broken bones). Each morning, all students have the opportunity to meet with the medical team to discuss a health issue. The school staff regularly communicates with the medical staff. Any issues or health concerns, including vision problems or mental health concerns, that cannot be treated with Grizzly staff are referred to outside care providers. In addition, the Center for Health and Prevention offers services to our students including STD testing, birth control, and counseling. For many students at Grizzly, this is their first experience utilizing free community resources related to reproductive health.

One particular healthy coping strategy that Grizzly focuses on is exercise. During the residential phase, students participate in regular Physical Training activities with their platoons. For many students, their time at Grizzly gets them into the best physical shape of their lives. Their physical fitness is measured three times during the cycle with Physical Fitness testing which measures their abilities in push-ups, sit-ups, sit-and-reach, the shuttle run, and the mile run.

Along the lines of physical fitness, all students are encouraged to participate in Run Club. Practices take place twice a week and they are designed to train students to run a half-marathon. Each cycle, Grizzly has approximately 50 students run half-marathons, giving them an immense feeling of achievement and personal satisfaction.

A focus of the Grizzly program is to reclaim the lives of at-risk youth. Grizzly staff does this by intervening and redirecting students towards success. This often means that students shed parts of their previous identities and reimagine themselves. For some students who have tattoos, this means a physical change. Each cycle, Grizzly identifies and supports students who would benefit from tattoo removal.

## Supporting Evidence

- Career Planning Syllabus
- Student MAPs
- Applications to CCC/FAFSA
- Counseling Referrals
- Counseling Groups
- Acclimation Schedule
- TABE Pre and Post Data
- Run Club Roster

## Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

## Findings

Students are assigned to the required core classes based on TABE data, school counselor input, and students' individual needs. After assessing each student's current mathematical, reading and language performance levels using TABE and MDTP, the academic counselor generates credit assessments on every student and ensures they are placed in appropriate standards-based curriculum courses. Students are assigned to courses as part of their Individualized Learning Plans (ILPs) designed for intervention and remediation, grade level instruction, or enrichment courses. The counselor continues to meet routinely with all Grizzly students in constructing and implementing their education plan.

All students have six class periods on a block schedule. One of these six periods is a Study Hall. This Study Hall period, also known as Homeroom, is designed to give the students designated time and space to be successful in school. Assignments are reviewed, priorities are set, and assistance is available. Teachers use this class as an opportunity to reinforce study skills like the importance of prioritizing assignments and keeping their backpacks, binders, and email inboxes clean and organized. These small communities become the place where students know they can voice concerns on academic or personal issues and receive assistance or a referral for assistance.

Based partly on TABE scores and reading lexiles, students determined to be in need of English intervention are placed in READ 180 for various intervention techniques in reading comprehension, fluency, spelling, and writing.

Grizzly has a full-time RSP teacher to support students with IEPs. During intake, the education staff meets in-person with any student who has an IEP or 504 Plan. This meeting is to get to know the student, particularly their strengths and their areas of improvement. Staff utilizes this opportunity to brainstorm classroom accommodations/modifications as well as to set future meetings. The RSP teacher works with school staff to administer any support needed by students who have IEPs. Each semester teachers complete progress reports on all students with IEPs to measure progress on meeting their goals.

With student needs in mind, Grizzly has a team of academic and social/emotional counselors. Academic counselors meet individually with all students early in the cycle to review credit needs and graduation plans. Appointments with social/emotional counselors are made through student or staff request. Many students participate in regular weekly counseling. Grizzly's academic and mental health counselors are housed in a central location and there is regular communication between them.

During Acclimation Phase, all students participate in a Round Robin activity where they meet with various departments and learn about the program. One of the departments is Education staff and students learn about classroom expectations. The goal of that specific orientation is for the students to realize that the goal of their school is their success. Everything from room entry/exit procedures to handling classroom equipment to accessing the online gradebooks is to set them up for success.

