

California Department of Education

School Accountability Report Card

Reported Using Data from the 2018-2019 School Year

Published during 2019-2020



Grizzly Challenge Charter School

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

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

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

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

School Information

The Grizzly Challenge Charter School, in partnership with the California National Guard, at Grizzly Youth Academy is a highly specialized intervention program committed to reclaiming the lives of at risk youth.

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

Our school is fully WASC accredited and offers a rich variety of experiences and opportunities designed to develop our students' academic, social, and emotional skills. We believe in a holistic education: We teach students to think critically, make healthy choices, plan for a career and pursue an action plan for their Post Grizzly lives. Our brief five month long academy is designed to intervene in the lives of students who are at risk of dropping out of school. Our students are credit deficient, between 16-18 years old and need multiple supplementary supports and resources to gain the range of skills needed to succeed in life. Students volunteer from throughout the state to attend our school and enroll with the motivation to change the trajectory of their life by dedicating themselves to our five month residential intervention program.

During the five month program, students are assessed on their academic skills using the Test of Adult Basic Education (TABE) as both a pre and post measure of their Reading and Math ability. While there is a lot of emphasis on credit recovery and making up previously failed courses students, there is also substantial emphasis placed on goal setting and preparation for college and careers. Students will be both dual and concurrently enrolled with our local community college (Cuesta College) and exit the program having earned 4 college credits in addition to their high school credits.

Personal development is a core driver of all activities at the academy. In addition to academics students learn discipline, leadership, personal and social responsibility. Students learn to work as a team towards a common goal and are provided several opportunities for individual personal growth as well, through positive mentoring relationships, extra curricular activities, service to the community, physical fitness, and several counseling and career opportunities. In the five month program students receive an intense and well rounded educational experience that is designed to be transformational. That is, our efforts are not merely credit recovery, we are interested in intervening and having the students apply the new habits, education, skills and self set goals to improve their life.

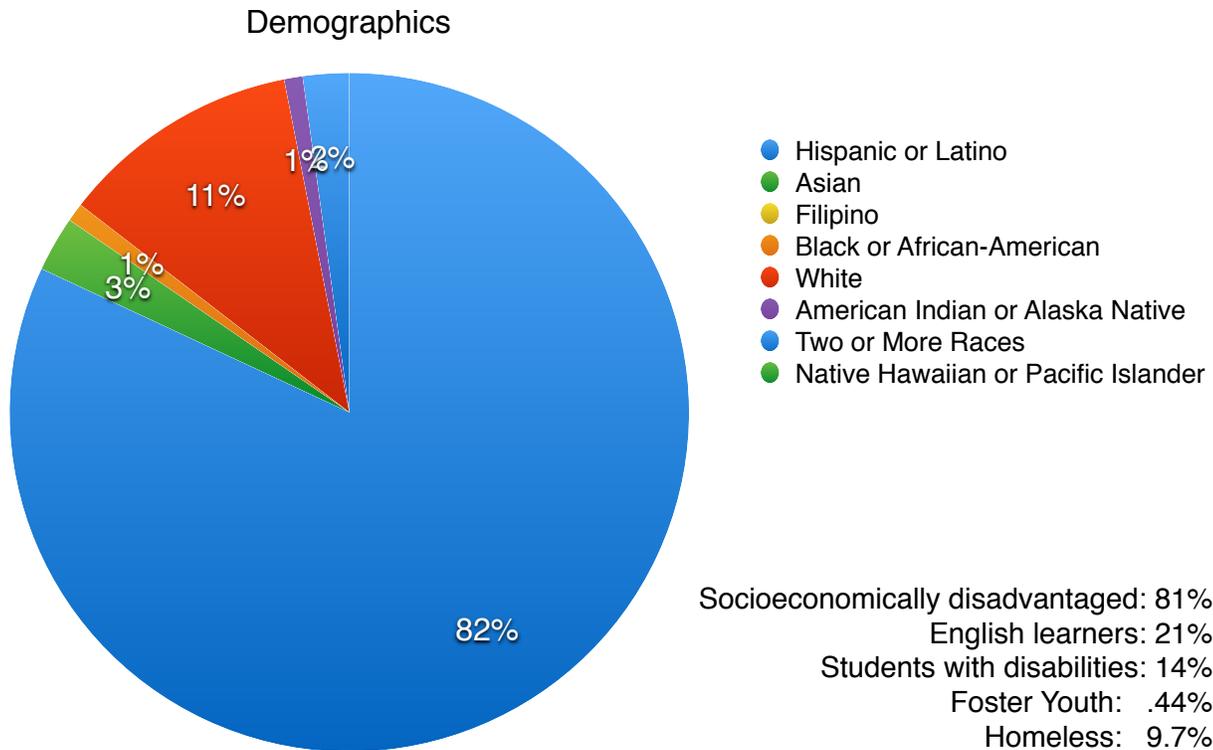
Our program doesn't stop after the five months. Although they are no longer enrolled and residing with the Academy, we provide support for a full twelve months after completion. At the end of the residential program some of our students will return to their district of residence to continue working towards their high school diploma while others will have completed their high school requirements with us earning a high school diploma and embark on their postsecondary life. Equipped with the tools they acquired at Grizzly, our graduates are prepared for a new life.

