Grizzly Challenge Charter School
SELF-STUDY REPORT

Address: 721 Mendocino Ave. Bldg 945
City: San Luis Obispo, CA 93405

District: Grizzly Challenge Charter School

Date of Self-Study Visit: March 2024

ACS WASC/CDE Focus on Learning Accreditation Manual,

2021 Edition

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Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study, i.e., any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Continual improvement is a critical component of Grizzly Challenge Charter School. Each cycle of students (July to December, January to June) begins and ends with an "After Action Review" where staff come together to share and discuss what has gone well (successes), what needs improvement, and what ideas we might adopt to bring about those improvements (possible solutions). Ideas that are gathered are then implemented and the process repeats itself. Grizzly Challenge Charter School has involved all staff members in its WASC self-study process. Additionally, we have brought our various stakeholders into the school's examination process in order to gather their input and share our findings.

Every cycle, GCCS has a minimum of two days set aside for professional development. During Class 51 we have set those days (August 16 and October 9) aside for staff to collaborate around the WASC process. Staff have been broken into five groups. Groups include teachers, paraeducators, counselors, administration, and front office staff. The groups have been allocated time to give their input toward each of the five categories (Organization, Curriculum, Instruction, Assessment and Accountability, Culture). The staff has then gathered to review and finalize the information after everyone has had the opportunity to provide feedback.

To help inform this process, relevant data has been shared with the staff (Again, this is a standing practice at Grizzly Challenge Charter School). Grizzly has been growing and improving for over 25 years. We are extremely proud of the program and its positive impact on the lives of our students.

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Grizzly Challenge Charter School has had a number of significant changes and developments since its 2021 Mid-Cycle Progress Report.

In 2022, after 22 years in the position, the Principal/Director of Grizzly Challenge Charter School resigned to take a new position with the San Luis Obispo County Office of Education. A new Principal/Director began in July of 2022. Other changes in staffing were made at GCCS in 2023. These included replacing the Resource Specialist, eliminating the full-time Assistant Principal position, and creating an additional teaching position. With the additional teaching position added to the schedule, existing teachers have been freed up and GCCS has been able to provide opportunities for these teachers to take on some additional roles and responsibilities. We have lowered administrative costs, added additional resources in classrooms, and have greater integration of certificated Grizzly staff involved with Career Technical Education, and Contract Class/Credit recovery courses.

For 2023, GCCS staff includes the following:
2023: (30)
16 Teachers
2 Academic Counselors
1 School Psychologist
3 Paraeducators
1 Bilingual Paraeducator
1 Admin Assistant
1 Admin Specialist
1 Registrar
1 Marriage Family Therapist
1 IT Director
1 Outreach Specialist
1 Principal

Under the area of technology, GCCS has made several improvements in 2022-23. The school has replaced all student devices, replaced our servers, and included network attached storage. A new Grizzly website has been launched along with a new admissions program. GCCS is digitizing student records to improve storage and access. We have incorporated annual reports into Document Tracking Services to ease updating of information. The school has also developed Google Classrooms for all content areas and created systems to work remotely when appropriate (office and instructional staff) through the purchase of laptops and the use of Zoom or Google Meet. We have digitized the process for enrollment, registration and parent communication (Adobe forms, Parent Square). To help recognize the hard work in this field, we have promoted our IT Coordinator to IT Director. The impacts of these improvements have resulted in strengthening the technology used on campus, as well as building out a more robust technological system/network for improved security and recovery of network information.

In 2021, while the Cuesta Community College course, "Get Focused, Stay Focused" continued as dual enrollment through the Grizzly's Career Planning class, the Career Technical Education program had ended. This was in part due to challenges posed by COVID and because of a schedule that was developed that our partners in the Guard felt they could not support (holding classes on Saturdays). In 2023 GCCS reintroduced its CTE partnership with Cuesta. Classes are held during regular instructional time. We have been able to offer Office Procedures, Culinary Arts, College Success Strategies, Retail Procedures, and have plans for further expansion into Culinary Gardening, Welding and Automotive courses.

Similarly, the GCCS Internship program had been suspended during COVID, however, in 2022 we reintroduced this valuable experience for our students. We are giving eligible students hands-on job experience in areas including food preparation, auto mechanics, police and fire service, retail, and customer service. This program, paired with all of our students earning their CPR, Food Handler, and Customer Service certifications, helps in making our students much more employable when they leave the program.

Professional development continues to be ongoing with GCCS. PD has provided staff with opportunities to refine and improve

curriculum and have increased safety and understanding for/of our students. In 2021, sessions included the topics DBT, Critical Thinking, UDL, Gang Awareness, Active Shooter, Trauma Informed Schools, Cybersecurity, Math: YouCubed, and PLC time. In 2022/23, topics were expanded to additional Math: YouCubed training, Social Studies: CA Council for Social Studies (CCSS), CUE Conference, CITE Conference, Slack/GoGuardian training, Mental Health Coping Strategies, Culture of Poverty, CPI and CPR, and a focus on our WASC review.

Our stakeholder engagement has been strengthened in order to have greater involvement for our educational partners and increased communication. GCCS has continued its SPSA, LCAP and AAR processes. School Site Councils and English Language Advisory Committees meet regularly each cycle. Additionally, in 2022/23 Grizzly brought in Parent Square for messaging families about individual and school-wide information. This program communicates with families in their home languages. The school has also begun holding an Open House for families, hosting Parenting Classes through the counseling department, and maintaining a counseling website (https://sites.google.com/mygya.com/grizzly-parenting-solutions-gp/home?authuser=0). Financial Aid workshops and related outreach have been held. GCCS has also incorporated the Youth Truth survey for student, staff and family input. For our Board communication, Gamut has been brought in.

A last area to discuss significant changes is in our Independent Studies program. This program allows for eligible students to remain with Grizzly in order to earn final credits needed to earn their diplomas. Instructors have digitized the content/curriculum for better access. The school has defined and refined processes related to ISP (enrollment caps, reengagement processes, establishing qualifying criteria) to address compliance and improved management.

In the last WASC visit for Grizzly Challenge Charter School, two areas were identified as critical for follow-up. These areas were; refining curriculum and associated maps, and development of pre and post standards based assessments in academic areas to measure the essential standards and show growth. GCCS has made significant strides in addressing these areas.

Refining curriculum and associated maps is an ongoing element of GCCS:
In the area of English Langue Arts members of the department attended CUE writing workshops, NaNoWriMo and have updated pacing and curriculum maps. Additionally, the English department has piloted a new creative writing unit and students have been given more choice in displaying their learning, resulting in increased engagement in this area.
English Language Arts Curriculum Map:
https://docs.google.com/document/d/1oLuur1ZGs1BaBzouDKDaw3_iS64lcltIzGZ6sQUCyN8/edit

In Mathematics, the department has attended Jo Boaler's YouCubed math curriculum workshops and updated pacing and curriculum maps to reflect incorporating concepts and lessons from this training. The math department has also piloted Struggly, a math education program. This has resulted in students' increased enjoyment and engagement towards math. Students are able to accept a math challenge more easily, and are seeing increased applications from math to the real world as well as an increased focus on collaboration, communication, and critical thinking.
Mathematics Curriculum Map: https://docs.google.com/document/d/19oeAQpyDYARcpRTy6vN7MYyCqhqb6qJ-wjkU1n6soA0/edit

Within the Social Studies department they have updated pacing and curriculum maps to reflect changes this cycle and attended the California Council for Social Studies Conference. World History, a common need for many of our students, has been added to our course offerings. The department has ensured curriculum is standards-based and grade-level appropriate while they engage students in lessons through culturally responsive methods, bringing in document analysis through historical artifacts, images and other media.
US History Curriculum Map: https://docs.google.com/document/d/1aY1K7NSPzRVLHgHnP0vHB5KL-At-3kcryIl5trcVaQA/edit
Government Curriculum Map: https://docs.google.com/document/d/1_ODHDpZzSB2vDpxtP2yePlYbJsosvCGKVMr5B8j3Q9w/edit
Economics Curriculum Map: https://docs.google.com/document/d/1oxHz6CjeER123qCZEHYVlgiDL76EXUGNc4CNyYy5veU/edit
World History Curriculum Map: https://docs.google.com/document/d/1GGht9U73F5jd2xhOERcHsjis2NFYz7SkbIvzEGfLsmQ/edit

Health Science has updated pacing and curriculum maps to reflect changes from AAR / PLC meetings. Student notes from lectures and guided classroom activities are kept together in a Health notebook that students can take home and reference as needed.Students can identify healthy habits and take ownership of their health after leaving Grizzly.
Health Science Curriculum Map: https://docs.google.com/document/d/1wFCLSDUxpuRK521CIzS4CEssRMty4Pk6DeHqRjBsEPE/edit

Career Planning have also updated pacing and curriculum maps to reflect changes from AAR / PLC meetings. Members of this department attended Computer Using Educators (CUE) Personal Finance Lab and piloted the lab's "Budgeting Game." In Career Planning students can identify their workplace skills and strengths and be able to speak to them in an interview situation. Students are able to identify future college/trade school/career paths and identify short and long-term effects on spending habits. Students identify goals, incorporating insights from their identified passions and values, skills and strengths. Their goals, include short-term,

intermediate, and long-term goals; students identify specific steps on how to achieve their goals. These additions to the course create high interest, personalization, and engagement.
Career Planning Curriculum Map: https://docs.google.com/document/d/11QtrpJmyaVqnC-D7XJ7lEj7OKG4dTlv_DeM0vKoTfXg/edit

The Art department have developed a course for students looking for an Art course to not only learn art techniques in depth, but gain an appreciation for the student experience. Refinements to the curriculum have resulted in students becoming more open minded about making art (and all the frustrations that might come with creating something). Students see art as a therapeutic way to express themselves. Art projects are appropriately scaffolded so students continue to build on skills throughout the semester-long course.
Art Curriculum Map: https://docs.google.com/document/d/1fHIt2NRR-JS0aib_HBmpUhueWI9B3Pf8vRJgDWOqol8/edit

The various departments of GCCS have focused a lot of energy into developing pre- and post-assessments to better measure student learning and growth:

The English department has implemented a pre- and post-assessment that measures argumentative writing: students' mastery of thesis, claims, evidence, and commentary.

In mathematics, the department has implemented extensions and reflections for every hands-on activity. These assignments provide evidence that students comprehend and can apply skills/knowledge from a given activity.

In Social Studies, a pre-assessment has been created for students to take at the start of their course. In each lesson students receive a preview of what they will be learning and identify the level of knowledge and skill they are bringing to the course. Students are able to track their growth in their understanding of this content area. Weekly writing assignments are also incorporated along with document analysis through primary and secondary sources, as well as final assessments for each semester.

Health Science has developed a series of assignments that ask students to reflect on previous habits when it came to physical, emotional, and sexual health. After instruction is given there are post-unit, formative assessments (5 multiple choice questions and one open-ended question) asking about future plans for physical, emotional, and sexual health. Students can apply what they learn in class to set themselves up for healthy habits in several areas: nutrition, physical activity, relationships, sexual health, drug and alcohol habits and addictions.

In Career Planning, teachers guide students through the process of applying for jobs, researching jobs, and preparing for interviews. Students practice public speaking skills for addressing audiences about a variety of topics. To help in this process, students participate in peer mock interviews where they receive a score and feedback, as well as staff mock interviews with a score and feedback. Instruction is paired with personal finance lab pre/post assessments which are Jump$tart & CEE standards aligned. The impact of this helps create students who are career-ready individuals and can consider the audiences for their communication and prepare accordingly. Students gain a better understanding of how their daily spending choices have long-term impacts on their financial stability and quality of life.

With Art, students are guided through art appreciation, studying the life and work of famous artists. This exposes students to various mediums and a wide range of vocabulary words used to describe art. Students are provided a wide array of art projects that dabble in different mediums. Students are often proud of their work and become more confident in their artistic abilities. A final project culminates in using many of the skills they learn through this course.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:
- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.

General Background and History:

In 1993, Congress approved the Defense Authorization Bill, which introduced the National Guard Youth Challenge Program as a pilot program. The goal of the pilot program was to determine whether the life skills, education levels, and employment potential of youth who drop out of secondary school could be significantly improved through quasi-military assisted training. The answer was yes, and the success of these early pilot programs eventually prompted the creation of Grizzly Youth Academy and 38 similar Challenge programs across 29 states.

Grizzly Youth Academy (GYA) is the original of three Youth Challenge Programs in California. GYA is a partnership between the California National Guard and the Grizzly Challenge Charter School (GCCS). GYA welcomed its first group of students at Camp San Luis Obispo in 1998. Since then GYA has graduated over 7,000 cadets from the program.

California has a large number of students who have either dropped out or are in danger of dropping out of high school. For a variety of reasons, they have not succeeded in the traditional school setting. For students wanting a second chance to change their lives and become successful, GYA is an incredible opportunity. GCCS is the educational component of GYA and is part of the larger National Guard Youth Challenge Programs. Our program offers a highly structured environment in which students attend and participate in school every day and complete homework every night. Every student that completes the full program graduates with a Certificate from Grizzly Youth Academy. Students earning sufficient credits by the end of the 22-week program may receive their high school diploma. The Challenge Program consists of three phases; a 2-week Acclimation phase, a 20-week Residential Challenge Phase, and a 12 month Post-Residential Phase. There are two class cycles each school year and students can only attend Grizzly once.

Students choose to come to Grizzly Youth Academy. They cannot be court-ordered or forced by their parent(s) to enroll. Although this is a voluntary program, the applicant must be motivated and committed to turning his/her life around. Each applicant must meet the following criteria:

*be a legal citizen or resident of California
*be 16 to 18 years of age upon program entry
*be unemployed or underemployed
*be free from illegal drugs/substances
*be free from any serious involvement with the criminal justice system
*be physically and mentally capable of completing the program

Grizzly Youth Academy has taken a deeper, more holistic, approach to education, which includes a strong focus on the total person. It is the philosophy of the academy to produce well-rounded, competent and trained graduates who successfully transition immediately into the workforce, higher education, vocational schools, or enlist in the military. Therefore, we infuse our instruction with numerous goal-setting and life planning activities to increase the likelihood of each student's success. The Core Components were developed by the Youth Challenge program (National Guard) but are incorporated into the curriculum of GCCS so that students experience a consistent education throughout the program. Significant collaboration between the Guard and the school staff is needed in order to provide that stability and consistency for our students.

The Challenge Core Components are as follows:
*Leadership/Followership

*Responsible Citizenship
*Academic Excellence
*Job Skills
*Life Coping Skills
*Health and Hygiene
*Community Service Projects
*Physical Fitness

Mission:
The mission of the Grizzly Challenge Charter School is to intervene in and reclaim the lives of students who are at risk of dropping out of high school. Graduates gain the values, life skills, education, and self-discipline necessary to succeed as productive citizens.

Vision:
Grizzly Challenge Charter School, in partnership with CA National Guard, is a structured, nurturing, safe, and professional environment that values the development of the whole student. Through positive relationships, Grizzly develops the student's social, emotional and physical well being. Possessing self-discipline, respect and integrity, students become contributing citizens who succeed both personally and professionally and move forward with resilience and a strong sense of self into a life filled with promise.

