

Grizzly Challenge Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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 |
| Email Address | kmartin@mygya.com |
| School Website | http://www.grizzlyyouthacademy.org |
| County-District-School (CDS) Code | 40104050101725 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Grizzly Challenge Charter School |
| Phone Number | (805) 543-7732 |
| Superintendent | James Brescia |
| Email Address | jbrescia@slocoe.org |
| District Website | http://www.slocoe.org |

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

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, 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 twenty four 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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 11 |
| Grade 11 | 81 |
| Grade 12 | 120 |
| Total Enrollment | 212 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 27.8% |
| Male | 72.2% |
| American Indian or Alaska Native | 2.4% |
| Asian | 0.5% |
| Black or African American | 1.4% |
| Hispanic or Latino | 80.7% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 3.8% |
| White | 10.8% |
| English Learners | 17.5% |
| Foster Youth | 0.9% |
| Homeless | 10.4% |
| Migrant | 0.9% |
| Socioeconomically Disadvantaged | 81.1% |
| Students with Disabilities | 17.5% |

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) | 11.30 | 75.28 | 33.70 | 73.10 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 2.17 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.70 | 24.72 | 8.20 | 17.79 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 3.10 | 6.92 | 15831.90 | 5.67 |
| Total Teaching Positions | 15.00 | 100.00 | 46.10 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Local Assignment Options | 4.10 | 3.70 |
| Total Out-of-Field Teachers | 4.10 | 3.70 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 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 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Distance Learning which began in March of 2020 required a heavier reliance on technology to drive curriculum and instruction. The highly skilled teachers at Grizzly Challenge Charter School continue to use technology to enrich classroom instruction.

Year and month in which the data were collected

December 2023

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

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

March 2023

| 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 | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 22 | 26 | 37 | 34 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 0 | 4 | 28 | 25 | 33 | 34 |

2022-23 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 | 73 | 72 | 98.63 | 1.37 | 26.39 |
| Female | 28 | 28 | 100.00 | 0.00 | 17.86 |
| Male | 45 | 44 | 97.78 | 2.22 | 31.82 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 66 | 65 | 98.48 | 1.52 | 27.69 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 16 | 15 | 93.75 | 6.25 | 6.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | 12 | 100.00 | 0.00 | 25.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 69 | 68 | 98.55 | 1.45 | 25.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 7.69 |

2022-23 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 | 72 | 71 | 98.61 | 1.39 | 4.23 |
| Female | 28 | 28 | 100.00 | 0.00 | 3.57 |
| Male | 44 | 43 | 97.73 | 2.27 | 4.65 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 65 | 64 | 98.46 | 1.54 | 4.69 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 16 | 15 | 93.75 | 6.25 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 68 | 67 | 98.53 | 1.47 | 2.99 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 0.00 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 17.39 | 8.82 | 0.00 | 0.00 | 29.47 | 30.29 |

2022-23 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 | 48 | 34 | 70.83 | 29.17 | 8.82 |
| Female | 17 | 13 | 76.47 | 23.53 | 0.00 |
| Male | 31 | 21 | 67.74 | 32.26 | 14.29 |
| 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 | 36 | 23 | 63.89 | 36.11 | 4.35 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 11 | 10 | 90.91 | 9.09 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 43 | 30 | 69.77 | 30.23 | 10.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 8.33 |

2022-23 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. For the 2023-24 school year, GCCS has offered courses in Culinary Arts, Office Procedures, and Retail Procedures.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 315 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 25 |
| 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9 | 100 | 100 | 100 | 100 | 100 |

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.

2023-24 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 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 2.8 | 3.4 | 7.4 | 3.7 | 3.4 | 9.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 81.9 | 84.5 | 81.1 | 76.8 | 83.8 | 79.9 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 175 | 142 | 81.1 |
| Female | 55 | 47 | 85.5 |
| Male | 119 | 95 | 79.8 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 142 | 119 | 83.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 23 | 16 | 69.6 |
| English Learners | 49 | 40 | 81.6 |
| Foster Youth | -- | -- | -- |
| Homeless | 36 | 30 | 83.3 |
| Socioeconomically Disadvantaged | 165 | 133 | 80.6 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 30 | 20 | 66.7 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 440 | 393 | 29 | 7.4 |
| Female | 134 | 122 | 10 | 8.2 |
| Male | 306 | 271 | 19 | 7.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 5 | 5 | 0 | 0.0 |
| Asian | 1 | 1 | 1 | 100.0 |
| Black or African American | 11 | 10 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 352 | 324 | 23 | 7.1 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 12 | 7 | 1 | 14.3 |
| White | 58 | 45 | 4 | 8.9 |
| English Learners | 80 | 72 | 8 | 11.1 |
| Foster Youth | 4 | 3 | 2 | 66.7 |
| Homeless | 49 | 44 | 5 | 11.4 |
| Socioeconomically Disadvantaged | 381 | 345 | 25 | 7.2 |
| Students Receiving Migrant Education Services | 2 | 2 | 0 | 0.0 |
| Students with Disabilities | 83 | 74 | 4 | 5.4 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.00 | 1.02 | 2.22 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| 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 |

2023-24 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.

2023-24 School Safety Plan

The Grizzly Challenge Charter School Safety Plan can be found at:

<https://docs.google.com/document/d/1AwUQJAKdr89iQCKyfgbWboO9q4AOq8x9rvRXr2W5wnc/edit>

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 | 0 |
| Mathematics | 10 | 12 | 0 | 0 |
| Science | 9 | 11 | 0 | 0 |
| Social Science | 11 | 19 | 0 | 0 |

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 | 0 |
| Mathematics | 9 | 14 | 0 | 0 |
| Science | 3 | 6 | 0 | 0 |
| Social Science | 10 | 18 | 1 | 0 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 16 | 11 | 3 | 0 |
| Mathematics | 13 | 12 | 0 | 0 |
| Science | 5 | 5 | 0 | 0 |
| Social Science | 11 | 20 | 0 | 0 |

2022-23 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 | 106 |

2022-23 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 | .4 |
| Social Worker | |
| Nurse | .1 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | 25,339 | 9,004 | 16,335 | 95,161 |
| District | N/A | N/A | N/A | N/A |
| Percent Difference - School Site and District | N/A | N/A | N/A | N/A |
| State | N/A | N/A | \$7,607 | N/A |
| Percent Difference - School Site and State | N/A | N/A | 72.9 | N/A |

Fiscal Year 2022-23 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 teachers to maintain smaller 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

* Additional Resource Specialist to support students with individualized education plans

* Providing Career and Technical Education classes through Cuesta Community College

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | 71,097 | |
| Mid-Range Teacher Salary | 107,972 | |
| Highest Teacher Salary | 118,084 | |
| Average Principal Salary (Elementary) | N/A | |
| Average Principal Salary (Middle) | N/A | |
| Average Principal Salary (High) | 170,411 | |
| Superintendent Salary | N/A | |
| Percent of Budget for Teacher Salaries | 42.5 | |
| Percent of Budget for Administrative Salaries | 8.75 | |

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

Professional Development

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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |