

Grizzly ChalleNGe Charter School



**CHARTER RENEWAL PETITION
FOR A TERM OF FIVE YEARS
FROM JULY 1, 2026 TO JUNE 30, 2031**

PRESENTED TO

**the San Luis Obispo County Board of Education
San Luis Obispo, CA**

JULY 22, 2025

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Affirmations and Declaration

I, Kyle Martin, hereby certify that the information submitted in this petition for the renewal of a California public charter school named The Grizzly ChalleNGe Charter School (“GCCS,” “Grizzly,” or the “Charter School”), authorized by the San Luis Obispo County Board of Education, with oversight by the San Luis Obispo County Office of Education (“SLOCOE” or the “County”) is true to the best of my knowledge and belief; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Grizzly ChalleNGe Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605.6(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, sexual orientation, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.) [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. [Ref. Education Code Section 47605.6(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon

request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605.6 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall comply with Education Code Section 51745, *et seq.* related to independent study, as applicable.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Kyle Martin
July 22, 2025
Director/Principal
Grizzly Challenge Charter School

Grizzly Challenge Charter School

Introduction and History

Twenty-Six Years of Positive Change – One Young Person at a Time

As an equal partner in Grizzly Youth Academy (“GYA”) with the California National Guard (“National Guard”), the Grizzly Challenge Charter School is an alternative intervention program currently authorized to serve at-risk youth in grades 10-12. GYA intervenes in the lives of the many teenagers who choose to come live and learn in a residential program designed to redirect the lives of at-risk youth toward productive work, healthy lifestyles, responsible citizenship and lifelong learning. Every GCCS student enters the program at risk of dropping out of school, credit deficient, habitually truant, and/or expelled. Grizzly Challenge Charter School is responsible for providing leadership, education, and opportunities in this intense five-month experience that offers young people from across the state “a second chance” after difficult histories of academic failure, chronic truancy, crime, or other risky behaviors. They arrive desiring change but lacking skills and experience to turn their lives around. They graduate transformed, ready to return to their communities and continue their path to adulthood on firmer footing, with new confidence and humility, with respect for others and respect for themselves, with knowledge and curiosity, with the wisdom of experience and a plan for their next steps in life.

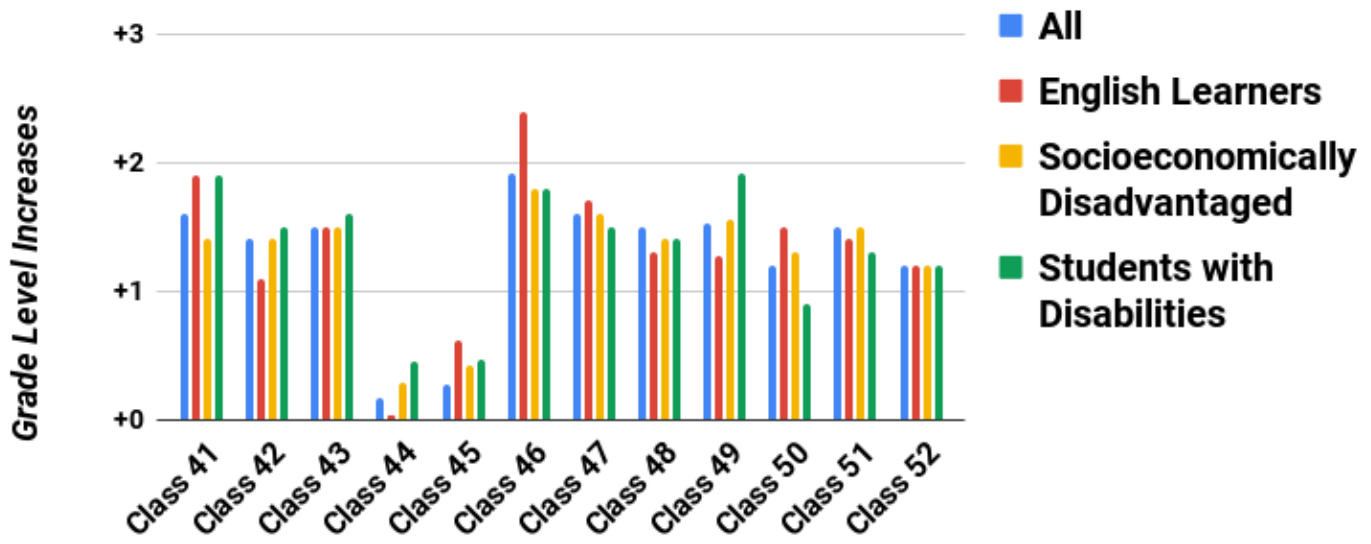
Grizzly is now entering its twenty-seventh year operating as a charter school (its twenty-third as a “countywide” charter) and has a lot to celebrate with its program partners – the California National Guard and the San Luis Obispo County Office of Education. Since opening its doors to its first class in 1998, Grizzly Challenge Charter School has served over 9,000 adolescents from nearly every county in California. The Charter School has grown from a modest population of 73 in its first graduating class to 227 currently enrolled as “Class 53” in 2024.

Academic Change

Grizzly Challenge Charter School transforms its students’ academic prospects. Most enroll in the program with histories of academic failure, as high school dropouts and/or woefully deficient in credits. In the 22 short weeks that make up a Grizzly school year, students are on average jumping 1.3 grade levels as measured by the Test of Adult Basic Education (“TABE”). The TABE is given to all students during their first week of the program and again by week 18. The pre and post test results are a snapshot of the students’ reading, language and math abilities on that test date and identify the grade level at which students are performing. The following table shows this trend across eight Grizzly cohort groups from 2018 to 2023.



Overall TABE Increases 2018-2023



In July 2017 the State Board of Education (“SBE”) adopted new criteria that define alternative schools in the California School Dashboard (“Dashboard”) scheme. GCCS is categorized as Dashboard Alternative Schools Status (“DASS”). The CDE considers student population rates among the following characteristics to determine DASS status:

- Expelled students
- Students suspended more than 10 days in one school year
- Wards of the court or dependents of the court
- Pregnant and/or parenting students
- Recovered drop-outs
- Habitual truants
- Habitually insubordinate or disorderly students
- Students retained more than once during grades K-8
- Credit deficient (students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
- Gap in enrollment (students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- High level transiency (students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth
- Homeless Youth

Many students come to GCCS one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over 900 students have earned their high school diplomas through GCCS over the past five years. The chart below shows the number of students each school year who have received their high school diploma, California High School Proficiency Exam (“CHSPE”), the High School Equivalency Test (“HISET”), and the General Equivalency Diploma (“GED”).

	Diploma	CHSPE	HiSET/GED
2018-19	200	5	8
2019-20	181	3	5
2020-21	197	0	11
2021-22	160	2	7
2022-23	157	2	10
2023-24	162	0	5

Personal Change

Grizzly ChalleNGe Charter School gives young people a chance to reinvent themselves on a personal level. The opportunity to step away from previous patterns, environments, relationships and behaviors opens up a new view for each student on their potential, on their confidence, on their abilities, on their future.

A student survey conducted at the end of each program cycle (currently using YouthTruth) provides perspective on the inner transformation that our students experience during their time with us. Below is a sample of student responses from 2022-23. As the data shows, nearly all students leave the program feeling positive about their experience at Grizzly ChalleNGe Charter School. 85% return home feeling prepared for college and careers. 87% report being both engaged and challenged in school at Grizzly. They feel respected and cared for by their teachers, they have a sense of belonging, and they are confident in their improved academic preparedness. A monumental accomplishment for over 8000 high-risk youth who have arrived at our doorstep over the years having lost their way, lost their self-esteem, lost their connections to positive role models, and lost their sense of purpose. For them and the many more we hope to serve in future years, Grizzly offers a new start.

YouthTruth survey results are nationally normed. Looking at the percentile ranking key we see that Grizzly ChalleNGe Charter School falls within the highest range in all surveyed areas (75th to 100th percentile), both among our students and families.

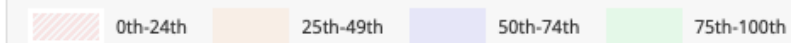


YouthTruth Summary of Key Findings

PERCENTILE RANKING KEY



Select Subgroup: High		<a>Show/Hide columns		<a>Export
Survey Theme	Student	Percent Change	Family	Percent Change
Engagement	87%	-3	77%	+1
Relationships	75%	-6	100%	+4
Culture	73%	-7	93%	+1
Academic Challenge	87%	-1	NA	
Belonging	59%	-4	NA	
Instructional Methods	NA		NA	
College & Career Readiness	85%	+1	NA	
Communication & Feedback	NA		66%	-13
School Safety	NA		87%	-9
Resources	NA		97%	+1
Professional Development & Support	NA		NA	

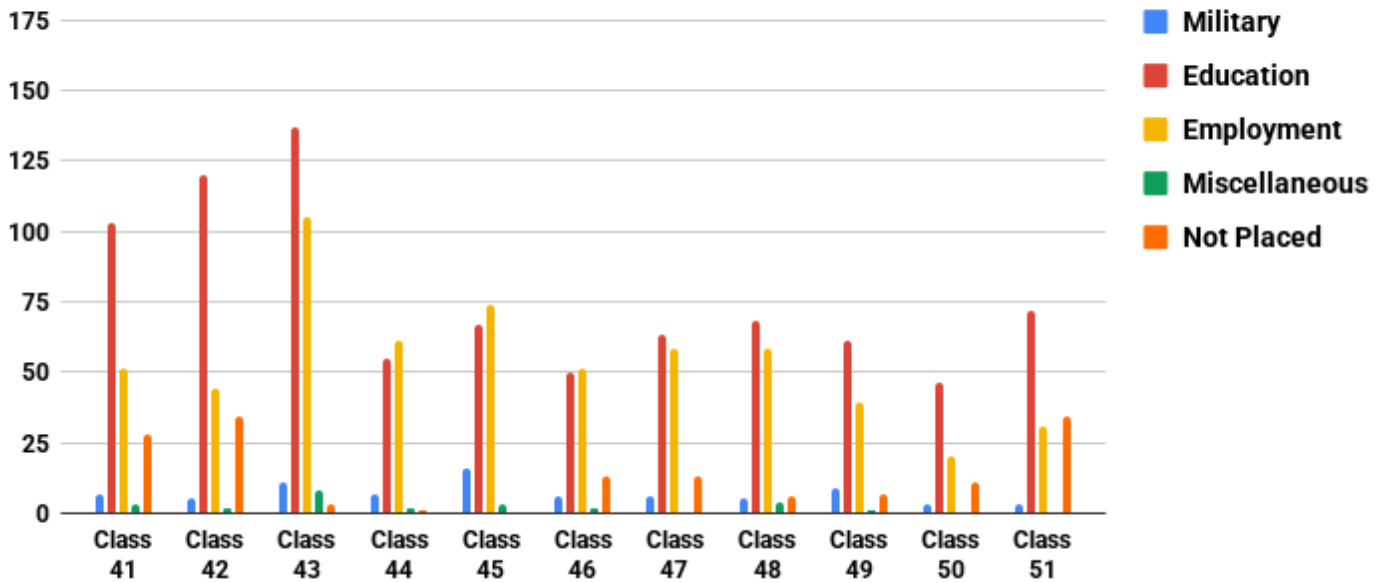


Life Change

Grizzly Challenge Charter School is excited about its students’ accomplishments while they are enrolled in the residential program. However, it is what they achieve after they leave Camp San Luis and return to their communities that is the most impressive and telling mark of their – and our - success. GCCS and National Guard staff maintain regular contact with all Grizzly graduates for a full post-residential year and keep records on their progress toward academic, career and other life plans. Data in the tables below are collected by National Guard staff and show that, on average, 85% of program graduates remain consistently and solidly engaged in school, jobs, or the military one year after completing Grizzly (note that students can be actively involved in more than one area (e.g. working while enrolled in school or concurrently enrolled in high school and community college).



**2018-2023 Post Residential Placement:
At 12 Months**



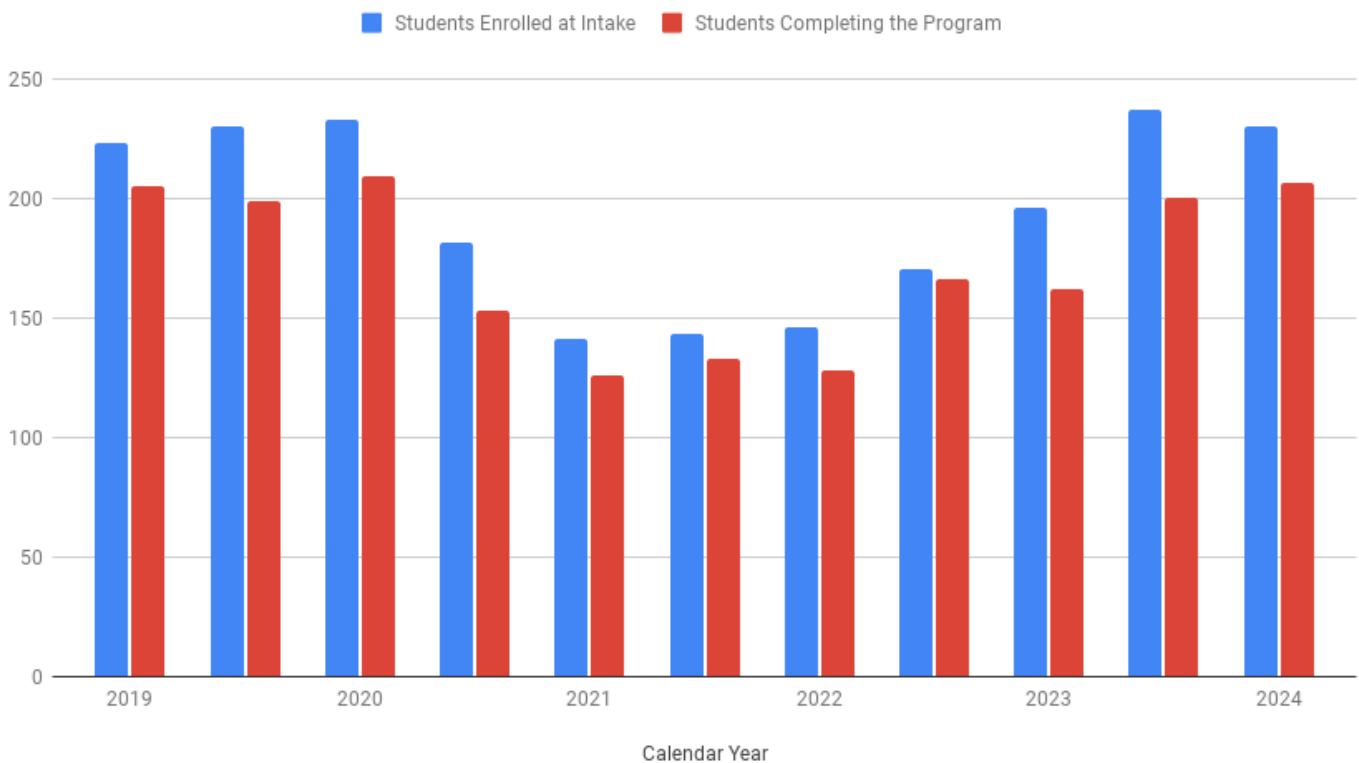
Beginning with Class 51, placement rates will be tracked over a 24 month period, rather than 12 months. The Not Placed category is high for C51 as compared to previous classes as the data is still in-process.



Program Completion Rates

Grizzly ChalleNGe Charter School is intended to serve as a transition program. Students can enroll at any point between their 10th and 12th grade school year. Students who complete the 22-week program graduate with a diploma, return to their home school, continue their post-secondary education, join the military, or enter the world of work. Traditional completion rates are not applicable to our program. Over the past three school years, 92% of the students have completed the program.

Students Enrolled at Intake and Students Completing the Program



Accomplishments / Significant Developments

- Increased the Resource Specialist Program (“RSP”) position from 1.0 to 2.0 full-time equivalent (“FTE”) to continue providing appropriate services as well as work more closely with general education teachers and classroom instruction.
- In 2022, GCCS reduced its administrative staff and hired an additional classroom teacher to maintain smaller class sizes
- GCCS has added two therapists to the staff for greater social emotional support and increased counseling services.
- Information Technology (“IT”) infrastructure has been substantially improved through the repair and access to fiber optics in our facilities. We have leveraged the connection to fiber to create meshed Wi-Fi throughout all school buildings

and barracks. The increase in infrastructure fosters a greater efficiency for staff and students and a greater delivery of 21st Century skills.

- Independent Study has an increase of students who have completed the residential phase. Created to support our students in their Post Residential phase by supporting their pursuit of academics as well as supporting their life changes, this program is having a dramatic effect in the Post Residential success of our students. Beyond academic instruction, it effectively operates as a mentoring and case management system, coaching and holding students accountable to retain the Grizzly mindset, make positive choices, and pursue goals.
- Following COVID, GCCS has brought back internships for students to gain real world work experience, partnering with businesses and organizations in the surrounding community. Additionally, GCCS has offered additional career and technical education (“CTE”) classes through Cuesta Community College.
- In 2024, GCCS renewed its accreditation through Western Association of Schools and Colleges (“WASC”), was identified as a highly effective school and received a full six year term

Student Perspectives

In 2022, Grizzly Challenge Charter School began using YouthTruth Surveys to get feedback from our students, families and staff. When students were asked to comment on their school experience, we received the following comments:

- I like how much the teachers care about their students and how much they try to help me.
- My classes that have critically challenged me are mentally and academically with how I memorize stuff and how I think logically with the assignments in almost all classes so it made me practice my memory game and such.
- The class that makes me think critically is math. That class gives me mixed emotions.
- It makes me feel happy, stressed, and actually wanna try.
- When I have to do an assignment or have to figure out something about school.
- I actually like the homework we get assigned.
- What I love about my school is they have supported me all the way through my graduation.
- I like how in career planning my teacher tells us all the information we need to know.
- My school helped me prepare for college because they taught us how to apply for community college and learning how to FAFSA to get two years free at community college. And after that I would be able to transfer to a University.
- If we sign up to go to college then we get briefed for how to pay and join, I did not sign up for it because I am going to CAJC.
- I like that teachers treat you like family and will go out of there way to help you and the cadre make sure your not gonna mess it all back up when you get back to the real world as they say.
- I like the fact that they keep us moving forward.
- They always treat us fair.
- Something I like the most about my school is how nice and kind the teachers are. They genuinely care for the students and I love that. The students are somewhat disciplined due to the military structure outside and I also love that. It creates a very healthy environment to be in.
- All the teachers remind us all the time that we have to do it for our future.

- I like that teachers are always so nice and willing to help. They inspire me by saying that I can do things if I set my mind to it and just set me up for success.
- My school inspires me to do my best due to my teachers that motivate me.
- What inspires me is my peers and my family to do better and be someone in life.
- I liked how everyone here is always uplifting and willing to help you with what you are going through no matter what. I also like how they put you in check and help you learn from your mistakes.
- My school inspires me to do my best because the teachers motivate you and help you. They show you and teach you it is all possible.
- The teachers motivate me to constantly do better.
- What I like most about my school is how the teachers are willing to take the time to make sure you understand whatever it is that you are learning.
- The help and attention they give me and go out their way to help every individual.
- I like how our school is so united and is always helping out cadets and making sure they are okay in every which way.
- My teachers try to motivate me when feeling down
- For me it is hard to ask for help but here in Grizzly the teacher is so helpful with any subject and they don't judge you when you ask for help. They have time for you for things that you want to talk about.
- I like that the teachers understand me.
- I like the teachers.
- I love how helpful and loving the teachers are. The option to fail will never cross your mind. They truly care for their students.
- My teachers care about me and help me by asking if I'm ok, need any help with anything, and just casually start a conversation with me.
- My teachers helped me in my homework.
- My teachers would check in on me seeing how I am doing and send me emails when big court days come up and just try to be there when I'm struggling with class work.
- Teachers show us that they care about us by always asking us if we need help. They create a safe and comfortable environment.
- That teachers actually care about you and want to see you succeed.
- The teacher helps out with everything, some of the teachers also get personal with you talking to you one on one asking how you've been and etc.
- They care about me getting work done and turned in. They also care that we focus in class so we can learn everything we need to.