Schoolwide Learner Outcomes:
Grizzly Challenge Charter School's Schoolwide Learner Outcomes (SLOs) are in alignment with the Core Components developed by the Youth Challenge Program (National Guard).

The SLOs state that all students at Grizzly Challenge Charter School will:

Demonstrate healthy lifestyles by:
*practicing life coping skills, good health and hygiene, and physical fitness.
*identifying the need for personal growth and developing a realistic plan.
*making life choices that benefit themselves and others.

Be successful workers who:
*appropriately advocate for themselves and others.
*read, write, listen and speak effectively.
*collaborate successfully in a team.
*are prepared to apply technological and academic knowledge to the work environment.
*are self-motivated and have a strong work ethic.

Be responsible community members who:
*understand teamwork, leadership and followership.
*respect diversity.
*contribute to their community through participation.
*recognize their continued role as an active citizen in a democratic society.

Be lifelong learners who:
*discover and value the power of continued learning to achieve personal goals.
*think critically and analytically.
*apply acquired knowledge.
*pursue positive interests and choices for the future.
*have identified their personal strengths, challenges and learning styles.

The eight state priorities for California schools (Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 3: Parent Involvement, Priority 4: Pupil Achievement, Priority 5: Pupil Engagement, Priority 6: School Climate, Priority 7: Course Access, Priority 8: Other Pupil Outcomes) are addressed in our Local Control Accountability Plan and are monitored for effectiveness.

Key Findings from December and June
This combines staff, family and student responses
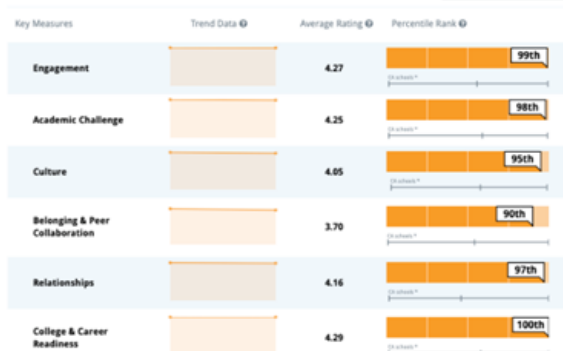
Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

For each category of criteria include:
1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Student Demographics:
GCCS's enrollment data shows that on average 77% of the total population is reported as being Economically Disadvantaged. Approximately 29% of the total student population is female. Ethnicity information indicates that the Hispanic student population comprise the majority, the White population second and Multi/NR. The average percent of English Learners is roughly 19%.

Well over half of the student population arrives scoring below the 9th grade level in both mathematics (79%) and reading comprehension (65%). On average, 18% of the total population is eligible to receive Special Education services; however, experience suggests that there are many students who have not been formally identified, but who do have learning difficulties. GCCS has a Student Study Team process in place to help identify and address students of concern.

While learning deficits exist, Grizzly challenge Charter School continues to see academic growth among our students during their time with us. As a requirement of the Challenge Program, all students are given the Test of Adult Basic Education (TABE) upon entry and then again as they near the end of the program. On average, in the five months that we have our students with us, we see over one grade level's growth in their academics; Reading, Language and Mathematics.

Grizzly's military staff--through the Outreach, Admissions, and Recruiting (OAR) department--employ case managers who communicate with our graduates for a full year after completion of the program. This communication occurs monthly at a minimum.The case managers gather data about students' academic and/or vocational progress post-Grizzly. The vast majority of graduates are attending school and/or working a job 12 months after graduating from Grizzly. Smaller percentages have joined the military or are only partially or sporadically engaged in school or work activities (Miscellaneous). Another small percentage are not actively placed in any setting or activity, or can no longer be reached (Not Placed).

Residential Student Demographic Data

School Year	Class	Enrolled (End of Cycle)	Credit Deficient on Arrival	Special Education	EL Students	Free, Reduced Meal Program (FRMP)	Initial TABE Below 9th Grade Reading	Initial TABE Below 9th Grade Math
2012-2013	Class 29	200	100%	10%	14%	70%	63%	66%
	Class 30	174	100%	16%	25%	68%	57%	65%
2013-2014	Class 31	195	100%	11%	18%	66%	61%	83%
	Class 32	189	100%	15%	26%	72%	56%	73%
2014-2015	Class 33	201	100%	16%	17%	68%	68%	71%
	Class 34	191	100%	13%	26%	76%	65%	74%
2015-2016	Class 35	208	100%	14%	15%	73%	60%	67%
	Class 36	185	100%	15%	23%	71%	64%	73%
2016-2017	Class 37	203	100%	13%	28%	71%	69%	76%
	Class 38	186	100%	15%	30%	80%	63%	78%
2017-2018	Class 39	195	100%	14%	24%	82%	67%	81%
	Class 40	184	100%	17%	17%	84%	63%	73%
2018-2019	Class 41	192	100%	15%	19%	75%	70%	77%
	Class 42	205	100%	15%	11%	75%	64%	82%
2019-2020	Class 43	199	100%	17%	18%	76%	68%	86%
	Class 44	210*	100%	22%	16%	83%	67%	86%
2020-2021	Class 45	155	100%	25%	17%	77%	61%	79%
	Class 46	126	100%	21%	10%	82%	63%	90%
2021-2022	Class 47	133	100%	20%	19%	80%	69%	84%
	Class 48	128	100%	13%	19%	86%	70%	88%
2022-2023	Class 49	167	100%	19%	18%	78%	71%	87%
	Class 50	160	100%	22%	18%	91%	64%	89%
	Average	180	100%	16%	19%	77%	65%	79%

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup					
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	9.60%	2.36%		17	5
African American	1.9%	1.69%	1.42%	4	3	3
Asian	0.5%	1.13%	0.47%	1	2	1
Filipino	%	0.56%	0%		1	0
Hispanic/Latino	81.6%	27.12%	80.66%	169	48	171
Pacific Islander	0.5%	0.56%	0.47%	1	1	1
White	13.5%	51.41%	10.85%	28	91	23
Multiple/No Response	1.9%	7.91%	3.77%	4	14	8
			Total Enrollment	207	177	212

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 10	3	3	11
Grade 11	56	46	81
Grade 12	148	128	120
Total Enrollment	207	177	212

Student Population	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Class 39	Class 40	Class 41	Class 42	Class 43	Class 44	Class 45	Class 46	Class 47	Class 48	Class 49	Class 50
All	1.6	1.6	1.6	1.4	1.5	0.2	0.3	1.9	1.6	1.5	1.5	1.2
EL	1.6	1.7	1.9	1.1	1.5	0.0	0.6	2.4	1.7	1.3	1.3	1.5
FRMP	1.6	1.5	1.4	1.4	1.5	0.3	0.4	1.8	1.6	1.4	1.6	1.3
SpEd	1.4	1.6	1.9	1.5	1.6	0.5	0.5	1.8	1.5	1.4	1.9	0.9

2017-2022   Overall TABE Increases
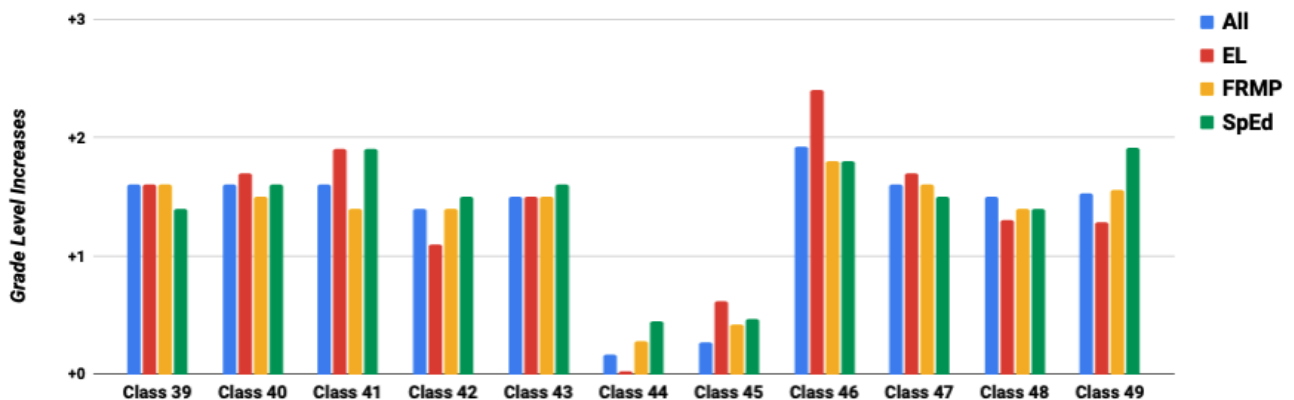
Student Population	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Class 39	Class 40	Class 41	Class 42	Class 43	Class 44	Class 45	Class 46	Class 47	Class 48	Class 49	Class 50
All	1.5	1.5	1.6	1.5	1.3	-0.6	-0.4	1.5	1.6	1.0	1.6	0.7
EL	1.8	1.2	1.5	1.5	1.3	-0.1	0.5	2.8	1.9	1.5	1.3	1.5
FRMP	1.6	1.5	1.4	1.5	1.5	-0.6	-0.2	1.3	1.6	1.0	1.8	0.8
SpEd	1.0	1.3	1.8	1.5	0.9	-0.1	-0.3	2.0	1.7	0.7	2.1	0.9

2017-2022   Reading TABE Increases
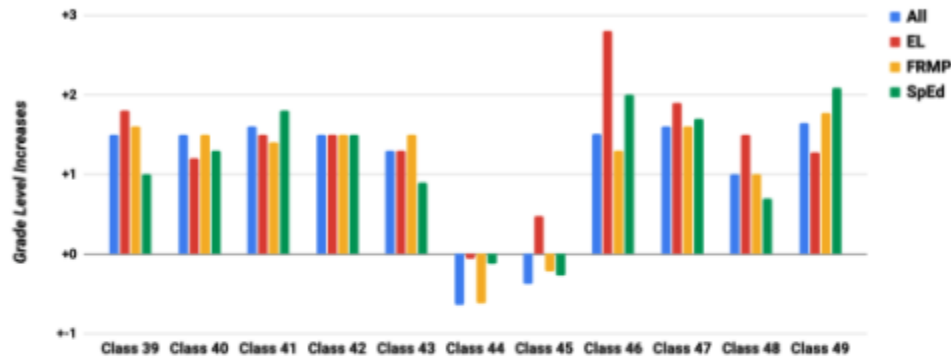
Student Population	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Class 39	Class 40	Class 41	Class 42	Class 43	Class 44	Class 45	Class 46	Class 47	Class 48	Class 49	Class 50
All	1.5	1.4	1.2	1.3	1.6	0.7	0.8	2.1	1.7	1.7	1.5	*
EL	1.3	1.4	1.5	0.7	1.7	0.5	0.8	1.9	1.8	1.2	1.3	*
FRMP	1.5	1.4	1.2	1.3	1.6	0.7	0.8	2.0	1.6	1.6	1.6	*
SpEd	1.3	1.3	1.3	0.8	1.5	1.1	1.0	1.6	1.2	1.6	1.4	*

2017-2022   Math TABE Increases
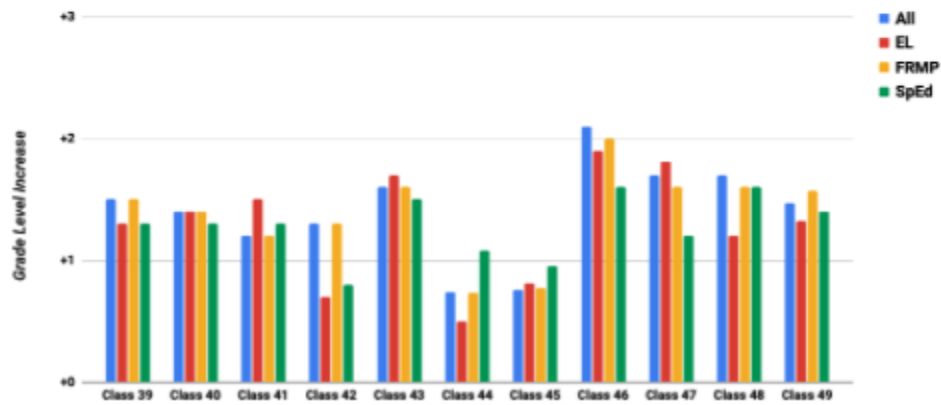
2014-2022 Post Residential Placement: At 12 Months
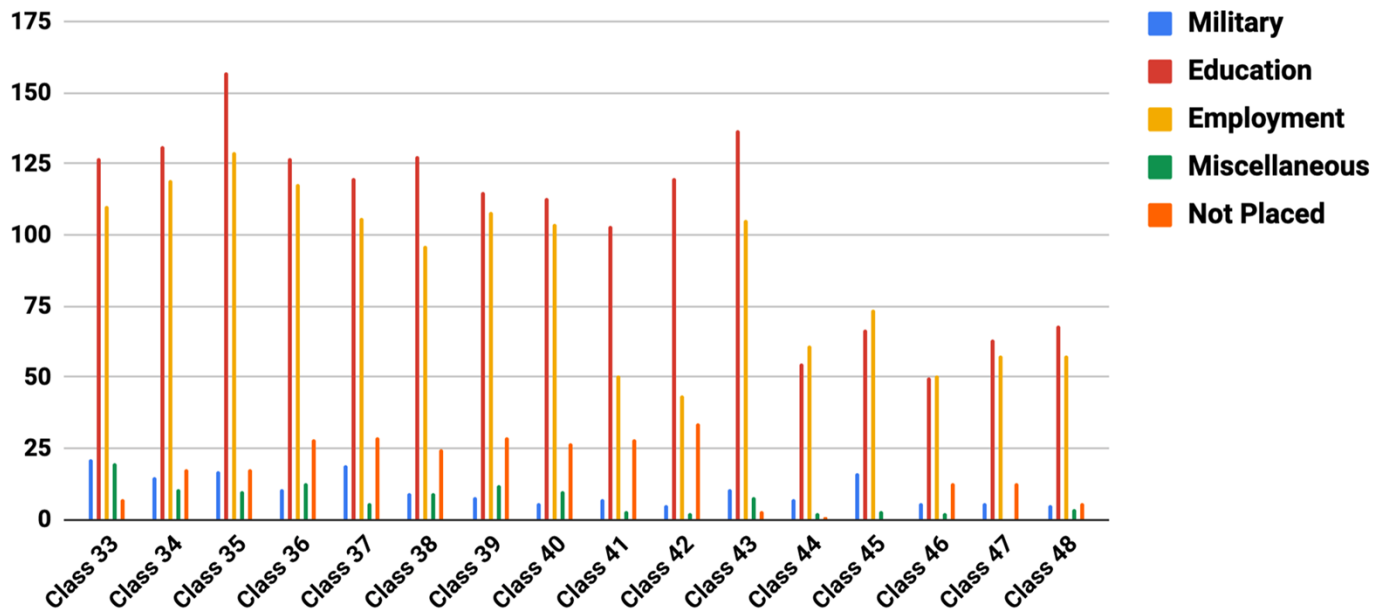
Legend:
- Military
- Education
- Employment
- Miscellaneous
- Not Placed

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile
A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Grizzly has established a clear, coherent mission and vision of what students should learn and demonstrate. The student learning outcomes are based on high quality standards, research, our student/community profile and with the goal of preparing our students to be successfully prepared for college and career.	Mission: The mission of the Grizzly Challenge Charter School is to intervene in and reclaim the lives of students who are at risk of dropping out of high school. Graduates gain the values, life skills, education, and self-discipline necessary to succeed as productive citizens. Vision: Grizzly Challenge Charter School, in partnership with CA National Guard, is a structured, nurturing, safe, and professional environment that values the development of the whole student. Through positive relationships, Grizzly develops the student's social, emotional and physical well being. Possessing self-discipline, respect and integrity, students become contributing citizens who succeed both personally and professionally and move forward with resilience and a strong sense of self into a life filled with promise. Schoolwide Learner Outcomes: Grizzly Challenge Charter School's Schoolwide Learner Outcomes (SLOs) are in alignment with the Core Components developed by the Youth Challenge Program (National Guard). The SLOs state that all students at Grizzly Challenge Charter School will: Demonstrate healthy lifestyles by: *practicing life coping skills, good health and hygiene, and physical fitness.

