

# California Department of Education

## School Accountability Report Card



Reported Using Data from the 2020-2021 School Year

Published during 2021-22

## 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 for 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.

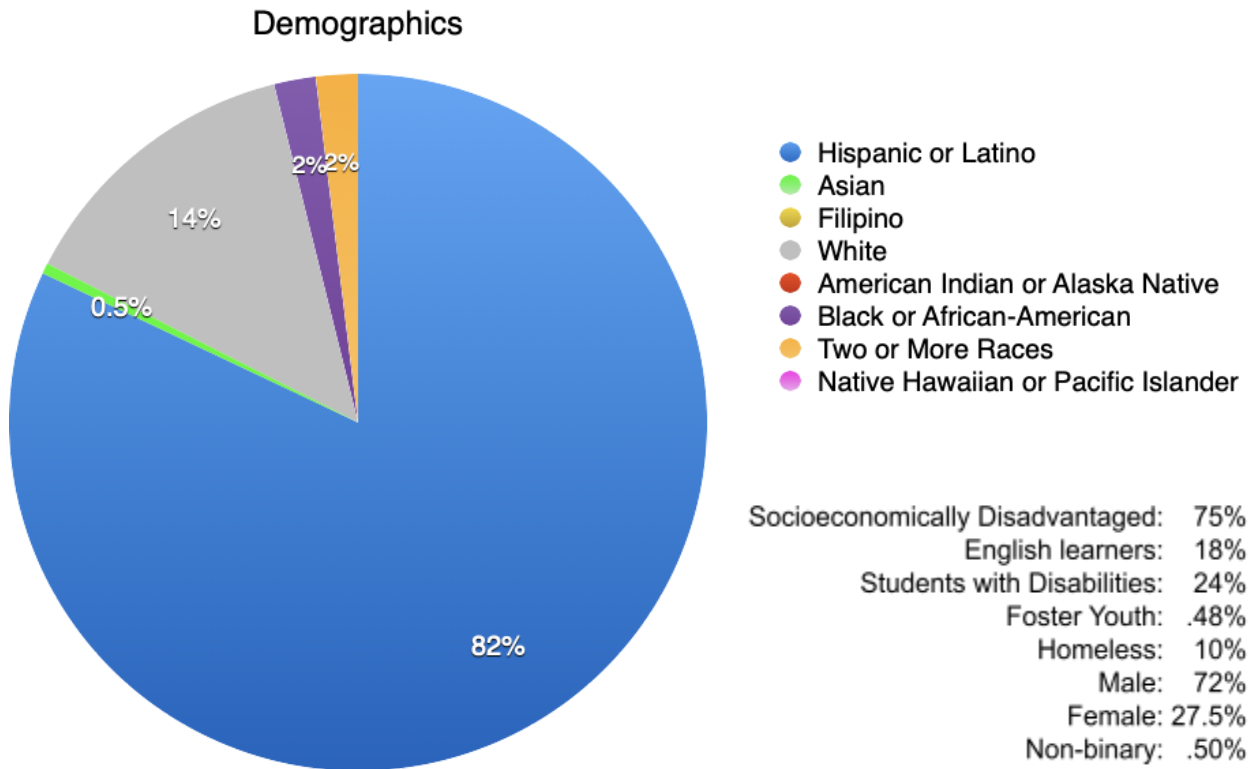
Our program doesn't stop after the five months. Although they are no longer enrolled and residing with the Academy, we provide support for a full twelve months after completion. At the end of the residential program some of our students will return to their district of residence to continue working towards 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.

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

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

## Enrollment by Student Group

The total enrollment at the school was 207 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



## Student Enrollment by Grade Level (School Year 2020-21)

Grade Level	Number of Students
Grade 10	3
Grade 11	56
Grade 12	148
Total Enrollment	207

## 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 Preparation and Placement

	<b>School</b>	<b>District</b>	<b>State</b>
	<b>2019-20</b>	<b>2019-20</b>	<b>2019-20</b>
Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16		
Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	100		
Number of Intern Credential Holders Properly Assigned	0		
Percent of Intern Credential Holders Properly Assigned	0		
Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0		
Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0		
Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		
Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		
Number of Unknown	0		
Percent of Unknown	0		
Total Number Teaching Positions	16		
Total Percent Teaching Positions	100		

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	2019-20
Number of Permits and Waivers	0
Number of Misassignments	0
Number of Vacant Positions	0
Total Number of Teachers Without Credentials and Misassignments	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	2019-20
Number of Credentialed Teachers Authorized on a Permit or Waiver	0
Number of Local Assignment Options	0
Total Number of Out-of-Field Teachers	0

## Class Assignments (School Year 2019-2020)

Indicator	2019-20
Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2021-22)

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.