- They care about you and help you.
- What I like most about my school are the teachers and the cadets.
- I like a lot about my school. I like that the teachers don't give up and give you all the tools and information you need in order to understand something. I really enjoy being able to talk with them, or just staff in general sometimes. Because they are all really good people that are there to help us and I love that. I feel safe, and cared for, I'm happy going to school, excited going to class, I love all of it, like to me it's just like so amazing to me, and I just genuinely love like all of it, how the teachers really just want to help you understand your work, how everyone (all the students) are all so happy to be in school, there's never anything that makes us feel like we'll come in harms way.
- I like how they push us to be our very best.
- I like the teachers at my school.
- It's very helpful education wise and helps me become a better person at the end of the day. It's helping me graduate high school.
- My teachers help me by just helping me.
- The people. They show that they care by asking follow up questions.
- The teachers and staff care for you a lot as well as your well being.
- The teachers here at Grizzly really care about you and actually try and help you out every time you're having a hard time.
- They help with personal problems as well as life coping skills.
- What I like about my school is the fact the teachers help the students with anything and do every thing to help.
- What I like about school is that when your having trouble with school work they could pull you out and help you out. They give you different ways so you can understand it.
- What I like most about my school is that they give you the help and support that you need. For example if a teacher sees you struggling in class or on school work they will pull you out for lunch pass and they will give you all the help, support and attention that you need.
- What I like most about my school is the teachers. They are very open and helpful for when you're struggling on certain assignments and questions.
- When I am feeling down they are always there and when I'm struggling at school they always help me to figure ways to do my homework.
- They will always try their best to take a sec and check in with me if they notice something is off.
- I like how personally the teachers get to know me, and the useful stuff I learn in all my classes. My teachers care because of the careful amount of attention they give all the students including myself and how empathetic they are to our situations.
- I like that my school has great teachers who understand our students.
- I like the help I got from my teachers.
- I like the support from the teachers.

- My teachers are always willing to help me and give me the best opportunity at success. I have never felt threatened or in danger at school, I feel safe and secure at school. I enjoy being at Grizzly Youth Charter School.
- My teachers talk to me about every solution on how I can better myself and how I can really be successful when leaving school and how I can get a job and apply for college to get the career I want.
- The fact that they are changing the lives of students that need it.
- They were just there when I needed them.
- When I am having a problem going on in life, like how I feel and even when I need help with school work they always never hesitate to help me out or talk to me about what is going on. My teachers have always been good at giving good advice to help me keep pushing forward to keep doing my best and keep my head up.

The Grizzly Youth Academy program exists to intervene in and reclaim the lives of 16-18 year-old high school dropouts. Based on student statements above and the data presented in this report, it is abundantly clear the program is successfully achieving its stated mission. Moreover, the collaboration between National Guard cadre and Grizzly Charter School faculty forms a generative symbiosis that clearly and profoundly influences students' perspectives on education, emotional development, physical well-being, social adjustment, career choices, and life trajectories.



CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607 (c) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Pursuant to the amendments made to Education Code Section 47606.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be “verified data.”

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the four tiers has unique qualifying criteria.

The three performance categories and DASS thresholds are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the charter authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47606(c)(7).

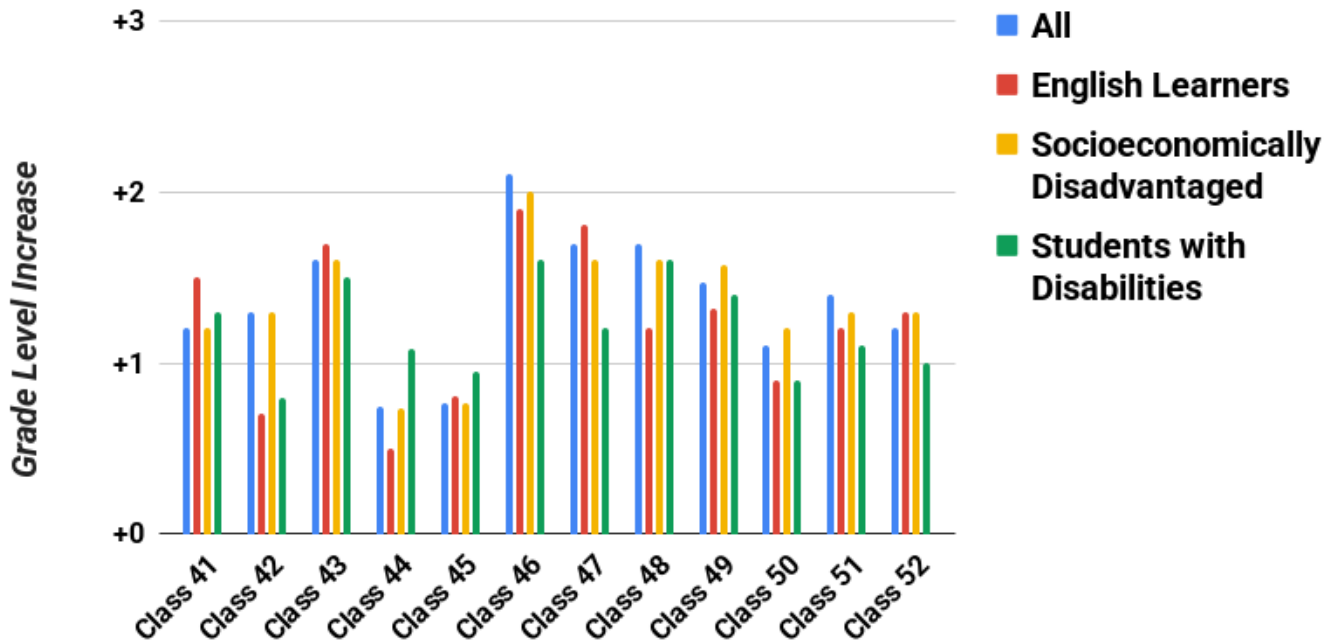
Grizzly ChalleNGe Charter School is a Dashboard Alternative School Status school. GCCS was DASS certified in 2018, 2021, and recently renewed its certification in 2024. The DASS program replaces the Alternative Schools Accountability Model (“ASAM”) and holds alternative schools accountable for alternative accountability indicators incorporated in the Dashboard based on the charter school’s pupil population served as well as the alternative metrics mutually agreed upon between the chartering authority and the charter school per Education Code Section 47607(c)(7). A DASS school, which cannot qualify for the High, Middle, or Low performance categories, has their own renewal criteria and is not included in the Charter School Performance Category Data File. GCCS is a DASS school, entitled to presumptive approval because it met the agreed-upon alternative metrics.

- Pursuant to Education Code Section 47607(c)(7), subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school’s term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.
- The agreed-upon metrics with the County include:
 - TABE Scores - average growth of 1.0 grade levels in Reading and Mathematics for all students and subgroups

Alternate Measures – TABE

GCCS has met the criterion for charter renewal determination through alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups pursuant to Education Code Section 52052. This is evidenced by grade level improvement of at least 1.0 grade levels for all students and subgroups as measured by the TABE.

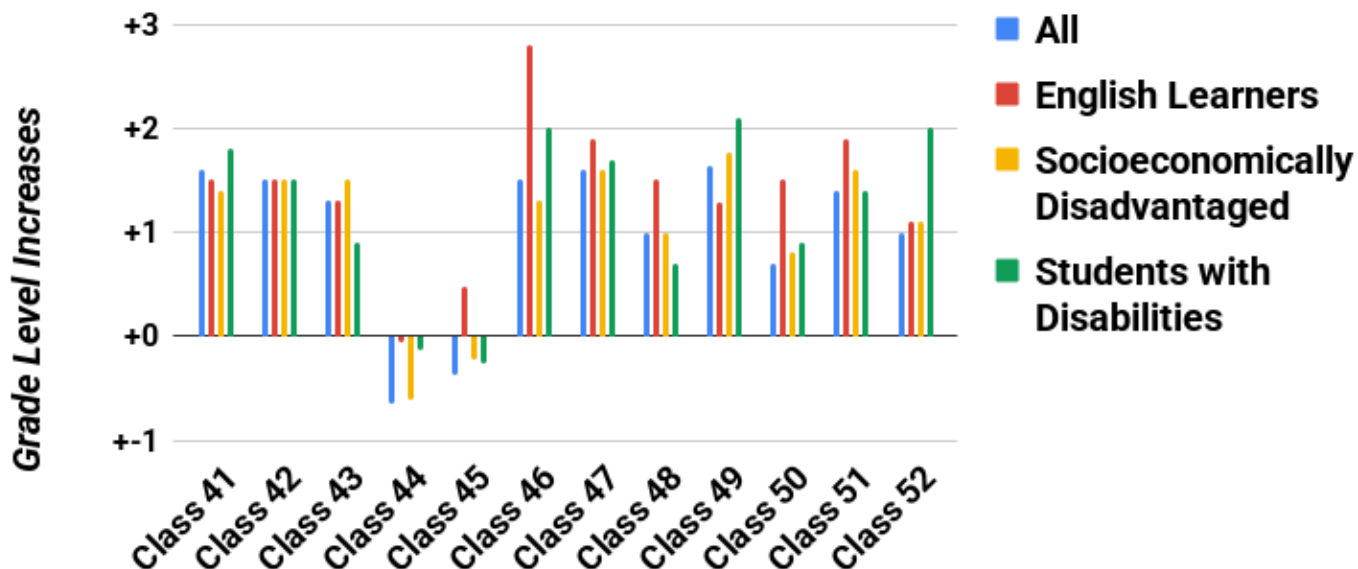
Math TABE Increases 2018-2023



Conclusions Indicated by the Data:

1. Overall, students show an average grade level increase of 1.4 in mathematics.
2. All subgroups made at least one year’s growth within the 22-week cycle.
3. Students with Disabilities have an average grade level increase of 1.2 in mathematics.

Reading TABE Increases 2018-2023



Conclusions Indicated by the Data:







1. The Reading TABE results have an average increase of 1.0 grade levels.
2. Seventy percent of the time, the subgroups outperform the overall group on reading TABE increases.
3. English Learners have the highest average reading increase of 1.4 grade levels.

In addition to the applicable alternative metrics, consideration of performance on the Dashboard shall be considered.

SCHOOL PERFORMANCE OVERVIEW


Grizzly ChalleNGe Charter

Explore the performance of Grizzly ChalleNGe Charter under California's Accountability System.

Suspension Rate  Blue	English Learner Progress  Red	Graduation Rate  Orange	College/Career  Green
English Language Arts  No Performance Color	Mathematics  No Performance Color	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET
Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET	

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science  No Performance Color in 2024
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School Details

Optional Narrative Summary
 Completed By Grizzly ChalleNGe Charter

The Grizzly Challenge Charter School serves all students enrolled in the Grizzly Youth Academy; a partnership with the California National Guard. At its heart, the mission of Grizzly is to intervene and reclaim the lives of at-risk youth. Recognized as a high-quality program, we continue to transform lives through our partnership, high-caliber instruction, mentoring, and a student-centered approach to the various social-emotional dynamics that contribute to an at-risk life.

NAME Grizzly ChalleNGe Charter	ADDRESS 721 Mendocino Avenue, Camp San Luis Obispo San Luis Obispo, CA 93405-7605	WEBSITE http://www.grizzlyyouthacade...	GRADES SERVED 10-12
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Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Blue	Orange	--	--	Green
English Learners	Red	N/A	Blue	Orange	--	--	Green
Long-Term English Learners	Red	N/A	Blue	Orange	--	--	Green
Foster Youth	N/A	N/A	--	--	N/A	N/A	--
Homeless	N/A	N/A	Blue	Orange	--	--	Green
Socioeconomically Disadvantaged	N/A	N/A	Blue	Orange	--	--	Green
Students with Disabilities	N/A	N/A	Blue	Yellow	--	--	Blue
African American	N/A	N/A	--	N/A	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	N/A	N/A	--
Asian	N/A	N/A	--	N/A	N/A	N/A	--
Filipino	N/A	N/A	--	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	Blue	Red	--	--	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	--	--	N/A
White	N/A	N/A	Blue	--	--	--	--
Two or More Races	N/A	N/A	--	--	--	--	--

N/A: Not Applicable

-- : No Performance Level

Information on the Dashboard is somewhat limited for Grizzly ChalleNGe Charter School. GCCS serves an entirely new student cohort every six months. The makeup of each cohort is different in regard to grade levels, the amount of earned credits, individualized education program (“IEP”) and 504 plan numbers, etc. Having new cohorts every six months also means we have limited longitudinal data on our students.

As reflected on the Dashboard, suspensions are extremely rare at GCCS. This is due in part to the structure and discipline built into the program as well as an increased focus on social emotional learning and campus wide instruction around coping strategies.

Efforts have been made in strengthening the support of our English Learner (“EL”) population. We have seen growth in English Learner progress, however, progress declined 17% in 2024. As mentioned above, having new cohorts every six months means we have limited longitudinal data on our students. Grizzly is increasing professional development and training in the area of instructional strategies aimed at supporting English learners and improving their academic achievement.

Under the Graduation Rate, we saw a small 3% decline in the percentage of students graduating with us. This is heavily influenced by the grade levels and earned credits that any cohort of students come to us with. The Dashboard does present DASS 1 Year Graduation data for information purposes only. This seems to be more applicable for GCCS. Below is our DASS one year graduation information for 2024.

Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress
- College/Career
- Implementation of Academic Standards

Academic Engagement

- Graduation Rate
- Access to a Broad Course of Study

Conditions and Climate

- Suspension Rate
- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

Informational Purposes

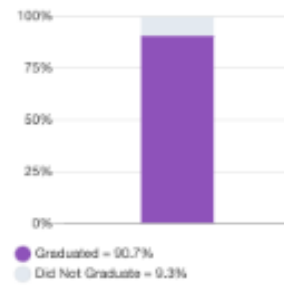
- Science

DASS 1-Year Graduation Rate

The DASS 1-Year graduation rate data are displayed below **for informational purposes only** for local educational agencies and schools that support at-promise students in alternative school settings. The bar charts reflect the percentage of grade twelve students who received a high school diploma or an adult education diploma, completed a high school equivalency test, or earned the California High School Proficiency Examination (CHSPE) or Special Education Certificate of Completion during the academic year.

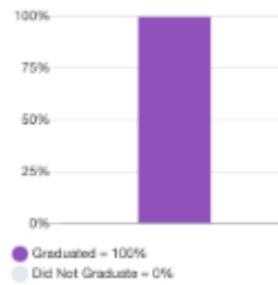
All Students

1-Year Graduation Rate 90.7%



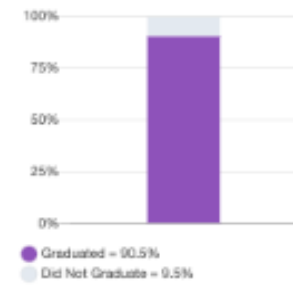
White

1-Year Graduation Rate 100%



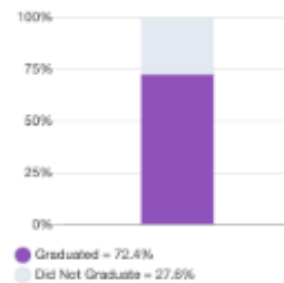
Homeless

1-Year Graduation Rate 90.5%



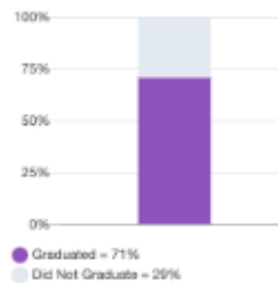
Long-Term English Learners

1-Year Graduation Rate 72.4%



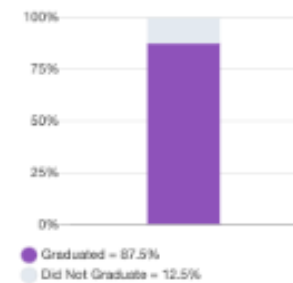
English Learners

1-Year Graduation Rate 71%



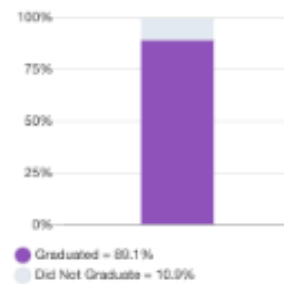
Students with Disabilities

1-Year Graduation Rate 87.5%



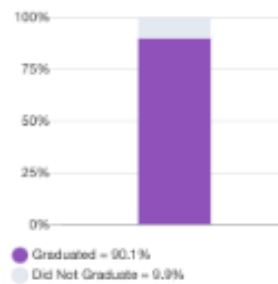
Hispanic

1-Year Graduation Rate 89.1%



Socioeconomically Disadvantaged

1-Year Graduation Rate 90.1%



Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	150	136	90.7%
English Learners	31	22	71.0%
Long-Term English Learners	29	21	72.4%
Foster Youth	3	*	*
Homeless	21	19	90.5%
Socioeconomically Disadvantaged	131	118	90.1%
Students with Disabilities	32	28	87.5%
African American	1	*	*
Asian	1	*	*
Hispanic	128	114	89.1%
White	18	18	100.0%
Two or More Races	2	*	*

Our College and Career Indicator (“CCI”) preparedness is consistently “Very High” with 100% of our students enrolled in dual enrollment courses and all of our students earning certification in both Food Handling and Customer Service. Following is our 2024 CCI data:

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green <ul style="list-style-type: none"> All Students (School Placement) English Learners Long-Term English Learners Homeless Socioeconomically Disadvantaged Hispanic 	Blue (None)	Blue <ul style="list-style-type: none"> Students with Disabilities 	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	0	0	5	1

Dashboard Priority Narratives

The following narratives detail GCCS efforts to address the state priorities:

(Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

All teachers are fully credentialed at GCCS and there are no misassignments or vacant teaching positions. All students at GCCS are provided access to standards-aligned instructional materials. Additionally, all facilities of the school meet the standards of "good repair."

(Priority 2) – Implementation of State Academic Standards

State academic standards are fully implemented. Grizzly Challenge Charter School does not currently offer foreign language courses or traditional lab science classes.

(Priority 3) – Parent and Family Engagement

Parent Engagement at Grizzly is high. While most families live outside the county, we work with all families and gather their input as often as possible. Still, while students are enrolled in the Charter School, the National Guard is their legal guardian. The Charter School engages with the National Guard for input in all circumstances including planning/calendaring, health and social-emotional issues, academic needs and students' future needs.

Grizzly Challenge Charter School is working to expand the ability of families and the Charter School to communicate with one another and present information in the users' preferred language using online platforms.

As mentioned above, online platforms with built-in translation services are being utilized at GCCS to allow for communication and information presentation in the home languages of our families.

Grizzly has developed strong partnerships with its families, especially in the area of communicating and supporting the future plans of our students once they complete the residential component of the program. Students are given assignments to complete with their families centered around the necessary next steps for students to remain on a path toward achieving their individual goals for a successful future. These assignments and plans are discussed with families and monitored for an additional 24 months after the students complete the residential phase.

Grizzly Challenge Charter School is working to increase the ease and frequency in which it communicates with families and for the families to communicate with the school site.

GCCS also invites families to participate in School Site Council ("SSC") and English Learner Advisory Committee ("ELAC") meetings to share concerns, celebrate successes and gather input.

The ability to allow families to attend various meetings online and with language support allows for improved engagement of underrepresented families in the decision making process.

(Priority 4) – Pupil Achievement

Grizzly Challenge Charter School is a five month intervention program with a new student cohort every five month cycle. This means that Grizzly does not have longitudinal data from CAASPP testing on its student performance for any single student cohort. Grizzly Challenge Charter School does proctor the Test of Adult Basic Education with each cohort. This testing is done with every student upon entry to the program and again when students prepare to exit the program. Through this testing Grizzly consistently measures students as making an average of one and a half grade levels of growth in Reading, Language and Mathematics during their five months in the program.

(Priority 5) – Pupil Engagement

Grizzly Challenge Charter School is a five month intervention program with a new student cohort every five month cycle. The student make-up varies every cycle with changing numbers of English Learners, students with disabilities, grade level enrollment, etc. This impacts the number of students eligible to meet graduation criteria. That being said, Grizzly can compare student groups with one

another over time. The graduation rate, the measure of pupil engagement used on the SCA School Dashboard, at Grizzly Challenge Charter School fluctuates slightly but consistently hovers around 80%.

(Priority 6) – School Climate

Parents and students are given a school survey, both in English and Spanish, biannually with each cohort of students. This provides valuable feedback for continuous school improvement. All of the school staff reviews these surveys and makes decisions based on stakeholder feedback. In addition to surveys and feedback from stakeholders through surveys, the School Site Council meets to discuss data, goals, and assist in creating goals and approving the Single Plan for Student Achievement (“SPSA”). Surveys have had extremely strong results with students indicating that they are more than satisfied with their education through GCCS.

Grizzly ChalleNGe Charter School scored in the top tier in all areas: Engagement, Relationships, Culture, Academic Challenge, Belonging, College & Career Readiness, Communication & Feedback, School Safety, and Resources.

Grizzly ChalleNGe Charter School will continue to analyze survey results with each cohort of students and will refine its practices in order to continue to improve.

Grizzly ChalleNGe Charter School utilizes YouthTruth to survey its students, families and staff.

(Priority 7) – Access to a Broad Course of Study

All students at Grizzly ChalleNGe Charter School have their transcripts and school records thoroughly reviewed in order to develop an appropriate course schedule for them. GCCS ensures students have access to courses towards their high school diploma. Courses that wouldn't be available in a classroom setting are made possible either through contract classes or on an independent study basis.

As mentioned above, all students are enrolled in an appropriate course schedule in order for them to make progress in attaining their high school diplomas and their college/career goals. English Language Development and Resource Specialist interventions are also made available for students identified as needing this additional support.

GCCS does face barriers to providing a broad course of study for all students. Barriers include receiving accurate school records and assisting students in credit recovery for various courses. GCCS has processes in place to overcome these barriers, however, they remain as difficulties to overcome.

GCCS continues to research various programs to assist in credit recovery. The Charter School is also investigating options for offering foreign language and lab science courses.

(Priority 8) – Other Pupil Outcomes

There are other pupil outcomes for students at Grizzly Challenge Charter School that are not measured on the CA School Dashboard. These include credit recovery (nearly 100% earn 65 or more credits while enrolled with GCCS), dual enrollment (100%), and employment certifications (100% Food Handler and Customer Service).

Presumptive Renewal

In accordance with Education Code Section 47606(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

As evidenced above, GCCS meets the requirements for the agreed-upon metrics. Thus, GCCS requests a 5-year renewal term, from July 1, 2026 to June 30, 2031.

Required Justification for Petition for Countywide Charter (per Education Code Section 47605.6(a)(1))

Grizzly ChalleNGe Charter School serves the academic needs of a student population that originates from districts throughout San Luis Obispo County and the State of California. Its programmatic mission is similar to those of countywide court and community schools, and thus is best situated at an analogous administrative level (as designated in Education Code 1981). In addition, SLOCOE is

uniquely qualified to collaborate with the California National Guard on the GCCS, due to extensive experience and background in this professional relationship on other joint educational initiatives.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605.6(b)(5)(A)(iii).

MISSION and VISION, and PROGRAM OBJECTIVES

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 California National Guard, is a structured, nurturing, safe, and professional environment that values the development of the whole student. Through positive relationships, Grizzly develops each 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.

Program Objectives:

- Hire, develop and maintain a high-quality faculty and staff.
- Provide a supportive and safe environment.
- Improve the academic achievement of all students enrolled in GYA.
- Increase learning opportunities for all students to re-engage students in learning and personal development.
- Encourage the use of different and innovative teaching methods.
- Prepare all students for college and careers and support all students to successfully transition in the post residential phase.
- Work together, with our partner the California National Guard, to provide a consistent approach to students combining nurturing and accountability to maximize student outcomes.

OVERVIEW OF EDUCATIONAL PROGRAM

The Grizzly ChalleNGe Charter School was founded in 1998 under a charter sponsored by the Paso Robles Joint Unified School District in San Luis Obispo County. After five years of successful operation, the Charter School applied for and was granted a new charter sponsored by the San Luis Obispo County Office of Education. The charter was renewed in 2012 and again in 2018 following five more strong years of achievement and growth. In 2021, Education Code Section 47607.4 extended charter terms by two years, and in 2023, Senate Bill 114 amended Education Code Section 47607.4 to extend charter terms by one additional year. GCCS now nears the culmination of the current charter term and respectfully submits this renewal petition for continued operation as a countywide charter school.

GCCS provides a high school education program for 16 to 18 year-old youth from throughout California who are temporary residents in San Luis Obispo County while enrolled in a residential program – “Grizzly Youth Academy” -- operated at Camp San Luis Obispo as part of the National Guard Challenge Program (40 campuses nationwide in 34 states and Puerto Rico). GCCS's educational program, as described below, has been developed and tested over time on more than 7,000 student participants, with dramatic positive effects on a range of knowledge, skills, attributes and behaviors. For example, pre-post tests using the Test of Adult Basic Education indicate that, on average, Grizzly students jump between 1 and 1.4 grade levels during the 22-week program cycle. Twelve-month follow-up assessments on program graduates' progress toward signed "Life Plans" have indicated that, on average, 87% are adhering to their goals, including being employed and/or in school full-time, enlisting in the military, and having a clean post-program criminal record.

Embedded in Grizzly's vision and mission is a belief that in order to become educated people in the 21st century, young people need to develop a base of academic and technical knowledge, a sense of self-motivation, a zest for learning, a solid work ethic, and an ability to collaborate and communicate with others.

Students study core curriculum while earning credits toward their course of study. Once enrolled, school counselors review previous school records and performance as part of the input in creating an Individualized Learning Plan (“ILP”) that incorporates a student’s interests, skills, and needs. A course of study is created and the student makes progress toward his/her goals. All students receive or are eligible to receive a combination of small class sizes, collaborative learning, experiential learning, team building, tutoring, small group tutoring, field trips, service to the community, physical fitness, leadership, digital teaching/learning, and career preparation.

GCCS issues its own diplomas based on a course of study consistent with Common Core State Standards, History-Social Science Framework, Next Generation Science Standards, English Language Development (“ELD”) Standards, (collectively referred to herein as “State Standards” and requirements for graduation. The GCCS Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. GCCS is fully accredited by the Western Association of Schools and Colleges.

Students Served - Target Student Population

California youth are automatically eligible to enroll in the GCCS if they are participating in the California National Guard Challenge Program, a residential youth development program based at Camp San Luis Obispo in San Luis Obispo County. The requirements for the National Guard program are that participants be between the ages of 16 and 18, be at risk of dropping out of school, test clean for the use of illegal substances, are not convicted of a felony, and have expressed an interest in changing their lives. The National Guard Challenge Program and affiliated Charter School have the capacity to serve up to 256 students, with the Charter School serving all students who are enrolled in the program.

The nation-wide National Guard Challenge Program with which the Charter School is affiliated typically serves students with a host of academic and/or social challenges, including histories of failure in school, severe truancy, or recurring misdemeanor violations. Participants represent a diverse range of ethnic backgrounds. GCCS is committed to serving all students including English learners, high-achieving students, low-achieving students, students with special needs, and those who are from a low socioeconomic background. Of those enrolled at Grizzly, approximately 70% are Hispanic and 70% are male with 30% female. Virtually all students have histories of chronic absenteeism. On average, 80% of Grizzly students qualify for free and reduced lunch. The Charter School also enrolls a significant percentage of English learners (20%) and students with special needs (17%).

Program Structure and Calendar

The GCCS serves the academic needs of all National Guard Challenge Program participants throughout the duration of their 22-week residential experience at Camp San Luis and during a follow-up, post-residential period. Two 22-week “cycles” are offered each year. The first cycle extends from July to December. The second cycle begins in January and ends in June. Refer to Exhibit N (Academic Calendar 2023-24) and Exhibit O (Bell_Master Schedule 2023-24) for more detail on GCCS’s schedule. GCCS is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5 California Code of Regulations, Section 11960. GCCS instructs 203 days per year, totaling over 71,000 minutes. Thus, GCCS, operating an extended school year, offers annually more than the minimum required 64,800 minutes of instruction.

All participants who enroll in the National Guard Challenge program engage in an 11-day acclimation period, during which participants get accustomed to the structure and decide to further commit to the program for the entire 22-week program. Approximately 90% of orientation participants continue on for the remaining 20 weeks. With this minor attrition factor, the Charter School has a capacity of 300 students per cycle.

The first week and a half of the Challenge program involves a variety of orientation activities administered collaboratively by National Guard and Charter School teaching staff. During this phase, students are introduced to the regimen and schedule of the program. They participate in rigorous daily activities designed to increase their potential for success in the highly disciplined and structured environment, including assignment to one of four platoons, mandatory uniforms, and other features of a quasi-military environment 24 hours a day, 7 days a week. A strong emphasis is placed on life skills training, including team building, proper health and hygiene, coping strategies, and physical training. During this time, Charter School staff also evaluate transcripts and administer academic assessments to determine appropriate course assignments, to inform the instructional program, and to make appropriate arrangements for special needs students and English learners.

The remaining 20 weeks of the residential program involve an intense combination of academic study, physical exercise, and life-skills development. Students remain in platoons as supervised by the National Guard cadre and attend Grizzly ChalleNGe Charter School on a block schedule each weekday. Non-school time is primarily the responsibility of the National Guard but school staff members partner in the planning and organizing of several events, leading and/or supporting several extracurricular activities including Student Council, Music, and Run Club.

Following the 22-week residential program, Charter School and Guard staff sustain a twenty four-month follow-up post-residential initiative that includes assignment to a case manager and monthly assessments of students' progress towards participants' goals articulated through the My Action Plan ("MAP") exercise, detailed below.

GCCS also offers a post-residential independent study option for a small number of qualified students who finish the 22-week residential program, remain engaged in the 24-month post-residential follow-up program described above, and reside in San Luis Obispo County or a contiguous county. This important component to our program creates an environment where students can stay connected to the Academy, a positive mindset, and the structures at GYA that fostered their success while they were residents. GCCS Independent Studies instructors maintain weekly contact with each student to provide individualized instruction and guidance. Upon successful completion of their required coursework, Independent Study participants may be eligible to receive their high school diploma from GCCS.

Core Philosophy

Grizzly ChalleNGe Charter School has taken on a deep holistic approach to education, which includes a strong focus on the total person. It is the shared philosophy of both the Charter School and the National Guard Challenge program 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 have been developed by the federal National Guard Challenge program but are incorporated into the curriculum of the Charter School so that students receive a consistent message throughout the program. Significant collaboration between the Guard and the school staff is needed in order to provide 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

GCCS believes that learning best occurs when:

- Teachers are highly motivated and committed and love their work.
- Students feel safe, cared about, respected and encouraged to explore.

- Standards are high and effort and attitude are accounted for and rewarded.
- Curriculum and instruction are meaningful and relevant.
- Lessons are designed to appeal to all learning styles.
- Work skills and ethics are woven into all subjects.
- Assessment of what a student knows and is able to do is measured by a variety of methods.

Curricular Approach

GCCS has developed a highly structured, challenging curriculum that is designed to meet the diverse needs of its student population and that honors the core philosophy outlined above. All courses, accompanying assessments, and instructional materials are carefully aligned with California state standards (see Exhibit B for a list of course offerings). The Charter School's academic program was reaccredited by the WASC in March of 2024, certifying GCCS for a full six-year term.

GCCS' curriculum is influenced by two variables common to the students served through this type of alternative school program - varying attendance patterns and prior academic failure. GCCS students can enter the program between the ages of 16 and 18. Typically the students who enroll in Grizzly ChalleNge Charter School have not achieved success in traditional public schools; therefore, classes must address the combined social, emotional and academic needs of these students in ways that are different from those of traditional school districts. Both of these factors directly impact the course of study. As a result, the curriculum of the Grizzly ChalleNge Charter School emphasizes developing effective skills in students to aid them in becoming successful participants in all areas of society.

GCCS faculty provide a coherent program that leads to the accomplishment of individual academic, social, and emotional growth for all students while maintaining a strict curricular alignment to academic standards and Schoolwide Learner Outcomes ("SLO").

The primary purpose of GCCS's instructional design centers on the need to motivate and inspire at-risk students. GCCS's efforts focus on helping students to become re-engaged in an instructional setting and in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma, the High School Equivalency Test, or passing the California High School Proficiency Exam. As an intervention for at-risk students, GCCS fulfills the original intent of the California Charter Schools Act.

Because the majority of the Charter School's enrolled students are determined to be "at-risk" for dropping out of school in their home environment, Grizzly's pedagogical approach has been designed as intentionally focused, directed, intense and asset-based. Students come to Grizzly ChalleNge Charter School with varied ability levels and all are credit deficient. Students are placed in their courses based on an overall evaluation that may require placement in reading/math intervention classes, grade level courses and/or advanced credit recovery options. Through prior course evaluation, school records, IEP's, EL levels and academic assessments, students develop a course of study with their counselor to address their skills, needs, and goals. There is a high degree of individualization to develop the most appropriate course placement for each student. Student-teacher ratios at GCCS are intentionally small, at approximately 22:1, with the presence of a National Guard attendant common in many class sessions.

GCCS is committed to ensuring that students acquire the skills necessary to prosper in the 21st Century. These skills include learning and innovation skills, information, media, technology skills, interpersonal, and life and career skills. GCCS creates learning environments in which students engage in curriculum with instructional supports that promote student achievement in all areas required for success in the global society:

- Critical Thinking and problem solving
- Collaboration and leadership
- Effective communication through listening, writing, and speaking
- Creativity and innovation
- Digital literacy: information, media, and technology
- Self-direction and personal management
- Social responsibility, cultural, global, and environmental awareness.

Course Offerings

Student coursework at GCCS is divided among 1) core academic subjects, and 2) electives. Student course loads emphasize core academic subjects throughout both 10-week semesters, as all students have gaps in their academic career which require the recovery of core classes.

Core academic subjects include Math, Health Science, Social Studies, and English. Electives include a variety of offerings such as Career Planning, Physical Education, Fine Arts, Work Experience Education/Internship, Drivers Education, Service Learning, and various special interest courses in core subject areas (e.g. Earth Science, Art History, Government, Economics, Geography). GCCS has also developed a Blended Learning program in order to expand the school's capacity to offer courses in subjects that are not directly taught on site or do not fit within the student's schedule, and that are based on student academic needs, interests and aptitudes. Current examples include Physical Science, Life Science, and Geography.

All students are able to earn community college credit from neighboring Cuesta College. The most common example is Career Planning, a dual enrollment course. Through dual enrollment and concurrent enrollment, students are awarded both college and high school credit for courses they take at the college level.

Progress reports are created weekly for every student, indicating the grade to date and missing assignments. This information is shared with the student, all school personnel, and the National Guard Cadre for appropriate follow-up as needed. Mid-semester progress reports are sent home to parents, given to the students and shared with the Cadre. Final report cards are mailed home at the end of the semester. An official transcript is included in each student's exit portfolio for easy entrance into the next educational institution.

High achieving students have several opportunities for enrichment at Grizzly Challenge Charter School. Students who have the availability in their schedules can enroll in individualized courses needed to earn or obtain their diplomas. Students may also be enrolled in the Charter School's internship program where they will gain real world employment experience by working in a field of interest. GCCS has also offered dual enrollment classes through a partnership with Cuesta Community College.

Complementary Curriculum

GCCS has worked in collaboration with the National Guard to develop a strong focus on helping students set goals and plan for their futures. An individualized career and technical education curriculum is built around the My Action Plan ("MAP") document that students develop in consultation with instructional, counseling and residential staff from both the Charter School and the National Guard. Within the first two weeks of the program, students learn how to identify and draft personal Specific, Measurable, Attainable, Realistic and Time-bound ("SMART") goals as an initial step toward developing a road map for successful completion of the program. These goals focus students in their individual plans for achievement at Grizzly as well as future plans for life after they leave – continuing education, employment, and/or military service as well as commitments to maintain healthy, productive lifestyles. The students' SMART goals are formally revisited at mid-cycle and again towards the end of the program. The resulting MAP document is signed by the parent, teaching staff and cadre to promote support after Grizzly. To reinforce and help guide students' development of personally relevant and realistic goals, GCCS provides multiple opportunities to explore potential options for their short- and long-term paths in life. Career Planning course, Interest surveys and aptitude tests, guided online research projects and college visits to local campuses (Cuesta, Hancock, Cal Poly), Career Days and Job Internship electives – these and other program activities are designed to surround Grizzly students in a variety of window-opening experiences that help clarify their thinking and planning for their futures.

GCCS offers students a variety of enrichment opportunities that reinforce their personal transformation and promote access to a variety of new experiences. Some are campus-based activities such as art contests, a distance running club, guitar instruction, motivational speakers, intramural sports, and student leadership. Others are off-campus field trips such as community service at community events, or cultural outings to destinations such as Hearst Castle, Pacific Conservatory for the Performing Arts, and the Point San Luis Lighthouse. Additional enrichment takes the form of on-campus school-wide events such as Family Day and Life After Grizzly Day, featuring a panel of presentations by guest speakers who share stories of positive changes they have made in their lives.

Support Groups are available to all students. Many of the students who enroll at GCCS come to the program with a range of personal challenges and histories that they have an opportunity to address in the structured, supportive residential context that the program offers. Each cycle, Grizzly makes available a variety of classes and support groups to help students face issues that they need to deal

with. Examples include workshops in non-violent communication, anger management, smoking cessation groups, AA and NA, parenting classes, HIV/STD awareness, and recovery groups for students who have experienced abuse or trauma.

School-Wide Performance Goals

GCCS has the mission to serve an exclusively high-risk student population and qualifies as an alternative school under California's accountability system, the Dashboard, which is based on a multiple measures system that assesses how local educational agencies ("LEA") and schools are meeting the needs of their students. As an alternative school, GCCS participates in the Dashboard Alternative Status School program, which allows for modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula to evaluate the success or progress of schools that serve high-risk students. As follows, GCCS has identified school-wide performance goals that are included in the Single Plan for Student Achievement and the Local Control and Accountability Plan. Goals include: 1) Improve the academic achievement of all students enrolled in GYA, 2) prepare all students for college and careers, 3) support all students to successfully transition in the post residential phase, and 4) retain high-quality educators and staff.

Goals are measured using the following metrics:

- 1) Improve the academic achievement of all students enrolled in GYA
 - a) Credit completion (In 2023-24 100% of teaching staff are credentialed and participate in Professional Development to ensure strong implementation of the Common Core State Standards. In 2023-24 students earned at least 65 high school credits while enrolled at GYA.)
 - b) TABE Improvement (In 2023-24 students averaged overall growth on TABE greater than 1.5 grade levels.)
 - c) Student Surveys (In 2023-24 student survey responses showed 99% reported they feel safe at school and 93% reported being engaged with their education.)
- 2) Prepare all students for college and careers
 - a) *Number of enrollments in CTE/Vocational Education. (In 2023-24 100% of enrolled students participated in career day activities. In 2023-24 16.5% of enrolled students completed a four-week internship. In 2023-24 100% of students completed an aptitude survey and a college/career search. 100% of students became knowledgeable in FAFSA. In 2023-24 100% of students completed a job application, a resume, and participated in a mock interview. In 2023-24 22.5% of students enrolled in a CTE/Community College course)
 - b) *Completion of Career Planning and Dual Enrollment Course (In 2023-24 100% of students completing our program completed Career Planning and Dual Enrollment course.)
 - c) *MAP Completion (In 2023-24 100% of students developed a plan with their parents stating educational and career goals.)
 - d) *Number of Certifications (In 2023-24 100% of students earned at least one employability certification.)
- 3) Support all students to successfully transition in the post-residential phase
 - a) *Post-residential placement data (As of 2023-24 88% of our students are engaged full-time in high school, college, work or some combination 12 months after program completion.)
- 4) Retain high-quality educators and staff
 - a) *Percentage of education staff returning on an annual basis (90% of GCCS's specially trained staff have returned from the 2022-23 school year.)
 - b) *Survey results, staff, student, and family, in the areas of climate and satisfaction (In the Fall of 2023, 78% of students, 92% of families, and 74% of staff reported that GCCS has a positive school culture and climate.)
 - c) *Graduation rates for independent study program (In the 2023-24 school year, 93% of 12th-grade students successfully completed high school and earned their diplomas through the GCCS Independent Study program.)

In all, these assessments provide important information about how our students are performing. This information is reported on our School Accountability Report Card, discussed in our Single Plan for School Achievement and LCAP meetings, and is announced at our end-of-cycle graduations, which include students, parents, and members of the community.

Technology

Technology is an integral component of all coursework at GCCS. The Charter School has installed a wireless internet network both campus-wide, and in student barracks and study halls. Every student at GCCS is issued a Chromebook for their use while at Grizzly.

All classrooms are also equipped with document cameras and overhead projectors to enable visually rich instruction using a variety of tools such as the Google Suite, Classroom, PearDeck, multiple learning apps, modeled note taking, video and graphic representations. These same materials are available for students to use in their own class presentations as we emphasize student technology proficiency. Students regularly access technology tools to complete course assignments, including photo stories, presentations, templates, research, word processing, publishing, photo editing, and graphing. Our IT Director provides coaching and training for teachers and students to facilitate integration of technology across the curriculum and to design technology-related classroom projects. Additionally, students are trained to be Tech Mentors, to assist teachers and classmates so that the use of technology, when it isn't operating as it should, can be remedied and instruction/learning can proceed.

Academic Counseling

GCCS staff work with each individual student to develop an Individualized Learning Plan (ILP) that fits their unique circumstances in the context of multi-grade multi-level classroom settings. Before students arrive on campus to begin their semester, the program requires sending districts to forward a copy of current transcripts, IEPs, 504s, and English Language Proficiency Assessment ("ELPAC") scores. The transcripts are assessed and entered into an individual credit summary database for easy reference. Combined with an academic readiness assessment, this credit evaluation assists counselors in placing students in appropriate courses, ensuring progress toward a high school diploma. All staff have access to the database where this information is stored. Individualized Learning Plans are further developed with each student in coordination with their academic counselor and are available for review by all staff and cadre. Students are assigned to the required core classes based on the results of the Test of Basic Adult Education (administered on the first day of school), GCCS school counselor and Director/Principal input, and students' individual needs. After assessing each student's current mathematics, reading and language performance levels using the TABE, the academic counselors generate credit assessments on every student and ensure that they are placed in the appropriate standards-based curriculum courses. Each student is assigned a course of study designed to 1) maximize their potential for addressing gaps in learning, 2) take and pass courses previously failed, and 3) make progress toward a high school diploma. Courses are individualized, based on each student's academic need, ranging from intervention and remediation to grade-level instruction and advanced enrichment. The counselors continue to meet routinely with all Grizzly students in monitoring and modifying their ILP over the course of the program. The goals and progress documented in the ILP directly link with students' longer-term planning exercise, the My Action Plan (see above).