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*identifying the need for personal growth and developing a realistic plan.
*making life choices that benefit themselves and others.

Be successful workers who:
*appropriately advocate for themselves and others.
*read, write, listen and speak effectively.
*collaborate successfully in a team.
*are prepared to apply technological and academic knowledge to the work environment.
*are self-motivated and have a strong work ethic.

Be responsible community members who:
*understand teamwork, leadership and followership.
*respect diversity.
*contribute to their community through participation.
*recognize their continued role as an active citizen in a democratic society.

Be lifelong learners who:
*discover and value the power of continued learning to achieve personal goals.
*think critically and analytically.
*apply acquired knowledge.
*pursue positive interests and choices for the future.
*have identified their personal strengths, challenges and learning styles.

The above information is found here:
https://docs.google.com/document/d/1z87TTCYSOf8OiVckGmJP9yLd0sK2o-eSHgBO4qgMFdc/edit

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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The mission of the Grizzly Challenge Charter School is to intervene in and reclaim the lives of students who are at risk of dropping out of high school. Graduates gain the values, life skills, education, and self-discipline necessary to succeed as productive citizens. Grizzly Challenge Charter School, in partnership with CA National Guard, is a structured, nurturing, safe, and professional environment that values the development of the whole student. Through positive relationships, Grizzly develops the student's social, emotional and physical well being. Possessing self-discipline, respect and integrity, students become contributing citizens who succeed both personally and professionally and move forward with resilience and a strong sense of self into a life	Events/Field Trips: https://docs.google.com/spreadsheets/d/1QIhjXtXj9yc3m1-WQLVWpE1YG-bO26vCCTb-w1BP4cs/edit#gid=227159962 Acclimation Graduation Get To Know You Day: https://docs.google.com/document/d/13j0QnayeuBRwQUfdUkef3mMJtxOly4AfxrXEe92L7rs/edit?usp=drive_link Student Council Election Day: https://docs.google.com/document/d/1FGxXT0kRd3lju2esUEa7Y7qFIwoWQsDLEEuq2ZAnSQc/edit?usp=drive_link

filled with promise. This is the vision of GCCS.

All students with 504 and IEP plans receive an equitable education.

Students receive equal and equitable access to curriculum and instruction, receiving coursework in all core subjects, following CA academic standards.

As a program that completes its 22 week cycle twice a year, GCCS is constantly analyzing its vision and mission. Through weekly all-staff meetings, after action review data (AARs), and stakeholder surveys via Youth Truth, GCCS utilizes a comprehensive collection of information to actively improve the school.

There is constant communication and discussion surrounding the present and future vision of GCCS. This involves weekly school staff meetings, as well as weekly meetings between school leadership and CA National Guard partners. This communication is informed by current data and information of students at GCCS, as well as factoring in data from past years and incoming students from our OAR (Outreach, Admissions, and Recruiting) department with the National Guard partners.

Family Day

Career Day

Community College Tour:
https://docs.google.com/document/d/1hkTYv5OtKZZVF6c3qxKxxQ3-pb60NaKUbaB1m19LPXQ/edit

Life After Grizzly:
https://drive.google.com/drive/folders/119PJ-Q8UpXhZFM7AIxYo_43z45LSSRyH?usp=drive_link

Counseling Groups

Life Skills: Healthy Coping Strategies & Practices

Accommodations and classroom strategies such as word banks, sentence starters, other scaffolds, etc.

One-to-one Chromebooks with speech-to-text and text-to-speech capability

Paraeducators are assigned to all education groups to ensure support is available to those who need or want assistance.

SSTs when needed:
https://docs.google.com/document/d/1qkdGEeLRmmrwOM2y0fn1_WZTdbq3iqnJyGZZ_-JQGkw/edit

Teaching SEL skills in Life Skills classes

SEL

All IEP students are included in general education classes and coursework, with support, modifications, and accommodations applied to help all students find success in the classroom.

Math Pacing Map:
https://docs.google.com/document/d/1WCXxLXImsejruR0RcFtmtSZvMp2FvAxzh8Tp6LUZ02E/edit

English Pacing Map:
https://docs.google.com/document/d/1OjvVK5b778bkepQenWQnak6Gh1DI0gUFrlTezALUxIc/edit

Health Pacing Map:
https://docs.google.com/document/d/1MVtTVgBnhNQ9Ho4sjxzsNVMxyaa-VMaUmzWqgnCLXW4/edit

U.S. History Pacing Map:
https://docs.google.com/document/d/1aY1K7NSPzRVLHgHnP0vHB5KL-At-3kcryIl5trcVaQA/edit

World History Pacing Map:
https://docs.google.com/document/d/1gO5xaUFTPGp8lJS7wAr7YPbKBeehzt28rpCYD_kzsqo/edit

	Economics Pacing Map: https://docs.google.com/document/d/1B_cSuBG9c0r0RQd02650aXtuiO76m68tdc25Zz4UDcU/edit Government Pacing Map: https://docs.google.com/document/d/12ZuBwcpPfrID8Au7j6m9b1kUUza3ITWdec5-IPP8iUA/edit Career Planning Pacing Map: https://docs.google.com/document/d/13BMuf8ecwIkLjrdyUozUrjtVaM2yYMb8nGXBIX7RTLM/edit

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
As a program that completes its 22-week cycle twice per year, GCCS is constantly analyzing its vision and mission. Through weekly all-staff meetings, after action review data (AARs), and stakeholder surveys via Youth Truth, GCCS utilizes a comprehensive collection of information to actively improve the school.	Youth Truth Survey Results: See chart of previous survey results in Chapter II. Results of December 2023 survey administration will be available January 2024. Weekly Staff Meetings: https://drive.google.com/drive/folders/1u3oJMtzDg9wJeUynJwFeveVQpEeJpIK4?usp=drive_link Board Meeting Agendas: https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=36030986 Student Council School Site Council AAR Folder: https://drive.google.com/drive/folders/18B4WKXIRWyZ3jtJp9rnXQzoTqd7XzrnE

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
GCCS Board Meetings are held in person at the SLO County Office of Education Board room. These meetings are open to the public and for the convenience of our staff members, parents and other stakeholders, these meetings are also accessible virtually online. In order to inform and engage parents and stakeholders in the school's programs, progress and decision making, GCCS holds School Site Council meetings and English Learner Advisory Committee meetings every cycle. Local Control Accountability Plan (LCAP) goals, actions and services are agendized and discussed at all of these meetings. Stakeholders are notified of these meetings and links for virtual attendance are provided. While it can be difficult for families to make the days/times meetings are held, all families are provided with survey links in order for them to give the school their input and insights at their own convenience. These survey results are analyzed and shared with the school staff who are also asked to participate in the survey. GCCS reports to the County Office of Education monthly (minimally) and to its Board quarterly. LCAP goals, actions, services and progress are annually brought to the Board for approval. The GCCS LCAP is aligned with and addresses the eight State Priorities. San Luis Obispo County Office of Education is contracted to provide fiscal services for GCCS. Budgetary information is brought to our Board for oversight and approval.	Excerpts from GCCS's Board Bylaws: SECTION 4. GENERAL POWERS AND DUTIES. The major powers and duties of the Board shall include, but not be limited to the following: 1) employ teachers and other staff; 2) enter into service contracts and other agreements; 3) adopt a budget and review the year end closing balances of the prior year budget; 4) adopt policies and procedures to further the goals and programs of GCCS; 5) submit or cause to be submitted an Annual Report on GCCS to the chartering agency (San Luis Obispo County Board of Education), and 6) appoint and remove, at the pleasure of the Board, all corporate officers, agents and employees. The Governing Board may exercise all such powers of GCCS as are provided by State and Federal law, San Luis Obispo County Board of Education policy, and these Bylaws. The Governing Board will assign duties and responsibilities to its members at its initial meeting. If necessary, these duties and responsibilities may be reassigned at any time at the direction of the Board.

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
GCCS offers an independent studies option for eligible students who have completed the five month residential phase of the Grizzly Challenge program. Clear eligibility criteria and compliance are established. While the program offers instruction online, the same clear mission and vision apply. Participating students are provided with a school-issued Chromebook (and wi-fi if needed), and any other necessary materials and supplies. Devices are still subject to the school's monitoring and filtering. Participating students agree to, and are held to, the GCCS acceptable use policies. The independent studies team consists of the IS instructors, a dedicated academic counselor, the school's registrar, executive assistant and principal. This team meets regularly to discuss curriculum and instruction, student progress and necessary interventions or support.	GCCS Independent Studies Qualifications: https://docs.google.com/document/d/1G65xy53Y7bgx2115jkKsiV0BSREJLq_UjPb_5V9bMiA/edit Independent Studies Administrative Regulation: https://docs.google.com/document/d/1dApZjo4hhMn8mSWkjQOXEode0YJdzFsp/edit Independent Studies Parent Information: https://docs.google.com/document/d/1U6YcEDLddpM5J4j0Hx1r4O1OWR0EyJ2oYzzFsgxCz6s/edit Independent Studies Contract/Agreement: https://docs.google.com/document/d/1E2HHQS-fbCwddX6TlAKyAdabjsU_OpFyiuJSZKYJxSg/edit

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The relationship between the GCCS Board and school staff is clear and well established. Members of the Board are extremely supportive of the Grizzly program and its staff. Trustees are accessible to staff for communication. All meetings are scheduled to allow for staff attendance and participation and are additionally available for online attendance. School staff are aware of the important role played by Board trustees and work well within those parameters. The San Luis Obispo County Office of Education Superintendent fulfills the role of Board President.The San Luis Obispo County Office of Education also acts as the chartering agency for GCCS. This structure creates a stronger relationship and deeper knowledge of the roles each entity plays.	Excerpts from GCCS's Board Bylaws: SECTION 4. GENERAL POWERS AND DUTIES. The major powers and duties of the Board shall include, but not be limited to the following: 1) employ teachers and other staff; 2) enter into service contracts and other agreements; 3) adopt a budget and review the year end closing balances of the prior year budget; 4) adopt policies and procedures to further the goals and programs of GCCS; 5) submit or cause to be submitted an Annual Report on GCCS to the chartering agency (San Luis Obispo County Board of Education), and 6) appoint and remove, at the pleasure of the Board, all corporate officers, agents and employees. The Governing Board may exercise all such powers of GCCS as are provided by State and Federal law, San Luis Obispo County Board of Education policy, and these Bylaws. The Governing Board will assign duties and responsibilities to its members at its initial meeting. If necessary, these duties and responsibilities may be reassigned at any time at the direction of the Board.

Governing Board's Involvement in Review and Refinement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
GCCS Board Meetings are held in person at the SLO County Office of Education Board room. These meetings are open to the public and for the convenience of our staff members, parents and other stakeholders, these meetings are also accessible virtually online. In order to inform and engage parents and stakeholders in the school's programs, progress and decision making, GCCS holds School Site Council meetings and English Learner Advisory Committee meetings every cycle. Local Control Accountability Plan (LCAP) goals, actions and services are agendized and discussed at all of these meetings. Stakeholders are notified of these meetings and links for virtual attendance are provided. While it can be difficult for families to make the days/times meetings are held, all families are provided with survey links in order for them to give the school their input and insights at their own convenience. These survey results are analyzed and shared with the school staff who are also asked to participate in the survey.	Open House: https://docs.google.com/document/d/14CcZzkjqM7hESDIXGDEN_uAS99sFhrIfcpt6OKAGBlo/edit Student Council School Site Council/Sample School Site Council Invitation: https://drive.google.com/file/d/1sAb6OWvi0PnzFiQVHLpOfN4XM4eIrfAg/view?usp=drive_link ParentSquare notifications Grizzly Vision/Grizzly Podcast: https://open.spotify.com/show/6YKxPQeAM4kotIRMgPIque?si=21889ab75b6f451b Family Day education table Weekly grade reports to guardians (military staff) New streamlined BRF process Student end-of-cycle survey (YouthTruth) Student access to email (to contact staff) LCAP Overview for Parents: https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
GCCS reports to the County Office of Education monthly (minimally) and to its Board quarterly. LCAP goals, actions, services and progress are annually brought to the Board for their review and approval. Grizzly has three LCAP goals: • Improve the academic achievement for all students enrolled in Grizzly Youth Academy • Prepare all student for college and careers	LCAP Mid-Year Report: https://drive.google.com/file/d/1nu6muV9ane_sgri8k2lXV2tjrRFT7pLh/view Dual Enrollment Report CTE Classes Report

• Support all students to successfully transition in the post residential phase The GCCS LCAP is aligned with and addresses the eight State Priorities: • Basic Services • Implementation of State Standards • Parent Involvement • Pupil Achievement • Pupil Engagement • School Climate • Course Access • Other Pupil Outcomes	Board Meeting Agendas: https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=36030986

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The GCCS and its Board of Trustees have a complaint and conflict resolution process in place. School staff participate in training on this annually.	GCCS Complaint/Harassment/Bullying Policies and Procedures: https://www.grizzlyyouthacademy.org/the-program/academics/school-policies/ Complaint Procedures Form: https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/06/UCP-Complaint-Form-ENG.pdf BP 1312.3 Uniform Complaint Procedures: https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/06/BP-1312.3-Uniform-Complaint-Procedures.pdf Uniform Complaint Procedures meeting conducted by SLOCOE HR and legal (for GCCS staff)

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
The school uses a variety of data in a continuous improvement process compatible with its reiterative five-month cohort-based format. Such data include formative test sequences, surveys to capture student needs and perceptions of school, and graduate outcomes recorded by the academy for twelve months following the completion of the five-month residential phase.	TABE data Transcript/record reviews for course placement SSTs IEP meetings School-based referrals & counseling services Weekly grade reports Post-residential data from OAR Staff PD to incorporate new practices End-of-Cycle Surveys PLC meetings

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
GCCS's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.	Local Control Accountability Plan (LCAP) 2023-2024: https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf Single Plan for Student Achievement (SPSA): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/06/2023_School_Plan_for_Student_Achievement_Grizzly_Challenge_Charter_School_APPROVED.pdf GCCS Progress Report: https://www.grizzlyyouthacademy.org/wp-content/uploads/2017/09/WASC-School-Progress-Report.pdf

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
The school participates in frequent AAR processes to review, reflect, and refine school activities and practices.	End of cycle school-wide AARs & departmental AARs https://drive.google.com/drive/folders/18B4WKXIRWyZ3jtJp9rnXQzoTqd7XzrnE Weekly staff meetings TIP Mentoring Staff PD PLC meetings School activities that are staff-led and organized (field trips, Grizzly Games, etc.)

