

Grizzly Challenge Charter School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



GRIZZLY

YOUTH ACADEMY

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

Internet Access

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

2022-23 School Contact Information

School Name	Grizzly Challenge Charter School
Street	721 Mendocino Ave. Bldg 945
City, State, Zip	San Luis Obispo, CA 93405
Phone Number	(805) 782-6882
Principal	Kyle Martin, Principal
Email Address	kmartin@mygya.com
School Website	http://www.grizzlyyouthacademy.org
County-District-School (CDS) Code	40104050101725

2022-23 District Contact Information

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

2022-23 School Overview

PRINCIPAL'S MESSAGE

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

2022-23 School Overview

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

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 post-secondary 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	46
Grade 12	128
Total Enrollment	177

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	28.2
Male	71.2
Non-Binary	0.6
American Indian or Alaska Native	9.6
Asian	1.1
Black or African American	1.7
Filipino	0.6
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.9
White	51.4
English Learners	17.5
Foster Youth	0.0
Homeless	12.4
Migrant	1.1
Socioeconomically Disadvantaged	87.0
Students with Disabilities	20.9

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

2020-21 Teacher Preparation and Placement

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)	9.90	70.76	12.20	50.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	4.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	29.24	8.80	36.60	12115.80	4.41
Unknown	0.00	0.00	2.00	8.30	18854.30	6.86
Total Teaching Positions	14.00	100.00	24.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.10	
Total Out-of-Field Teachers	4.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

School Facility Conditions and Planned Improvements

The facilities of Grizzly Challenge Charter School consist of a main office, ten portable classrooms, and five permanent classrooms. The five permanent classrooms are less than seven years old and in very good condition. The ten portable classrooms are approximately twenty 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.

Year and month of the most recent FIT report

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system maintenance continues in order to address intermittent faults
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The circular walkway bordering the inner wheel classrooms, and the asphalt-filled center within the inner perimeter of the walkway were resurfaced. The water drain between the walkway and the asphalt was resurfaced; asphalt was replaced with concrete and the surface area was widened to serve as a designated pathway for student traffic.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	82	82.83	17.17	21.95
Female	36	31	86.11	13.89	35.48
Male	62	50	80.65	19.35	14.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	85	72	84.71	15.29	22.22
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	16	88.89	11.11	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	70	89.74	10.26	20.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	10	71.43	28.57	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	80	80.81	19.19	0.00
Female	36	31	86.11	13.89	0.00
Male	62	48	77.42	22.58	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	85	70	82.35	17.65	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	15	83.33	16.67	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	68	87.18	12.82	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	10	71.43	28.57	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	4.08	17.39	0	0	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	23	41.82	58.18	17.39
Female	15	8	53.33	46.67	--
Male	40	15	37.5	62.5	20
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	21	44.68	55.32	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	4	36.36	63.64	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	22	46.81	53.19	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

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, lifestyles, 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.

Grizzly Challenge Charter School also provides students with opportunities to work in the public through its Internship Program with outside agencies. This gives students valuable workplace experience to help prepare them for future careers after leaving GCCS.

In the 2022-23 school year, our partnership with Cuesta College to earn CTE college credits was reestablished. This program is 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	354
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 during 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. In the 2022-23 school year GCCS began using ParentSquare to communicate with students and parents. The Principal sends out notifications to keep families informed and educated about activities, events, and progress. Additionally, the Academy

2022-23 Opportunities for Parental Involvement

incorporates social media as a way to regularly interact with parents.

GCCS has relied more on video conferencing for everything including holding parent meetings. We see this as an opportunity to include our parents and allow them to participate and be more involved. Parents are included in School Site Council, Local Control and Accountability Plan meetings, and English Learner Advisory Committee meetings to solicit feedback and address any immediate or future concerns. In the absence of parents, however; the National Guard serves 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	10	2.8	3.4	10.5	3.7	3.4	8.9	9.4	7.8
Graduation Rate	76.1	81.9	84.5	72.9	76.8	83.8	84.2	83.6	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	174	147	84.5
Female	56	51	91.1
Male	117	95	81.2
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	125	98	78.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	33	33	100.0
English Learners	50	43	86.0
Foster Youth	--	--	--
Homeless	41	35	85.4
Socioeconomically Disadvantaged	163	137	84.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	27	87.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	354	316	32	10.1
Female	114	105	12	11.4
Male	238	209	20	9.6
American Indian or Alaska Native	14	14	0	0.0
Asian	2	2	0	0.0
Black or African American	6	5	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	234	207	28	13.5
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	12	12	1	8.3
White	83	74	3	4.1
English Learners	66	56	5	8.9
Foster Youth	2	2	1	50.0
Homeless	41	40	4	10.0
Socioeconomically Disadvantaged	308	275	28	10.2
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	64	58	10	17.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.90	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	1.02	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 8:30 AM-3:50 PM. The facility is safe, well-lit, well supervised, and has a built-in loudspeaker 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 work, 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	5	6	
Mathematics	17	10	3	
Science	5	4		
Social Science	15	15	2	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	15	1	
Mathematics	10	12		
Science	9	11		
Social Science	11	19		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	15	1	
Mathematics	9	14		
Science	3	6		
Social Science	10	18	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	88.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.40
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.15
Resource Specialist (non-teaching)	1
Other	3.27

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,505	4,777	10,728	89,202
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

- 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.
- Parent/Community communication software

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	68,336	
Mid-Range Teacher Salary	103,779	
Highest Teacher Salary	113,499	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	163,795	
Superintendent Salary		
Percent of Budget for Teacher Salaries	32.98	
Percent of Budget for Administrative Salaries	9.12	

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development is an area of emphasis at the school. We operate in a continuing improvement process. The entire staff holds 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2