Post-Residential Program

Students' Grizzly "experience" includes a post-residential phase for a full two years after they formally graduate from the program and return home to their communities. GCCS and the National Guard share responsibility for ensuring a smooth and lasting transition. The National Guard coordinates a case manager component whereby each student is assigned a case manager to help guide them during their Post-Residential phase of Grizzly. Case managers monitor and communicate with Grizzly staff regarding progress toward personal goals.

Credits and Graduation Options

Grizzly students who complete the residential program are able to transfer credits earned at the Charter School to any high school to which they return and reenroll. GCCS also has a 200-credit high school diploma option for students who qualify. At the completion of the 22-week program, students who meet the GCCS requirements for graduation (see "Student Exit Outcomes" below) earn a Grizzly ChalleNGe Charter School diploma issued through the San Luis Obispo County Office of Education.

Transferability

GCCS provides clear written information on transferability to parents/caregivers of entering students during the initial application process and at enrollment. As a WASC-accredited school, GCCS's courses are considered transferable to all other public high schools. Academic counseling staff work closely with individual students, families and home school districts to ensure a smooth transition back to school districts of origin at the conclusion of the program's residential phase.

Information Regarding Financial Aid

The Charter School ensures that each 12th grade student receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid ("FAFSA") or 2) the California Dream Act Application ("CADAA") as appropriate, unless the student is determined to be exempt or an opt-out form is completed by a legally emancipated student, a student who is 18 years or older, a legal guardian/parent, or a school on a student's behalf. Records are kept to verify that students have received the

necessary information and have participated in financial aid lessons through their Career Planning course. GCCS offers guided assistance to students and families in this process.

Relationship to College Entrance Requirements

As a brief five-month intervention program, our academic emphasis is on skill building, gap reduction, recovery of credits and personal transformation. Hence, courses offered at GCCS do not currently meet all A-G requirements for college admissions purposes (GCCS does not currently offer a foreign language or traditional lab science course). However, being that GCCS is WASC accredited, all courses accredited and college transferable. This information is clearly articulated to students and families during the Grizzly application process.

SPECIAL EDUCATION

Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter and is not binding on the SLOCOE. The specific manner in which special education and related services will be provided and funded shall be set forth in a memorandum of understanding (“MOU”), delineating the respective responsibilities of GCCS and the Special Education Local Plan Area (“SELPA”) (Exhibit C). The GCCS Charter Petition has been developed with consultation from SLOCOE and our local SELPA to review and ensure compliance in the areas of special education.

Special education students identified with an Individualized Education Program typically comprise approximately 14% of the student body at Grizzly Challenge Charter School. Special education services are implemented using the inclusion model, with special education students being fully integrated within the regular classroom environment. This approach ensures that students with special education needs enjoy the full “Grizzly experience” in companionship with peers, and receive the rich instruction and curriculum provided by the expert teacher in each content area. Special education staff and instructional assistants are trained to work within the general education classroom to provide academic support, when needed. Students may be pulled out for testing, counseling and individualized instruction, as determined by each student’s IEP.

The Charter School’s special education services core team includes two Resource Specialist Program instructors and a School Psychologist, contracted through SLOCOE Student Services/Special Education Division. Grizzly Challenge Charter School also employs Licensed Marriage and Family Therapists (“LMFT”) who play a role in providing services. Other related service providers may be accessed through SLOCOE, if needed. These professionals work closely with each student with special needs and the teaching staff to develop curricular and/or instructional modifications and accommodations. The Special Education team also makes referrals for assessment of students who are suspected of having a disability and may require special education in order to benefit from their education. Students with mental health needs are provided with individual counseling, when necessary, by the LMFTs. Counseling, as a related service, is also provided by the school psychologist for students whose emotional issues interfere with their ability to learn in a classroom environment without psychological support.

Special education students are typically identified during the GCCS enrollment process, which requires submission of the student’s current IEP and Psychological report. IEP meetings are held with school staff, parents, and students within 30 days of a student’s enrollment at GCCS. Upon parent request or, as in rare instances, at the recommendation of GCCS staff, an initial IEP meeting may be held for a student who exhibits a need for special education services during their stay in the residential program. In these cases, the special education staff works closely with the parents and the home district to complete the assessment process.

The special education staff are particularly attuned to the importance of assisting students with special needs in preparing for transition back to their communities and to their next stage in life, be it college, the workplace, and/or continued work towards a high school diploma/HiSET. Transition Plans must be written as part of the IEP for special education students, at least by age 16, which is the youngest age to qualify for GCCS. All special education students returning to their home district leave Grizzly with a current, updated IEP, including a detailed Transition Plan.

For any special education student who exits GCCS with a high school diploma, a HiSET, or having passed the CHSPE, GCCS special education staff prepare a Summary of Performance IEP document that 1) provides a synopsis of the student’s progress and strengths, 2) offers guidance on transitional opportunities for continuing education and/or employment, and 3) notifies the student

regarding the conclusion of their educational rights under the IDEA. Additionally, for students who enroll in a college after graduating with us, we connect them with the college Disability Support Programs and Services (“DSPS”) department to initiate services at the post-secondary level.

GCCS shall provide special education instruction and related services, pursuant to Education Code Section 47641(a), in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

GCCS shall provide services for special education students enrolled in GCCS. GCCS shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, as well as for responding to record requests and parent complaints, all while maintaining the confidentiality of pupil records.

GCCS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to GCCS students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at GCCS shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. GCCS staff shall participate in SELPA in-service training relating to special education.

GCCS shall be responsible for the hiring, training, and employment of school staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. GCCS shall ensure that all special education staff hired or contracted by GCCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. GCCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to GCCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

GCCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. GCCS shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

GCCS shall have the responsibility to identify, refer, and work cooperatively in locating GCCS students who have or may have exceptional needs that qualify them to receive special education services. GCCS shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

GCCS shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

GCCS shall have the responsibility to identify, refer, and work cooperatively in locating GCCS students who have or may have exceptional needs that qualify them to receive special education services. GCCS shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

GCCS shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. GCCS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. GCCS shall obtain parent/guardian consent to assess GCCS students.

IEP Meetings

GCCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GCCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Director/Principal and/or GCCS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education resource center; the student, if appropriate; the student's parent/guardian; and other GCCS representatives who are knowledgeable about the regular education program at GCCS and/or about the student. GCCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible GCCS students in accordance with the policies, procedures and requirements of the SELPA, and State and Federal law.

IEP Implementation

GCCS shall be responsible for all school implementation of the IEP. As part of this responsibility, GCCS shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for GCCS's non-special education students. GCCS shall also provide all home-school coordination and information exchange. GCCS shall also be responsible for providing all curriculum, materials, instructional modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

GCCS shall comply with Education Code Section 56325 with regard to students transferring into GCCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in GCCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, GCCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time GCCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into GCCS from a district-operated program under the same special education local plan area of GCCS within the same academic year, GCCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and GCCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to GCCS with an IEP from outside of California during the same academic year, GCCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until GCCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by GCCS, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-discrimination

It is understood and agreed that all children will have access to GCCS and no student shall be denied admission nor counseled out of GCCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

GCCS shall implement policies for responding to parental concerns or complaints related to special education services. GCCS shall receive any concerns raised by parents/guardians regarding related services and rights.

GCCS's designated representative, the Director/Principal, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

GCCS may initiate a due process hearing or request for mediation with respect to a student enrolled in GCCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, GCCS shall defend the case.

SELPA Representation

GCCS shall represent itself at all SELPA meetings.

Funding

GCCS shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

GCCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of GCCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Director/Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records, including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

Tests will be selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE").

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided a copy of the student's 504 Plan. The GCCS Director/Principal will ensure that teachers include 504 Plans with instructional planning for short term substitutes and that the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

ENGLISH LANGUAGE LEARNERS

Typically, 20% or more of students enrolled at GCCS are English Learners (“EL”). A variety of diagnostic assessments are conducted at the beginning of each cycle in order to determine EL students' background and educational needs. Peer tutoring, individualized teaching, and other sheltered instructional techniques are used as needed by teaching staff. All teachers are Cross-cultural, Language, and Academic Development (“CLAD”) certified or otherwise authorized to teach EL students by the Commission on Teacher Credentialing. Upon matriculation, all identified EL students are required to take the ELPAC. Results from this test and previous tests help GCCS to determine individual needs and respond appropriately with course placement, instruction, and support services. Furthermore, the cumulative data helps the GCCS determine the average baseline language ability of its EL students as a way to inform future curriculum/instruction professional development to serve this population.

Students are Reclassified Fluent English Proficient (“RFEP”) at Grizzly based on a variety of criteria. The first criteria is for a student to receive Early Advanced or Advanced Overall and score at Intermediate or higher on the ELPAC in Listening, Speaking, Reading, and Writing in English. Students may further demonstrate English proficiency by scoring above an eighth grade average in English on the TABE or Scholastic Reading Inventory (“SRI”). Teachers must also agree that the student is ready for reclassification and no longer needs support due to language, and the parents must also consent.

Instructional staff are trained in techniques to facilitate English language development including being trained in Specially Designed Academic Instruction in English (“SDAIE”), a teaching methodology designed for academic content and skill building with English Learners. The approach, which includes a strong emphasis on academic vocabulary development, language practice in small groups, and building background knowledge as a prerequisite to teaching new content, has proven to be highly effective with all GCCS students, and is utilized across the curriculum to build academic literacy among the Charter School’s diverse student population - EL students and native English speakers alike. Students who are identified at the "Beginning" or "Somewhat Developed" levels of English Language Development receive additional support through designated and integrated ELD using state approved and adopted ELD curriculum.

A significant number of students each cycle are from homes where the primary language is Spanish. GCCS has taken a number of steps to bridge communication and participation between the Charter School and our Spanish speaking families. Program materials are routinely printed and distributed in English and Spanish. Interpreters are available for parents during all events including beginning of the cycle enrollment, Family Day and Open House. GCCS uses ParentSquare to communicate with families, which translates messages into the home languages of our families and translates their messages into English for the Charter School.

English Learner Reclassification

School Year	Class	EL Students at End of Program	Redesignated as English Proficient	Percentage Redesignated
2018-2019	Class 41	22	15	41%
	Class 42	22	9	29%
2019-2020	Class 43	36	3	8%
	Class 44	34	4	11%
2020-2021	Class 45	26	0	0%
	Class 46	13	3	19%
2021-2022	Class 47	25	1	4%
	Class 48	24	0	0%
2022-2023	Class 49	28	2	7%
	Class 50	29	1	3%
2023-2024	Class 51	49	0	0%
	Class 52	37	2	5%

English Learner reclassification data is presented in the table above. As the reclassification criteria became more stringent the number of students meeting that criteria has been reduced.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).

Grizzly ChalleNge Charter School affords students who might otherwise "fall through the cracks" the opportunity to gain crucial skills, knowledge and attitudes toward becoming successful and productive members of society. Desired outcomes for program graduates include a holistic combination of academic knowledge and skills, as well as vocational and life "readiness" and leadership skills. These are based in the Charter School's established set of Schoolwide Learner Outcomes, which 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 SLOs closely mirror and reinforce eight "Core Components" that define the National Guard Challenge program nationwide:

- *Leadership/Followership
- *Responsible Citizenship
- *Academic Excellence
- *Job Skills
- *Life Coping Skills
- *Health and Hygiene
- *Community Service
- *Physical Fitness

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

GCCS annually produces a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. GCCS submits the LCAP to the GCCS Board of Directors and SLOCOE annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula (“LCFF”) budget overview for parents on or before February 28 of each year as a part of a nonconsent item at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by GCCS.

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes both schoolwide and for each student group of pupils, in and aligned with the Eight State Priorities identified in Education Code Section 52060(d), can be found in the LCAP. Each of these goals addresses the unique needs of all students attending GCCS, including low income students, English Learners, and foster youth. The metrics associated with these goals will help GCCS to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by supplemental funds from the Local Control Funding Formula. GCCS acknowledges that exit outcomes and performance goals may need to be modified over time. Each of GCCS’s goals and measurable outcomes are listed in Element A under Schoolwide Performance Goals, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Student Exit Outcomes

Grizzly ChalleNGe Charter School includes two sets of “exit requirements” for its students: 1) expectations of all students as a condition of successful program completion at the conclusion of the 22-week residential cycle; and 2) graduation requirements for those students who are pursuing their high school diploma from Grizzly ChalleNGe Charter School.

Grizzly Program Completion Requirements: GCCS maintains two academic criteria as conditions for students’ successful completion of the residential cycle: 1) Progress toward SLOs, and 2) completion of My Action Plan. GCCS’ academic program is built around the Charter School’s Schoolwide Learner Outcomes outlined above. Each subject area includes content standards and sample assignments as aligned with each Learner Outcome. Students are expected to complete assignments and make progress in all Learner Outcome categories as a condition for program completion. Portfolios of student work and weekly instructional progress reports document each student’s individual improvement and mastery across categories.

Each Grizzly student must also complete a MAP prior to leaving the program. This exercise represents a real-life roadmap that program graduates will follow step by step to re-enter high school, enter post-secondary programs, and/or enter the world of work or the military. The plan contains detailed resource information including names, contact numbers, deadline dates, etc. to help ensure completion. The MAP includes plans regarding where students will live, where they will go to school and what they plan to do for a job after leaving Grizzly. A copy of the MAP is maintained in the administration office for follow-up by case managers (staffed through the National Guard) who complete monthly check-ins with the students for two years after the conclusion of the residential component, as part of the post-residential program.

In addition to fulfilling all of the above conditions for successful completion of the Grizzly residential academic program described above, students who are within a semester of earning a high school diploma can graduate from high school through Grizzly ChalleNGe Charter School if they complete the following requirement:

Complete all Required Academic Courses (total 200 total credits including credits earned prior to enrollment at GCCS)

- Language Arts (30 credits)
- Mathematics (20) (Must include Algebra I or Algebra IA and Algebra IB)
- Science (20) (Must include Life Science and Physical Science or equivalent)
- Social Science (30) (Must include World History, U.S. History, U.S. Government or Civics, Economics)
- Physical Education (20) (unless exempted)
- Health (5)
- Foreign Language/Fine Arts (10)
- Elective (65)

Alignment with State Academic Standards

Grizzly ChalleNGe Charter School teachers have aligned curriculum, instruction, and materials to content and performance standards in the core areas of English Language arts, mathematics, history/social science, and science. This task continues to be refined and adjusted to meet the needs of our students. Pacing guides and instructional calendars have been developed for each of the core areas. Grizzly ChalleNGe Charter School teachers have been developing and refining the curriculum since 2001. Our goal is to continually develop standards-based curriculum and benchmarks in the core academic areas that includes grade level standards, student tasks, assessment and resources, including technology. Teachers revise and/or review all course outlines and create them as new courses are added. As the curriculum maps or resources are revised, they are posted on our domain so teachers have access to the most current information.

GCCS course content and expectations for individual students strike a balance to maintain alignment with State Standards as well as addressing the various culminating examinations pursued by our students both during and/or after they complete the residential program (e.g. HiSET, California Assessment of Student Performance and Progress (“CAASPP”), California Science Test (“CAST”).



ELEMENT C: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).

Grizzly ChalleNge Charter School uses a variety of assessment methods to measure pupil outcomes. These methods fall into four categories: 1) standardized assessments developed at the state or federal level; 2) teacher-designed assessments to measure students' academic progress toward Schoolwide Learner Outcomes; 3) student surveys administered at the end of each program cycle to measure individual student perceptions of academic and personal growth over time; and 4) retention and post-residential data.

It should be noted that due to the highly mobile nature of the Charter School population, annual assessments such as CAASPP testing have little relevance to measuring our interventions, being that we do not have this longitudinal data for our student cohorts.

Standardized Assessments

GCCS administers the Test of Adult Basic Education to all students upon entry into the program to assess their reading, language and mathematics performance levels. Course specific assessments are used to benchmark student progress between weeks 10-12. Students also take a TABE post-test prior to week 18 to measure their progress.

English learners take the English Language Proficiency Assessments for California. In combination, these assessments act as initial diagnostic tools to help with student placement in appropriate educational courses.

The Smarter Balanced Assessment Consortium ("SBAC") ELA and Math assessment & CAST (collectively referred to as "CAASPP") are administered at GCCS, but only during the January-June cycle. The student turnover rate - enrolling a new student cohort every six months - makes the results of CAASPP testing an effective measure of student growth. Students attending Grizzly during the July to December cycle are not in the program during the CAASPP time period and thus do not have the opportunity to take the test while enrolled at the Charter School. The students in the January to June cycle do take the CAASPP at GCCS. However, because they have not previously been enrolled at the Charter School and cannot be re-enrolled, longitudinal data is not available to track performance. CAASPP results are more reflective of the schools where students have come from than a gauge of their performance while at Grizzly.

HiSET subject tests are offered to Grizzly students who are 17 years and ten months old or older. Students who show a likelihood of passing through their results on the TABE as well as course specific assessments are afforded the opportunity to take and pass these exams.

Standards-Based Teacher Assessments

GCCS faculty design, administer and regularly modify, as needed, standards-based curriculum and assessments that measure student progress in each of the Charter School's Schoolwide Learner Outcomes categories. Standardized grading is based on a percentage as indicated on each course syllabus. Rubrics are utilized and distributed to students so that they understand what is expected of them on assignments and assessments. Semester report cards are sent home to parents and updated and accurate transcripts that reflect this information are sent home at the end of the residential phase of the program.

The diverse academic backgrounds and aptitudes of GCCS students require a variety of assessments and multiple indicators to measure progress. Teachers use an assortment of assessments to evaluate student learning. Examples include the following (in addition to standardized assessment results described above):

- Standards-based assessments requiring multiple choice and short answers
- My Action Plan drafts and portfolio materials
- Research papers
- Personal interviews with students
- Group projects
- Individual projects

- Oral presentations
- Written responses
- Role-playing
- Discussions
- Surveys

Staff at both the Charter School and the National Guard are highly responsive when a student is not making progress or showing achievement. Weekly progress reports are processed and distributed to both teaching and military staff and include documentation of missing assignments and flagging students who are struggling. When this happens, a variety of measures and interventions are taken to support those students. Intervention is first attempted by the classroom teacher and instructional assistants, in collaboration with the National Guard cadre. If students continue to struggle, a referral may be made for a Student Study Team (“SST”) which meets to determine how and why the student is struggling and determines interventions or modifications that may be made to her/his individual learning plan.

Formal behavior referrals offer another internal assessment tool for student growth. When students are engaged in the curriculum/instruction they are on task and misbehaviors are minimized. When students are earning behavior referrals they are disrupting their own learning and the staff seeks first to understand the reasons for the behavior and then counsel to help the student identify another path to meeting their needs.

Student Self-Perception Surveys

At the end of every cycle, GCCS administers a detailed survey that asks students to provide feedback on their experience while at Grizzly Youth Academy. The survey asks for information about student perceptions of school climate, classroom curriculum, instruction and individual learning and achievement. This information is collected anonymously.

Post-Residential Follow-up Assessment

GCCS partners with the National Guard to conduct long-term assessments of progress by tracking students’ progress toward personal, academic and career goals. Each month, case managers (National Guard staff) make phone contact with the student and/or parent/guardian to identify whether the student is attending school, employed, in the military or none of the above. This post-residential data is very important and a strong assessment of continued student growth toward the SLOs. It is through this case management that the Charter School is able to determine if the student has transferred the knowledge and skills learned at Grizzly to their life back home. This data, while not recorded by school staff, is shared with the school staff and provides critical assessment information regarding program effectiveness.

ELEMENT D: LOCATION OF CHARTER SCHOOL

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D). The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h).

GCCS is located on Camp San Luis Obispo at 721 Mendocino Ave., San Luis Obispo, CA 93405. Providing facilities is a direct responsibility of the California National Guard as detailed in the MOA between SLOCOE, GCCS and the California National Guard (Exhibits C and E). All facilities utilized by GCCS are inspected to comply with health & safety, ADA, and all other applicable requirements.

The GCCS facilities are well-maintained to serve the students and meet the vision, mission and Schoolwide Learner Outcomes of the program. The facilities consist of a main office, ten portable classrooms, and five permanent classrooms. The campus buildings are maintained in partnership with the CA National Guard and Camp San Luis Obispo. There is an established process with the GYA Logistics department to address maintenance issues. In terms of safety, the school is located on a military base with guards who monitor all incoming guests. Likewise, the school campus layout is a circular formation, and therefore easy to supervise.

