

**Grizzly Challenge Charter**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

|                 |  |                    |                        |
|-----------------|--|--------------------|------------------------|
| <b>Address:</b> | 721 Mendocino Ave., Camp San Luis Obispo<br>San Luis Obispo, CA , 93405-7605 | <b>Principal:</b>  | Paul Piette, Principal |
| <b>Phone:</b>   | (805) 782-6882   | <b>Grade Span:</b> | 10-12                  |

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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## About This School

### Paul Piette, Principal

Principal, Grizzly ChalleNGe Charter

#### About Our School

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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 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, extracurricular 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 post-secondary life. Equipped with the tools they acquired at Grizzly, our graduates are prepared for a new life.

#### Contact

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Grizzly ChalleNGe Charter  
721 Mendocino Ave., Camp San Luis Obispo  
San Luis Obispo, CA 93405-7605

Phone: (805) 782-6882

Email: [ppiette@slocoe.org](mailto:ppiette@slocoe.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

|   |   |
|---|---|
| <b>District Name</b>                                      | San Luis Obispo County Office of Education  |
| <b>Phone Number</b>                                       | (805) 543-7732  |
| <b>Superintendent</b>                                     | Brescia, James  |
| <b>Email Address</b>                                      | <a href="mailto:jbrescia@slocoe.org">jbrescia@slocoe.org</a>                        |
| <b>Website</b>  | <a href="http://www.slocoe.org">www.slocoe.org</a>                                  |
| <b>School Contact Information (School Year 2021—2022)</b> |   |
| <b>School Name</b>  | Grizzly ChalleNGe Charter   |
| <b>Street</b>   | 721 Mendocino Ave., Camp San Luis Obispo  |
| <b>City, State, Zip</b>                                   | San Luis Obispo, CA , 93405-7605  |
| <b>Phone Number</b>                                       | (805) 782-6882  |
| <b>Principal</b>  | Paul Piette, Principal  |
| <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  |

*Last updated: 1/14/22*

## School Description and Mission Statement (School Year 2021—2022)

### SCHOOL DESCRIPTION

The Grizzly Challenge Charter 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.

Students who attend our school are initially at risk of dropping out of school due to a wide variety of reasons. Students volunteer 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. At the end of the five month program many of our students will return to their district of residence to continue their secondary education or will have completed their high school requirements with us and earn 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.

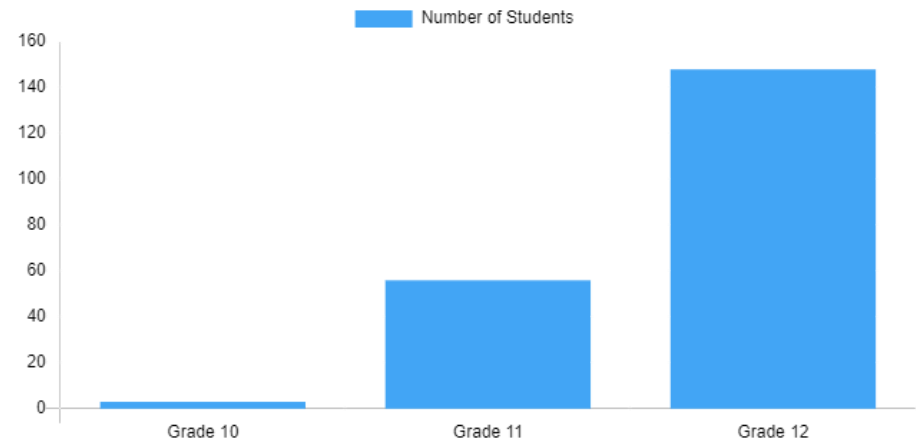
### MISSION STATEMENT

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.

*Last updated: 1/7/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

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



Last updated: 1/7/22

### Student Enrollment by Student Group (School Year 2020—2021)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 27.50%                      |
| Male                                | 72.00%                      |
| Non-Binary                          | 0.50%                       |
| American Indian or Alaska Native    | 0.00%                       |
| Asian                               | 0.50%                       |
| Black or African American           | 1.90%                       |
| Filipino                            | 0.00%                       |
| Hispanic or Latino                  | 81.60%                      |
| Native Hawaiian or Pacific Islander | 0.50%                       |
| Two or More Races                   | 1.90%                       |
| White                               | 13.50%                      |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 17.90%                      |
| Foster Youth                    | 0.50%                       |
| Homeless                        | 10.10%                      |
| Migrant                         | 0.00%                       |
| Socioeconomically Disadvantaged | 75.40%                      |
| Students with Disabilities      | 24.20%                      |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020—2021)