Distance Learning which began in March of 2020 required a heavier reliance on technology to drive curriculum and instruction. The highly skilled teachers at Grizzly Challenge Charter School were able to make a quick and effective turn to this platform as the primary delivery of the educational experience.

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)	Yes	0.00%
Mathematics	Pre-Algebra (Ca. Edition) (Prentice Hall)	Yes	0.00%
Science	Biology (Prentice Hall) Earth Science (Glencoe/McGraw-Hill)	Yes	0.00%
History-Social Science	The Americans (McDougal/Little) Democracy In Action (Glencoe/McGraw-Hill) Economics: Principles and Practices (Glencoe/McGraw-Hill) World History: Our World Today (Glencoe/McGraw-Hill)	Yes	0.00%
Foreign Language	N/A	N/A	0.00%
Health	Biology (Prentice Hall)	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 consist of a Main Office, 10 portable classrooms and 5 permanent classrooms. The 5 permanent classrooms are less than 6 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.

To meet COVID-19 prevention guidelines, operable windows were installed, replacing the fixed windows in the main office and 5 permanent classrooms. All building HVACs were upgraded to the most effective filters that the system can handle, and economizers on HVACs were opened to a maximum, allowing the highest quality of air circulation.

There are currently 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 that partnership ended in the 2019-20 school year. 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 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Upgraded HVAC filters in all buildings
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 2021

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 (2020-2021 School Year)

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	7.6	8.1	0.6
Math	5.8	4.0	1.5
Language	6.2	7.2	1.1
Overall	6.4	7.5	1.1

## 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	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.*

*Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.*

## ELA - Grade 11 (School Year 2020-21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	59	79.73	15.25
Male	57	48	84.21	8.33
Female	17	11	64.71	45.45
Black or African American	-	-	-	-
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	64	50	78.13	16.00
Native Hawaiian or Pacific Islander	0	0	0	0
White	-	-	-	-
Two or More Races	-	-	-	-
Socioeconomically Disadvantaged	61	48	78.69	16.67
English Learners	-	-	-	-
Students with Disabilities	15	13	86.67	0.00
Students Receiving Migrant Education Services	0	0	0	0
Foster Youth	-	-	-	-
Homeless				
Military	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

## Mathematics - Grade 11 (School Year 2020-21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	59	79.73	20.27
Male	57	47	84.46	0.00
Female	17	12	70.59	0.00
Black or African American	-	-	-	-
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	64	51	79.69	0.00
Native Hawaiian or Pacific Islander	0	0	0	0
White	-	-	-	-
Two or More Races	-	-	-	-
Socioeconomically Disadvantaged	61	48	78.69	0.00
English Learners	-	-	-	-
Students with Disabilities	15	13	86.67	0.00
Students Receiving Migrant Education Services	0	0	0	0
Foster Youth	-	-	-	-
Homeless				
Military	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

## CAASPP Test Results in Science for All Students

Percentage of Students Scoring at Proficient or Advanced						
	School		District		State	
Subject	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Science (grades 5, 8, and high school)	N/A	4.08	N/A	0.00	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

## Science by Student Group (School Year 2020-21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	49	64.47	4.08
Male	51	31	60.78	6.45
Female	25	18	72	0.00
Black or African American	–	–	–	–
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	–	–	–	–
Hispanic or Latino	69	44	63.77	4.55
Native Hawaiian or Pacific Islander	0	0	0	0
White	–	–	–	–
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	63	43	68.25	4.65
English Learners	–	–	–	–
Students with Disabilities	14	9	64.29	–
Students Receiving Migrant Education Services	0	0	0	0

Foster Youth	0	0	0	0
Military	0	0	0	0
Homeless				

**Note:** N/T values indicate that this school did not test students using the CAASPP for Science.

## Career Technical Education Programs (School Year 2020-21)

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.

Because of COVID, we have restricted our opportunities to work in the public and have temporarily suspended our Internship Program with outside agencies. We are currently planning some smaller scale options within the academy that would provide some students with an Internship while retaining the safety protocols we have in place for our staff and students.

Beginning in school year 2019-2020, our partnership with Cuesta College to earn CTE college credits on Saturdays was terminated. 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 2020-2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	241
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	86
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 2020-21)

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.

During the COVID-19 pandemic, we have relied more on video conferencing for everything including holding parent meetings. We see this as an opportunity in the future to include our parents, who don't live here, to participate and be more involved.