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
Departments at Grizzly Youth Academy meet weekly or bimonthly, but have daily interactions through Slack, email, and Google Workspace. Internal communication includes department meetings, staff meetings, Slack messages, emails, phone calls, and cell phone texting. Grizzly has its own Google domain that is used by both the school and our National Guard partner. Much of Grizzly's digital communication, information sharing, and collaboration happens through Slack and Google Drive. During each 22-week cycle, the first two weeks are known as "Acclimation," during which students adjust to their new "normal," learning the procedures and expectations for living at Grizzly. This gives school staff the opportunity to meet school-wide and in departments to plan for the upcoming cycle. During the 22nd week, when students have returned to non-school activities, school staff again has the opportunity to connect and reflect on the cycle. The school also holds weekly staff meetings to check in and plan for upcoming events, school activities and processes, as well as to illuminate any areas of conflict or disagreement. Among staff, issues are discussed, consensus is reached and a plan of action is identified. Because of our small size we are able to effectively observe one another's actions and stay aware of implementation. Our IT department runs quarterly tech meetings to check in with staff as well as to evaluate technology needs, solicit input, and make decisions. Resolving differences among staff is encouraged by administration, as well as peers, to take place between the staff involved. Also, administration makes themselves available to mediate if requested. If the staff involved are not able to agree upon a solution to their differences, the Uniform Complaint Procedure should be followed.	Slack Departmental meetings Google Workspace Tech Committee meetings Staff Huddles PLC Meetings AAR Weekly staff meetings

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Candidates for employment are screened by the human resources department of the San Luis Obispo County Office of Education, and in accordance with all its standards and requirements for its own and affiliate agencies' requirements. GCCS further screens applicants for their experience in–and aptitude for–the context and challenges of working with at-promise youth. GCCS uses a board and employee association-approved evaluation process.	Staff evaluations Professional Development Plans Teacher evaluation process Teacher Induction Program (TIP) mentoring

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
All staff at GCCS have a work calendar of at least 213 days per year, with at least 12 days available for professional development. In addition to regular, ongoing staff-wide professional development activities, the school makes every effort to fully fund workshop and conference opportunities for departments and individuals. New employees--or current employees taking on new roles--usually begin work at the start of a new Grizzly cycle. With 7 to 8 days of non-instructional Acclimation time, and thanks to GCCS's small size, new employees typically experience a personalized, thorough onboarding. Student learning data (TABE) and survey responses suggest	PD Trainings and Department workshops / conferences: (See PD section of the Significant Developments doc): https://docs.google.com/document/d/1xVc9uAwdWWiI7XQ73KLYFezjw7Z5bcNOnqhfq1lpeKQ/edit Universal Design for Learning English Language Learner Strategies

teachers are effectively prepared.	

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
All policies and procedures are posted to the GCCS website. Time is allocated annually for staff to review this information and sign off on having done so. Time is also scheduled annually for required trainings on topics such as sexual harassment, workplace hazards, and bullying.	Annual Staff Trainings: https://www.getsafetytrained.com https://www.grizzlyyouthacademy.org/the-program/academics/employee-resources/

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Staff at Grizzly Challenge Charter School are keenly aware of who our students are and many of the obstacles they face. With this in mind, recent staff development has been focused on understanding the culture of poverty, trauma informed care, gang awareness, the use of technology in education, and English Learner instructional practices. Grizzly staff has regularly scheduled meetings to discuss and analyze student work, to align to Common Core, and to develop curriculum. This takes place during both our weekly staff meetings and in scheduled staff development days throughout the year. Education departments hold After Action Review (AAR) meetings at the end of each semester, or more frequently after a critical lesson or activity. Staff is notified of professional development opportunities in research-based instructional strategies (i.e. culture of poverty, student engagement strategies, teaching at-risk youth, and other content specific areas). The staff development plan allocates sufficient time, material, and funding for professional staff development. Since our last WASC visit, all staff participated in staff	CITE Conference annually Periodic CUE Conference attendance Weekly Staff Meeting agendas and minutes AAR notes Department AAR notes Professional Development Calendar Annual IT survey (not sure if this is appropriate in this category) KnowBe4 Culture of Poverty PD, Ruby Payne Trauma informed care PD Gang Awareness Training through Sheriff's Department

development sessions led by Grace Dearborn. These sessions helped staff integrate research-based practices into the classroom. These practices included effective and equitable classroom management. The school principal and members of the teaching staff have attended the Computer Using Educators (CUE) conference annually. This has been extremely beneficial to our school in having technology support student achievement. In addition, teachers and staff annually attend conferences related to math, science, English, CUE, special education, and learning and the brain. As part of the evaluation process for certificated staff, every alternate year is a formal opportunity for administration and teachers to agree on an individualized Professional Development Plan. Typically this involves the teacher identifying a professional development goal and together with administration mapping out a plan to attain the goal. These plans involve allocating time, resources, and often conferences and workshops for education/training. Moreover, throughout each year, staff members request additional ongoing trainings, workshops, and conferences to support their instruction and after consideration by administration, those requests are usually approved. Foster youth and McKinney-Vento liaison attends professional development and trainings and facilitates staff completion of the mandatory training from SLOCOE	Human Trafficking PD Lumina Alliance Sexual and Intimate Partner Violence

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
GCCS independent studies teachers instruct their courses from the school site. They are included in all staff meetings and training sessions. Administration works to be informed of new rules and compliance measures as it relates to independent studies and shares this information with the team who make adjustments and refinements accordingly.	GCCS Independent Studies Qualifications: https://docs.google.com/document/d/1G65xy53Y7bgx2115jkKsiV0BSREJLq_UjPb_5V9bMiA/edit Independent Studies Administrative Regulation: https://docs.google.com/document/d/1dApZjo4hhMn8mSWkjQOXEode0YJdzFsp/edit Independent Studies Parent Information: https://docs.google.com/document/d/1U6YcEDLddpM5J4j0Hx1r4O1OWR0EyJ2oYzzFsgxCz6s/edit Independent Studies Contract/Agreement: https://docs.google.com/document/d/1E2HHQS-fbCwddX6TlAKyAdabjsU_OpFyiuJSZKYJxSg/edit

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
GCCS implements effective supervision and evaluation procedures in order to promote professional growth of staff development. These process are outlined in agreement between the GCCS Board of Trustees and the Grizzly Education Association. Observations (formal and informal) are regularly held and feedback is provided from administration. Evaluations and Professional Development Plans are held/created annually in an alternating order for each staff member. New teachers (instructors in their first two years of teaching) brought into GCCS are supported through having mentor teachers assigned and participation in the county offices Teacher Induction Program. 	Staff communication to share best practices (i.e. when there is an ed group that exhibits challenging behaviors) TIP program for beginning teachers: https://www.slocoe.org/divisions/educational-support-services/induction-programs/ GCCS Board of Trustees and the Grizzly Education Association Agreement: https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/05/Grizzly-Contract-2021-2024.pdf

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Resources target three main goals in the school's LCAP: improving the academic achievement of all students, preparing all students for college and careers, and supporting all students to successfully transition in the post-residential phase. These goals also align with our SPSA. These plans (LCAP and SPSA) are developed with the input of staff and other educational partners. In support of these goals, GCCS employs highly qualified educators, supports academic engagement and remediation, with a focus on real-world application. Technology plays a critical role in all these areas. Academic readiness is paired with the school's funding of social-emotional curriculum and supports.	Local Control Accountability Plan: https://docs.google.com/document/d/1ZLvEU6A7LM74IYwVeJThZp6cqTMsAoAEUAB__mwxZVA/edit#heading=h.gjdgxs Single Plan for Student Achievement: https://docs.google.com/document/d/17MLmJVrKR_P9SknDmeY7o6ebhNAMxq2EIrpaOTnxU2I/edit Grizzly Budget Packet: https://drive.google.com/file/d/1uJXhZe91c2Wmx8dpBnJuzW7e2zYqeqj7/view?ts=65416a01 Tech Committee meetings Classroom budgets for supplies and learning materials Library / learning center Research-based academic interventions Counseling and licensed therapy available on-site

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
GCCS's district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. This is done in partnership with fiscal services through San Luis Obispo County Office of Education.	Grizzly Budget Packet: https://drive.google.com/file/d/1uJXhZe91c2Wmx8dpBnJuzW7e2zYqeqj7/view?ts=65416a01

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The GCCS facilities are well maintained to serve the students and meet the vision, mission and school wide learner outcomes of the program. Facilities are maintained in partnership with the Guard and Camp San Luis Obispo. Nearly all technology to support the school is subject to a replacement plan. Technology maintenance is done on a schedule to ensure systems are secure, up-to-date, and continue to meet student and staff needs.	Device refresh/replacement plan: https://docs.google.com/spreadsheets/d/1Bxy2t9zi_6siatoj_pRp8KYAqURgD92v4we8NFMSmzQ/edit#gid=768085836 School located on military based with guards who monitor guests School campus layout (central location, circular formation, easy to supervise): Buildings are well-maintained Process to address maintenance issues

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Adequate resources are budgeted annually to support all instructional materials and equipment. Departments work closely	Chromebooks

to identify appropriate standards based teaching materials. Textbooks are not the preferred method of accessing content at Grizzly. We believe textbooks are an inferior fiscal solution to providing content. Additionally, for an at-risk population publisher textbooks are not appropriate in terms of interest level, reading level, and oftentimes a poor choice to deliver meaningful and relevant content. Rather, we prefer digital content and support teacher-created materials, aligned to the standards using a variety of sources. The creation of materials is encouraged and supported with planning time and financial resources.	iPads (math department)
	Projectors
	Document Cameras
	Grizzly Google Domain
	Math manipulatives
Grizzly Challenge Charter School highly values technology as not only a learning tool but as a life skill that is required for success in college and careers for all students and staff. All classrooms are appropriately equipped with short throw projectors, sound bars, document cameras, wifi, and mobile teaching devices (MacBooks). Students are each issued a Chromebook to use for the entirety of their enrollment and the educational technology environment is supported by a single-site dedicated IT Director. Google Workspace is used by all instructors and students become proficient users during their enrollment.	Art supplies (paint, canvases, watercolors, clay, cameras for photography, etc)
	CTE Materials Culinary: food preparation, cleaning, and sanitation supplies
	CTE Materials Office Skills: portable numeric keypads
	CTE Materials Retail Skills: tools for merchandising, pricing, accounting ledgers, cash register simulation drawers
Each class is supported with appropriate supplemental materials to deliver instruction or to facilitate student activities. All classroom teachers possess a discretionary budget to purchase items they need that do not require an approval process, ensuring quick access to the materials they deem appropriate.	

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
GCCS has managed its resources to ensure that a well-qualified staff for all programs is hired, supported and trained to support the varied needs of the program. The school has additionally developed strong partnerships to help make this possible: *California National Guard: Parent Guardians, Housing, Clothing, Food Services, Transportation, Supervision, Additional Counseling *San Luis Obispo County Office of Education: Human Resources Support, Fiscal Services Support, Special Education Oversight *Cuesta Community College: Dual Enrollment, Concurrent Enrollment, Career Technical Education Programs	MOAs with Partnering Agencies; Guard: https://docs.google.com/document/d/195sVuK0lM2qbgb1sDntjPdfUJE8YbMz-8xNYsNDhZn8/edit SLOCOE: https://docs.google.com/document/d/1aZQf3NpG_-5XcLHi7zbwsOkkTQoxoUWN/edit Cuesta Community College: https://docs.google.com/document/d/17R9pzFitaFTfriIdJN3peoptTuEDWkMI/edit

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
GCCS's district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.	2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf CTE courses

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
GCCS's administration leads ongoing reviews of--and makes decisions about--the school's long-range plan/capital needs (and other resources). They do this in coordination with SLOCOE's fiscal services team, as well as with department leaders such as GCCS's technology director and the coordinator and teacher liaison for dual-enrollment CTE courses. Additionally, the administration works closely with the Grizzly program's military leadership and with Camp SLO base staff, to ensure long-range needs are anticipated and addressed.	2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf IT Department Replacement/Refresh Schedule: https://docs.google.com/spreadsheets/d/1Bxy2t9zi_6siatoj_pRp8KYAqURgD92v4we8NFMSmzQ/edit

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
GCCS has a written policy that defines internal controls, contracts, regular accounting, and external audit procedures.	2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf SLOCOE MOU (See Fiscal): https://docs.google.com/document/d/1aZQf3NpG_-5XcLHi7zbwsOkkTQoxoUWN/edit

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
GCCS employs accountability measures to ensure that personnel follow fiscal policies and procedures.	SLOCOE MOU: https://docs.google.com/document/d/1aZQf3NpG_-5XcLHi7zbwsOkkTQoxoUWN/edit

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
Grizzly contracts with SLOCOE to provide fiscal services. SLOCOE applies the same practices and documentation for Grizzly as it does for itself and other LEA's. Grizzly makes its budgeting transparent through its board materials, LCAP and SPSA documents. GCCS's stakeholders have an opportunity to be involved with its budgeting process via the School Site Council process, and via parent, student, and staff surveys that capture information useful for future planning and budgeting.	SLOCOE MOU: https://docs.google.com/document/d/1aZQf3NpG_-5XcLHi7zbwsOkkTQoxoUWN/edit Board minutes and agendas: https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=36030986 Local Control Accountability Plan (LCAP) 2023-2024: https://www.grizzlyyouthacademy.org/wp-

	content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf
	Single Plan for Student Achievement (SPSA): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/06/2023_School_Plan_for_Student_Achievement_Grizzly_Challenge_Charter_School_APPROVED.pdf
	School Site Council (SSC) artifacts
	YouthTruth survey reports

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
GCCS's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.	2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
Given the uniqueness of the Grizzly Youth Academy (GYA), special attention has been made by both the school staff and the National Guard to create a website that is highly functional for not only providing information on what the program is, through videos and testimonials, but to be a resource for future and current students, parents, and mentors. The website was recently modernized to be more attractive to prospective students and easier for stakeholders to navigate and find relevant information.	Grizzly Youth Academy website: www.grizzlyyouthacademy.org Post-Residential Placement Data: https://docs.google.com/spreadsheets/d/1wcPyCulTOIMtwN2cdbNBuXxy8ig5R3uG755QtdYrvOs/edit?usp=sharing San Luis Obispo County Office of Education Website: www.slocoe.org
The National Guard partner's office of Outreach, Admissions, and Recruiting (OAR) promote GYA throughout the central region of California. They do this through attendance at career fairs, SARB meetings, and by-invitation presentations to individual schools,	Active Recruitment Schedule: https://docs.google.com/spreadsheets/d/1v542BsM1NIMnFfFe6xZ5vjtVSOjmj7_G2ZZ8dEt-_Hw/edit#gid=1051026344

primarily court, community, continuation, and alternative sites. Grizzly Challenge Charter School (GCCS) employment advertising is done primarily through EDJOIN.	Social Media GYA accounts (Instagram, Facebook).