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

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

Enrollment by Student Group

The total enrollment at the school was 227 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	6
Grade 11	80
Grade 12	141
Total Enrollment	227

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	13	14	15	-
Without Full Credential	0	0	0	-
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	-

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are one of several instructional materials used for teaching and learning in our school. Our experience has proved that for our students and teachers, textbooks are sometimes the best source for a lesson but not a majority of the time. All courses rely on a multitude of sources including journals, multimedia productions, video, podcasts, the Internet, educational magazines, articles and more to serve as curriculum sources.

Additionally, all students are issued a Chromebook upon enrolling in the school to use during their entire enrollment. Students have access to all teacher assigned learning materials via their Chromebook whereby courses take advantage of the most current information available online and assign activities which incorporate critical thinking, creativity, collaboration, and communication thereby increasing their preparation and readiness for college and careers.

Subject	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: Platinum Level (Prentice Hall) / 2004	Yes	0.00%
Mathematics	Pre-Algebra (Ca. Edition) (Prentice Hall) / 2004	Yes	0.00%
Science	Biology (Prentice Hall) / 2004 Earth Science (Glencoe/McGraw-Hill) / 2004	Yes	0.00%
History-Social Science	The Americans (McDougal/Little) / 2004 Democracy In Action (Glencoe/McGraw-Hill) - 2004 Economics: Principles and Practices (Glencoe/McGraw-Hill) - 2004 World History: Our World Today (Glencoe/McGraw-Hill) - 2004	Yes	0.00%
Foreign Language	N/A	N/A	0.00%
Health	Biology (Prentice Hall) / 2004	Yes	0.00%
Visual and Performing Arts	N/A	N/A	0.00%
Science lab Equipment (Grades 9-12)	N/A	N/A	0.00%

School Facility Conditions and Planned Improvements

The facilities of Grizzly Challenge Charter School are comprised of a Main Office, 10 portable classrooms and 5 new classrooms. The 5 permanent classrooms are less than 5 years old and in very good condition. The 10 portable classrooms are approximately 20 years old and have been stuccoed to give an appearance of a “stick building”. The portable classrooms are generally in good condition as far as repairs go. Being on a National Guard installation, the National Guard is responsible for providing and maintaining facilities. Working collaboratively with the Logistics department, repairs are made in a reasonable amount of time. Nevertheless, the portable classrooms are not ideal learning environments and the Guard has a plan to expand the amount of permanent stick built classrooms. Currently, there is not a date set for this expansion.