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 9.9           | 70.8           | 12.2            | 50.9             | 228366.1     | 83.1          |
| Intern Credential Holders Properly Assigned   | 0             | 0              | 0               | 0                | 4205.9       | 1.5           |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0             | 0              | 1               | 4.1              | 11216.7      | 4.1           |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 4.1           | 29.2           | 8.8             | 36.6             | 12115.8      | 4.4           |
| Unknown   | 0             | 0              | 2               | 8.3              | 18854.3      | 6.9           |
| Total Teaching Positions  | 14            | 100            | 24.1            | 100              | 274759.1     | 100           |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

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

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0      |
| Local Assignment Options                               | 4.1    |
| Total Out-of-Field Teachers                            | 4.1    |

*Last updated:*

**Class Assignments (School Year 2020—2021)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       |
| 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       |

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: December 2021

| <b>Subject</b>                  | <b>Textbooks and Other Instructional Materials/year of Adoption</b>   | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts           | Literature: Platinum Level (Prentice Hall)  |                                   | 0%  |
| Mathematics                     | Pre-Algebra (Ca. Edition) (Prentice Hall)   |                                   | 0%  |
| Science                         | Biology (Prentice Hall)<br>Earth Science (Glencoe/McGraw-Hill)  |                                   | 0%  |
| History-Social Science          | The Americans (McDougal/Little)<br>Democracy In Action (Glencoe/McGraw-Hill)<br>Economics: Principles and Practices (Glencoe/McGraw- Hill)<br>World History: Our World Today (Glencoe/McGraw- Hill) |                                   | 0%  |
| Foreign Language                |   |                                   | 0%  |
| Health                          | Biology (Prentice Hall)   |                                   | 0%  |
| Visual and Performing Arts      |   |                                   | 0%  |
| Science Lab Eqpmt (Grades 9-12) | N/A   | N/A                               | 0%  |

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

Last updated: 1/7/22



## 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.

*Last updated: 1/14/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   | Upgraded HVAC filters in all buildings    |
| <b>Interior:</b> Interior Surfaces                                     | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |   |
| <b>External:</b> 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 |
|----------------|------|

*Last updated: 1/7/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School<br>2019-<br>2020 | School<br>2020-<br>2021 | District<br>2019-<br>2020 | District<br>2020-<br>2021 | State<br>2019-<br>2020 | State<br>2020-<br>2021 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A                     | N/A                     | N/A                       | N/A                       | N/A                    | N/A                    |

| <b>Subject</b>                  | <b>School<br/>2019-<br/>2020</b> | <b>School<br/>2020-<br/>2021</b> | <b>District<br/>2019-<br/>2020</b> | <b>District<br/>2020-<br/>2021</b> | <b>State<br/>2019-<br/>2020</b> | <b>State<br/>2020-<br/>2021</b> |
|---------------------------------|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| 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.

*Last updated: 1/11/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 74                      | 59                   | 79.73                 | 20.27                     | 15.25                          |
| Female  | 17                      | 11                   | 64.71                 | 35.29                     | 45.45                          |
| Male  | 57                      | 48                   | 84.21                 | 15.79                     | 8.33                           |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Hispanic or Latino                            | 64                      | 50                   | 78.13                 | 21.87                     | 16.00                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 61                      | 48                   | 78.69                 | 21.31                     | 16.67                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 15                      | 13                   | 86.67                 | 13.33                     | 0.00                           |

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

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.

*Last updated: 1/11/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 74                      | 59                   | 79.73                 | 20.27                     | 0.00                           |
| Female  | 17                      | 12                   | 70.59                 | 29.41                     | 0.00                           |
| Male  | 57                      | 47                   | 82.46                 | 17.54                     | 0.00                           |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Hispanic or Latino                            | 64                      | 51                   | 79.69                 | 20.31                     | 0.00                           |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 61                      | 48                   | 78.69                 | 21.31                     | 0.00                           |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 15                      | 13                   | 86.67                 | 13.33                     | 0.00                           |

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

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.