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
GCCS contracts through SLOCOE for financial services and oversight. This includes budget development and reporting (county office & CDE reporting). The public is informed through the board meeting process and all required postings on the school website. All required reports are made available; these include the school's LCAP, SPSA, and SARC.	2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Grizzly's organization is a relative strength, owing to its 20-year history with a targeted student population and a clear organizational mission and vision. Our governance and leadership centers around a partnership between our school administration, educational staff, and governing board; the organization is further supported by our our county office of education and program partners, the California National Guard. We acknowledge our strengths while continuously seeking improvement.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Grizzly has a strong, continuously improving emphasis on college and career readiness for students.
2. Grizzly practices ongoing, iterative collaboration and joint decision-making, guided by a strong sense of shared purpose.
3. Grizzly uses school funds for professional development, classroom materials, instructional materials, and family outreach, all guided by its purpose to reclaim the lives of at-promise youth.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

1. Grizzly seeks more opportunities for direct contact with students' parents and guardians.
2. Grizzly's classrooms need attention (floors, water intrusion, HVAC issues), especially in the older section known as the "inner wheel."
3. Grizzly can continue working to better ensure that all school materials, documents, and events are accessible to families (including in their home language).

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
GCCS has developed, and continues to refine, curriculum that is aligned with California State Standards and addresses the requirements of the Challenge Program and the unique needs of our student body.	Curriculum Maps: https://drive.google.com/drive/folders/1VzLEARc9dTBbhlmxrZJMDY-oL8Ori02m?usp=drive_link
Via in-house professional development and conference trips, instructional staff work to acquire and integrate current research-based knowledge and strategies.	Link to PD Calendar: https://docs.google.com/spreadsheets/d/1GTWzHm3hBKZ32Xs_GEA5z4KoTsA3bzjcCFa2-Aq4dd8/edit?usp=sharing
In the past few years, GCCS has experienced in-house professional development on a range of topics that include best instructional practices for English learners, applications and strategies to promote critical thinking, and universal design for learning (UDL).	
Researched-backed learning undertaken recently by individuals and teams has included YouCubed conferences at Stanford (math) and financial literacy strategies and tools at the CUE Conference.	
By focusing on a narrower student population than most schools, staff are able to deeply explore topics relevant to Grizzly's population. For example, GCCS staff continue to explore teenage mental health, integrating research-backed findings from different angles. From Dialectic Behavioral Therapy (DBT) to trauma-informed care, this focus area empowers all staff to be more attuned caregivers to students who struggle.	
GCCS uses a professional development calendar to keep track of	

past PD activities. This helps ensure all staff are supported and that resources are accessed equitably. It also helps instructional leaders plan opportunities to bring current topics before the staff.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Due to the past school history of Grizzly students, most are likely to require the intermediate step of matriculating through a community college as a pathway to university entry. Accordingly, the school's at-risk model prioritizes credit recovery over university admission requirements. GCCS counselors provide a career and college readiness curriculum, resources, and individualized support for the subgroup of GCCS students who complete high school during our residential program. These offerings focus primarily on community college and trade school pathways. College and career readiness is an important focus of GCCS. All students are enrolled in a dual enrollment course, Career Planning, in partnership with Cuesta Community College. In 2019 (the last year of reporting in this field on the CA School Dashboard), 69.7% of GCCS students were prepared for college and/or career.	College Club Career Planning Curriculum (student notebook): https://drive.google.com/file/d/1YGSV-ZvMLyfuQSqprCW2EfHJe6ejpHji/view?usp=drive_link Spring 2023 Curriculum maps, aligned to standards: https://drive.google.com/drive/folders/1eFN9AxanmhnlkffXXFagrSpSnlDIfwOg?usp=drive_link

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Curriculum offered through the GCCS independent studies program is an extension of what is offered in the classroom setting. Curriculum is aligned with California state standards.	Independent Studies Course List: https://docs.google.com/spreadsheets/d/1ijVZ-TXiw-dIOV7Kto86PhHhPg0-s13sX-H8nL_JYUg/edit#gid=0

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Classroom and extracurricular instruction are aligned with the shared priorities of the host program, the charter school, and the community college. These priorities include communication skills, financial literacy, and career and life planning.	Career Planning Curriculum Map showing alignment of academic standards, ELD standards, Cuesta student learning outcomes (SLOs), and Universal Design for Learning (UDL) standards: https://docs.google.com/document/d/11QtrpJmyaVqnC-D7XJ7lEj7OKG4dTlv_DeM0vKoTfXg/edit

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Academy core components are embedded within classroom activities. Career readiness indicators are informed by and consistent with the standards and priorities of academy, classroom, and community college partners. There is cross-curricular planning across departments to support student learning objectives	Department Curriculum Samples

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
GCCS has two academic counselors and one school registrar who meet with students, both in groups and individually, in order to verify school records and academic plans. All necessary steps are taken to ensure that GCCS has the most up to date information on all students. This same team works closely with schools and programs that students matriculate into. These include high school, community colleges, technical schools, and job readiness programs (ex: California Conservation Corps, Job Corps, Job Challenge).	Internships: https://docs.google.com/spreadsheets/d/1QRbdpAmFT8zILKLRlU7mmkLHiCZDRryLPiqLcEKuIW0/edit#gid=0 Career Day List of Presenters: https://docs.google.com/spreadsheets/d/1OzoahO0lsrMl7BU2ZoiYbAlcXiPgERRVxJ74DQkznN8/edit#gid=0

GCCS has a strong relationship with the community. GCCS has partnered with Cuesta Community College to offer dual and concurrent enrollment options for its students (Career Planning is a dual enrollment course. CTE courses are offered through Cuesta during the second half of the program). 100% of the students at GCCS are enrolled with Cuesta Community College. The San Luis Obispo community is critical in offering community service opportunities for students as well as internship/job apprenticeship sites. GCCS Student Council often connects with community members and organizations to assist in local causes and invites these and other potential employers/training programs to its Career Day each cycle. The Guard's OAR department monitors students for 24 months (recent expansion from 12 months) after leaving the residential phase of the program. This helps ensure that there is a continuum of support for students to succeed in following through with the goals and plans they have made for themselves while in attendance at Grizzly.	

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
GCCS offers a rich array of courses for its students to address their varied needs and interests. Every student meets one-on-one with an academic counselor early in the Grizzly term, discussing pathways to graduation and options for post-secondary studies or training.	Career Planning pacing map: https://docs.google.com/document/d/13BMuf8ecwIkLjrdyUozUrjtVaM2yYMb8nGXBIX7RTLM/edit Youth Truth findings about Grizzly's strong career-readiness survey results.

All students are enrolled in a career planning course that is part of a dual-enrollment arrangement with Cuesta College. Approximately 25 percent of students are selected for dual-enrollment Career and Technical Education (CTE) courses. Current offerings are Office Procedures, Retail Procedures, and Culinary. Additionally, roughly 15 percent of students are selected for Internships, which take them off campus for four weeks. There they gain real-world experience at local organizations and businesses.	

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
GCCS offers multiple formats of instruction, activities, and resources to provide students with and expose students to diverse experiences, skills, and strategies. Grizzly courses are hands-on and designed to impart and reinforce practical life skills. Students write across the curricular areas, practice collaboration and public speaking, and consider content-specific questions with a critical thinking approach throughout their day. Subject areas focus, to the greatest extent possible, on content and activities relevant to GCCS's student population and background. Within this flexible and socio-culturally responsive curriculum, post-secondary and career opportunities are embedded with an eye toward helping students imagine themselves traveling down paths they may not have previously thought possible. The My Action Plan (MAP) provides each student a personal learning plan.	Sample My Action Plan (MAP): https://docs.google.com/document/d/1BvRkSE3e6v7-xNoXaAmBFLMS6Ka8vhqw9AJ9lgEEnCQ/edit Career planning pacing map: https://docs.google.com/document/d/13BMuf8ecwIkLjrdyUozUrjtVaM2yYMb8nGXBIX7RTLM/edit

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Courses available online and through independent studies are designed for students to earn their high school diplomas through	Independent Studies Course List: https://docs.google.com/spreadsheets/d/1ijVZ-TXiw-

Grizzly Challenge Charter School. A diploma can be earned; however, foreign language classes and lab sciences are not offered.	dIOV7Kto86PhHhPg0-s13sX-H8nL_JYUg/edit#gid=0

DIPLOMA REQUIREMENTS

Subject	Credits
English	30
Math 10 must be Algebra 1 or higher	20
Physical Science	10
Life Science	10
Health	5
Fine Arts	10
US Government	5
Economics	5
US History	10
World History	10
PE	20
Electives	65
Total:	200

Grizzly Challenge Charter School Diploma Requirements

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.'*

Findings	Supporting Evidence
Students co-create education paths with GCCS's counselors, and also develop career and independent living plans with their Grizzly Academy case managers and their career planning teachers. School counselors attend regular meetings with residential staff (Guard) to align students' academics and goals with the support and resources available to them during non-school hours. Families attend a school open house as part of the activities on the day their students are released to a five-day home pass.	School site council Principal's updates to families via Parent Square Parent Survey (Youth Truth) Sample My Action Plan (MAP)

Students create and maintain a My Action Plan (MAP) with their military counselors, and these MAPS are shared with and accessible to parents. An area of growth for us is to integrate parents more in these processes.	

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
A critical piece of GCCS's goal is to empower students to make both short-term and long-term goals during and after the residential phase of our program, with a realistic application of these goals during their home visit prior to graduation from GCCS. Students work on this specifically in their Career Planning class and with the academic counselors.	OAR case managers stay in contact with all students during 12-month post-residential phase CPR, Food Handler, and Customer Service trainings are standard for all students. College Club

WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

GCCS has a unique student population, all of whom come to Grizzly credit deficient. GCCS does an excellent job in helping its students learn necessary academic and life skills and critical information, earn needed credits, and prepare for individual post-secondary paths. As mentioned elsewhere, students leave Grizzly with not only their earned high school credits but also with college credits, workforce certifications (CPR, Food Handlers, and Customer Service), and a strengthened knowledge about the college and career opportunities available to them. A tremendous amount of work is put into the instruction at GCCS and into the plans students make for themselves for after Grizzly. These plans are communicated to families but we look to include families more as these plans are developed.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Grizzly is strong in its integration of academic coursework with support and instruction in social-emotional growth, physical health, financial literacy and career planning.
2. Within its scope and context, Grizzly provides students with a variety of opportunities for holistic growth and exposure to influences and possibilities beyond what they have experienced and considered previously.
3. The Grizzly program has a multi-branch approach to steering and supporting students after they leave school.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Grizzly is exploring ways to involve families more in students' post-residential planning and goal-setting.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt*: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Students attend school in cohorts, known as "Education Groups." All departments create curriculum maps to provide consistent, standards-aligned instruction. In addition, all students complete a Career Planning Course, part of a dual enrollment partnership with Cuesta College All students at GCCS receive in-class instruction in coursework that is reviewed and modified twice per year in response to the school's After Action Review (AAR) process. Regular staff conversations about individual groups and the students within them lead to adjustments in instruction. Survey data, student council, and school site council provide opportunities for students to reflect and provide feedback on how our classes are serving them. The social science department helps Grizzly's diverse student body engage with American history via a course sequencing that examines perspectives coming from traditionally underrepresented groups in U.S. History courses. These include Mexican American, Asian American and Pacific Islander, and LGBTQ perspectives.	C50 - Student Schedule: https://docs.google.com/spreadsheets/d/1sIOIZ4jpSvT_qd-fMynVvl6RfZBmA54RcBF07qdpzM4/edit#gid=1315712060 C51 - Student Schedule: https://docs.google.com/spreadsheets/d/1szREpsXCcUiIvul_8eKkY-MQwFt1RNXrBXkoFJTuDEs/edit#gid=1778659335 TABE Scores C50 - Curriculum Maps: https://drive.google.com/drive/u/0/folders/1eFN9AxanmhnlkffXXFagrSpSnlDIfwOg C51 - Curriculum Maps: https://drive.google.com/drive/folders/10qcJATaA_fvyvsHt2U6_RQQxv8GbdeGT Pre and Post Assessments C50 - Career Planning Syllabus: https://docs.google.com/document/d/19Ydhx43HFkBlvIXHckXgip-i3u9wURMO2nTYmgcudAA/edit C51 - Career Planning Syllabus: https://docs.google.com/document/d/1-RPgUtFjkc8Phbw2HW918R0LXW_OcROHEUHV1A6nu6k/edit Schoolwide Learner Outcomes: https://docs.google.com/document/d/1z87TTCYSOf8OiVckGmJP9yLd0sK2o-eSHgBO4qgMFdc/edit C50 - AAR: https://drive.google.com/drive/folders/1CjCTwKmehDvfA2VkLtl2W215LmcvB3BR

	C51 - AAR: https://drive.google.com/drive/folders/1vv-cvzk4NTDYjq0PtdUHRLsXunBd84fB Staff use a communication platform called Slack to regularly ask questions, give feedback, and brainstorm ideas on how to best support individual students as well as student groups: https://drive.google.com/drive/folders/181m1AKPSalHH-0Wa8PzOssH-dSrV-Sjh Recent PD sessions (Culture of Poverty, Critical Thinking) Child Find Academic Concerns Form/SST Process Counseling Concern Form TABE pre & post IEP and 504 Accommodations Anticipatory Media Text Set: https://docs.google.com/document/d/1kCycSFy4cD5IqOhwcFnmEBFkC5AOw18c7UTBbBc76WQ/edit American Experiences Project: https://docs.google.com/document/d/1rUD9VXiyJGqRa3CM-7QTJAPuFBjkD4UJ6Av0kFPzSvI/edit Story of America: https://docs.google.com/document/d/1LXyDEwsFLgMvjPmciyQJvxeBmtjzFgmZtY_3vXjZqPM/edit Statuary Hall Monument Project: https://docs.google.com/document/d/1A8lPvArBzRgcO2Qjl5YNwUHR3obJCByzdFkgR3QxIQY/edit

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Students participating in online instruction as a part of the independent studies program are supported by credentialed teachers who develop an individual timeline/pacing guide with each student in order for them to complete the credits needed for earning their diploma. At a minimum, teachers meet with independent studies students weekly to support instruction, clarify questions, and monitor learning and progress. These meetings also act as "case management" sessions where teachers support students in achieving their post-secondary plans.	Independent Studies Course List: https://docs.google.com/spreadsheets/d/1ijVZ-TXiw-dIOV7Kto86PhHhPg0-s13sX-H8nL_JYUg/edit#gid=0 GCCS Independent Studies Qualifications: https://docs.google.com/document/d/1G65xy53Y7bgx2115jkKsiV0BSREJLq_UjPb_5V9bMiA/edit Independent Studies Administrative Regulation: https://docs.google.com/document/d/1dApZjo4hhMn8mSWkjQOXEode0YJdzFsp/edit Independent Studies Parent Information: https://docs.google.com/document/d/1U6YcEDLddpM5J4j0Hx1r4O1OWR0EyJ2oYzzFsgxCz6s/edit

	Independent Studies Contract/Agreement: https://docs.google.com/document/d/1E2HHQS-fbCwddX6TlAKyAdabjsU_OpFyiuJSZKYJxSg/edit