In the classroom, teachers use practices and strategies to promote student engagement and foster student voice. These strategies include think/pair/share, group work, project-based learning, Socratic Seminars, public presentations, and brain breaks. When necessary, teachers arrange to meet individually with students during lunch to offer support or assistance. Additionally, evening tutoring is available to select students on an as-needed basis. Tutoring is not only available for remediation in English and Math, but also for support for students struggling in a given subject.

Following the residential phase, any program graduate still working towards a high school diploma and who lives in San Luis Obispo County, or a bordering county, is eligible to complete their high school education with Grizzly's Independent Study Program (ISP).

## Supporting Evidence

- Acclimation Schedule
- Academic Calendar
- Master Schedule of Courses
- Course Descriptions
- Curriculum and Pacing Maps
- Lexile Scores
- Group Schedule/Roster
- Pre and post TABE scores
- MDTP Data
- IEPs
- 504 Plans
- Weekly Progress Reports
- Student MAP (My Action Plan)

## Support Services and Learning - Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

## Findings

As a brief intervention program, it is essential that we ensure that all time is spent in meaningful ways. Our actions are in support of student success which includes academics, social/emotional learning and college and career preparation. In order to achieve our goals we have developed processes to quickly assess and provide the opportunities our students need. As previously mentioned, all students take the Test of Adult Basic Education (TABE) during the Acclimation phase of the program so that staff can get an idea of where the students are at. These TABE scores are one component of many when it comes to building educational groups. The school also looks at student ages, demographics, grade levels, anticipated graduation date, and credit needs.

After the acclimation phase, students are separated into eight or nine different homerooms. Each group experiences the academic day as a cohort, rotating among classes as a group. There are cases where individual students do not need a particular class. In that case, the student is identified early and is set up to take a teacher contract class in a subject area that they need credits in.

All students have six class periods on a block schedule. One of these periods is a Study Hall. This Study Hall period, also known as Homeroom, is designed to give the students time and space to be successful in school. Assignments are reviewed, priorities are set, and assistance is available. Teachers use this class

as an opportunity to teach study skills like the importance of prioritizing assignments and keeping their backpacks, binders, and email inboxes clean and organized.

Based partly on TABE scores and reading lexiles, students determined to be in need of English intervention are placed in READ 180 for various intervention techniques in reading comprehension, fluency, spelling, and writing.

Grizzly has a full-time RSP teacher who supports students with IEPs. During intake, the education staff meets in-person with any student who has an IEP or 504 Plan. This meeting is to get to know the student, particularly their strengths and their areas of improvement. Staff uses this as opportunity to brainstorm classroom accommodations/modifications as well as to set future meetings. The RSP teacher works with school staff to administer any support needed by students who have IEPs. Each semester teachers complete progress reports on all students with IEPs to measure progress on meeting their goals.

At Grizzly, the special education program is full-immersion. There are no pull-out classes and all services for English Language Learners or Special Education are “pushed-in” to classes to support students.

In addition to classroom teachers and a full-time RSP teacher, Grizzly also has three instructional aides and one paraeducator whose job it is to be in the classroom directly supporting students.

For high-achieving students, Grizzly does not have GATE or AP classes, all teachers are experienced with and practice differentiating instruction to meet the learning demands of both high-achieving and struggling learners. The course curricula at Grizzly often gives students options on how to complete a task in order to prove mastery of standards. Students in English, for instance, have writing tasks in the beginning that serves as an individual baseline for improvement. Students track their progress in writing from their ongoing rubric that reveals areas of improvement.

While 100% of Grizzly students are credit-deficient when they begin the program, they come with a range of strengths and weaknesses. A goal of the program is for all students to feel challenged yet supported in the classroom. For those students who are high-performing, there are opportunities for them to serve as tech mentors or Study Hall tutors to help their fellow students.