ELEMENT E: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

The governance structure of Grizzly Challenge Charter School reflects its cyclical residential program and the joint commitment of its lead founding partners – the San Luis Obispo County Office of Education and the California National Guard.

The Charter School will be a locally funded independent charter school.

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School.

Attached, please find the Charter School Bylaws (Exhibit D).

Parent Role in Governance

The parental role in governance at GCCS is a unique one at this residential campus where students live for 22 weeks under the care and supervision of National Guard cadre, often far from home and family. To the extent possible given geographic distance and time-limited affiliation with the Charter School, parents and primary caregivers of Grizzly students are encouraged to participate in shaping the Charter School's direction -- by attending orientation meetings ("TAC"), LCAP meetings, completing family feedback forms and participating in family focus groups during Open House. A Grizzly Youth Academy Foundation was established in 2012 and involves both current and alumni parents in a variety of informational and fundraising activities on behalf of the program. For its part, the National Guard plays the critical "in loco parentis" role as the temporary guardian responsible for students' residential experience during their stay. National Guard representatives bring this perspective to the table through daily interactions, and representation on the GCCS Site Council.

GCCS Board of Directors

The GCCS is governed by a five-member board. Membership on the Board is as follows:

- One member will be the County Superintendent of Schools who will chair the GCCS Board;
- One member will be appointed by the San Luis Obispo County Board of Education;
- One San Luis Obispo County representative (to be named by the San Luis Obispo County Superintendents' Council);
- One member appointed by the California National Guard; and
- One member named by a GCCS advisory group (a consortium of stakeholders, including community representatives and school staff who provide guidance on school programming issues, i.e., School Site Council, English Learner Advisory Committee, GYA Foundation, etc.).

Details on individual GCCS Board Members currently in place can be found in Exhibit Q, Board Composition.

Each member of the Governing Board shall serve for a period of three years and until their successor is appointed. If no successor is appointed before the expiration of a Board Member's term, the Board shall fulfill its obligations under the bylaws until the vacancy is filled pursuant to Section 3 of the Bylaws. Board Members may serve consecutive terms.

The roles of the Governing Board shall consist of President, Vice-President, and Clerk. The San Luis Obispo County Superintendent will serve as President. All Board positions other than the President shall be appointed annually by the Governing Board. Vacancies on the Governing Board shall exist upon the following: (1) on the death, resignation or removal of any director, (2) when the term of a current Board Member has expired and the Member elects not to renew his/her term; (3) the declaration by Board resolution of a vacancy in the office of a director who has been declared of unsound mind by a court order, or convicted of a felony, (4) the vote of a majority of the Board members to remove any director(s), or (5) whenever the authorized number of directors is increased. Upon such a vacancy, the Board will appoint a new representative.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The GCCS Board of Directors complies with all applicable federal, state and local laws. It holds general liability, property, worker's compensation and unemployment insurance policies, in the amount determined by the SLOCOE, through the SLOCOE and/or any Joint Powers Agreement to which the SLOCOE is a party. The GCCS Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The GCCS Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of the GCCS or a third party any of those duties. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board of Directors shall meet regularly, at least once quarterly, and in accordance with the Brown Act (Government Code 54950, et seq), the Public Records Act (Government Code 7920.000) and the Conflict of Interest Statutes (the Political Reform Act and Government Code Section 1090, as set forth in Education Code Section 47604.1). The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

Advisory Bodies

The Grizzly Challenge Charter School Site Council is responsible for drafting the Single Site Plan of Student Achievement that designates how federal funds will be used to support student academic achievement. The School Site Council members include the Director/Principal, teachers, staff, parents/guardians, and students.

GCCS holds English Learner Advisory Committee meetings to focus on the needs and supports for the Charter School's English Learners.

Final authority for all matters dealing with the administration or operation of the Charter School resides with the GCCS Board of Directors.

Organizational Partnerships

The Grizzly Challenge Charter School relies on two strong long-term organizational partnerships with 1) the San Luis Obispo County Office of Education (Authorizing Entity), and 2) the California National Guard (programmatic partner, provider of school land/facilities). Exhibits C (Memorandum of Understanding between GCCS and SLOCOE) and E (Memorandum of Agreement between SLOCOE, GCCS and the CMD) provide detail on legal and operational relationships between the Charter School and its organizational partners, including the provision of business/administrative services (personnel, accounting, payroll, etc.), facilities use, and shared programmatic roles/responsibilities.

ELEMENT F: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

Grizzly Challenge Charter School has created a unique transformative educational environment designed to help challenged youth turn their lives around. The impact of this experience depends on a seasoned, dedicated, talented staff of teachers, administrators, counselors, and support staff. Over its twenty-six-year history, GCCS has built a top-rate professional team that far exceeds the minimum standards and experience required by law. The Charter School's strong reputation as an effective alternative education program helps it attract and keep staff with significant experience in the field, who are team-oriented, structurally focused, and who possess an understanding of factors affecting youth at risk.

Grizzly Challenge Charter School works in partnership with the San Luis Obispo County Office of Education Human Resources Department to post positions, screen applications, interview qualified applicants and process required paperwork. Positions are posted through SLOCOE on EdJoin.

Management Qualifications

The Director/Principal and any other administrator at GCCS shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the Director/Principal shall possess demonstrated expertise in teaching pedagogy and instructional practices, current research and best practices used in a variety of educational environments, school administrative practices, innovation and project management, collaboration, hiring and supervising, budget leadership, technology, data analysis, and at the core a strong advocacy for students. Minimum qualification requirements are a Master's degree (or equivalent) from an accredited institution of higher education, a valid teacher credentialing certificate and a valid administrative credential.

GCCS is overseen by a Director/Principal, currently Kyle Martin. Mr. Martin has served in this capacity since 2022. He holds over twenty-five years of experience working in education settings as a teacher, principal, Student Services Director, and Assistant Superintendent. He is credentialed in teaching and administrative services.

GCCS also has an Assistant Principal, currently Rich Hovey. Rich Hovey has been with Grizzly Challenge Charter School since 2014 and holds both a teaching and administrative credential. Rich has experience in other alternative education settings and brings a background of data analysis to the operations of Grizzly Challenge Charter School.

The San Luis Obispo County Office of Education, the GCCS authorizing entity, designates an administrative liaison to oversee, monitor and advise the Charter School. The Assistant Superintendent for Student Services (including for Alternative Education) is in this role and evaluates the Grizzly Challenge Charter School Director/Principal.

Classroom Teachers

The GCCS currently employs eighteen certificated teachers, all of whom hold appropriate California teaching certificates issued by the Commission on Teacher Credentialing. The Charter School fully complies with Section 47605.6 (l)(1), which states: Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for teacher's certificated assignment. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority.

All GCCS teachers are required to hold an appropriate teaching credential issued by the California Commission on Teacher Credentialing that authorizes instruction in the subject area taught (History, English, Science and/or Mathematics).

Assembly Bill (AB) 1505 (Chap. 486, Stats. 2019) aligned charter school teacher credentialing requirements with those for all other public school teachers. Prior to the passage of AB 1505, charter schools were granted flexibility in assigning teachers to non-core curriculum classes. Additionally, charter school educators were not required to undergo the Commission's Professional Fitness evaluation. GCCS is compliant with Education Code Sections 44339-44341 and the following key provisions of AB 1505:

- By July 1, 2020, all teachers employed at charter schools are required to have their professional fitness evaluated by the Commission on Teacher Credentialing.
- Teachers employed in charter schools are required to hold the Commission on Teacher Credentialing certificate, permit, or other document appropriate for the teacher’s certificated assignment, excluding service assignments. Local Assignment Options (“LAO”) and General and Special Education Limited Assignment Permits are available to legally authorize already fully credentialed teachers to teach in a content area or assignment that the teaching credential held by the educator does not authorize.
- The passage of Assembly Bill 1219 (Chap. Stats. 2019) also requires charter schools to participate in annual assignment monitoring. COEs serve as the Monitoring Authority for any charter schools authorized by the County. With the passage of Assembly Bill 1219, the authority for determining misassignments rests with an LEA’s Monitoring Authority. A Monitoring Authority has the responsibility to review documentation submitted by a local educational agency under their purview and determine any potential misassignments and vacant positions. The California Statewide Assignment Accountability System (“CalSAAS”) is the Assignment Monitoring system used by LEAs and COEs to address anomalies and correct misassignments.

All GCCS teachers are also CLAD certified or hold an English Learner authorization: SDAIE and English Language Development.

All teachers teach in compliance with the Every Student Succeeds Act.

Among the teaching staff, GCCS employs two full-time Resource Specialist Program teachers to provide integrated instruction and support for special education students with IEPs, provide staff and parents with pertinent information and consultation, and provide on-going assessment and evaluation.

GCCS will work with teachers to provide professional development opportunities, close supervision and/or structured mentoring to assist teachers. The most important qualifications of our teachers are: appropriate credentials, a commitment to the philosophy of the GCCS and its mission, a deep commitment to student achievement, an acceptance of responsibility for instruction, commitment to collaborate as a team player, ability to mentor and serve as a good role model, communication skills and demonstrable effectiveness in teaching all learners.

Administrative, Counseling and Support

Grizzly's current certificated staff includes 14.5 full time credentialed teachers, two academic counselors (each with a Pupil Personnel Services credential and over 20 years combined experience with at-risk youth), two resource specialists, and one and a half administrators. The classified staff includes four paraeducators including two bilingual paraeducators, one executive assistant, one administrative assistant, one registrar, two licensed therapists, and one information technology director. Through its MOU with SLOCOE, GCCS is also provided with a school psychologist and other educational specialists as needed (speech therapists, occupational therapists, etc). In addition to the school staff, the National Guard has four counselors and over 30 Cadre, who support students and serve as their guardians in the residential program.

Qualifications for Administrative, Counseling and Support Staff

Academic Counselor:

- Any valid California Credential that authorizes pupil counseling such as a Pupil Personnel Services Credential.
- One year experience with at-risk youth.

Resource Specialist:

- A valid California Education Specialist (M/M or M/S) credential, or resource specialist certificate, or Special Education Credential and agreement to participate in SELPA training for the resource specialist certificate.
- Two years' professional training and/or experience with special education students.

Director/Principal:

- Valid Administrative Services Credential.
- Any combination or equivalent to a master’s degree in education or related field and five years of leadership experience.

Assistant Principal:

- Valid Administrative Services Credential.

- Any combination or equivalent to a master’s degree in education or related field and five years of leadership experience.

Pareducator:

- Any combination equivalent to: graduation from high school and sufficient training and experience to demonstrate the knowledge and abilities listed above including some experience working with children in an organized setting and an AA degree (or equivalent) or passage of proficiency examination in compliance with Education Code and No Child Left Behind Act.

Executive Assistant:

- Eight years increasingly responsible clerical or administrative assistant experience, or a Bachelor’s degree and two years related experience, or an AA degree and four years related experience.

Administrative Assistant:

- Graduation from high school and four years of clerical or secretarial experience involving frequent public contact and coordination duties.

Registrar:

- High school diploma or equivalent.
- Two years of clerical experience involving frequent public contract and work with student records.

Mental Health Therapist:

- Must be a current Licensed Marriage Family Therapist (LMFT) or Clinical Social Worker (LCSW).
- At least one year experience providing therapeutic services to at-risk teenagers.

Information Technology Director:

- Any combination equivalent to: bachelor’s degree in computer science or related field and five years increasingly responsible experience involving the operation, maintenance and repair of computer systems, hardware, software and networks. One year of additional increasingly responsible and relevant experience may be substituted for one year of education towards the bachelor’s degree, up to a maximum of four years, which must include significant relevant management experience.
- Demonstrated experience driving digital transformation and implementation of technology.
- Experience leading complex, major change initiatives; demonstrated skills in change management.
- Demonstrated experience with SaaS, cloud-based, and outsourced solutions through third party providers

See Exhibit F for the GCCS Organizational Chart.

Outside Consultation

To assist in its development, operations and evaluation, Grizzly Challenge Charter School consults with a number of outside agencies including the San Luis Obispo County Office of Education, the Charter School Development Center, the California Department of Education, Young, Minney, & Corr, LLP, and others. A description of their qualifications is available upon request.

ELEMENT G: HEALTH AND SAFETY POLICIES AND PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).

GCCS has adopted and implemented a comprehensive set of health, safety, and risk management policies (see Exhibit G, GCCS School Safety Plan). These policies are developed in consultation with the National Guard and the Charter School's insurance carriers and risk management experts. and, at a minimum, address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations, including tuberculosis, to the extent required for enrollment/employment in non-charter public schools.
- A policy establishing that the GCCS functions as a drug, alcohol, and smoke-free workplace.
- Assurance that all school facilities will comply with local zoning and fire-safety requirements. Facilities utilized are accessible in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.
- A requirement that each employee of the GCCS submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1. GCCS shall comply with Education Code Section 39875(c), relating to background checks and testing for individuals providing transportation services for students.
- Detailed procedures for addressing the following health and safety scenarios involving students, staff, and/or visitors to be reviewed and updated by March 1 of each year (See Exhibit G – GCCS School Safety Plan):
 - Child abuse reporting procedures and mandated reporter training
 - Notification of Dangerous Students
 - Discrimination/Harassment (Exhibit H, GCCS Board Policy (BP) 5131.1 Harassment Intimidation Discrimination and Bullying)
 - School-wide Dress Code
 - Safe Ingress and Egress Procedures
 - Bullying-Cyberbullying Prevention
 - Suspension and Expulsion Policies (also discussed under Element J. below) (Exhibit I, GCCS Board Policy (BP) 5450 Suspension or Expulsion)
 - Disaster Response (SEMS) Plan
 - Communicable Disease Prevention Policy (Exhibit J, GCCS Board Policy (BP) 5085 Communicable, Contagious, or Infectious Disease Prevention)
 - Suicide Prevention Policy (Exhibit K, GCCS Suicide Prevention Policy)
 - Safe and Orderly Environment Conducive to Learning
 - Rules and Procedures on School Discipline
 - Procedures for Conducting Tactical Responses to Criminal Incidents
 - Procedures to Assess and Respond to Report of Dangerous, Violent, or Unlawful Activity
 - Protocol for Opioid Overdoses
 - Prevention of Human Trafficking
 - Medication in School
 - Screening for Vision, Hearing, and Scoliosis
 - Menstrual Products
 - All Gender Restrooms
 - School Meals
 - California Healthy Youth Act

- Mental Health Education and Information
- Workplace Violence Prevention Plan
- Supporting LGBTQ Students
- SAFETY Act
- Homicide Threats
- Gun Safety Notice

Health and safety policies and procedures are incorporated as appropriate into student and staff handbooks, are reviewed on an ongoing basis, and are included in the Charter School's annual staff training calendar. All school staff are required to maintain updated CPR/First Aid certification (renewable every two years). GCCS occasionally sponsors an on-site recertification course. Fire, earthquake and evacuation drills are conducted with each student cohort.

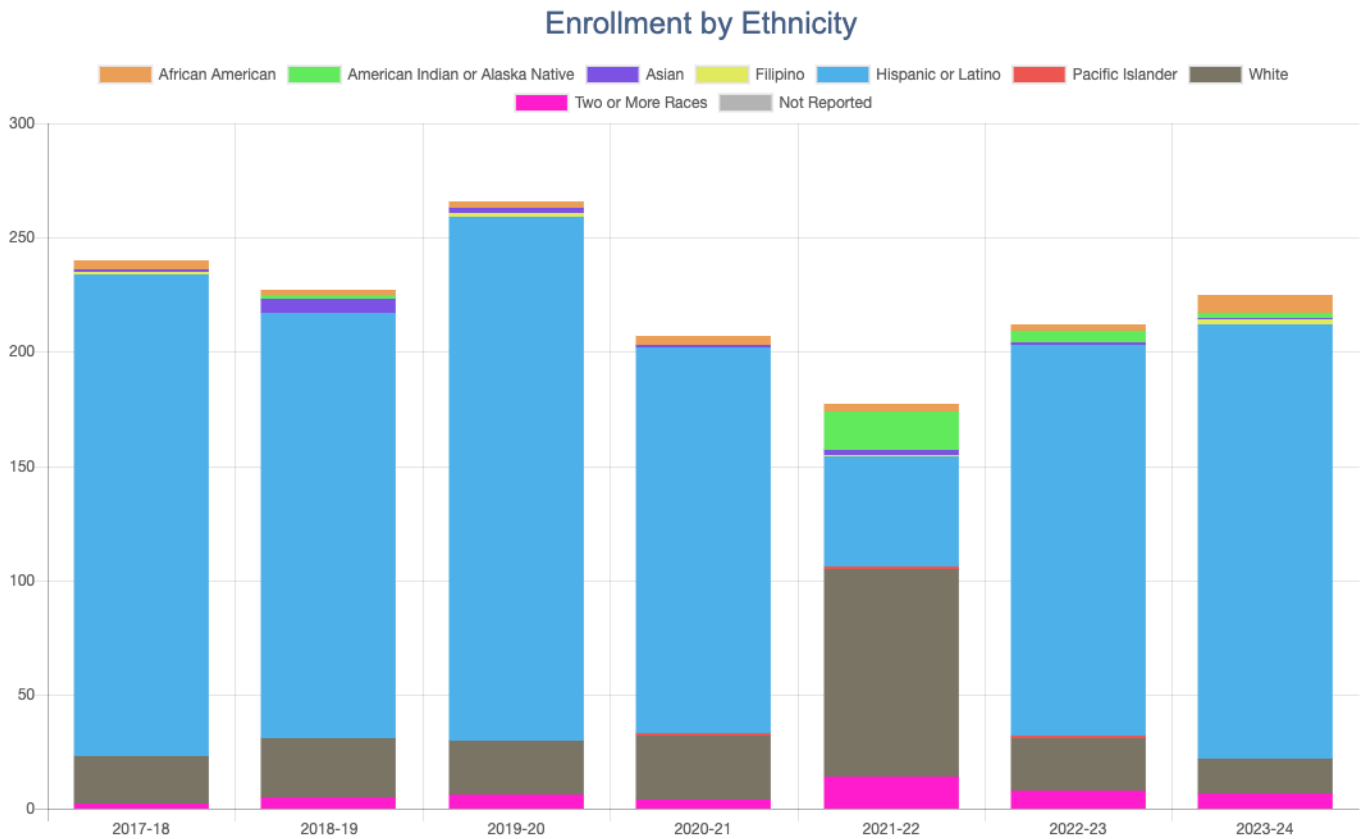
ELEMENT H: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).

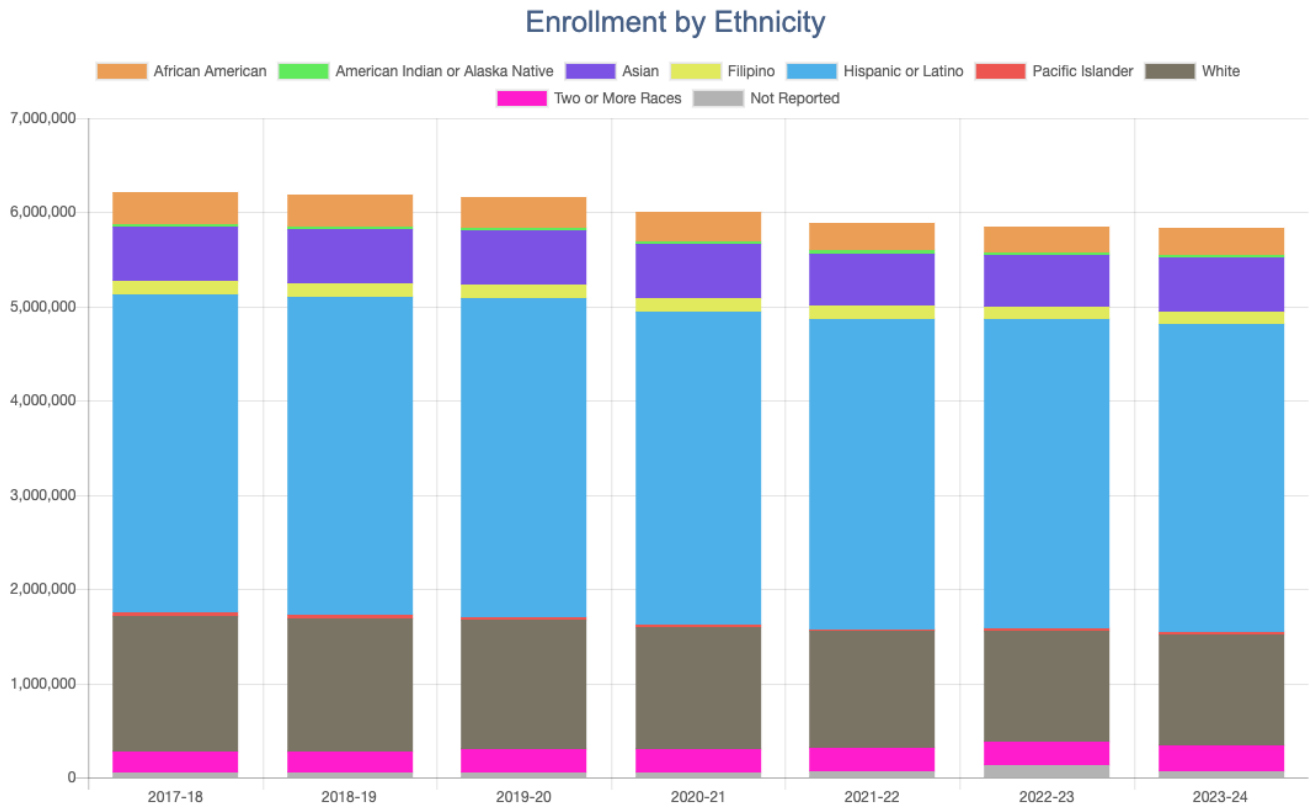
The Grizzly Challenge program is designed to serve students from throughout the state of California. As such, Charter School staff and partners from the National Guard implement a student recruitment strategy that includes elements or strategies to ensure a racial and ethnic, special education, and English learner balance among students that is reflective of the broad diversity of the state. Elements of this strategy include:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic, ability, and linguistic groups represented in the state who have been traditionally served by National Guard Challenge programs.
- The appropriate development of promotional and informational materials in languages other than English to appeal to populations with limited English proficiency.
- The appropriate development of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education, EL, and interest groups represented in the state.
- Outreach meetings in several areas around the state to reach prospective students and parents.