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students are regularly given rubrics for each assignment in order to understand the standards they are expected to demonstrate proficiency in for a topic they are taught.	Rubrics: https://docs.google.com/document/d/1-XKP497Wn4pIrxC2mWwZ7r3rEm5F9Ze694DIDpiw2oQ/edit Syllabi Student work samples Revision policy Life Skills procedures (opportunity to check in with a staff member and/or work with a para) Weekly grade reports to National Guard with comments as necessary Core Components

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
Grizzly has had a 1:1 student-device ratio for over a decade, with devices replaced every three years. Students currently work on Chromebooks. Teachers combine traditional, hands-on, and computer-based activities to provide differentiation and variety in classrooms. A mix of group and individual work, with short, quickly rotating instructional units, promotes engagement. Teachers are mindful to designate independent "digital" work for study hall times, or alternating it during class time with "analog" activities featuring	Health Digital Article Jigsaw (Group): https://docs.google.com/presentation/d/1Ipx7xSp3KRkrRuDqH4LkJzNsrFDnFPRZAnJH6UmgMZk/edit#slide=id.gf10eb35711_0_22 Health - Local clinic research (Individual): https://drive.google.com/drive/folders/1xvcmKrdU31ZoGbt57gK8PTz-OMDToG88 Math Boat Building Project: https://docs.google.com/presentation/d/1OjaIu-

interaction, creation, and physical movement. Differentiated instruction, support and opportunities are provided within lesson plans and curriculum to provide both support for struggling students and extension or challenge opportunities for more advanced students. 	aHuO8rBYr8dVR1ZoTQ3uywG_pWy1_Eu9gJ0dc/edit#slide=id.g151b6c1b03d_0_53 U.S. History - Mexican American Art Project: https://docs.google.com/document/d/1Rlre-y1theD4fSkUvnesN-JMDoMz5DlfHwDIJzUNC5A/edit US History - Who Should We Memorialize? Project: https://docs.google.com/document/d/1Me3ZfLypMD2gg3tRsHm9255TMzYNSuqFyP02-CNaNb4/edit 1:1 Chromebooks Universal Design for Learning (giving students options on how they show their learning) Membean (teachers can customize work to the student) Various assignments / projects from different departments SST Process Modified work for IEP's Accommodations and Modifications Extension Opportunities

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
GCCS staff receive ongoing training in instruction-related topics, such as universal design for learning (UDL), critical thinking, and strategies for teaching English learners. Staff also participate in periodical in-house sessions to keep current in practices that	Link to PD calendar: https://docs.google.com/spreadsheets/d/1GTWzHm3hBKZ32Xs_GEA5z4KoTsA3bzjcCFa2-Aq4dd8/edit#gid=32171997

support student Chromebook use.	Department trainings (i.e. social science went to CA State Social Studies Conference in Spring 2023, math has gone to multiple common core math trainings including data science curriculum) Tech trainings from our IT Director Select teachers attended the spring CUE Conference in 2023

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
All students participating in online instruction through the GCCS independent studies program have completed the five month residential phase of the program and have participated in the technology-related lessons and instruction. The same developed skills are called upon when students participate in the independent studies program. Materials and assignments are distributed and returned digitally through Google Classrooms managed by the teachers. Online meetings are held weekly at a minimum for all students in independent studies. Each student is provided with a school issued Chromebook in order to access the instruction. If needed, the school also provides mi-fi devices.	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
GCCS staff understand that many students come to our school with a negative association with the classroom. Our goal is to reignite their interest in learning and to empower them to take an active role in their education. PD offers staff tools to provide students with equitable chances to contribute and/or ask questions during class. GCCS students receive both guided and independent practice through a variety of programs. GCCS students participate in various PBL activities throughout all departments. GCCS teachers thoughtfully set up their classroom to promote student curiosity and independence. Students are encouraged to explore topics that interest them.	Teaching staff utilizes the following coaching strategies for student learning and engagement: public voice, partnering norms, formal/informal language, sentence frames. Classroom procedures and norms. Student of the Week/Month Award, Good Vibes tickets for positive acts in the classroom Motivational phrases (verbal and written form) Multiple opportunities for Life Skills classes to meet and foster a learning community (i.e. Get to Know You, Election Day, etc.) Life Skills teachers play the role of a homeroom teacher (support person / advocate) Teachers check-in frequently with students verbally, through in person check-ins, through Go Guardian check-ins.

| | Teachers as coaches during Sports Day and Grizzly Games
Classroom tools such as colored sticker dots, colored wheels, name randomizers, Go Guardian chats, and exit tickets provide equitable questioning to all students.

Students are able to email any educational staff member.

Administration is present and engaged with the student body.

The Student Council solicits feedback from their peers to bring to the attention of school leadership during weekly meetings.

Semester feedback forms for students to anonymously share their class experience

Membean:
https://membean.com

Typing Club:
https://www.typingclub.com

Mangahigh (math):
https://www.mangahigh.com/en-us/

CATCH reading strategy:
https://docs.google.com/document/d/1wHnPMLQe4E8Nic8ZXJHaDsygjq2uXmP_QOYjJ3huflE/edit

Writing process in English and Social Science

Health Final (p.50-58):
https://docs.google.com/document/d/1Kw_vDoNdl4kd20G8CUVLDMli1NHBTU83jFGSuE-B13o/edit

Math boat building project, Government election project, Economics business project, Social Science historian project, every art project

Art Projects:
https://drive.google.com/drive/folders/195hJCEqAPSHsU-VMuGJxEcA_ukBJhmyp

Classroom design and procedures, available classroom supplies and resources

Universal Design for Learning (give students options to demonstrate their learning) |

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students engage in summative exams and projects in each of their classes at the end of each semester. They are provided class time and scaffolded guidance toward their summative task. This could involve gathering data, synthesizing the information, and then presenting their findings (either through their responses on an exam or on a final project).	Link all culminating projects/finals here: Career Final: Goals Example slideshow Final Assignment and Rubric: https://docs.google.com/document/d/1kygqlYedmF1rvLCLlG2DoIqtOtfRVZjvcHUZOLPywUo/edit Health Final (p.50-58): https://docs.google.com/document/d/1Kw_vDoNdl4kd20G8CUVLDMli1NHBTU83jFGSuE-B13o/edit U.S. History Semester Final: https://www.google.com/url?q=https://docs.google.com/forms/d/1RMZJ1VYI_ZCVu_-jEhaAYZJ7LapkAdnop-A2cU-RynI/edit&sa=D&source=editors&ust=1701478793838227&usg=AOvVaw1Bf9ugf4XSFmIZ4nmlXgvi Social Science extension folders allow students to continue their exploration of topics beyond classroom activities: https://drive.google.com/drive/folders/1Mc8NXuou-1scOgzCOGJvDIQ_7lLoZiWk English Final: Sem 1: https://docs.google.com/document/d/12s_mt_bWq5CsBv5IZVRp2nzLam0Z8LursEExr3tJbh8/edit Sem 2: https://docs.google.com/document/d/140uQ-w_OEmYKDGS4NUJQr6VJ_Ifp2A6pJJ4Xopzk1mQ/edit

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
While delivered online, students in the independent studies program are required to apply the same skills centered around analyzing and comprehending information, as well as conducting research on given topics.	US History Example from Independent Studies: https://docs.google.com/document/d/0ByCpaPnp-9Bnd3I0SUdqSkI0Z0k/edit?resourcekey=0-4cmUXDYINmB7O1ijYrie5Q

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students at GCCS are given opportunities to represent their learning through various means such as slideshow presentations, in-class speeches, and hands-on activities. These activities all contain rubrics to evaluate students' performance and understanding.	Example slides Attach example work on whiteboards Websites for Social Studies CL 50 Boats- Math: https://docs.google.com/presentation/d/1g-Q19_1tcBD5gIPL2Hh3MPFt-79h1JnB7kVrnvEgy5Y/edit#slide=id.p Rubrics: https://docs.google.com/document/d/1-XKP497Wn4pIrxC2mWwZ7r3rEm5F9Ze694DIDpiw2oQ/edit Critical Thinking PD Historical writing process in social science (background info, claim, reasoning/evidence): https://docs.google.com/document/d/1jxWw325TyuWrHA4L3JIjZH27a26bN-FqVhxl-1ScnSc/edit Student Council election process (to demonstrate the democratic process): https://docs.google.com/document/d/1jp0VU2pq5jTl1fouIaLHNG7vi9FAJwi0qHrdvy8lMDw/edit CL 51 Egg Drop - Math

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Student work at GCCS has increasingly gone digital, such that their volume of binders, paper, and other school supplies is now greatly reduced relative to their peers five to 10 years ago. Students regularly build Google Docs and Slides, and also create multimedia products such as websites and short videos.	Schoolwide Learner Outcomes: https://docs.google.com/document/d/1z87TTCYSOf8OiVckGmJP9yLd0sK2o-eSHgBO4qgMFdc/edit Examples of digital projects from students are available *Websites *Google Docs from students *Slides *Videos

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Curriculum at GCCS is enriched by the use of current modern technology. Students can access primary source articles on current events from reliable sources, and are guided through research using the internet. Students learn about rhetoric and epistemological approaches to evaluating news and opinions. Teachers utilize Google Classroom as a mechanism to give students information, links on videos, and current evidence. This provides students with the skills to be more tech informed and then utilize those skills to be curious and lifelong learners.	Articles linked in Google Classroom Primary sources Videos Slideshows Social Science uses curriculum from Stanford History Education Group (SHEG), the DBQ Project, and ThinkLaw. Epistemology: https://docs.google.com/presentation/d/10qFkoLBH6Sk18z0HsyIqCqakKy09NeYf2_uayKNLxEk/edit Ethos, pathos, logos Social Science has some research projects asking students to navigate real-world information; Historian Project: https://docs.google.com/document/d/1iRBNiGwxsWJNyLZWwfQyBjiR5WUc4qCC-FAv0LPm-U8/edit Country Project Election Project AAPI Changemaker Project: https://docs.google.com/document/d/10nYK-GcpC8OXCglhfDsYCRONdgrjpvXCTt0aJouLh44/edit President Research: https://docs.google.com/document/d/1ygtoReb-GvbbX164i_LgYy6-zgw6vm-BAeB78VGue-0/edit Representative Research: https://docs.google.com/document/d/1-OalKOfgBv4j7sPGJhidH46KZ5R_HYJrLDWLQaTdjEg/edit

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
All students at GCCS participate in a Career Planning course. This course is designed to assist students with career readiness. Activities included are related to their own personal exploration, career exploration, financial literacy, interview prep, and job search. GCCS offers a variety of CTE classes in partnership with Cuesta College. GCCS offers internships in which students participate in real life work at community businesses. 	Resume: https://drive.google.com/file/d/1YGSV-ZvMLyfuQSqprCW2EfHJe6ejpHji/view Public Speaking Skills & Practice: https://docs.google.com/presentation/d/1KeynlpmABHfexVkWszXu7LJ7bkZa3zFww5uY8Gvq9Co/edit#slide=id.g20618a0b805_0_0 Career Exploration Projects: https://drive.google.com/file/d/1YGSV-ZvMLyfuQSqprCW2EfHJe6ejpHji/view Interest Survey, Personality Survey: https://drive.google.com/file/d/1YGSV-ZvMLyfuQSqprCW2EfHJe6ejpHji/view Work Values Survey: Budgeting, Mock Interview, Job Applications: https://drive.google.com/file/d/1YGSV-ZvMLyfuQSqprCW2EfHJe6ejpHji/view Career Final: Higher Education Higher Ed assignment student example https://docs.google.com/presentation/d/14bMlJKEf18z0cVQsAH-QclgLyUdRfYOAtTZ6_36tjjI/edit?usp=sharing Career Final: Goals: Example slideshow Final Assignment and Rubric: https://docs.google.com/document/d/1kygqlYedmF1rvLCLlG2DoIqtOtfRVZjvcHUZOLPywUo/edit C49 (Fall 2022) CTE Courses: College Success C50 (Spring 2023) CTE Courses: Culinary, Office Procedures, College Success C51 (Fall 2023) CTE Courses: Culinary, Retail, Office Procedures C52 (Spring 2024) CTE Courses: Culinary, Retail, Emergency Responder, College Success Internship Site Visits

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
The School-wide Learner Outcomes remain the same for those participating in independent studies, with a focus on application of knowledge. Course work that is provided online through the independent studies program integrates real world experiences as much as possible.	

WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The instruction taking place at GCCS is extremely strong and is continuously being refined and improved upon. GCCS integrates real world experiences and applications into its curriculum, helping prepare its students for post-secondary success. To support our students and the instructional program, a number of related services have been established. These include layers of academic support and remediation, robust academic counseling, an array of mental health services, concurrent enrollment with community college and intentional real world application and experiences. Adding additional layers of support is an ongoing area to focus on, especially in the areas of appropriate use of technology and English language development.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Grizzly teachers participate in PD regularly to help ensure students are receiving current, informed instruction. Curriculum is regularly reviewed and updated to keep students engaged in the learning process.
2. Knowing that many of our students have "fallen through the cracks" of a traditional school, we work hard to intervene as early as possible when we notice a student struggling academically or emotionally.
3. While in the past students might have had to minimize their personal lives within the classroom, we try to include and capitalize student's personal experiences, lenses, and cultures in order to enrich their learning.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Grizzly has a high ratio of English Learners and students with IEPs. Continuing to support learners with technology and differentiated resources is a priority.
2. Grizzly can improve its training of students to responsibly use the internet – how to conduct research, how to vet websites, and how to use their time wisely.
3. Grizzly can support student achievement through the use of student exemplar artifacts, to demonstrate "A" quality work.