During the residential phase of the program, there is open communication between education staff and members of the National Guard, who serve as loco parentis. School progress reports are sent out each week, as well as real-time access to Aeries, for both school and military staff to review. Special attention is given to any student with a D/F or ones who have missing assignments. This is to make sure that students are being held accountable and to make sure that there is immediate intervention to prevent students from falling behind. In addition to these regular grade reports, cadre are present at school and in classrooms throughout the regular school day. They help with classroom transitions and student counseling as needed. Grizzly school counselors meet regularly with military counselors to share information on students and to ensure there is open communication.

## Supporting Evidence

- Acclimation Schedule
- Academic Calendar
- Master Schedule of Courses
- Course Descriptions
- Curriculum and Pacing Maps
- Lexile Scores
- Group Schedule/Roster

- Pre and post TABE Scores
- MDTP Data
- IEPs
- 504 Plans
- Weekly Progress Reports
- Student MAP (My Action Plan)
- Academic Vocabulary Spanish Cognates

## Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

## Findings

As previously mentioned, all students take the Test of Adult Basic Education (TABE) during the Acclimation phase of the program so that staff can get an idea of where the students are at. These TABE scores are one component of many when it comes to building educational groups. The school also looks at student ages, grade levels, anticipated graduation date, and credit needs.

After acclimation, students are separated into eight or nine different educational groups. Each group experiences the academic day as a cohort, rotating among classes as a group. There are cases where individual students do not need a particular class. In that case, the student is identified early and is set up to take a contract class in a subject area that they do need credits in.

As previously mentioned, all students are assigned a six-period school schedule. In addition to core academic classes and electives, all students are given a Study Hall period. This Study Hall period, also known as Homeroom, is designed to give the students time and space to be successful in school. Assignments are reviewed, priorities are set, and assistance is available. Teachers use this class as an opportunity to reinforce study skills like the importance of prioritizing assignments and keeping their backpacks, binders, and email inboxes clean and organized. In addition to their school Study Halls, students also benefit from evening Study Hall sessions at their barracks where they live during the 2-week residential phase of the program. Tutoring is also available during this time in the evenings to certain students who are in need.

Based partly on TABE scores and reading lexiles, students determined to be in need of English intervention are placed in READ 180 for various intervention techniques in reading comprehension, fluency, spelling, and writing.

All classes and education groups at Grizzly are single-gender, as in they are either entirely male or entirely female. Grizzly staff believe that doing this removes unnecessary distractions and helps keep student focus on achievement. The same courses are available to both male and female students.

Teachers submit grades for progress reports every week. Both the school staff and the military staff review these grades and citizenship marks and follow through with students as necessary. Special

attention is given to any student with a D/F or ones who have missing assignments. This is to make sure that students are being held accountable and to make sure that there is immediate intervention to prevent students from falling behind. Teachers have the ability to meet with individual students at lunch time to review student work and offer support as needed. Students who earn a D/F on a grade report have a mandatory lunch-time meeting with their teacher on Thursdays.

As already mentioned, the National Guard Cadre are present at school and in classrooms throughout the regular school day. Cadre are in the classrooms to support the education staff not simply for behavior reasons, but to help with classroom transitions and student counseling as needed. Because they serve as loco parentis, this is the equivalent of having parent volunteers in the classroom.

All students are issued an internet accessible Chromebook to be used for educational purposes. Along with the Chromebook, which they are trained how to use, they are issued a student email account and given access to Aeries, the school's student management software system. Students become adept at using Aeries to monitor their grades and they use email to regularly communicate with teachers.

Grizzly has a full-time RSP teacher to support students with IEPs. During intake, the education staff meets in-person with any student who has an IEP or 504 Plan. This meeting is to get to know the student, particularly their strengths and their areas of improvement. Staff uses this as opportunity to brainstorm classroom accommodations and modifications as well as to set future meetings. The SPED teacher works with school staff to administer any support needed by students who have IEPs. Each semester teachers complete progress reports on all students with IEPs to measure progress on meeting their goals.

Over the years, Grizzly has developed a growing partnership with Cuesta Community College. During the residential phase of the program, all students have the opportunity to enroll in 5-credit Career & Technical Education (CTE) courses at Cuesta. These courses take place on Saturdays and they include automotive repair, construction, and web design. Approximately 320 students take advantage of these courses each year.