GCCS Enrollment by Ethnicity



State Enrollment by Ethnicity



ELEMENT I: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605.6(b)(5)(I).

SLOCOE, in its role as Authorizing Entity, assigns Business Office staff to oversee completion of an annual, independent audit of the Charter School's financial affairs, conducted by an independent audit firm experienced in working with public and charter schools. The auditor verifies the accuracy of the Charter School's financial statements, revenue-related data collection, reporting practices, and examines the Charter School's internal controls. A copy of the auditor's preliminary findings is forwarded to the GCCS Board of Directors who work with SLOCOE Business Office staff to review and resolve any audit exceptions or deficiencies. Audit exceptions and deficiencies shall be resolved to the satisfaction of the SLOCOE. The independent audit firm submits its final report to SLOCOE, the CDE, and the State Controller's Office by December 15th of each year.

GCCS follows SLOCOE standard business and operating procedures. All GCCS financial records for Grizzly are stored at the SLOCOE warehouse. Procedures & guidelines for records retention are similar to County of Education ("COE") procedures and guidelines followed per the California Association of School Business Officials ("CASBO") Record Retention Manual.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSIONS AND EXPULSIONS

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and related information. Education Code Section 47605.6(b)(5)(J).

GCCS offers an alternative high school experience designed specifically for students who have had difficulty thriving in their schools-of-residence. Most are at risk of dropping out, have dropped out, been suspended or expelled. Students who have been expelled are able to work on rehabilitation plans while at Grizzly and return to their communities with a "clean slate."

The GCCS maintains a comprehensive set of student discipline policies in partnership with National Guard Challenge program staff and included in the GCCS School Safety Plan (Exhibit G). The two partnering organizations maintain a highly structured and coordinated disciplinary plan of action for student misbehavior during or after school hours (GCCS during school, National Guard after school). Historically, suspensions have been highly unusual and only involve exclusion from class activities but not residential after-school events supervised by National Guard cadre. Expulsions have been non-existent over the program's 26-year history.

Disciplinary policies are distributed as part of the Charter School's student handbook and clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and their parent or guardian¹ are required to verify that they have reviewed and understood the policies prior to enrollment.

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a

The Charter School notifies SLOCOE of any expulsions and includes suspension and expulsion data in its annual performance report.

Suspension

Students who violate the Charter School's discipline policies, who are a serious disruption to the education process, and/or who present a health or safety threat may be suspended from participation in the larger community of learners for up to five consecutive days, as determined by the Charter School administration. The Charter School will immediately notify California National Guard cadre and the student's parents or guardians regarding the decision, including an explanation for action taken. Oral and written notice of the charges will be provided to the student and parent/guardian. If the pupil denies the charges, an explanation of the evidence that supports the charges will be provided. Students and parents/guardians will be given an opportunity to present a rebuttal of the charges. Suspended students will remain under the supervision of California National Guard cadre.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a) upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion

If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the Charter School may take action to expel the student. GCCS will fully comply with the Gun Free Schools Act. In all expulsion cases, the Charter School will send a timely written notice of the facts, allegations, and student/parent rights to the parent or guardian and a committee designated by the governing board will hold a hearing regarding the offense adjudicated by a neutral officer where the pupil has the right to bring legal counsel or an advocate. Students will be afforded due process in conformity with applicable federal laws and regulations, including those heightened due process rights afforded to students with exceptional needs. If the committee determines that the case merits expulsion, the student may be expelled. Students expelled from the GCCS will be referred to an appropriate educational setting in their home district. Charter School staff will serve as liaisons among students, parents/guardians and schools in order to ensure a smooth transition.

Involuntary Removal

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parents or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures to protest the expulsion. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in the policies/procedures, the pupil shall remain enrolled and not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

Suspension and expulsion processes are included in the GCCS Safety Plan which is reviewed and updated for compliance and effectiveness annually. Further details on suspension and expulsion procedures are delineated in Exhibit I, GCCS Board Policy (BP) 5450 Suspension or Expulsion.

parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

ELEMENT K: RETIREMENT PROGRAMS OFFERED TO EMPLOYEES

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

All employees of the GCCS who qualify for membership in the State Teachers' Retirement System ("STRS") or Public Employees' Retirement System ("PERS") shall be covered under the respective system. Employees contribute at the rate established by STRS or PERS. GCCS makes all employer contributions as required by STRS and PERS. Classified employees (certificated employees are in an exempt classification) pay mandatory social security in conjunction with CalPers retirement contributions. The GCCS also makes contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. The SLOCOE collects employee and employer contributions from the GCCS and submits such to the appropriate agencies in the appropriate manner. Attached as Exhibit P, STRS_PERS Staff List, please find a list of the Charter School's current positions covered by each system and current staff designated to each position.

ELEMENT L: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(L).

Internal Dispute Resolution Process

The GCCS Board of Directors follows the Uniform Complaint Procedures Policy (Exhibit L, GCCS Board Policy (BP) 1312.3 Uniform Complaint Procedures); Title IX policy (Exhibit R, Title IX Sex Discrimination Policy and Complaint Procedures); and general complaint policy (Exhibit S, General Complaint Policy) for airing and resolving applicable internal and external disputes. The SLOCOE refers all complaints regarding operations of the GCCS to the GCCS Director/Principal for resolution in accordance with the Charter School's adopted policies. In the event that the policies and processes adopted by the GCCS fail to resolve the dispute, the SLOCOE will not intervene in the dispute without the consent of the GCCS Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked (below).

In the event that any dispute arises relating to this charter, the parties agree to attempt to settle such dispute by meeting and conferring with each other in a good faith attempt to resolve the dispute. In the event that the parties are unable to resolve any dispute by meeting and conferring, the parties shall then submit any such dispute to binding arbitration before a mutually approved neutral arbitrator, with the costs of conducting the arbitration to be shared equally between the SLOCOE and the GCCS.

Disputes with the County

As delineated in Exhibit C, Grizzly Challenge Charter School MOU - 2024, the GCCS and the SLOCOE (collectively, the "Parties") entered into an MOU intended to define the operational and oversight arrangements between the Parties. In the event that either party disputes the meaning of the terms of the agreement, both parties shall attempt to resolve the dispute in good faith through the dispute resolution process contained within the Charter.

Term, Renewal and Revocation

The term of this charter shall begin on July 1, 2026 and shall expire five years thereafter, on June 30, 2031. The GCCS shall initiate renewal of the charter at least six (6) months prior to expiration of the charter term. Renewal of this charter shall be governed by the applicable standards and criteria set forth by the Education Code at the time renewal is requested.

The SLOCOE may revoke this charter only upon a majority vote of the Governing Board of the SLOCOE. Revocation of the charter shall be based upon a written finding that the GCCS did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this charter;
- Failed to meet or pursue the pupil outcomes identified in the charter;
- Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; or
- Violated any provision of law.

Prior to revocation, the SLOCOE Governing Board shall notify the GCCS of any violation and give the GCCS a reasonable period of time, but in no event to exceed six (6) months, within which to correct the violation, unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of students. In the event a violation is not corrected to the SLOCOE's satisfaction within the reasonable period of time specified, the SLOCOE Board may take action to revoke the charter.

Oversight and Reporting

GCCS receives funding indirectly from the state, through SLOCOE. Any funds due to the Charter School that flow through the SLOCOE shall be forwarded to the GCCS in a timely fashion. SLOCOE and GCCS negotiate in good faith and have developed a memorandum of understanding that establishes the specific financial and service relationship between the two parties.

SLOCOE provides and/or performs the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for a fee that will not exceed one percent (1%) of all revenues as defined by Education Code Section 47613. The SLOCOE is not responsible for providing any facilities to the GCCS, nor is the GCCS entitled to a pro rata share of any SLOCOE bonds or assessments.

The SLOCOE may inspect or observe any part of the GCCS at any time but shall provide reasonable notice to the GCCS Director/Principal prior to any observation or inspection. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the SLOCOE without the consent of the GCCS Board of Directors.

ELEMENT M: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605.6] subdivision(e). Education Code Section 47605.6(b)(5)(M).

GCCS serves all students as the academic component of the California National Guard's Challenge Program, which is a part of a nation-wide youth development initiative established by the United States Congress. By virtue of the residential nature of the program, students who are admitted into the California National Guard Challenge program become residents of San Luis Obispo County. As a public charter school, the GCCS automatically enrolls and serves the academic needs of all California National Guard Challenge participants.

GCCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition nor discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any of the characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. GCCS shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. GCCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

Public Random Drawing

Applications will be accepted during two publicly advertised open enrollment periods each year for enrollment in the following semester. Following the open enrollment periods each semester, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission for the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School teachers and staff
3. Residents of the County
4. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at GCCS. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at GCCS. The determination of school capacity shall be based on GCCS's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of GCCS, and the level of interest shown by students who want to attend GCCS.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).

Students who enroll in the Grizzly Youth Academy through the California National Guard Program are required to attend the Grizzly Challenge Charter School for the academic component of their residential experience. If students opt not to continue with the program, they may re-enroll into their district of residence in accordance with existing enrollment and transfer policies of that jurisdiction.

ELEMENT O: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

No individual may be required to work at the Charter School. Employees of the SLOCOE who resign from employment to work at the GCCS and who later wish to return to the SLOCOE shall be treated the same as any other former SLOCOE employee seeking reemployment. Sick or vacation leave or years of service credit at the County or any school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Charter School staff that have left permanent status employment in a public school district to work at the Grizzly Challenge Charter School formally transfer school districts. They will not have a preferential option to return to a comparable position in that district.

ELEMENT P: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P).

In the event that the GCCS decides to shut down operations, the following procedures will immediately ensue:

- The GCCS Board of Directors will adopt resolutions electing to close the Charter School;
- The GCCS Board of Directors will set aside a cash reserve for the payment of estimated expenses, taxes, unascertained or contingent liabilities, and expenses and costs of winding up, distribution of assets, and dissolution;
- A final audit will occur and financial statements for the Charter School's three most recent accounting periods will be made available;
- All assets will be accounted for and assets will be distributed as determined by the GCCS Board of Directors;
- All student records will be transferred to the SLOCOE;
- The GCCS Board of Directors will designate a Charter School employee to remain on the payroll of the Charter School beyond the Charter School closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters directly related to the close-down procedures.

Miscellaneous Charter Provisions

1. BUDGET AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

GCCS shall provide reports to the GCCS Board of Directors and the San Luis Obispo County Office of Education as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the SLOCOE:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of GCCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and the San Luis Obispo County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all receipts and expenditures for the preceding fiscal year

GCCS shall provide reporting to the GCCS Board of Directors and the SLOCOE as required by law and as requested by the County including but not limited to the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card, and the LCAP. GCCS agrees to and submits to the right of the SLOCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, GCCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

GCCS shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. GCCS shall maintain its own accounting system. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. GCCS shall ensure a high level of fiscal accountability. GCCS shall adopt an annual budget prior to July 1 of each year. GCCS shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

The following financial plan for GCCS is based on the best data available to the Charter School developers at the time the renewal plan was submitted for approval. The financial plan is based on several key assumptions, including the following:

- The estimated enrollment capacity for the Charter School will be 300 students in grades 10-12;
- The estimated average daily attendance ("ADA") for GCCS will be 235 ADA;
- The students will be absent from school an average of 3%;
- The Charter School will receive revenue from the following sources:
 1. Pass-through special education funding from SLOCOE (per the allocation agreement established through the Special Education Local Plan Area – SELPA)
 2. LCFF funding at the most current rates as estimated by the School Services of California
 3. State lottery revenue based upon the most current rates as estimated by the SSC
 4. Title I funding through the Consolidated Application process

5. Funds through Medical Assistance Administration Billing
 6. Other Public school funds awarded to the Charter School through the state or federal government
 7. Grants and donations as applied for and received
- Facilities for GCCS will be provided by the California National Guard as detailed in the MOA currently in effect (Exhibit E)

GCCS MYP Budget Projection

See Exhibit M

GCCS Cash Flow Analysis

See Exhibit T

GCCS Annual Operating Budget

See Exhibit U

2. INSURANCE AND INDEMNIFICATION

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

GCCS will maintain the following insurance coverage for the Charter School through the Self Insured Schools of California.

Workers' Compensation: GCCS holds a current Affiliate Certificate of Consent to Self-Insure issued by the State of California Department of Industrial Relations and has complied with the requirements of the Department of Industrial Relations under the provisions of Sections 3700 to 3705, inclusive, of the Labor Code of the State of California.

Unemployment Insurance: GCCS' unemployment insurance coverage, as required by law, is provided through SLOCOE.

Liability Coverage: Applies to the named covered party, officers and members of the governing board, employees, volunteers, and student body or auxiliary organizations. Coverage is afforded for premises liability, operations liability, professional liability, products liability, contractual liability, and errors & omissions. GCCS' deductible per occurrence is \$1,000.00 on each claim/loss and coverage is provided to the limit of \$1,500,000.00 over the Charter School's deductible. Excess coverage is provided by a private carrier to the level of \$25,000,000.00 per occurrence. Coverage is written on an occurrence form for bodily injury, property damage, and personal injury.

Property Coverage: Applies to all property of the insured, including both real and personal property and including the personal property of others for which the insured is liable under the policies currently in effect, with a combined total of \$100,000,000.00. Perils covered include all risk of direct physical loss or damage. Extensions of coverage include the following property: extra expense, real or personal property at any unscheduled location or exhibition, transit, valuable papers, accounts receivable, property of students/employees, non-owned buildings, pollution cleanup, cost of inventory and insured's adjustment expense, trees, plants, shrubs, or media. The sub-limit of liability amounts, and a list of property not covered are on file with GCCS. Deductible is \$2,500.00 with a limit of \$100,000,000.00 per occurrence for buildings and contents with a \$250,000.00 self-insured retention over SLOCOE's deductible feature per occurrence/loss. There is no property limit per building, per location, per charter school. Building and contents are insured for replacement cost with proof of actual replacement.

Automobile Coverage: Applies to coverage for owned, hired, borrowed, and non-owned autos. Coverage includes auto liability, collision loss, comprehensive (physical) loss, garage liability, and garage keeper's legal liability. GCCS' deductible is \$1,000.00 with a self-insured retention over SLOCOE deductible in the amount of \$1,500,000.00 and an excess coverage provided by a private carrier in the amount of \$25,000,000.00.

Other coverage: Includes comprehensive crime, boiler and machinery, and student accident insurance. Coverage, deductible, and payment limits are on file with GCCS. Health insurance is provided to Charter School employees through the SLOCOE.

GCCS shall individually and collectively indemnify and hold SLOCOE harmless from and against any and all claims, causes of action, losses, and damages arising from GCCS's willful misconduct or gross negligence related to GCCS's performance under this Agreement.

3. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

GCCS shall provide its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration through employees of the Charter School. However, the GCCS, in close relationship, contracts with SLOCOE for direct administrative services to support functions in human resources, business and fiscal services.

4. TRANSPORTATION

GCCS shall not provide transportation to and from school, except as required by law.

5. ATTENDANCE ACCOUNTING

GCCS shall implement an attendance reporting calendar and maintain a system to contemporaneously record and account for average daily attendance. These records shall be auditable and will be within the scope of GCCS's annual audit. GCCS will report ADA figures to SLOCOE and the California Department of Education, as appropriate, and on a timely basis.

6. OVERSIGHT

Pursuant to California law, SLOCOE shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), SLOCOE may charge for the actual costs of supervisory oversight of GCCS not to exceed one (1) percent of the revenue of GCCS. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

List of Exhibits

- A. SLOCOE Board Policy Checklist re: Charter School Petitions
- B. GCCS Course Descriptions
- C. Memorandum of Understanding between GCCS and SLOCOE
- D. Bylaws of Grizzly Challenge Charter School Board of Directors
- E. Standard Agreement Between GCCS and the California National Guard
- F. GCCS Staff Organizational Chart
- G. GCCS School Safety Plan
- H. GCCS Board Policy (BP) 5131.1 Harassment Intimidation Discrimination and Bullying
- I. GCCS Board Policy (BP) 5450 Suspension or Expulsion
- J. GCCS Board Policy (BP) 5085 Communicable Contagious or Infectious Disease Prevention
- K. GCCS Suicide Prevention Policy
- L. GCCS Board Policy (BP) 1312.3 Uniform Complaint Procedures
- M. GCCS MYP Budget Projection
- N. Academic Calendar 2023-24
- O. Bell_Master Schedule 2023-24
- P. STRS_PERS Staff List
- Q. Board Composition
- R. Title IX Sex Discrimination Policy and Complaint Procedures
- S. General Complaint Policy
- T. GCCS Cash Flow Analysis
- U. GCCS Annual Operating Budget

Charter Petition Name: _____

Instructions to Review Committee: This checklist is designed to guide the review of charter school petitions. Throughout the evaluation, you are asked to rate the petitioner's response to the criteria required for each specific area as Strong, Sufficient, or Insufficient.

At the end of each section, please elaborate, in the comment section. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board. If insufficient, include concerns and/or additional questions. If Strong, include strengths.

The following rating definitions should be used to guide your assessment.

Strong:

The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. The section addresses the topic with concise, specific, and accurate information that shows thorough preparation, presenting a clear, realistic picture of how the school expects to implement and operate its program.

Sufficient:

The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. Overall, it contains many of the characteristics of a response that exceeds the required standard, although it may require additional specificity, support, or elaboration in places.

Insufficient:

The response addresses some of the selection criteria but lacks meaningful detail and requires important additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept and/or ability to implement or meet the requirement in practice

PROCEDURAL REQUIREMENTS FOR A CHARTER PETITION

Page #	REQUIRED PETITION SIGNATURES – Education Code 47605.6 (a)(1)(A) & (B)	Strong	Sufficient	Insufficient	N/A
	1. Parents/guardians, residing in San Luis Obispo County, representing at least 50% of the number of students charter school expect to enroll for its 1 st year of operation, in the form required by law.				
Page #	OR	Strong	Sufficient	Insufficient	N/A
	2. Fifty percent of the number of appropriately credentialed teachers expected to be employed at the school during its 1st year of operation, in the form required by law.				
	Reviewer Comments:				
Page #	REQUIRED AFFIRMATIONS – (Education Code 47605(e)(1))	Strong	Sufficient	Insufficient	N/A
	1. Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability or on the basis of any of the characteristics listed in Education Code 220.				
	Reviewer Comments:				

	A. EDUCATIONAL PROGRAM – (Education Code 47605(c)(5)(A)) <i>The educational program should identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learner</i>				
Page #	1. Targeted School Populations, including:	Strong	Sufficient	Insufficient	N/A
	a. Age, grade levels and number of students.				
	b. Describe students whom the charter will attempt to educate; describe how the charter will improve learning for the targeted population.				
	c. Clear and concise Mission Statement that defines the purposes and nature of the charter school.				
Page #	2. Attendance	Strong	Sufficient	Insufficient	N/A
	a. Includes school year/day, academic calendar, number of school days and instructional minutes; includes mater/daily schedule and proposed bell scheduled.				
Page #	3. What it Means to be an Educated Person in the 21st Century	Strong	Sufficient	Insufficient	N/A
	a. Objective of enabling pupils to become self-motivated, competent, lifelong learners.				
	b. Clear list of general academic skills and qualities important for an educated person.				