*Last updated: 1/11/22*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                         | <b>School<br/>2019-<br/>2020</b> | <b>School<br/>2020-<br/>2021</b> | <b>District<br/>2019-<br/>2020</b> | <b>District<br/>2020-<br/>2021</b> | <b>State<br/>2019-<br/>2020</b> | <b>State<br/>2020-<br/>2021</b> |
|--|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| 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: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/11/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 76                      | 49                   | 64.47                 | 35.53                     | 4.08                           |
| Female  | 25                      | 18                   | 72.00                 | 28.00                     | 0.00                           |
| Male  | 51                      | 31                   | 60.78                 | 39.22                     | 6.45                           |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 69                      | 44                   | 63.77                 | 36.23                     | 4.55                           |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 63                      | 43                   | 68.25                 | 31.75                     | 4.65                           |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 14                      | 9                    | 64.29                 | 35.71                     | --                             |

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

*Last updated: 1/11/22*



### Career Technical Education (CTE) Programs (School Year 2020—2021)

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.

*Last updated: 1/14/22*

### Career Technical Education (CTE) Participation (School Year 2020—2021)

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 241                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 86                        |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100                       |

*Last updated: 1/11/22*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

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.

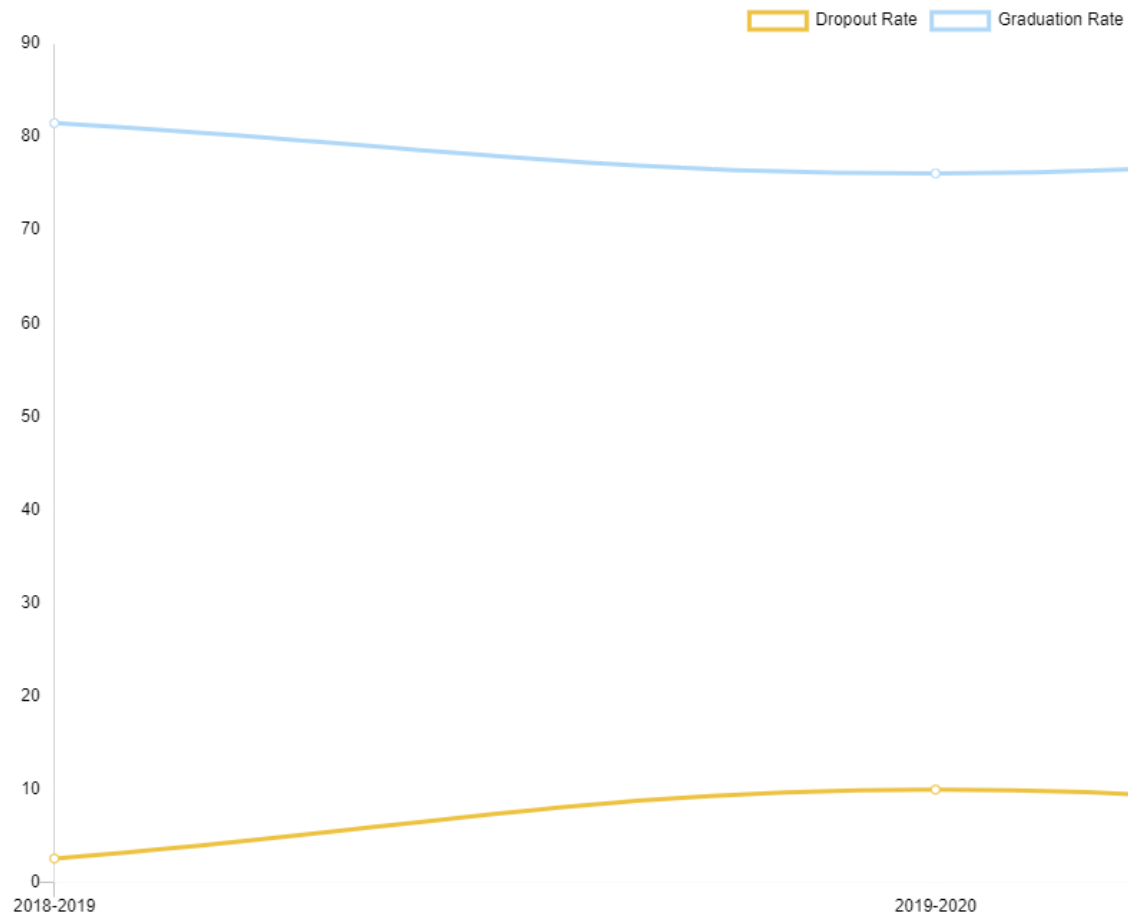
## State Priority: Pupil Engagement

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

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

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

| Indicator       | School<br>2018-<br>2019 | School<br>2019-<br>2020 | School<br>2020-<br>2021 | District<br>2018-<br>2019 | District<br>2019-<br>2020 | District<br>2020-<br>2021 | State<br>2018-<br>2019 | State<br>2019-<br>2020 | State<br>2020-<br>2021 |
|-----------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|------------------------|------------------------|
| Dropout Rate    | 2.60%                   | 10.00%                  | 2.80%                   | 7.90%                     | 10.50%                    | 3.70%                     | 9.00%                  | 8.90%                  | 9.40%                  |
| Graduation Rate | 81.50%                  | 76.10%                  | 81.90%                  | 77.70%                    | 72.90%                    | 76.80%                    | 84.50%                 | 84.20%                 | 83.60%                 |