### Supporting Evidence

- Aeries Gradebook
- One-to-One Student Chromebooks
- Use of Cognates in Academic Vocabulary Instruction
- CTE Courses

### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

### Findings

A central goal of Grizzly is to help students feel welcome and accepted at school. Part of this goal entails

finding opportunities for students to feel part of something. To achieve this, Grizzly offers a range of curricular and co-curricular activities that link directly to the Schoolwide Learner Outcomes (SLOs).

Each cycle, Grizzly has approximately 50 students run half-marathons, giving them an immense feeling of achievement and personal satisfaction. The Run Club practices take place twice a week and they are designed to train students to run a half-marathon. Students involved in Run Club demonstrate healthy lifestyles, as mentioned in the Grizzly SLOs, by staying physically fit and accomplishing realistic plans.

At the beginning of each cycle, every homeroom elects two student representatives to represent them on Student Council. Student Council meets every Thursday and its function is to serve as a conduit from the student body to school leadership. Student Council representatives also function as student leaders in the classroom as well as ambassadors of the program. Student council members are responsible community members who understand teamwork, leadership, and followership. In addition, also aligned with the SLOs, is that all students experience their community through participation and gain a deeper understanding of a democratic process. Student elections are a big deal at Grizzly and all students are involved in the student elections, including campaigning for their candidate as well as voting.

As previously mentioned, Grizzly has developed a growing partnership with Cuesta Community College over the years. During the residential phase of the program, all students have the opportunity to enroll in 5-credit Career & Technical Education (CTE) courses at Cuesta. These courses take place on Saturdays and they include automotive repair, construction, and web design. Students take away real insight into the various trades as well as the SLO of being prepared to apply technological and academic knowledge the work environment. Approximately 320 students take advantage of these courses each year.

To support student use of technology, Grizzly's Technology Trainer recruits and trains a group of students to serve as Tech Mentors. The goal for the tech mentors is to anticipate tech needs in the classroom and to provide support during classroom instruction.

During second semester, all students are invited to apply to join the Yearbook staff. Yearbook meets during lunchtime and students have the opportunity to earn 5 additional elective credits.

Extracurricular activities facilitated by the school's National Guard partners include Drill Team, Color Guard, Audio Ignite, Drumline, and others. Participation in these activities is an important motivator for many students. Students discover talents they may have not known existed which reinforced the SLO of being lifelong learners as well as successful workers.

Career Planning, Social Science, and Health Science classes fulfill many of the National Guard Youth Challenged 8 Core Components within their curricula, thus linking many of the content standards with the SLOs. All students take the Career Planning class which puts a lot of emphasis on the SLO of demonstrating healthy lifestyles as well as being successful workers. Social Science Classes have a common practice of getting students to think like historians where they evaluate the trustworthiness of multiple perspectives on issues. In the process of thinking like historians in the Social Science classes, students learn how to be responsible community members through teamwork and active citizenship, also included in the SLOs. The Health Science classes, which all students complete during the first semester, covers units regarding healthy lifestyles that are aligned with both the content standards and SLOs. These Health Science units include disease prevention, healthy sex practices, nutrition, and drug abuse.

## Supporting Evidence

- SLOs
- National Guard Youth Challenge 8 Core Components

- Run Club
- Ukulele classes
- Food Handler's Certification
- Student Council
- Community Service
- Field Trip Schedules
- Tuesday counseling groups
- Saturday CTE Classes
- Drill Team, Color Guard
- Tech Mentors
- Yearbook
- Internships
- Audio Ignite
- Drill Team
- Culinary Classes
- Yearbooks
- Curriculum Maps and Pacing Maps

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### **ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs**