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	c. Clear list of general non-academic skills and qualities important for an educated person.				
Page #	4. Description of How Learning Best Occurs	Strong	Sufficient	Insufficient	N/A
	a. Framework for instructional design aligned with needs of target student population and based upon successful practice and research.				
	b. Description of instructional approaches and strategies including curriculum, teaching methods, materials, and technology.				
	c. Description of learning environment or environments (e.g., site-based, independent study, technology based, etc.).				
	d. Discussion of how chosen instructional approach will enable students to achieve objectives specified in the charter and master academic content standards in core curriculum areas.				
	e. Proposed program strongly aligned to school's mission.				
	f. Proposal includes, at a minimum, full curriculum for one course or grade level; Proposal also provides that a full curriculum will be submitted prior to the opening of school.				
	g. Describes how charter school will identify and respond to needs of students not achieving at or above expected levels.				
	h. Describes how the charter school will identify and respond to needs of students who are academically high achieving.				
	i. Describes how charter school will identify and respond to needs of English Learners.				
	j. Describes how charter school will identify and respond to needs of students with disabilities, including how it will serve students with moderate/severe disabilities (See Special Education section).				
	Reviewer Comments:				
	5. Annual Goals	Strong	Sufficient	Insufficient	N/A
	a. Annual goals are included for all pupils and for each subgroup or pupils identified pursuant to Section 52052, consistent with characteristics of the students the school intends to serve.				
	b. Goals address identified and applicable state priorities (listed in Ed Code 52060(d) – LCAP.				
	c. Includes specific annual actions to achieve the stated goals.				
	d. Additional school priorities related to unique aspects of the proposed charter program with goals and specific annual actions.				
Page #	6. Additional Requirements for Charter Schools Serving High School Students	Strong	Sufficient	Insufficient	N/A
	a. How Charter School will inform parents about the transferability of courses to other public high schools.				

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	b. How Charter School will inform parents about the eligibility of courses to meet college entrance requirements.				
	Reviewer Comments:				
Page #	B. MEASURABLE STUDENT OUTCOMES – (Education Code 47605(c)(B) <i>The outcomes evaluated in this section should represent the school’s definition of success. Pupil outcomes means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.</i>	Strong	Sufficient	Insufficient	N/A
	1. Pupil outcomes are clear, specific, and measurable, i.e., specific assessments listed for each exit outcome.				
	2. Pupil outcomes align with applicable state priorities, as described in Ed Code 52060(d) consistent with LCAP, that apply for the grade levels served and nature of the program.				
	3. Describes how pupil outcomes will address state content and performance standards in core academics.				
	4. Clearly stated exit outcomes including acquisition of academic and non-academic skills.				
	5. Affirmation that "benchmark" skills and specific classroom-level skills will be developed.				
	6. Affirmation/description: exit outcomes will align to mission, curriculum and assessments.				
	7. Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A–G” requirements.				
	8. Lists school-wide student performance goals students will achieve over a given period of time: projected attendance levels, dropout percentage, graduation rate goals, etc.				
	9. Acknowledges that exit outcomes and performance goals may need to be modified over time.				
	10. If high school, graduation requirements defined and WASC accreditation addressed.				
	Reviewer Comments:				
Page #	C. STUDENT PROGRESS MEASUREMENT – (Education Code 47605(c)(5)(C) <i>This section evaluates the petitioner’s plan for assessing and measuring students’ progress in meeting the pupil outcomes, (i.e. does it use both formative and summative evaluations for student performance) and how it will use the assessments to inform instruction</i>	Strong	Sufficient	Insufficient	N/A
	1. At least one assessment method or tool should be listed for each of the exit outcomes.				
	2. Assessments include multiple, valid and reliable measures using traditional/alternative tools to include assessment for all students, including special education students.				
	3. Charter school will meet all statewide standards and conduct the pupil assessments required pursuant to Ed Code 60605 and 60851 and any other pupil assessments applicable to pupils in non-charter schools. Assessments shall include all required state and federal assessments (including SBAC [ELA & Math], CAA [ELA, Math & Science], CAST, ELPAC, VCALPPS and Physical Fitness Test).				
	4. Chosen assessments are appropriate for the standards and skills they seek to measure.				

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	5. Description of how assessments align to mission, exit outcomes, and curriculum.				
	6. Describes minimal required performance level necessary to attain each standard.				
	7. Outlines plan for collecting, analyzing/utilizing and reporting student/school performance data to school staff, parents/guardians and SLOCOE, and for utilizing the data continuously to monitor and improve the charter school's education program.				
	Reviewer Comments:				
Page #	D. GOVERNANCE STRUCTURE – (Education Code 47605(c)(5)D) <i>This section should include, but not be limited to, the process to be followed by the school to ensure parental involvement</i>	Strong	Sufficient	Insufficient	N/A
	1. Includes evidence that the organizational and technical designs of the governance structure reflect:				
	a. Seriousness of purpose necessary to ensure that the charter school will become and remain a viable enterprise, and demonstrates understanding and assurance of compliance with open meeting requirements.				
	b. There will be active and effective representation of interested parties, including, but not limited to, a meaningful plan for involvement or input of parents/guardians in the governance of the school and consult with their parents, guardians, and teachers regarding the educational programs.				
	2. Describes key features of governing structure (usually a board of directors) such as:				
	a. Compliance with Brown Act, Public Records Act, Political Reform Act, Government Code Section 1090 and Conflict of Interest Code.				
	b. Size/composition of board, board committees and/or advisory councils.				
	c. Board's scope of authority/responsibility along with role of school administration.				
	d. Method for selecting initial board members along with Board election/appointment and replacement procedure.				
	e. Provides description of Board development in terms of supplementing necessary skills and providing training in effective board practices.				
	3. Include a clear delineation of roles and responsibilities of parent councils, advisory committees, and other supporting groups.				
	4. Includes proposed bylaws, basic policies for Board functions, as well as those necessary for opening and operating a school and/or similar documents.				
	5. Include specific policies and internal controls that will prevent fraud, embezzlement, and conflicts of interests and ensures the implementation and monitoring of those policies.				
	6. Provide the names and relevant qualifications of all persons whom the petitioner nominates to serve or currently serves on the governing board of the charter school and the process to be used to select them in the future.				
	7. Clear description and evidence of the legal organization of the charter school as a non-profit public benefit corporation, including evidence of non-profit public benefit status.				

Charter Petition Name:

	8. Charter school and SLOCOE have outlined other important legal and operational requirements in accordance with a Memorandum of Understanding to be executed at the same SLOCOE Board Meeting as the approval of the charter petition.				
	9. Clear description of the level of autonomy the charter school has in relation to third party vendors and/or charter management organizations over budget, expenditures, personnel, and daily operations.				
	Reviewer Comments:				

Page #	E. EMPLOYEE QUALIFICATIONS – (Education Code 47605(c)(5))(E) <i>This section evaluates how effective the school’s leadership and management structure is likely to be based on the plan for hiring, staffing qualified teachers, and development of procedures and controls regarding the administration of the school.</i>	Strong	Sufficient	Insufficient	N/A
	1. Describes qualifications to be met by those to be employed by school, including standards to be used in hiring teachers, administrators, and other school staff.				
	2. Includes general qualifications for various categories of employees and desired professional backgrounds, depth of experience and other qualities to be sought in their selection.				
	3. Specifies key positions along with additional qualifications expected of individuals to be selected for these positions.				
	4. Defines core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates required for the teacher’s certificated assignment, as required by law.				
	5. Assurances that all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.				
	6. A clear plan for recruitment, selection, development, and evaluation of staff including the charter school leader.				
	7. An approved and public organizational chart delineating board and management roles and lines of authority.				
	Reviewer Comments:				
Page #	F. HEALTH AND SAFETY PROCEDURES – (Education Code 47605(c)(5)(F)	Strong	Sufficient	Insufficient	N/A
	1. Affirms that each employee will furnish the school with a criminal background clearance report, as well as proof of freedom from tuberculosis prior to employment.				
	2. Includes a Comprehensive Charter School Safety Plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually.				
	3. Outlines specific health and safety practices addressing such key areas as:				
	a. Mandated Child Abuse Reporting.				
	b. Natural disasters and emergencies, including seismic safety (structural integrity and earthquake preparedness).				

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	c. Required Immunizations, vision, hearing, and scoliosis health screenings, administration of medications to the same extent as would apply if the student attended a non-charter school.				
	d. Zero tolerance for use of drugs and tobacco.				
	e. Staff training on emergency and first aid response.				
	4. References accompanied by a detailed set of health and safety related policies/procedures or the date by which they will be adopted and submitted to the SLOCOE.				
	5. Affirmation that charter schools with grades 7-12 will adopt a Suicide Prevention Policy.				
	6. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying and provide training to all employees who interact with students.				
	7. Assurances on the compliance with Americans with Disabilities Act (ADA).				
	Reviewer Comments:				
Page #	G. RACIAL AND ETHNIC BALANCE – (Education Code 47605(c)(5)(G)) <i>This section evaluate the ways in which the charter school will address efforts to achieve a racial and ethnic balance that is reflective of the general population within the district in which it is proposed to be located.</i>	Strong	Sufficient	Insufficient	N/A
	1. Lists specific practices/policies designed, and that will be implemented, to attract a diverse applicant pool/enrollment.				
	2. Practices and policies appear likely to achieve targeted racial and ethnic balance.				
	Reviewer Comments:				
Page #	H. ADMISSIONS REQUIREMENTS – (Education Code 47605(b)(5)(H))	Strong	Sufficient	Insufficient	N/A
	1. Includes the following assurances: The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identify, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set form in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.				
	2. Admission preferences which are required for conversion charter schools, if applicable.				
	3. Clearly describes admissions requirements, including any admission preferences. Includes assurances that all admission preferences shall be approved by the chartering authority at a public hearing, shall be consistent with federal law, the California Constitution and Section 200, and preferences shall not result in limiting or negatively impacting the racial, ethnic, and unduplicated balance the charter school strives to reflect.				
	4. Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary.				
	5. Assurances that the charter school shall admit all pupils who wish to attend the charter school.				

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	6. Assurances that the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.				
	Reviewer Comments:				

Page #	I. FINANCIAL AUDIT – (Education Code 47605(c)(5)(I))	Strong	Sufficient	Insufficient	N/A
	1. Describes manner in which annual, independent financial audit will be completed by December 15 th following the close of each fiscal year.				
	2. Describes who will be responsible for contracting and overseeing the independent audit.				
	3. Specifies that the auditor will have experience in education finance.				
	4. Provides scope and timing of audit, as well as required distribution of completed audit to the San Luis Obispo County Office of Education, State Controller's Office, and California Department of Education.				
	5. Process and timeline for addressing any audit findings and/or resolving any audit exceptions and deficiencies to the satisfaction of the San Luis Obispo County Office of Education.				

Reviewer Comments:

Page #	J. PUPIL SUSPENSION AND EXPULSION – (Education Code 47605(c)(5)(J))	Strong	Sufficient	Insufficient	N/A
	1. Provides process for suspensions of fewer than 10 days, including:				
	a. Oral or written notice of the charges against the pupil.				
	b. If the pupil denies the charges, an explanation of the evidence that supports the charges.				
	c. How an opportunity will be provided for the pupil to present his/her rebuttal to the charges.				
	2. Provides a process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including:				
	a. Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.				
	b. The process of a hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate.				
	3. Provides a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parents or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in 2b above. If the pupil's parent, guardian or educational rights holder initiates the procedures specified in 2b above, the pupil shall remain enrolled shall				

Charter Petition Name:

	not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in 1 and 2 above.				
	4. Reference to a comprehensive set of student disciplinary policies.				
	5. Outlines or describes strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students, in particular.				
	6. Policies balance students' rights to due process with responsibility to maintain a safe learning environment.				
	7. Explains how policies and procedures regarding suspension and expulsion will be periodically reviewed and modified.				
	Reviewer Comments:				

Page #	K. STAFF RETIREMENT SYSTEM – (Education Code 47605(c)(5)K)	Strong	Sufficient	Insufficient	N/A
	1. Describes manner by which staff members will be covered by STRS, PERS and/or federal social security; or how the charter school will create a system to address employees' retirement funding.				
	2. Specifies specific positions to be covered by each system and staff designated to ensure that arrangements for coverage are made.				
	Reviewer Comments:				
Page #	L. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES – (Education Code 47605(c)(5)(L))	Strong	Sufficient	Insufficient	N/A
	1. Lists the public-school attendance alternatives for pupils residing within the school district who choose not to attend the charter school.				
	Reviewer Comments:				
Page #	M. LABOR RELATIONS – (Education Code 47605 (c)(5)(M))	Strong	Sufficient	Insufficient	N/A
	1. States charter school will be employer for EERA purposes.				
	2. Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.				
	Reviewer Comments:				
Page #	N. DISPUTE RESOLUTION – (Education Code 47605(c)(5)(N))	Strong	Sufficient	Insufficient	N/A
	1. The petitioner identifies procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.				
	2. Outlines process by which charter school will resolve internal complaints and disputes.				
	3. Acknowledges that except those disputes between the Authorizer and the School, all disputes involving the school shall be resolved by the school according to its own internal policies.				
	Reviewer Comments:				

Page #	O. CLOSURE PROCEDURES – (Education Code 47605(c)(5)(O))	Strong	Sufficient	Insufficient	N/A
	1. Outlines a detailed description of the process to be used if the charter school closes.				
	2. Process includes a final audit of the charter school, specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records and personnel records in accordance with applicable law.				
	<i>Reviewer Comments:</i>				
	II. ADDITIONAL REQUIRED CHARTER ELEMENTS				
Page #	A. EXCLUSIVE PUBLIC SCHOOL EMPLOYER – (Education Code 47605 (c)(6))	Strong	Sufficient	Insufficient	N/A
	1. Petition includes a declaration whether or not the charter school shall be deemed the exclusive public-school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.				
	<i>Reviewer Comments:</i>				
Page #	B. FACILITIES	Strong	Sufficient	Insufficient	N/A
	1. Includes the location of each charter school facility which the petitioner proposes to operate, including size and configuration.				
	2. Describes the current and projected availability of each charter school site, including a schedule for securing the facility including the person responsible for securing the location.				
	3. Describes each charter school facility which the petitioner plans to operate in terms of safety and educational suitability.				
	4. An assurance of legal compliance with health & safety, ADA, and applicable building codes.				
	5. Adequate budget for anticipated facilities cost including renovation, rent, maintenance and utilities.				
	<i>Reviewer Comments:</i>				
Page #	C. SUCCESSFUL IMPLEMENTATION	Strong	Sufficient	Insufficient	N/A
	1. The Petition includes a thorough description of the education, work experience, credentials, degrees, and certifications of the individuals comprising, or proposed to comprise, the directors, administrators, and managers of the proposed charter school.				
	2. The Petition includes a list of consultants whom the charter school has engaged, or proposes to engage, for the purpose of developing, operating, and evaluating the charter school, together with a thorough description of the qualifications of such consultants.				
	3. Does the information provided in the proposal confirm that the school will have the services of individuals who have the necessary background in curriculum, instruction, assessment, finance, facilities, business management, organization, governance and administration?				

Charter Petition Name:

	4. If the petitioners have a past history of involvement in charter schools or other educational agencies (public or private), the history is one that the Board of Education regards as successful.				
	5. The Petition as a whole shows evidence that the Petitioner understands and is familiar with the requirements of law.				
	6. Petition demonstrates that the charter school will commence operation by September 30 of its first year of operation.				
	Reviewer Comments:				
Page #	D. COMMUNITY IMPACT – (Education Code 47605(c)(7) New Petitions or Expanding Program Renewals	Strong	Sufficient	Insufficient	N/A
	1. The petition describes how the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings.				
	2. The petition describes how the charter school will not duplicate a program currently offered by the school district, and the existing district program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.				
	Reviewer Comments:				
Page #	E. FINANCIAL & ORGANIZATIONAL ACCOUNTABILITY – (Education Code 47605(h))	Strong	Sufficient	Insufficient	N/A
	1. A detailed review of the annual budget development, implementation and review process including the process by which the charter school leadership and governance team will monitor and report regarding the continuing financial solvency of the school.				
	2. Detailed description of the manner, format, and content by which the charter school will regularly report its current and projected financial viability.				
	3. Detailed description of the organization, scope, and preparation of the following financial documents and reports:				
	a. A preliminary budget on or before July 1 each year.				
	b. An interim financial report, reflecting changes through October 31, on or before December 15 each year.				
	c. A second interim financial report, reflecting changes through January 31, on or before March 15 each year.				
	d. A final unaudited, financial report for the full prior year on or before September 15 each year.				
	4. Description of the process by which the school will comply with all reports required for charter schools by law; includes sending a copy of each required report to SLOCOE.				
	5. Describe structure for administrative services and business operations, including personnel transactions, accounting and payroll processes that reflect an understanding of school business practices and expertise.				
	Reviewer Comments:				

REQUIRED SUPPLEMENTAL INFORMATION – Education Code 47605(h)					
F. FINANCIAL PLAN					
Page #	1. First year operational budget	Strong	Sufficient	Insufficient	N/A
	a. Start-up costs				
	b. Cash flow for first three years				
	c. Financial projections for first three year				
	Reviewer Comments:				
Page #	2. Planning Assumptions	Strong	Sufficient	Insufficient	N/A
	a. Number/types of students				
	b. Number of staff				
	c. Facilities needs				
	d. Costs of all major items are identified and within reasonable market ranges				
	e. Revenue assumptions in line with state and federal funding guidelines				
	f. Revenue from “soft” sources less than 10% of ongoing operational costs				
	g. Timeline allows window for referenced grant applications to be submitted and funded				
	Reviewer Comments:				
Page #	3. Start-up Costs	Strong	Sufficient	Insufficient	N/A
	a. Clearly identifies all major start-up costs				
	i. Staffing				
	ii. Facilities				
	iii. Equipment and Supplies				
	iv. Professional Services				
	b. Assumptions in line with overall school design plan				
	c. Identifies potential funding source				
	d. Timeline allows for grant and fundraising money to become available				
	Reviewer Comments:				
Page #	4. Annual Operating Budget	Strong	Sufficient	Insufficient	N/A
	a. Annual revenues and expenditures clearly identified by source				
	b. Revenue assumptions closely related to applicable state and federal funding formulas				
	c. Expenditure assumptions reflect school design plan				
	d. Expenditure assumptions reflect market costs				
	e. “Soft” revenues not critical to solvency				
	f. Strong reserve or projected ending balance (the larger of 3% of expenditures or \$25,000)				

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	g. If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until the school year when the budget is projected to balance				
	h. Expenditure for general liability, workers compensation & other types of insurance with evidence that petitioners have researched cost and availability: policies to name the SLOCOE as also insured and provide hold harmless agreement				
	i. Expenditure sufficient for reasonably expected legal services: \$12K- yrs 1-3 \$6.6k-yr. 4 \$6.7K-yr. 5				
	j. Expenditure for Special Education excess costs consistent with current experience in the school district/county, including special education staff, related services staff, and legal services				
	k. Expenditure for facilities – if specific facilities not secured, reasonable projected cost				
	l. LCAP expenditures align with operating budget				
	Reviewer Comments:				
Page #	5. Cash Flow Analysis	Strong	Sufficient	Insufficient	N/A
	a. Monthly projection of revenue receipts in line with local/state/federal funding disbursements.				
	b. Expenditures projected by month and correspond with typical/reasonable schedules.				
	c. Show positive fund balance each month and/or identify sources of working capital.				
	Reviewer Comments:				
Page #	6. Long Term Plan	Strong	Sufficient	Insufficient	N/A
	a. Projects revenues and expenditures for at least two additional years				
	b. Revenue assumptions based on reasonable potential growth in local, state, and federal revenues				
	c. Revenue assumptions based on reasonable student growth projections				
	d. Revenue to support meal program as defined in Ed Code Section 49552				
	e. Reasonable cost-of-living and inflation assumptions				
	f. Annual fund balances are positive, or sources of supplemental working capital are identified				
	Reviewer Comments:				

	G. SPECIAL EDUCATION/SELPA				
Page #	1. Plan for Comprehensive Special Education Program	Strong	Sufficient	Insufficient	N/A

Charter Petition Name: _____

	a. Identifies whether the charter will operate special education programs as a school under the chartering authority or will apply to be its own LEA for special education purposes.				
	b. Provides that the charter school will assume full responsibility for appropriate programs, services accommodations and modifications to address the needs of the student.				
	c. The petition acknowledges the responsibility of the charter school to provide special education, instruction and related services to the students enrolled in the school regardless of students' district of residence.				
	d. Has consulted with the San Luis Obispo County SELPA prior to submission of the charter petition.				
	i. Discussed special education responsibilities of charter.				
	ii. Discussed application of SELPA policies.				
	iii. Discussed the procedure the charter school will follow if it is unable to provide the appropriate special education programs/services at the charter school site to ensure the student receives the appropriate program/services funded by the charter, including moderate to severe students.				
	e. Describes how special education services will be provided consistent with San Luis Obispo County SELPA Plan and/or policies and procedures.				
	f. Includes fiscal allocation plan for providing special education services.				
	Reviewer Comments:				
Page #	2. Required Elements	Strong	Sufficient	Insufficient	N/A
	a. Clarifies in charter or an MOU the responsibilities of each party for special education service delivery				
	b. Describes process for referrals				
	c. Outlines methods of assessment				
	d. Provides comprehensive description of Instructional program for special education students				
	e. Describes plan for notification and implementation of due process rights				
	f. Provides agreements describing allocation of actual and excess costs				
	g. Provides assurances that charter will be fiscally responsible for fair share of any encroachment on general funds				
	h. Includes assurances that the charter will comply with all provisions of IDEA				
	i. Includes assurances that no student will be denied admission based on disability or lack of available services				
	j. Described implementation of a Student Study Team process				
Page #	3. If Charter Will Apply to be its own LEA for Special Education Purposes within SELPA	Strong	Sufficient	Insufficient	N/A
	a. Notify SELPA Director of intent prior to February 1 st of the preceding school year				

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	b. Located within San Luis Obispo County SELPA geographical boundaries				
	c. Provides current operating budget in accordance with Ed Code 42130 and 42131				
	d. Provides assurances that all students will be instructed in safe environment				
	e. Provides copy of original charter petition and any amendments				
	f. Responsible for any legal fees relating to application and assurances process				
	g. Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the San Luis Obispo SELPA"				
	h. Meets the terms of all San Luis Obispo SELPA policies and procedures				
	i. Charter fiscally responsible for fair share of any encroachment on general funds				
	Reviewer Comments:				
Page #	4. Overview of how special education funding and services will be provided by:	Strong	Sufficient	Insufficient	N/A
	a. Charter School				
	b. San Luis Obispo County Office of Education				
	c. SELPA				
	Reviewer Comments:				

Grizzly Challenge Charter School



Course Descriptions

November 21, 2022



Grizzly Challenge Charter School

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.