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		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Dropout Rate	2.6%	10%	2.8%	7.9%	10.5%	3.7%	9.0%	8.9%	9.4%

Graduation Rate	81.5%	76.1%	81.9%	77.7%	72.9%	76.8%	84.5%	84.2%	83.6%
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**Due to the nature of our program, the four-year cohort data is largely irrelevant, as we are not a comprehensive high school. We are a credit-recovery school; students are enrolled with us for 5 months and then return to their district of residence. Of the grade 12 students that do enroll in our school, all are behind in credits, and not on track to graduate from a comprehensive high school.**

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>

## Graduation Rate by Student Group (Four Year Cohort Rate) (2020-21 School Year)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	215	176	81.9
Male	141	117	83.0
Female	73	58	79.5
Non-Binary	–	–	–
Black or African American	–	–	–
American Indian or Alaska Native	–	–	–
Asian	0	0	0
Filipino	–	–	–
Hispanic or Latino	181	144	79.6
Native Hawaiian or Pacific Islander	0	0	0
White	23	23	100
Two or More Races	–	–	–
Socioeconomically Disadvantaged	190	154	81.1
English Learners	49	35	71.4
Students with Disabilities	49	40	81.6
Students Receiving Migrant Education Services	–	–	–



Foster Youth	-	-	-
Homeless	44	36	81.8

### Chronic Absenteeism by Student Group (2020-21 School Year)

Student Group	Cumulative Enrollment	Eligible Enrollment	Absenteeism Count	Absenteeism Rate
All Students	375	344	59	17.2
Male	267	250	46	18.4
Female	107	93	13	14.0
Black or African American	6	6	1	16.7
American Indian or Alaska Native	2	1	0	0.00
Asian	0	0	0	0.00
Filipino	2	2	0	0.00
Hispanic or Latino	315	287	48	16.7
Native Hawaiian or Pacific Islander	1	1	0	0.00
White	40	39	9	23.1
Two or More Races	9	8	1	12.5
Socioeconomically Disadvantaged	298	274	49	17.9
English Learners	71	65	12	18.5
Students with Disabilities	87	79	15	19.0
Students Receiving Migrant Education Services	0	0	0	0.00
Foster Youth	2	2	1	50.0
Homeless	39	37	7	18.9

# 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

	School			District			State		
Indicator	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Suspensions	0	0	0	5.7%	0.9%	0	3.5%	2.45%	0.2%
Expulsions	0	0	0	0	0	0	0.1%	.05%	0

*Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.*

*Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.*

*Note: Suspensions and Expulsions for School Year 2019–2020 (data collected between July through February, partial school year due to the COVID-19 pandemic)*

## School Safety Plan (School Year 2021-22)

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.

In response to the COVID-19 pandemic, the School Safety Plan was updated in March 2021 to include specific protocols pertaining to the pandemic. Having worked closely with the San Luis Obispo County Office of Education and the San Luis Obispo County Health Department concerning our residential setting and classroom environment prior to the start of the 2020-21 school year, we developed the 2020-21 Plan to Re-Open, placing a priority on health and safety while maintaining effective learning environments. As the 2020-21 school year progressed, and

state and local guidelines changed, we developed the COVID-19 Prevention Program, a plan that updated our safety protocols accordingly.

Additionally, 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)

	2018-19				2019-20				2020-21			
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	7	4	0	22	5	6	0	13	15	1	0
Math	18	9	1	0	17	10	3	0	10	12	0	0
Science	4	4	0	0	5	4	0	0	9	11	0	0
Social Science	16	12	4	0	15	15	2	0	11	19	0	0

### Ratio of Academic Counselors to Pupils (School Year 2020-21)

Title	Ratio**
Academic Counselor	104

\*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 2020-21)

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	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.15
Resources Specialist (non-teaching)	1.0
Other	4.6

\*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 2019-20)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$ 15,239	\$ 4,214	\$ 11,024	\$ 83,834
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$ 8,444	N/A
Percent Difference — School Site and State	N/A	N/A	26.5%	N/A

## Types of Services Funded (Fiscal Year 2020-21)

- 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.
- 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 2019-20)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$ 66,996	—
Mid-Range Teacher Salary	\$ 101,744	—
Highest Teacher Salary	\$ 111,274	—
Average Principal Salary (Elementary)	N/A	—
Average Principal Salary (Middle)	N/A	—
Average Principal Salary (High)	\$ 146,450	—
Superintendent Salary	N/A	—
Percent of Budget for Teacher Salaries	32.11%	—
Percent of Budget for Administrative Salaries	8.51%	—

# 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2