#### **Summary**

The goal of Grizzly Challenge Charter School (GCCS) is to intervene in and reclaim the lives of at-risk youth. Through consistent reflection and calibration, GCCS has developed a robust program that sets students up for success by developing their critical thinking, coping skills, and self-discipline. The experienced and well-trained staff is solely focused on student success and they take the whole-child approach to ensure that students feel challenged and supported in the classroom. GCCS has a positive school culture and students regularly report feeling welcome, supported, and successful at school. The clean and sober residential nature of the program helps provide students with the space and structure to focus on self-improvement. With regular exercise, healthy eating, and personal accountability, students experience personal pride and achievement. Students are constantly asked to think about their future and to develop personal goals and action plans. There is also a strong emphasis on developing personal coping skills to overcome immediate or long-term obstacles, including organization, study skills, physical exercise, journaling, group counseling, and art therapy. Looking to the future, staff at GCCS want to build on the program's strengths as they look at areas of improvement. There is potential to expand the academy by adding an additional female platoon. Staff is interested in moving away from the cohort model to enable more customized academic schedules. An ultimate goal of the school is to provide more post-residential support and options for students who need it. Ideally this will include hands-on job training through a partnership with Cuesta Community College.

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Culture of the school is characterized by trust, mutual respect, professionalism and high expectations for all students
- Constant communication with National Guard cadre who fill the role of parent/guardian for our students while they are enrolled in the program
- Connections to the community through community service, field trips, guest presentations, the Job Internship program and community service providers
- Consistent message of positive change given to our students school wide
- Transitional programs and supports

- Regional Mentoring program
- Family Day and Open House programs for families Clean and sober residential nature of the program provides safety and structure for student success
- Trauma-informed approach to student behavior
- Emphasis on individual accountability and immediate intervention
- Students regularly report feeling welcome, challenged, and supported

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Additional post-residential support and options for students
- Additional certifications to increase student employability for post-residential life
- Consider moving past cohort model to build more customized academic schedules
- Expand support and options for students during post-residential phase
- Create a cohesive plan to deeper develop student coping skills
- Create curriculum or counseling group with a focus on gang issues and prevention
- Expand Spanish language resources
- Parent education sessions are in the beginning stages of development

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#### **Prioritized Areas of Growth Needs from Categories A through E**

- Expand on differentiated curriculum and instruction, scaffolding
- Improve upon formative and summative assessment practices
- Ensure students are gaining critical thinking, coping skills, and self-discipline
- Additional certifications to increase student employability for post-residential life
- Continue to pursue opportunities to offer on-site vocational ed course
- Expand CTE program to 100% participation
- Hands-on job training program for students who complete the 22-week phase
- Post-residential support and options for students

## Chapter IV:

### SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS



The mission of Grizzly Challenge Charter School (GCCS) is to intervene and reclaim the lives of students who are at-risk of dropping out of school. The vast majority of students who volunteer to enroll at Grizzly have a series of poor habits that have greatly affected how they see themselves, how they interact with others and their environments, and how they see their futures. Many have severe substance abuse issues and other counseling and mental health needs. Likewise many practice unhealthy eating habits and sedentary lifestyles without knowledge of the positive effects of diet and exercise. In the classroom, many students are disorganized and have poor study skills. Because of this, they have often developed a very poor sense of self and have low self-esteem. While enrolled at Grizzly, students are taken through a systematic process that provides them with structure and opportunities for success. The goal is develop young men and women who experience dramatic personal improvement. This improvement is rooted in three areas, which a schoolwide discussion identified as Grizzly's Critical Student Learning Needs.

#### **Critical Student Learning Needs:**

##### **#1 Academic Achievement**

##### **#2 College and Career Readiness**

##### **#3 Transition Support and Programs**

## Chapter V:

### SCHOOLWIDE ACTION PLAN



#### School Goal 1: Improve the academic achievement of all students enrolled in GYA.

##### Rationale of Critical Need:

The Self-Study findings indicate that Grizzly students have many deficits that contribute to being at-risk of dropping out of high school. The majority of students have had extremely poor attendance and as a result they have large gaps in their learning. This history of difficulty and failure in the traditional school setting is why Grizzly puts such great emphasis on changing negative attitudes and beliefs toward school and filling in any existing learning gaps. Expanding the use of differentiated curriculum and instruction, scaffolding instruction, and improving upon formative and summative assessment practices are imperative given our student population and as GCCS moves towards accomplishing its Critical Student Learning Needs of Critical Thinking, Coping Skills, and Self-Discipline.