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Number of Students in Cohort</b> | <b>Number of Cohort Graduates</b> | <b>Cohort Graduation Rate</b> |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students                                  | 215                                 | 176                               | 81.9                          |
| Female  | 73                                  | 58                                | 79.5                          |
| Male  | 141                                 | 117                               | 83.0                          |
| Non-Binary                                    |                                     |                                   |                               |
| American Indian or Alaska Native              |                                     |                                   | 83.0                          |
| Asian   | 0                                   | 0                                 | 0.00                          |
| Black or African American                     |                                     |                                   |                               |
| Filipino                                      |                                     |                                   |                               |
| Hispanic or Latino                            | 181                                 | 144                               | 79.6                          |
| Native Hawaiian or Pacific Islander           | 0                                   | 0                                 | 0.00                          |
| Two or More Races                             |                                     |                                   |                               |
| White   | 23                                  | 23                                | 100.0                         |
| English Learners                              | 49                                  | 35                                | 71.4                          |
| Foster Youth                                  |                                     |                                   |                               |
| Homeless                                      | 44                                  | 36                                | 81.8                          |
| Socioeconomically Disadvantaged               | 190                                 | 154                               | 81.1                          |
| Students Receiving Migrant Education Services |                                     |                                   |                               |
| Students with Disabilities                    | 49                                  | 40                                | 81.6                          |

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>.

*Last updated:*

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students                                  | 375                          | 344  | 59                               | 17.2                            |
| Female  | 107                          | 93   | 13                               | 14.0                            |
| Male  | 267                          | 250  | 46                               | 18.4                            |
| American Indian or Alaska Native              | 2                            | 1  | 0                                | 18.4                            |
| Asian   | 0                            | 0  | 0                                | 0.0                             |
| Black or African American                     | 6                            | 6  | 1                                | 16.7                            |
| Filipino                                      | 2                            | 2  | 0                                | 0.0                             |
| Hispanic or Latino                            | 315                          | 287  | 48                               | 16.7                            |
| Native Hawaiian or Pacific Islander           | 1                            | 1  | 0                                | 0.0                             |
| Two or More Races                             | 9                            | 8  | 1                                | 12.5                            |
| White   | 40                           | 39   | 9                                | 23.1                            |
| English Learners                              | 71                           | 65   | 12                               | 18.5                            |
| Foster Youth                                  | 2                            | 2  | 1                                | 50.0                            |
| Homeless                                      | 39                           | 37   | 7                                | 18.9                            |
| Socioeconomically Disadvantaged               | 298                          | 274  | 49                               | 17.9                            |
| Students Receiving Migrant Education Services | 0                            | 0  | 0                                | 0.0                             |
| Students with Disabilities                    | 87                           | 79   | 15                               | 19.0                            |

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2018-2019 | School<br>2020–2021 | District<br>2018-2019 | District<br>2020–2021 | State<br>2018-2019 | State<br>2020–2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.00%               | 0.00%               | 5.71%                 | 0.00%                 | 3.47%              | 0.20%              |
| Expulsions  | 0.00%               | 0.00%               | 0.00%                 | 0.00%                 | 0.08%              | 0.00%              |

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.

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019-2020 | District<br>2019-2020 | State<br>2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.00%               | 0.90%                 | 2.45%              |
| Expulsions  | 0.00%               | 0.00%                 | 0.05%              |

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.

*Last updated: 1/11/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Suspensions Rate</b> | <b>Expulsions Rate</b> |
|---|-------------------------|------------------------|
| All Students                                  | 0                       | 0                      |
| Female  | 0                       | 0                      |
| Male  | 0                       | 0                      |
| Non-Binary                                    | 0                       | 0                      |
| American Indian or Alaska Native              | 0                       | 0                      |
| Asian   | 0                       | 0                      |
| Black or African American                     | 0                       | 0                      |
| Filipino                                      | 0                       | 0                      |
| Hispanic or Latino                            | 0                       | 0                      |
| Native Hawaiian or Pacific Islander           | 0                       | 0                      |
| Two or More Races                             | 0                       | 0                      |
| White   | 0                       | 0                      |
| English Learners                              | 0                       | 0                      |
| Foster Youth                                  | 0                       | 0                      |
| Homeless                                      | 0                       | 0                      |
| Socioeconomically Disadvantaged               | 0                       | 0                      |
| Students Receiving Migrant Education Services | 0                       | 0                      |
| Students with Disabilities                    | 0                       | 0                      |

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

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.