Category D: Standards-based Student Learning: Assessment and Accountability

D1 Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The school uses curriculum-embedded processes to measure student progress and adjust instruction within and between academic terms. A variety of pre- and post-assessment batteries provide a summative evaluation of student progress across academic areas. The school uses this data to assist with adjustment and planning for subsequent terms. Educational partner viewpoints are collected each term, from surveys as well as School Site Council, Open House, and School Board meetings. All of the above are reviewed and discussed by school staff in periodic "After Action Review" meetings.	Rubrics for each department assignments and tests Math daily class work rubric: https://docs.google.com/document/d/1slSACKpftSEDsQaS5hYW-Uebw8KA_fSQaL0ZHOSafQM/edit Math rubrics for every assignment on Google Classroom Rubrics for other departments- English: C50 - English Rubrics: https://docs.google.com/spreadsheets/d/1yXzGWna1_44E8vcRclrriUnFV1oFCgyYqowks_waC_M/edit#gid=992753677 Career: Public Speaking Public Speaking Rubric: https://docs.google.com/document/d/15dTRWS45j5is8TrQh0X1439NZlqRmGlvXo8b6IxHchA/edit Mock Interview Modified Subway Interview Rubric: https://docs.google.com/document/d/1DajvLOvoaemYa0JCldFgGVjZAVHwnffKUHsYQAJjT4s/edit Classwork Rubric Rubric for assessing classwork: https://docs.google.com/document/d/1AlkCkdnfrM_8bAQIhkfRXHL6gaZEgGkZ8I6JXt_lfZg/edit Life Skills: https://docs.google.com/document/d/1_dgNZrZIDMLiQniAoyfp42ojcvG-7s-Ympb8ym-qKRA/edit Pre and post-TABE results are disaggregated by ethnic groups, socioeconomic status, EL status, and students with disabilities and presented to all staff at the beginning and end of every term: https://drive.google.com/drive/folders/1ZOR_gJ9RUPbPKl68AMgQChUVg5MnHzPy

	This data is also presented at every School Site Council meeting to stakeholders including National Guard Staff, parents, students, and staff. Youth Truth survey is given to all students and shared with staff to monitor student perspectives on their learning outcomes and education experience. Staff AAR to review TABE and survey results Department meetings -Math meets weekly to adjust/reflect curriculum and its effectiveness

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The school communicates student academic achievement, test results, college and career readiness standards and schoolwide learner outcomes through school board presentations, parent newsletters, and through our internship program with the business community.	Posted SLO's in all classes School Site Council Teachers explicitly communicating objectives and goals for assignments Aeries is available for parents and students to check grades (Weekly grade reports) TABE results are reported to students and staff School Board meetings where data on students progress and testing is reported Youth Truth survey where students, parents, and staff evaluate rigor, college and career readiness, and other slo's IEP Progress Reports twice a cycle

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The school uses curriculum-embedded processes to measure student progress and adjust instruction within and between academic terms. Progress reports are provided weekly and student progress is shared at staff meetings to make sure every cadet is given the opportunity and support to meet standards. Every student is enrolled in Career Planning (and dually enrolled in our local community college). The course engages students in interest surveys, career and college research, financial literacy and life skills topics.	Each department uses rubric grading and test assessments to determine student progress. School uses Aeries to inform students, parents, military and staff of student progress. Career: Public Speaking Public Speaking Rubric: https://docs.google.com/document/d/15dTRWS45j5is8TrQh0X1439NZlqRmGlvXo8b6IxHchA/edit Mock Interview Modified Subway Interview Rubric: https://docs.google.com/document/d/1DajvLOvoaemYa0JCldFgGVjZAVHwnffKUHsYQAJjT4s/edit Classwork Rubric Rubric for assessing classwork: https://docs.google.com/document/d/1AlkCkdnfrM_8bAQIhkfRXHL6gaZEgGkZ8I6JXt_lfZg/edit CTE Classes TABE scores to measure student growth Weekly grade reports to monitor students with disabilities grades and progress

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Online meetings are held regularly between independent studies teachers and students. This provides an opportunity for students to get questions answered and for teachers to clarify information and monitor progress. Expectations are reviewed for assignments and feedback can be given for previously graded work. This check	

in also helps in determining academic integrity through knowledge checks and content reviews. Based on student data and progress monitoring, work can be modified and pacing can be adjusted.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Daily, teachers evaluate student work using specific rubrics to determine students' progress toward mastery of standards and goals. These results are also used to inform instruction and effectiveness of instructional strategies. Some departments also incorporate formal assessments into their curriculum to further determine mastery. Students are issued weekly progress reports with current, updated grades. This informs both teachers and students about remediation needs which are addressed in class and during designated lunch time tutoring. These weekly grades are also shared with cadre from the Guard who fill the role of Parent/Guardian while in the residential phase of the program. Departments meet to share student work and instructional/assessment techniques. Based on this, adjustments are made to curriculum, resources, assignments, and assessments.	Lunch tutoring: https://docs.google.com/forms/d/e/1FAIpQLSdSEsvTgcOo8zIM9JSWmtgSLK3ae9ubQTnzCNlLQogx53cH3Q/viewform Aeries progress reports Department rubrics Department meetings including AARs at end of cycles Departmental Slack channels Accommodations and modifications for students with IEPs or 504s

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Similar to what is mentioned above, independent studies teachers evaluate student work using rubrics to determine students' progress toward mastery of standards and goals. Progress is monitored and refinements are made to instruction and students' schedules as needed. Formal assessments also help determine mastery.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers meet in department teams to discuss ongoing curriculum maps and instructional approaches. In our meetings we revisit rubrics and assignments and will calibrate as a team with student work samples. We modify any assignment or rubric to ensure it is supporting learning outcomes. We also analyze test data post-TABE and adjust curriculum to ensure academic needs are being met.	Pacing Maps: https://drive.google.com/drive/folders/1HFhAUTYsl8Tten8gEt1lXURah3Ocxywy Curriculum Map: https://drive.google.com/drive/folders/1eFN9AxanmhnIkffXXFagrSpSnIDIfwOg Summative Assessments TABE Scores

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Assignment evaluation is discussed with the students during course introductions. As each assignment is given, teachers discuss the academic expectations for the assignment. Students take an end-of-the-cycle survey put out by Youth Truth which allows students to provide evaluative feedback regarding academics, school culture, and staff relationships. A second course evaluation is given mid-cycle in all Career Planning classes for the dual enrollment CTE course.	Syllabi: https://drive.google.com/drive/folders/1efYT9Iz-5LsoKP8PzZZgAoTavBWI2k1R Rubrics Teacher comments Youth Truth survey Google Classroom -Teacher comments, suggestions, recommended edits through the platform Cuesta College Instructor and Course Evaluation Teacher feedback questions at end of semester/cycle

D3 Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Through various boards and communications/surveys, stakeholders are able to report back on student progress. Based on responses and feedback, the school can glean the impact of stakeholder involvement in the assessment process. The Guard helps to monitor and support student progress via weekly grade reports.	School Site Council School Board: https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=36030986 Parent newsletter

	Youth Truth survey
	Grade reports

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Independent studies students who are eligible for state mandated assessments (CAASPP and ELPAC) are identified, notified and scheduled for online proctoring. Results are collected and reported out to stakeholder groups.	

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Because our students are only on campus with us for 22 weeks and then we take in a new cohort, we do not extensively use SBAC, ACT, EAP, or SAT data at our school. Instead we are more reliant on using data from the Test of Adult Basic Education (TABE). Use of the TABE is a component of all challenge academies in order to measure academic growth. The TABE is administered to all students in the first week of their enrollment in the program and is then administered a second time roughly four months later. Curriculum embedded assessments in English include pre- and post-assessment essays in persuasive writing. In math, the TABE is primarily used for pre and post assessment purposes. SBAC/CAASPP results from	TABE Woodcock Johnson English pre-assessment essay: https://docs.google.com/document/d/1UwtkvQIfhgFY_9Wd_i-wI35UX_1aqjB4dVECKXBqLe0/edit English post-assessment essay: https://docs.google.com/document/d/12s_mt_bWq5CsBv5IZVRp2nzLam0Z8LursEExr3tJbh8/edit Membean Quizzes (vocabulary development) ELA and mathematics test results are taken from the Smarter Balanced Summative Assessment/CAASPP. 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 divided by the total number of students who participated in the assessment.

Subject	School 2021-22	School 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy	22	26	47	46
Mathematics	0	4	33	34

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Based on assessment results, various departments have completely overhauled their curriculum to better meet students needs and reflect curriculum that truly assesses mastery of the standards. This has led departments to attend various professional development opportunities around the state in their content areas, as well as tangential content.	Math department curriculum overhaul Redirection of English curriculum toward emphasis on document annotation, awareness of tools of rhetoric, and persuasive writing grounded in claims and evidence. Career Planning curriculum focusing on intensive preparation for work and life. Social Studies department uses a thematic approach of personal lenses such as race, gender, etc when discussing history Youcubed Teaching Big Ideas PD - June 2023 Youcubed Data Science PD - August 2023 (math) CUE conference - March 2023 History conference - March 2023 Culture of Poverty PD - June 2023 (all staff)

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
With each incoming group of students, transcripts, IEPs, 504s and other educational records are reviewed. Students all participate in taking the Test of Adult Basic Education (TABE). The TABE informs the school of students' academic levels in Math, Reading and Language. An analysis of this information is used to create individual student programs and schedules. The culmination of these individual student needs determines our overall school schedule and what we offer (sections of World History? How many sections of Math I vs MathII?, etc). Graduation requirements are established.	Student credit sheets: https://drive.google.com/file/d/1woBeGRlmQbK1YB0ZfQVYuWPIz6ebsftl/view#slide=id.p1 IEPs and 504s TABE results Individual "credit talks" and graduation planning meetings with school counselor & Student groups A-J: Students are cohorted based on individualized credit assessment and needs. The Special Education department is included on

	placement plans for students with disabilities. TABE scores are also used by school counselors to assess course readiness for Math and English assignments. Credit assessments and individualized education plans include equivalency and proficiency exams, CTE courses, and graduation exemption qualification evaluations when appropriate and applicable to the students needs and goals.
	As a transitional placement, every student is met with at least once one-on-one by school counselors to 1) review and clarify credits and student's graduation progress 2) review the student's next steps which may include credit assessments for the planned next placement and their school/district graduation requirements, career planning, financial aid and college applications, and ASVAB prep for military pathways.
	Student schedules (and classes offered): https://docs.google.com/spreadsheets/d/1szREpsXCcUiIvul_8eKkY-MQwFt1RNXrBXkoFJTuDEs/edit#gid=1778659335
	Cohort schedules are individually determined each term based on the learning and credit needs of the incoming group of students.
	Contract classes are an additional resource to meet individual needs. If a student's cohort course doesn't meet the students needs, a student can be given an independent study course they need during that class period instead.

DIPLOMA REQUIREMENTS

Subject	Credits
English	30
Math 10 must be Algebra 1 or higher	20
Physical Science	10
Life Science	10
Health	5
Fine Arts	10
US Government	5
Economics	5
US History	10
World History	10
PE	20
Electives	65
Total:	200

Grizzly Challenge Charter School Diploma Requirements

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
ELPAC and SBAC assessments are administered by selected staff and results monitored and securely stored by administration. TABE pre and post tests are securely stored in a locked facility and administered by trained and selected personnel. Proficiency and equivalency exams are administered by trained staff and securely handled by identified and selected personnel. Assessments and assessment materials for each class are maintained and responsibly handled by teachers as applicable.	ELPAC proctors are selected and complete proctor and administration training prior to the exam. All documents are held in a locked location by the administrator who oversees the exam. 2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf SBAC/CAASPP - The CAASPP is proctored with our spring cohort, however, we do not have longitudinal data due to the fact that our student cohorts are only with us for one five month time period. TABE testing materials are securely held in a locked facility in building 945. Teachers are trained on proctoring the assessment and maintain an orderly environment for the exam to be taken.

	Materials are collected and accounted for by teachers and administrative staff, processed and then returned to the secure facility. Equivalency exam (HiSET) is administered by a trained and identified TCA administrator and proctor (school counselor). HiSET is offered in a computer-based format. Administrators and proctors have completed the PSI training on processes for handling testing materials and the testing environment to assure total security and test result fidelity. The proficiency exam is administered and proctored by an identified staff CHSPE administrator (school counselor). Administrator/proctor keeps testing materials secure and accounted for upon receipt of materials. Administrator completes training on maintaining a secure testing environment as well as collecting, securing, and returning the test materials immediately after the exam.

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The schedule and student population of GCCS present unique challenges in the areas of assessment and accountability, however, a number of processes are in place to meet these needs. In the area of assessment all students participate in the Test of Adult Basic Education upon entry to help determine academic levels and needs. This same test is proctored later in the cycle to measure academic growth. This is in addition to course specific assessments. State assessment data is gathered and these test are given to students at Grizzly, however, we only have our students enrolled with us for a five month period of time (one academic school year) so we do not generally have longitudinal data on our students through these tests. We only have an opportunity to proctor these assessments with our spring student cohorts.

Assessment data is shared among school staff as well as with our partners in the National Guard. Results are also provided to families and other stakeholder groups (Board of Trustees, San Luis Obispo County Office of Education, California Department of Education).

Grades and other measures of academic achievement are also shared out with stakeholders (school staff, National Guard, families).

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Grizzly teachers use rubrics to help support student understanding and ownership of their classwork.
2. Grizzly's Pacing Maps are collaboratively built, twice per year. and used within each curricular department.
3. Aeries is used by students, school staff, Guard staff, and families. It is both an instrument of communication and a tool for accountability that helps the school and Guard staff support students in a timely and ongoing way.
4. TABE results help Grizzly measure student learning.
5. Regular, calendared department collaboration and PLC meetings are a priority of Grizzly's workplace culture.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Grizzly is exploring ways to integrate SBAC data to better inform our teaching.
2. Grizzly is strengthening its focus on Foster Youth and McKinney-Vento, as categories to monitor program success and learning outcomes.
3. Grizzly is exploring an additional Math assessment at the start of each class as an added measure to assist with course placement.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Although Grizzly students live away from their homes, the school employs a variety of events and communication tools to optimize parents' contact with and awareness of what's happening at school. Communication with parents is provided in in the family's home language through Parent Square. Translation is provided for other information through bilingual staff. Additionally, GCCS works in close collaboration with our Guard partners who act as guardians for our students. Meetings between the school and Guard are held weekly in order to share information and develop plans together. Grizzly involves the business community through various immersive college and career partnerships. These include CTE courses involving local businesses, college and industry field trips and site visits, and student internships in the area.	Survey Results: Youth Truth Open House: https://docs.google.com/document/d/14CcZzkjqM7hESDIXGDEN_uAS99sFhrIfcpt6OKAGBlo/edit Family Day: https://www.youtube.com/watch?v=NlQWvr9qKEA Grizzly Vision: https://www.youtube.com/@GrizzlyYouthAcademy/playlists Parent Square Grizzly Parenting Solutions including links to videos: https://sites.google.com/mygya.com/grizzly-parenting-solutions-gp/home Financial Aid Workshops Parenting Classes: https://sites.google.com/mygya.com/grizzly-parenting-solutions-gp/home?authuser=0 Direct correspondence with School Counselors Weekly Grade Reports - communicated to the Guard and available for families online

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
GCCS offers interested/qualifying students internship opportunities with various agencies and employers in our surrounding community. These include Cal Poly State University, Cal Fire, San Luis Obispo PD, and the SLO District Attorney's Office. These and other entities participate in GCCS Career Fairs as well, in order to educate our students about possible career fields that they may not have known about or considered prior to coming to Grizzly. Community members from various backgrounds volunteer for our mock job interviews, in which all students participate. 	Internships: CTE Classes: Career Day: https://docs.google.com/presentation/d/18vxpgD3__AWmcuXMc4KWLz-UbYGOGrxYvRezSeA11yk/edit#slide=id.p CAPSLO and Lumina Alliance coming in to Health classes and to train teachers Life After Grizzly Day with guest speakers CAPSO Tattoo Removal program Community service program Field Trips School Counselors partner with local community colleges to hold Financial Aid workshops GCCS partners with local organizations to provide additional mental health services to students 2023-24 Local Control and Accountability Plan (LCAP): https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Grizzly Challenge Charter School has a number of policies in place to help ensure that we have a safe, clean and orderly learning environment. These policies include a set latrine schedule, procedures for entering and exiting classrooms, standardized movement between school buildings, and a routing formation of platoons each morning before the start of school, between classes and at the end of the school day. All students receive a school issued Chromebook and sign the school's Acceptable Use Policy, which is reviewed with all students. Monitoring and content filtering is implemented on all devices. While at Grizzly, our students are residing in an environment free of drugs and alcohol. Belongings are searched upon entry and periodic, random drug testing is done after homepasses and family visits. Drug and alcohol education are critical components of the school's Health Science curriculum. Students with identified issues around substance abuse can also receive counseling (individual or group) centered around this topic. The use of hateful or derogatory language is not tolerated and an anti bullying policy is in place at GCCS. Students have access to an anonymous reporting system if they are experiencing bullying behavior or are aware of incidents.	Safety Plan: https://docs.google.com/document/d/1KUUOrE0JFu3Hf9bvw_9PE1l7vD0KIIV8lTkpX5iIHGg/edit Staff Training: https://www.getsafetytrained.com CPI Training: https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention Food Handler Training: https://docs.google.com/document/d/1HvIFPLC5SWFD1e4vQBr1YDPMUDLKzhb-pOsNJYKg2oI/edit Use of Go Guardian Bark content monitor Lightspeed Relay content filter Lightspeed Relay content monitor Presence of cadre on campus BRF process Use of Slack to track immediate issues Framework for Understanding Poverty training for staff Latrine schedule designed to minimize conflicts and contact between male and female cadets Fire drill on first day of school SEL in classes (DBT in Life Skills, Keppi's Saturday classes, and Keppi's Life Skills visits) Therapy dogs GOT THIS emotional training of school staff and cadre: https://docs.google.com/document/d/1HZI3F94k_g_xQqZlQz6bYI-5udECNBObIk3cc20GFZs/edit