##### Growth Targets:

- Improve formative assessments practices to identify student strengths and weaknesses in all subjects
- Improve summative assessments practices to measure student growth in all subjects
- Improve differentiated curriculum and instruction practices in all subjects
- Standardize and implement Critical thinking practices in all subjects
- Establish Coping Skills and Self-Discipline goals and a means to assess student growth

##### Schoolwide Learner Outcome 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 lifelong 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.

Action Steps	Timeline	Person(s) Responsible	PD / Resources	Assessment	Monitor and Report
Disaggregate and Disseminate TABE, MDTP, CELDT (or ELPAC), and course assessment data to identify discrete skills requiring more explicit instruction and to inform schoolwide strategies for success	2018 - Ongoing	Administration	Data Analysis Team  General Fund, Title I	TABE, MDTP, CELDT (or ELPAC), course assessment data	Site Administration, LAG, School Board, Teachers
Provide professional development and collaboration time to instructional staff with a focus on CCSS and/or NGSS	2018 - Ongoing	Teachers, Administration	Outside and In-house Consultants, Trainings, and Workshops. Department PLC's  General Fund, Title I	Professional Development Offerings, Staff Professional Development Survey	Site Administration, Teachers
Provide professional development and collaboration time to instructional staff with a focus on Differentiating and Scaffolding Instruction	2018 - Ongoing	Teachers, Administration	Outside and In-house Consultants, Trainings, and Workshops. Department PLC's  General Fund, Title I	Professional Development Offerings, Staff Professional Development Survey	Site Administration, Teachers
Identify students in need of additional interventions; counseling and mental health supports, instructional support, outside tutoring	2018 - Ongoing	Counselors	All Staff Meetings, Counselor meetings  General Fund, Title I	CELDT (ELPAC) data, TABE data, Counseling referrals, Weekly Progress Reports, Course Assessments, Observations	Counselors, Site Administration, LAG, School Board, Teachers
Staff monitoring of student progress through grade reports (Weekly Progress Reports)	2018 - Ongoing	Teachers, Administration, Instructional Assistants	All Staff Meetings  General Fund	Aeries, Curriculum Maps, Teacher Observations, Weekly Progress Reports	Counselors, Site Administration, LAG, School Board, Teachers

Identify MTTs (Multi-Tiered System of Support) Tier 2 and 3 Interventions for Academic, Behavior, and Social Emotional needs	2018 - Ongoing	Teachers, Counselors	Teacher and PLC planning time, Instructional Staff planning time  General Fund	Student Observations, Student Progress Reports, BRF's	Counselors, Site Administration, LAG, School Board, Teachers
Provide professional development and collaboration time to instructional staff with a focus on Formative and Summative Assessments	2018 - Ongoing	Administration	Outside and In-house Consultants, Trainings, and Workshops. Department PLC's  General Fund, Title I	Professional Development Offerings, Staff Professional Development Survey, PLC Reports	Site Administration, Teachers
Review and revise CCSS aligned Curriculum Maps in all subjects	2018- Ongoing	Teachers	Department PLC time  General Fund	PLC Meetings, Curriculum Maps, Classroom Observations, PLC Reports	Site Administration, Teachers
Teachers implement researched based instructional practices from trainings (CCSS, NGSS, Differentiated Instruction, Formative and Summative Assessments)	2018 - Ongoing	Teachers	Outside and In-house Consultants, Trainings, and Workshops. Department PLC time  General Fund	Professional Development Offerings, Staff Professional Development Survey	Site Administration, Teachers
Provide training on the 4-C's embedded in CCSS with special emphasis on Critical Thinking	2018 - Ongoing	Administration	Outside and In-house Consultants, Trainings, Workshops, Department PLC time  General Fund	Curriculum Maps, revised lesson plans	Site Administration, LAG, School Board, Teachers
Provide PLC time to evaluate lessons for Critical Thinking opportunities and revise as necessary	2018 - Ongoing	Teachers, Administration	Department PLC time  General Fund	Curriculum Maps, revised lesson plans	Site Administration, Teachers