Additionally, there are funds set aside to construct CTE buildings on campus. Taking students to Cuesta College on Saturdays for CTE classes was productive for several years but this year that partnership ended. Recognizing the great importance of CTE for all students but most importantly, at risk students, we plan to build CTE shops on our campus to be conducted during the regular school day.

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating:	Good
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State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Average TABE Improvement

Students are given the Test of Adult Basic Education (TABE) battery upon enrollment and again just prior to completion. State required standardized tests are not a useful measure of learning for our students or school as all of our students are transitional, at risk of dropping out of school and behind grade level.

Of greater relevance and importance is the growth of learning for a student while enrolled at the school. For that, we use the TABE which is proctored during the first week of enrollment and then again on their 17th week. These results are displayed in the chart below and show significant improvement in the short time that students are in our care.

Subject	Average Pre Test	Average Post Test	Average Improvement
Reading	7.5	9.0	1.6
Math	6.6	7.8	1.3
Language	6.7	8.4	1.7
Overall	6.9	8.4	1.5

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percent of Students Meeting or Exceeding the State Standards						
Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	6%	17%	7%	10%	50%	50%
Mathematics (grades 3-8 and 11)	0%	0%	1%	3%	38%	39%

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

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

ELA - Grade 11 (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	119	95.97%	16.95%
Male	92	90	97.83%	19.10%
Female	32	29	90.63%	10.34%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	98	96.08%	13.27%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100%	37.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	96	96.97%	11.58%
English Learners	33	32	96.97%	6.25%
Students with Disabilities	18	16	88.89%	6.67%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless				

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

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

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

Mathematics - Grade 11 (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	115	93.50%	0.00%
Male	91	86	94.51%	0.00%
Female	32	29	90.63%	0.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	94	93.07%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100%	0.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	93	94.90%	0.00%
English Learners	33	31	93.94%	0.00%
Students with Disabilities	18	15	83.33%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless				

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

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

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

Science - High School (School Year 2018-19)

Percentage of Students Scoring at Proficient or Advanced						
Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

CTE programs continue to be an area of emphasis for the school. All students attending the academy receive instruction and participate in activities that lead to the creation of an Action Plan to define Academic and Career Goals. All students enroll in a Career Planning class to identify values, lifestyle, aptitudes, and training and education needed for specific careers. Through this process our students set educated and meaningful short and long term goals for themselves. We combine those interests with opportunities to gain experience in the field. Through a partnership we have with Cuesta College, we provide several courses at the college in areas of Automotive Mechanics and Auto Body, Construction, Retail, Office Procedures, and Web Design. Additionally, a full quarter of our students participate in a local internship working for one of our many community partners. The highly rewarding work experience for our students not only gives them hands on experience in the working world but it teaches them the attitudes and interpersonal skills that are desired in the workplace to help them gain, retain and advance in meaningful employment. All told, in the five months that our students attend the academy they receive important exposure, instruction and experience to pursue their career goals.

For school year 2019-2020, our partnership with Cuesta College to earn CTE college credits on Saturdays has been halted. The data from our students, parents, and staff all state that CTE offerings are of paramount importance as it prepares students for careers, connects education to life goals, and has proved to be highly effective in reducing dropouts among at risk youth. We have identified funding for CTE facilities on our campus to incorporate the courses into the regular school day schedule and not encounter conflicts on Saturday classes and hope to reestablish this program in the near future.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	404
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	29%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Although we are a residential program designed to remove students from their home environment and other outside influences, we need parental involvement for optimal success. Students who are enrolled in the school are often many miles from home and in the five month program yet we still have several face to face and long distance opportunities for parental involvement. We have an orientation meeting prior to enrollment where the Principal meets with all parents and guardians, to not only explain the intervention program but to have a discussion and answer questions related to how we work with students. Throughout their enrollment the Principal sends out newsletters to keep families informed and educated about activities, events, and progress. Additionally, the Academy incorporates social media as a way to regularly interact with parents.