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
GCCS has a well thought out, intentional schedule and system. Events are placed on the calendar with the idea that we are supporting the individual needs of the students while assisting their growth and positive independence. The cycle starts with events such as Getting to Know You (students participating in reflective activities and then culminating with a platoon/ team competition followed by additional team building activities at the beach). Students' unique circumstances and backgrounds are honored through a social science curriculum that highlights non-centered voices from history, as well as through self-reflective writing across disciplines.	Calendar: https://docs.google.com/spreadsheets/d/1QIhjXtXj9yc3m1-WQLVWpE1YG-bO26vCCTb-w1BP4cs/edit#gid=227159962 Getting To Know You: https://docs.google.com/document/d/1rpZRNcPoOuoF91FSKMN2s26wd68CAIE9h4vpv_vM6wg/edit Sports Day: https://docs.google.com/document/d/1U8H_I1Zm53eTpe_2wFqMV2_XBr6S_nfCX0BEfE69K94/edit Student Council Election Process: https://docs.google.com/document/d/1jp0VU2pq5jTl1fouIaLHNG7vi9FAJwi0qHrdvy8lMDw/edit Students of the Month GCCS Complaint/Harassment/Bullying Policies and Procedures: https://www.grizzlyyouthacademy.org/the-program/academics/school-policies/ U.S. History Pacing Map: https://docs.google.com/document/d/1aY1K7NSPzRVLHgHnP0vHB5KL-At-3kcryIl5trcVaQA/edit?usp=sharing

Atmosphere of Trust, Respect and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Administration has an open door policy and is open to hearing ideas and input from staff members.	Weekly staff meetings Youth Truth survey conducted once/year for staff input/feedback

Youth Truth surveys allow staff to anonymously express their opinions and perspectives about workplace culture and other factors. Administration sends out regular updates to parents via Parent Square that includes a timeline for the cycle, what students are working on, etc.	Mission Control to establish consistency: https://docs.google.com/spreadsheets/d/1R6eX45v8XspnwWtu3OC4r7HlxepOItuTfaRe_TRW_Gg/edit#gid=836404238 GYA Book Club Thursday lunch groups Birthday list with designated treat bringers Rubber chicken Use of Slack channels Staff involvement in Student Site Counci

E3 Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Grizzly offers on-site personalized support for students' academic and career counseling. All students experience an adapted mental health curriculum, along with the opportunities to sign up for weekly group therapy, as well as ongoing, private 1-to-1 therapy with a licensed therapist. In bi-annual surveys, a majority of students report feeling supported by the school's counseling and mental health services.	Tutoring/Lunch Passes SST Counseling Groups Counseling forms to refer students for socio-emotional or academic concerns

	Contract classes and switching students between academic groups
	McKinney-Vento Training for staff
	Counseling team meet weekly to discuss student support and services as well as AAR processes at the end of each cycle to continue to evaluate & refine services provided to students
	Students have regular access to academic counselors throughout cycle & work to refine an academic & post-residential plan continually throughout cycle

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
For students enrolled online in the GCCS independent studies program, an assigned academic counselor is in place. Independent studies teachers also provide "case management" for their students. In case management, teachers assist in the areas of college and career preparedness, personal counseling, and assistance in connecting with other outside service providers.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Students complete projects that offer them choice in demonstrating learning through topics or lenses with which they can relate on an individual level.	Personal health Discovery Project: https://docs.google.com/presentation/d/1_M283GpnRMv7vQLWytRTyYL8nRdvIBIenfFFZnfHXl4/edit#slide=id.gcc1dd50561_0_15
	Hometown history assignment.
	American Experiences Project
	TABE Scores- students improve by 2+ grade levels

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Online independent studies is an extension of the GCCS program. Students have gone through the five month program prior to beginning independent studies. They are familiar with the expectations, processes and procedures. Eligible students are also given two question/answer/orientation sessions about independent studies before enrolling and while they are with us in person.	GCCS Independent Studies Qualifications: https://docs.google.com/document/d/1G65xy53Y7bgx2115jkKsiV0BSREJLq_UjPb_5V9bMiA/edit Independent Studies Administrative Regulation: https://docs.google.com/document/d/1dApZjo4hhMn8mSWkjQOXEode0YJdzFsp/edit Independent Studies Parent Information: https://docs.google.com/document/d/1U6YcEDLddpM5J4j0Hx1r4O1OWR0EyJ2oYzzFsgxCz6s/edit Independent Studies Contract/Agreement: https://docs.google.com/document/d/1E2HHQS-fbCwddX6TlAKyAdabjsU_OpFyiuJSZKYJxSg/edit

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
GCCS supports student success by submitting grades weekly to our National Guard partners, who use incentives and consequences to encourage Grizzly cadets to remain in good standing in academics. Thanks to this--and to other circumstances such as small class sizes and a culture of promoting student self-advocacy--learning needs are usually identified quickly and often at Grizzly. Such needs are shared with staff at weekly meetings, in our Slack channels, or via Student Study Team or special education processes. Grizzly provides robust resources to help struggling students improve. From a lack of outside distractions and abundance of study time, to interventions such as lunchtime tutoring and paraeducator support, students at Grizzly have a support system that works hard to keep them moving forward academically.	ELD Program Lunch passes as additional means to provide direct teacher support for struggling students Weekly grade reports as a means to identify student's academic progress/current standing in each of their courses 1-on-1 support/intervention from paraeducators RSP teacher, school counselors as needed End of cycle school-wide "After Action Review"

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Ensuring access is critical in managing a successful independent studies program. As mentioned previously, the independent studies program is taught by two credentialed teachers, has an assigned academic counselor, and dedicated availability time from the school's licensed therapist. All necessary materials are provided (Chromebook, mi-fi if needed, hard copies of instructional materials as needed).	Make-up of Independent Studies team

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
GCCS has an entirely new student body every six months, coming from across the state. Transcripts, IEPs, expulsion plans, 504 and assessment data are reviewed and analyzed each cycle. Teacher and student schedules are based off of this analysis (ex. We may need to offer more or less Math II courses or Government/Economics sections). Students are in Education Groups based on their course needs. We also have the ability to have students meet their unique credit needs by moving into other education groups for particular periods or by offering some additional courses for credit recovery. The demographic distribution of students among any education group is balanced, reflecting the demographic make-up of the student body as a whole.	Heterogeneous Class Groups Support from paraeducators within the classroom environment Differentiated learning techniques/practices

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
We approach student involvement in various activities with the lens of "spreading the wealth". Grizzly students have many opportunities to play various roles at the school and academy. We make a point to consider students' long-term goals, previous experiences, career aspirations, etc.	Grizzly Games: https://docs.google.com/presentation/d/1Uxxhdgit9zC0wZlSeJaR9uP02y3tcERIMJgr871B4Gw/edit#slide=id.p Sports Day Run Club Student Council Field Trips: https://docs.google.com/spreadsheets/d/1X0PdY1XJIFcKwa7q4B_jW0mSUXmxgaymz-5_6MmrJqA/edit#gid=0 Talent Show: https://www.youtube.com/watch?v=uJqD4T0L_bc Yearbook Community Service Socials Drivers Ed

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
The GCCS independent studies program is a short term option for students completing the residential phase of Grizzly (students within 60 credits of earning their diplomas and living within the eligible area). The program holds an in-person, on-site graduation ceremony for independent studies students with school and Guard staff present.	IS Graduation Notice: https://docs.google.com/document/d/18EVAjJXidxQdm6y4AYNnTty5V5M3LwhJXkzUGsjTqto/edit

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Grizzly Challenge Charter School is part of a well developed, comprehensive program for students. Everything that is built into this program is done with the idea of "continuous improvement". Courses and curriculum are designed to address academics as well as individual issues and interests. We have incorporated a series of extracurricular experiences to enhance student understanding and exposure. The program extends itself into supporting students, not only while they are in residence, but during their time after leaving the program. The school has built a strong team among its staff and has also built strong partnerships with the National Guard, Cuesta Community College, the San Luis Obispo County Office of Education and with the surrounding community who sees the value of the program and sees the positive impact it has on its student body.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Grizzly organizes a variety of field trips, internships, community service, activity days, and curriculum-based events, to provide students with opportunities to interact with the community.
2. Grizzly emphasizes college and career readiness, and continues exploring ways to expand offerings in these areas.
3. Every six months, Grizzly adjusts and refines instruction to the needs of a new student population.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Grizzly is exploring options for more direct contact with students' parents/guardians.
2. Grizzly is seeking ways to strengthen and support its ELD instruction, curriculum, and staff.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

There following were identified as growth areas from categories A through E:

A:
*More direct contact with students' parents/guardians
*Some classrooms need attention, especially inner wheel (floors, water intrusion, HVAC issues)
*Ensuring that all school materials, documents, and events are accessible to families (including in their home language)
B:
*Involve families more in students post-res planning and goal-setting.
C:
*GCCS has a high ratio of EL and IEP students. Continuing to support learners with technology and differentiated resources should be a priority.
*GCCS can do better at training students to responsibly use the internet – how to conduct research, how to vet websites, and how to use their time wisely.
*Include more student exemplars to demonstrate "A" quality work
D:
*Integrating SBAC data to inform our teaching
*Include Foster Youth and McKinney-Vento as categories to monitor program success and learning outcomes.
*Consider using an additional Math assessment at the start of each class as an additional measure to assist with course placement as we have in the past (MDTP).
E:
*More direct contact with students' parents/guardians
*ELD instruction, curriculum, and staffing.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Grizzly Challenge Charter School is a strong program that, much like its students, continuously strives to become a better version of itself. Based on an analysis of the data and feedback from the various committees' examination of the WASC prompts, we have identified areas to target for growth and improvement.

Parent/Guardian communication and involvement is an area to strengthen. This can be a challenge for GCCS and the overall program. Our families come from across the state and often face instability with housing, employment and maintaining consistent contact information. Members of the National Guard fill the role of parent/guardian for the students while they reside on grounds at Camp San Luis Obispo. With the Guard, we communicate regularly, share calendars and documents, and carry out activities and events together in a close partnership. That being the case, we still want to strengthen our inclusion of the families at home. We are doing this in number of ways including holding family events, regularly scheduled communications, and family meetings.

Strengthening English Language Development for English Learners is another identified area to focus on for GCCS. We will continue to identify English learners and provide them with academic support and additional instruction. The school has incorporated state adopted curriculum in the area of English Language Development. GCCS is looking to further enhance this program for our students, both in what we offer in integrated ELD support as well as designated ELD support.

GCCS would also like to build in or revisit a number of topics with our staff and students in order to improve. Topics for staff include training on McKinney-Vento identification and related services. We also look to improve on technology training, social-emotional learning and the use of rubrics. Trainings for students in use of technology and in social emotional coping skills are also being developed.

Planned improvements in these areas are outlined in the Schoolwide Action Plan.

Chapter V: Schoolwide Action Plan

A.   **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
B.   **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.
C.   **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Through the WASC self study process, Grizzly Challenge Charter School has developed a school wide action plan to assist in refining and improving the overall program. This plan can be reviewed at: https://docs.google.com/document/d/1pxE7T_QuFnc4PtA2vM-ECpkeCorJ7zpFh9XawN23cQk/edit

Appendices:

A. Local Control and Accountability Plan (LCAP): provide link
B. Results of student questionnaire/interviews
C. Results of parent/community questionnaire/interviews
D. The most recent California Healthy Kids Survey
E. Master schedule
F. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
G. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/
H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information
J. School accountability report card (SARC)
K. CBEDS school information form
L. Graduation requirements
M. Any pertinent additional data (or have on exhibit during the visit)
N. Budgetary information, including school budget
O. Glossary of terms unique to the school.

A. Local Control Accountability Plan (LCAP):
https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/2023_Local_Control_and_Accountability_Plan_Grizzly_Challenge_Charter_School_20230517.pdf

B. Student Survey Results:
https://youthtruth.surveyresults.org/reports/print/5e61b9a36b56a5d0ddfc

C. Parent Survey Results:
https://youthtruth.surveyresults.org/reports/print/92eb084d687c591df492

D. Healthy Kids Survey:
N/A

E. Master Schedule:
(Semester One) https://docs.google.com/spreadsheets/d/19CqmbknMEHBxLyrw6xnLMlBKKxI_kwH07Wbaut-ilqs/edit#gid=1778659335
(Semester Two)
https://docs.google.com/spreadsheets/d/17QPlYck87KaEKXARwWsHNmZemGplJSfoE1SQCz3hEq4/edit#gid=1778659335

F. Course List:
*English
*Math I
*Math II
*Health Science
*Career Planning
*US History
*World History
*Government/Economics
*Life Skills
*Fine Arts
**Contract classes have limited availability for credit recovery purposes

G. CTE Course List:
*College Success
*Office Procedures
*Retail Procedures *
*Introduction to Culinary

H. Additional Details of School Programs
Internships are built into the last four weeks of instruction for eligible students

I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information:
https://docs.google.com/document/d/1At5A7aT7Are629QXldkKzcfBGHVhp32QmKQI_jM3q_8/edit

J. School Accountability Report Card (SARC):
https://www.grizzlyyouthacademy.org/wp-content/uploads/2023/08/SARC-2021-22-published-during-2022-23-updated-with-Teacher-Data.pdf

K. CBEDS School Information Form:
https://docs.google.com/document/d/1NG3FGVDeYYReuEMPC7RgUNjvBCkKCL-1Wk8vSGa0kEg/edit

L. Graduation Requirements (See "Diploma Requirements"):
https://www.grizzlyyouthacademy.org/the-program/academics/

M. Any Pertinent Additional Data:
Available upon request

N.Grizzly Challenge Charter School Budget (First Interim Packet):

https://docs.google.com/document/d/1gY2b0wsx-PLn_V_x7flan1T-n2tzHqA1IYrqRfp6xIw/edit

O. Glossary:
Available upon request