Develop a teacher agreed upon tool to collect observational data on 4-C's of CCSS in instruction	2018 - Ongoing	Teachers	Instructional Staff Planning time  General Fund	Curriculum Maps, Observation data	Site Administration, Teachers
Through observations, collect data on implementation of the 4-C's of CCSS.	2018 - Ongoing	Teachers	Administration and Peer teacher Observation time  General Fund	Curriculum Maps, Observation data	Site Administration, LAG, School Board, Teachers

## School Goal 2: Prepare all students for college and careers.

### Rationale of Critical Need:

The mission of the Grizzly Challenge Charter School is to intervene in and reclaim the lives of students who are at risk of dropping out of high school. Graduates gain the values, life skills, education, and self-discipline necessary to succeed as productive citizens. While at Grizzly, all students take a Career Planning course and a majority of students take CTE courses or participate in our job Internship program; however, it was determined by staff and stakeholders during the Self-Study process that Grizzly students have deficits in critical thinking that create barriers to success for college and career.

### Growth Targets:

- All students will earn at least one employability certification
- All students will be enrolled in a CTE or Vocational Education Course
- 25% of enrolled students will successfully complete a four-week internship
- All students will complete an aptitude survey and a college/career search
- All students will participate in a Career Day
- All students will become knowledgeable in and fill out a FAFSA form
- All students will complete a job application, a resume, and participate in a mock interview
- All students will develop a plan with their parents stating educational and career goals

### Schoolwide Learner Outcome Addressed:

This action item addresses all of the Grizzly Challenge Charter School SLO's. 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 lifelong 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.

Action Steps	Timeline	Person(s) Responsible	PD / Resources	Assessment	Monitor and Report
Collect student data from previous school(s) for a credit assessment that will be used to create an Individual Learning Plan (ILP)	2018 - Ongoing	Counselors	Data Analysis Team General Fund, Title I	Credit Assessment	Site Administration, LAG, School Board, Teachers
Disaggregate TABE, MDTP, CELDT (or ELPAC) data with staff	2018 - Ongoing	Administration	Data Analysis Team (All Staff) General Fund, Title I	TABE, MDTP, CELDT (or ELPAC), course assessment data	Site Administration, LAG, School Board, Teachers
Develop and implement Critical Thinking Skills throughout all courses	2018 - Ongoing	Teachers	Workshops/PD, Department PLC General Fund, Title I	PLC Reports	Site Administration, LAG, School Board, Teachers
Enroll all students into cycle long Dual Enrollment course through Cuesta College (Career Planning)	2018 - Ongoing	Counselors, Teachers	Cuesta Community College Dual Enrollment General Fund	Curriculum Maps, Student MAP's, Post Residential Placement Data	Site Administration, LAG, School Board, Teachers
Enroll all students in experiential Concurrent Enrollment CTE class on Saturdays through Cuesta College	2018 - Ongoing	Administration	Cuesta Community College Concurrent Enrollment General Fund	Student MAP's, Post Residential Placement Data	Site Administration, LAG, School Board, Teachers