*Last updated: 1/14/22*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 20.00              | 7                       | 4                        |                       |
| Math           | 18.00              | 9                       | 1                        |                       |
| Science        | 4.00               | 4                       |                          |                       |
| Social Science | 16.00              | 12                      | 4                        |                       |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 22.00              | 5                       | 6                        |                       |
| Math           | 22.00              | 10                      | 3                        |                       |
| Science        | 5.00               | 4                       |                          |                       |
| Social Science | 15.00              | 15                      | 2                        |                       |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 13.00              | 15                      | 1                        |                       |
| Math           | 13.00              | 12                      |                          |                       |
| Science        | 9.00               | 11                      |                          |                       |
| Social Science | 11.00              | 19                      |                          |                       |

*Last updated: 1/11/22*

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 103.5 |

*Last updated: 12/31/99*

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.62                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.00                              |
| Psychologist  | 0.40                              |
| Social Worker   | 0.00                              |
| Nurse   | 0.10                              |
| Speech/Language/Hearing Specialist                            | 0.15                              |
| Resource Specialist (non-teaching)                            | 1.00                              |
| Other   | 4.60                              |

*Last updated: 12/31/99*

\* 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—2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$15239.00                   | \$4214.00                           | \$11024.00                            | \$83834.00             |
| District                                      | N/A                          | N/A                                 | --                                    | --                     |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | \$8443.83                             | --                     |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 26.50%                                | --                     |

*Last updated: 1/10/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

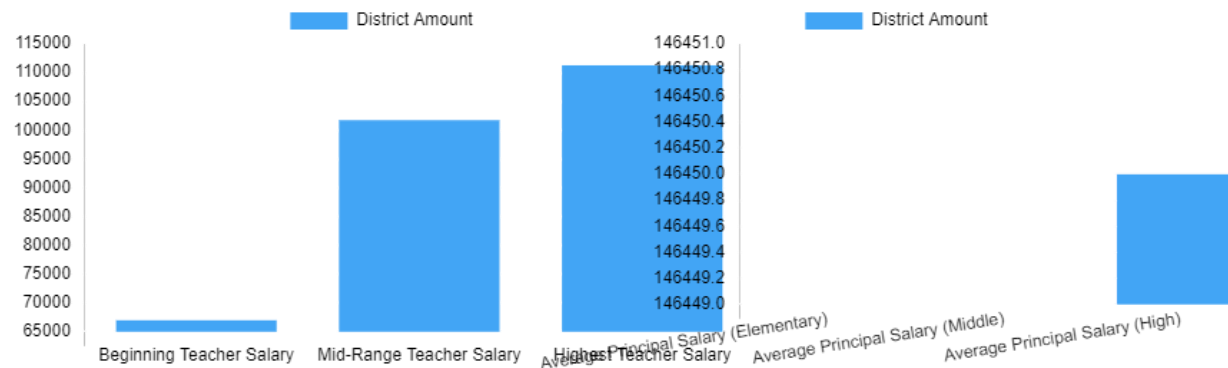
- Reading interventions for students scoring far below grade level.
- Individualized math tutoring for students needing differentiated remedial support.
- Post Residential support for students after they transition back home.
- Blended Learning opportunities for students taking classes that are outside 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.

Last updated: 1/14/22

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$66996.00      | --   |
| Mid-Range Teacher Salary                      | \$101744.00     | --   |
| Highest Teacher Salary                        | \$111274.00     | --   |
| Average Principal Salary (Elementary)         | --              | --   |
| Average Principal Salary (Middle)             | --              | --   |
| Average Principal Salary (High)               | \$146450.00     | --   |
| Superintendent Salary                         | --              | --   |
| Percent of Budget for Teacher Salaries        | 32.11%          | --   |
| Percent of Budget for Administrative Salaries | 8.51%           | --   |

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



Last updated:

**Professional Development**

| <b>Measure</b>  | <b>2019-<br/>2020</b> | <b>2020-<br/>2021</b> | <b>2021-<br/>2022</b> |
|---|-----------------------|-----------------------|-----------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2                     | 2                     | 2                     |

## **Addendum**

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.