After students have been enrolled for several weeks we have opportunities to bring parents back to the campus and hold further discussions and LCAP meetings to solicit feedback and address any immediate or future concerns. In the absence of parents, however; the National Guard serve as guardians, in loco parentis, during the students' enrollment. As such, the National Guard also works in collaboration with the school to develop academic and extracurricular activities for the benefit of all students.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate	8.2%	7.6%	3.5%	13.5%	11.7%	7.8%	9.7%	9.1%	9.6%
Graduation Rate	82.4%	73%	83.5%	77.2%	72%	79%	83.8%	82.7%	83%

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Indicator	School			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	0	0	0	5.9%	7.5%	5.7%	3.6%	3.5%	3.5%
Expulsions	0	0	0	0	0	0	0.1%	0.1%	0.1%

School Safety Plan (School Year 2019-20)

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

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

Several counseling groups are offered to students to process and overcome personal challenges. Additionally, there is a high ratio of counselors on staff available for individual works, as well as, focusing on increasing life coping skills. Students are surveyed routinely to determine perceptions of safety and belonging. Upstander committees have been developed to prevent and intervene in bullying behavior.

Other SARC Information

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

Average Class and Class Size Distribution (Secondary)

	2016-17				2017-18				2018-19			
	Number of Classes*											
Subject	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	20	5	6	0	22	3	7	0	20	7	4	0
Math	20	4	6	0	14	10	4	0	18	9	1	0
Science	5	5	0	0	7	3	0	0	4	4	0	0
Social Science	15	13	4	0	16	12	3	0	16	12	4	0

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio**
Academic Counselor	113.5

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

**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.62
Library Media Teacher (librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resources Specialist (non-teaching)	1.0
Other	10.5

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$14,475	\$3,134	\$11,342	\$67,896
District	N/A	N/A	—	—
Percent Difference - School Site and District	N/A	N/A	—	—
State	N/A	N/A	\$7506.64	—
Percent Difference — School Site and State	N/A	N/A	34%	—

Types of Services Funded (Fiscal Year 2018-19)

- Reading interventions for students scoring far below grade level.
- Individualized math tutoring for students needing differentiated remedial support.
- Post Residential support for students after they transition back home.
- Blended Learning opportunities for students taking classes that are outside of school's classroom-based offerings.
- Additional teacher to reduce class size.
- Hired Licensed Marriage & Family Therapist (LMFT) to provide therapeutic services to students.
- Additional Academic Counselor to support college and career readiness.
- Transition Support Specialist (1) to provide students with post-residential support for education and careers.
- Tech Trainer to teach students on utilizing technology for all aspects of learning.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,394	—
Mid-Range Teacher Salary	\$97,793	—
Highest Teacher Salary	\$106,953	—
Average Principal Salary (Elementary)	N/A	—
Average Principal Salary (Middle)	N/A	—
Average Principal Salary (High)	\$145,315	—
Superintendent Salary	N/A	—
Percent of Budget for Teacher Salaries	43.56%	—
Percent of Budget for Administrative Salaries	9.18%	—

Professional Development

Professional Development is an area of emphasis at the school. We operate in a continuing improvement process. The entire staff hold formal meetings twice per year to evaluate needs, decide areas of focus and plan activities for growth and evaluate implementation of previous plans. We evaluate student learning, instructional practices and materials, and the entire scope of school day activities and extracurricular activities for effectiveness and make adjustments through our PLC (Professional Learning Communities) and administrative practices.

There are a minimum of five work days allocated for all staff to participate in Professional Development whereby the focus is on improving student learning and development through curriculum and instruction, social and emotional learning, and career development opportunities. Our full day trainings emphasize school climate, teaching and learning, and personal student development to ensure our staff is highly trained and able to provide the services and resources that our population needs. Our teaching staff are highly active in professional conferences and receive quality development in the areas of Common Core Standards, English Language Development, 21st Century Skills, and Next Generation Science Standards.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2