Provide field trip opportunities / community service activities to expose students to a wide range of occupations	2018 - Ongoing	Teachers	Career Day presenters, College Tours, College and School Representatives  General Fund	School Calendar, Curriculum Maps, Student MAP's, Student Survey	Site Administration, LAG, School Board, Teachers
Host Career Days with members of community, businesses, and organizations to present specific careers	2018 - Ongoing	Administrative Support Specialist	Career Day presenters, College Tours, College and School Representatives  General Fund	Student MAP's, Student Survey	Site Administration, Administrative Support Specialist, Teachers
Expand on partnerships for Job Internships	2018 - Ongoing	Internship Coordinator	Internship Coordinator prep time  General Fund	School calendar, Curriculum Maps, Student MAP's, Student Survey	Site Administration, LAG, School Board, Teachers
Develop and review end of cycle ILP	2018 - Ongoing	Counselors	Data Analysis Team  General Fund, Title I	TABE, MDTP, CELDT (or ELPAC), course assessment data, Student MAP's	Site Administration, LAG, School Board, Teachers

### **School Goal 3: Support all students to successfully transition in the post residential phase.**

#### **Rationale of Critical Need:**

The Self-Study findings indicate that additional support, resources, and opportunities are necessary for student success during the post-residential phase of Grizzly. The focus at Grizzly is not just on students in the residential phase, but the entire 18-month process. For the year following the residential phase, students are in contact with our RPM (Recruiting Placement Mentoring) department. Additionally, some students are further supported through Independent Study. Uniquely to us, most of the students in the post-residential phase are connected with a Transition Specialist (TS) in their area for support in their home communities and each student has a Mentor and local Case Manager to ensure accountability with the student's self-designed My Action Plan (MAP).

**Growth Targets:**

- 90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion
- Hands-on job training program for students who complete the 22-week phase
- Establish partnerships with student home community colleges as well as community leaders and industry leaders
- Provide parent workshops for FAFSA
- Provide parent workshops focused on student success and options for students returning home
- Develop ILPs for all students on secondary and postsecondary goals

**Schoolwide Learner Outcome Addressed:**

This action item addresses all of the Grizzly Challenge Charter School SLO's. 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 lifelong 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.

Action Steps	Timeline	Person(s) Responsible	PD / Resources	Assessment	Monitor and Report
Training for mentors of students	2018 - Ongoing	RPM	RPM department collaboration time, Post Residential Team planning time, Workshops/PD  General Fund	Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Parent/Guardian workshop on realities/options of students returning home after program	2018 - Ongoing	Administration	National Guard collaboration time, Workshops/PD  General Fund	Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers

Train students with the Coping Skills and Self-Discipline Skills necessary to persist on a positive path	2018 - Ongoing	Teachers, Counselors, Cadre	Teacher and Department PLC time, General Fund, Title I	Curriculum Maps, Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Reduce barriers to college: <ul style="list-style-type: none"> <li>• All students complete CCC Apply</li> <li>• All student earn 4 community college credits</li> </ul>	2018 - Ongoing	Teachers, Counselors	Teacher and Department PLC time, General Fund	Curriculum Maps, Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Enroll all student in Career Planning to identify education/training path	2018 - Ongoing	Counselors	Career Planning PLC time, General Fund	Curriculum Maps, Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Develop ILP (Individual Learning Plan) with students on secondary and postsecondary goals	2019- Ongoing	Counselors	Counselor prep and development time General Fund, Title I	Curriculum Maps, Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Conduct FAFSA workshop for parents	2018 - Ongoing	Counselors	Counselor prep time General Fund, Title I	Curriculum Maps, Student Survey, Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Develop relationships with educational settings in counties outside of San Luis Obispo to support students when they return after completing the program	2018 - Ongoing	Administration, Counselors	Post Residential Team planning time General Fund	Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers

Create/Develop relationships with community leaders, student advocates, in counties outside San Luis Obispo to act as resource and source of support for students in post residential phase	2018 - Ongoing	Administration Counselors	Post Residential Team planning time  General Fund	Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Collect long-term data to measure success for students in post residential phase	2018 - Ongoing	Administration	Post Residential Team planning time  General Fund	Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers
Collect student Post-Residential placement data to determine student status and to determine decisions on further action	2018 - Ongoing	RPM	RPM department collaboration time, Post Residential Team planning time  General Fund	Post-Residential Placement Data, Student MAP's	Site Administration, LAG, School Board, Teachers