BUSINESS/COMPUTER EDUCATION DEPARTMENT

YEARBOOK

5.0 credits

Production of the “Grizzly Academy Yearbook” is the focus of this course. Students will become proficient in photography, layout /design, and photo editing. Students will be using TreeRing and Pixlr web-based software on their student issued Google Chromebooks.

ENGLISH

ENGLISH

10.0 credits

This two semester course explores the many facets of writing and reading. Students will become proficient in writing arguments to support claims as well as writing informative texts to examine and convey complex ideas and information. Students will improve their writing skills by expanding their vocabulary and grammar. Students will improve their reading skills in areas such as comprehension and speed through a variety of different texts and genres. Literary devices are examined through short story, non-fiction, poetry and dramatic literature.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 2.5 credits

The curriculum is designed to improve each student’s reading comprehension, increase his/her understanding of narrative and expository text structures including academic reading, functional reading, informational reading and technical reading. Students are introduced to narrative and expository organizational patterns, as well as the academic and formal language used in the content classes and professional settings. In addition, students work to improve oral and written language skills, including vocabulary development.

HISTORY/SOCIAL STUDIES

ECONOMICS

5.0 credits

This course is the study of production, distribution and consumption of goods and services in the American Economic system. Major topics will include supply and demand, labor and management, gross national product, basic monetary system, comparative economic systems, world trade and consumer economics.

GOVERNMENT

5.0 credits

This course involves the examination of America’s representative democracy. In our desire to produce knowledgeable American citizens we will study the structure and functions of the federal government in our own country and throughout the world and the

importance of involvement by citizens in the decision making process of our elected leaders.

U.S. HISTORY

10.0 credits

This is a two semester course that fulfills the state requirements of U.S. History. This course concentrates on the political and social history of the United States over the last 100 years. Students will be asked to participate in individual writing, group discussions, cooperative learning exercises, as well as document-based questions (DBQ) that develop critical thinking skills and that asks them to become active participants in our democracy.

WORLD HISTORY

10.0 credits

This two semester course is designed to examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The focus is on the expansion of the West through imperialism and colonialism, the resistance of oppressed peoples, and class conflict and revolutions throughout history. Students will become proficient in reading, writing, discussion, and research skills that will develop their ability to think critically about the world around them.

WORLD GEOGRAPHY

10.0 credits

World Geography is the study of the world's peoples, places, and environment, with a focus on world regions. Cultural studies focus on understanding concepts that describe political, economic beliefs, and social systems along with learning about present day ways of life around the world and their historical backgrounds.

LIFE SKILLS

LIFE SKILLS

10.0 credits

Life Skills promotes the limitless opportunities our students have for their futures. Concepts of Dialectical Behavior Therapy (DBT) are covered in this course, including; **Mindfulness**: the practice of being fully aware and present in this one moment, **Distress Tolerance**: how to tolerate pain in difficult situations, not change it, **Interpersonal Effectiveness**: how to ask for what you want and say no while maintaining self-respect and relationships with others, and **Emotion Regulation**: how to change emotions that you want to change

Life Skills seeks to prepare students for college and career eligibility and empowers them to strive for academic excellence. Students are educated on the numerous skills required to achieve academic and personal success. Students receive instruction in

note-taking, time management, organization, reading, writing, and study skills, and receive additional support through collaborative tutorial groups with peers

GRIZZLY INTERNSHIP

5.0 credits

Students will be exposed to vocational experiences designed to assist them in developing their career plans and their employment skills. Students are enrolled for two periods after properly completing a program application. Students are evaluated on site by the Job shadowing supervisor and by their worksite employer. Students are volunteers at the job site and receive high school credits.

WORK EXPERIENCE

10.0 credits

High school elective credit is awarded to students employed and paid a standard wage at a job site while concurrently enrolled at Grizzly Challenge Charter School. Students may receive credit for each semester of paid employment. Students are educated on job skills and are evaluated on their performance through the use of journaling, projects, and presentations. Work Experience is only offered to Independent Studies students.

CAREER PLANNING

10.0 credits

This two semester course provides students with the skills to function effectively in the workplace, school, community, as well as banking, credit, and budgeting. During this course, students create a solid plan for their future that includes all of the steps and resources that they will utilize.

MATHEMATICS

CONSUMER MATH

5.0 credits

This course is designed to help students successfully meet the challenges of adult living after Grizzly Academy by providing students with real life issues and information. Topics include: understanding the paycheck, budgeting, banking, housing smarts and understanding rights and responsibilities of renting, and knowing how to buy a used car plus how to calculate the expenses involved in transportation. Also, students will develop a clothing budget and learn basic principles of healthy nutrition through experiences and activities in food shopping and preparation.

MATH 1 (INTEGRATED)

10.0 credits

Covers basic arithmetic and pre-algebra skills such as addition, subtraction, multiplication, and division. Also covered are fractions, ratios, proportion and percentage, geometric formulae, percent applications and basic principles of Algebra.

This mathematics course develops the algebraic skills and concepts necessary for students who will take geometry. Algebra 1 meets the State of California Mathematics Standards.

MATH 2 (INTEGRATED)

10.0 credits

Prerequisite: Algebra 1 and Geometry.

This course covers reasoning, points, lines, angles, triangles, polygons, similarity and ration plus right triangles. Also included are polygons-area & perimeter, circles, coordinate geometry, solids and transformations.

Math 2 expands the mathematical content of Math 1 using graphs, functions, conic sections and problem solving.

GENERAL MATH

10.0 credits

This course is designed to develop and solidify basic arithmetic and algebra skills that will be required in future math courses. The course introduces fundamental math concepts. The topics include whole numbers, operations on whole numbers, fractions, decimals, ratios, rates, and proportions.

BUSINESS AND PERSONAL FINANCE

10.0 credits

This course focuses on teaching students about how to plan on starting their own business - entrepreneurship, how to plan and maintain their business financially by studying principles of accounting, payroll, inventory, cost and growth. Students learn how to plan their own personal finances, banking and credit, how to protect their finances and investing their financial resources.

PHYSICAL EDUCATION**PHYSICAL EDUCATION**

10.0 credits

This course is developed to have students participate in team sports for five weeks. Each week, students will be involved in a different game. In the past, students have participated in basketball, softball, volleyball, badminton, soccer, jump roping, Frisbee golf and team handball. Games vary from semester to semester.

SCIENCE**HEALTH SCIENCE**

5.0 credits

This course is designed to provide students with knowledge to develop and implement sound health attitudes and actions that lead to a life of wellness. Students learn about the structure and function of human systems with an objective to empower them to make wise choices regarding their lifestyle. Course topics are directed toward adolescent risk behaviors which includes topics such as: sexual health, stress reduction, alcohol,

tobacco and drug use and abuse, and the basic principles of healthy nutrition, and personal hygiene.

LIFE SCIENCE

10.0 credits

This course is designed to develop scientific knowledge and process skills in biological sciences. Students will be actively engaged in investigations, concept activities, and collaborative projects created to expose the student to the living world and its systems. The course includes the basic organization of the human body including cell biology, body systems, neuroscience, and sociology.

PHYSICAL SCIENCE

10.0 credits

This course emphasizes connections among life, earth and physical sciences. Topics include continental drift, plate tectonics, the universe, meteorology and oceanography.

EARTH SCIENCE

10.0 credits

This Earth Science course focuses on Earth's place in the universe, dynamic Earth processes, Energy in the Earth system, biogeochemical cycles, structure and composition of the atmosphere, and California geology.

ENVIRONMENTAL SCIENCE

10.0 credits

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and political and private decisions about the environment.

ARTS AND HUMANITIES

FINE ARTS

5.0 Credits

The major emphasis of this course is to provide experiences in the fundamentals of art, through art history, studio production, and aesthetic analysis. Some of the media we will use are watercolor, tempera, ceramics, sketching and sculpture. Utilizing creative techniques and a higher level of critical thinking skills, the students will be able to successfully develop creative objects that reflect an advanced level of aesthetic reasoning and value judging.

PSYCHOLOGY

10.0 credits

This is a beginning psychology course that covers principles of learning, types of personality, understanding human behavior, patterns of behavior, emotional and behavioral adjustments, group influences and psychology and society.

SOCIOLOGY

5.0 credits

This psychology course is a study of human relationships. Topics include the family, social groups, minorities, propaganda, education, and rural and urban problems.

FIRST AID, CPR

5.0 credits

This course is designed using the First Aid, CPR, and AED 6th Edition text. The text is based on the 2010 International Consensus Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC), Advanced First Aid, CPR, and AED, this course is designed to teach individuals the basics in first aid, CPR, and AED.

Driver's Education**DRIVER'S EDUCATION**

5.0 credits

This course fulfills the state requirement for permit driving only. It allows those students that pass the course to apply for a driver's permit pending passage of the DMV written test. It is recommended for 16 to 17.6 year olds because you do not have to take the course at 18.

The course will concentrate on safe driving strategies and attitudes plus developing the young driver's risk management skills prior to actually getting behind the wheel. Also included in the course will be information about purchasing and maintaining your automobile. Frequent readings from the test and California Driver's Handbook will be required.

**VOCATIONAL EDUCATION
(Cuesta College)****AUTO BODY** (through Cuesta College)

5.0 credits

Presents the fundamentals of automotive body repair. Includes instruction in body construction, welding, metalworking methods and equipment used in the auto body repair industry. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the auto body repair industry.

AUTO MECHANICS (through Cuesta College)

5.0 credits

This part lecture/lab course is designed for the beginning student with little or no automotive background. The course covers the basic fundamentals of repair of engines, fuel systems, lubrication, cooling systems, braking systems, tires, suspension and alignment and the basics of electricity and electronics.

CONSTRUCTION (through Cuesta College)

5.0 credits

Provides basic instruction in the skills required for employment in building construction. Includes instruction in rough carpentry, floor systems, wall framing, ceiling joists, exterior siding, shear walls, trusses, windows and roof sheathing, and fireplaces.

OFFICE PROCEDURES (through Cuesta College) 5.0 credits

Presents a basic overview of professional office procedures, with an emphasis on the foundational knowledge and skills required for basic entry level administrative office support.

RETAIL (through Cuesta College) 5.0 credits

Presents a basic overview of professional retail procedures, with an emphasis on the foundational knowledge and skills required for basic entry-level retail positions.

TV AND FILM (through Cuesta College) 5.0 credits

Provides an introduction to the theory, terminology, signal flow and operations within a multi camera television studio and control room; includes TV history, TV aesthetics directing, the operation of broadcast quality video cameras, audio equipment, switchers, the fundamentals of lighting, computer generated graphics, video control and recording.

WEB DESIGN (through Cuesta College) 5.0 credits

This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Throughout the course students are introduced to planning and designing effective web pages; implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website.

CULINARY (through Cuesta College) 5.0 credits

This course introduces students to food handling, preparation, cleaning and safety methods, in a hands-on environment with an emphasis on the foundational knowledge and skills needed for an entry-level position in the culinary field.

COLLEGE SUCCESS STUDIES (through Cuesta College) 5.0 credits

This course introduces students to the skills and practices necessary to navigate the community college system and be successful in college level courses.

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION AND
THE GRIZZLY CHALLENGE CHARTER SCHOOL
JULY 1, 2025- JUNE 30, 2026**

RECITALS

A. On May 1, 2003, the San Luis Obispo County Board of Education (hereinafter "County Board") granted a charter to the Grizzly Challenge Charter School (hereinafter "GCCS" or "Charter School"), following the terms of the Charter Schools Act of 1992, as amended. Pursuant to Education Code Section (EC) 47612 and terms of the charter. GCCS and San Luis Obispo County Office of Education (hereafter "SLOCOE") (collectively, the "Parties") hereby enter into a Memorandum of Understanding (MOU) intended to define the operational and oversight arrangements between the Parties.

B. Upon the execution of this Agreement by the Parties and upon ratification and approval by the County Board, this Agreement shall become a fully incorporated part of the Charter previously approved by the County Board in 2003 and renewed in 2008, 2013, and 2018 and extended under operation of Assembly Bill 130 and Senate Bill 114 to June 30, 2026. To the extent that this Agreement is inconsistent with any of the terms of the Charter or other written or oral agreements between the Parties, this Agreement shall supersede.

C. The Parties recognize that the GCCS is a separate legal entity from, and operates under the supervisory oversight of, SLOCOE and the County Board. The GCCS Governing Board and administration shall be wholly and independently responsible for Charter School's operations and shall manage its operations efficiently and economically within the constraints of Charter School's charter and its annual budget.

D. The terms of this Agreement are intended by both parties to become part of the conditions, standards and procedures set forth in the Charter document ("Charter"). If the parties discover any terms of this Agreement that conflict with the terms of the Charter, this Agreement shall control the handling or resolution of the particular issue in question. To the extent that this Agreement is inconsistent with any of the terms of the Charter, both parties shall meet to amend the Agreement to reach consistency, if the inconsistency is material to the terms of the Charter. If the parties do not reach agreement regarding the consistency, the parties agree to follow the procedures for dispute resolution as stated in the Charter.

I. Purpose of This Memorandum of Understanding

This Memorandum defines the specific operational relationship between GCCS and SLOCOE and resolves other matters of mutual interest not otherwise resolved within the terms of GCCS's charter, including, but not limited to:

- a. Specific funding sources anticipated to be available to the School;
- b. Responsibilities of the Parties;
- c. Oversight responsibilities;
- d. Special Education responsibilities;

- e. Collaboration on grants/grant applications with SLOCOE;
- f. Direct and indirect services provided by the SLOCOE; and
- g. Clarify responsibilities of each agency.

II. TERM

This agreement covers the period from July 1, 2025 through June 30, 2026. The agreement shall be reviewed annually. This agreement may be modified or terminated only with the written mutual consent of SLOCOE and GCCS. SLOCOE may unilaterally rescind this agreement if the School's charter is revoked in compliance with EC 47604.5 or 47607, subject to the survival of identified provisions as provided herein.

III. DEFINITIONS

AVERAGE DAILY ATTENDANCE

"Average daily attendance" shall mean the attendance of charter school pupils while engaged in educational activities required of them by the charter school, as defined in Education Code Section 47612, and in Section 11960, of Title 5, Chapter 11, Subchapter 19, Article 1, of the California Administrative Code of Regulations and other applicable laws.

AUTHORIZING ENTITY

"Authorizing Entity" shall refer to the County Board and SLOCOE as the agencies that have granted GCCS its countywide charter and/or is responsible for supervisory oversight functions and other administrative and direct services as described in this contract.

SPONSORING LEA

Sponsoring LEA shall refer to basic aid districts for district residents attending GCCS as defined in Education Code section 47632 and 47635.

CHARTER SCHOOL AUTHORITY

GCCS, in performing its duties and obligations under this Agreement and its charter, shall have the power and authority, consistent with federal and state law and subject to other terms and conditions of this Agreement to:

- a. Hire, evaluate and terminate employees;
- b. Contract for additional goods and services with SLOCOE and/or any third party;
- c. Purchase, lease or rent furniture, equipment and supplies;
- d. Accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this Agreement;
- e. Establish and conduct an educational program and curriculum as provided in the School's charter;
- f. Conduct extra and co-curricular activities and programs;
- g. Conduct professional development for instructional and non-instruction personnel;

- h. Select and acquire instructional materials, equipment and supplies; and
- i. Exercise such other powers as are provided for elsewhere in this Agreement to the extent consistent with this Agreement.

IV. FISCAL CONSIDERATIONS

a. Charter School Categorical Block Grant Funding/General Purpose Funding

GCCS will be funded in accordance with the Local Control Funding Formula ("LCFF"). GCCS will receive base funding and may receive supplemental and concentration grants, if eligible. GCCS will be responsible for providing the California Department of Education ("CDE") with all data required for funding and will comply with all laws and regulations as developed by the Legislature and State Board of Education ("SBE") to implement LCFF. All information provided by GCCS shall be truthful and accurate. GCCS shall also comply with the terms of Education Code section 52060 et seq. and its implementing regulations with respect to the adoption and update of its Local Control and Accountability Plan ("LCAP").

GCCS shall receive its LCFF funding directly under Education Code section 47651(a)(1)/indirectly through SLOCOE Education Code section 47651(a)(2).

GCCS elects to receive indirect funding via SLOCOE for Title I Part A and other funds as applicable. GCCS will coordinate with SLOCOE on all applications for state or federal funding. Any grant funds allocated in connection with GCCS pupils who are eligible for the Free and Reduce Lunch program shall be shared with SLOCOE at the indirect cost rate. GCCS may apply for public and private grants for which SLOCOE will assist. GCCS agrees to comply with all federal rules, regulations, and restrictions on any grant funds received, including federal spending and reporting timelines.

SLOCOE Business Services shall conduct oversight over GCCS budgeting and fiscal management pursuant to Education Code sections 47604, 47604.32, and 47604.33. SLOCOE may also exercise its powers under Education Code section 47604.4 to monitor and investigate GCCS.

b. Lottery Funds

GCCS will receive lottery funds as specified in EC 47638.

c. Property tax

GCCS shall collect in-lieu property tax from Sponsoring LEAS (Basic Aid Districts) throughout California whose resident students attend GCCS in accordance with EC 47632(j)(5). SLOCOE will invoice **sponsoring LEA's** on behalf of GCCS once per fiscal year, in June after the P-2 certification is released from CDE. Grizzly's administrative team is responsible for invoice collections and follow-up communications.

d. Loans

SLOCOE may make loans to GCCS or apply for legally allowable loans (e.g. TRANS) on behalf of the school pending GCCS Board approval. GCCS shall not apply for any loans on its own behalf without securing advance written consent of SLOCOE. GCCS must

indicate in all loan applications, agreements, and other documentation that it is applying for and obtaining all loans in its own name only, and not on behalf of SLOCOE, and SLOCOE shall not be obligated or responsible in any way for repayment obligations.

e. Invoicing for services

SLOCOE will invoice GCCS at least once following the close of the fiscal year. SLOCOE shall issue invoice(s) for the following:

- One percent (1%) of GCCS's revenue for that fiscal year, as its oversight fee under Education Code section 47613;
- Seven percent (7%) of yearly expenditures as indirect cost rate for Indirect Administrative Services as identified in Section V of this agreement. Excluded from the seven percent (7%) fee are any GCCS expenses paid with grant funds that SLOCOE takes a grant allowable indirect revenue such as Title I and CTE; and;
- All fees, in addition to those set forth in 1 and 2 above, charged at a direct cost rate, as identified as Direct School Services in Section V.

f. AB 1200 Disclosure Requirements

GCCS, as a public school employer under Government Code section 3540 *et seq.*, shall comply with the disclosure requirements of Government Code section 3547.5 with respect to all agreements with its exclusive representatives, and agrees to comply with the disclosure requirements contained therein with any agreements with unrepresented employees.

g. Maintenance of funds

GCCS funds will be maintained as District 30 in the county's fiscal management system (QSS).

h. Oversight

As the charter authorizing entity, SLOCOE and County Board are responsible for ensuring that GCCS operates in compliance with all applicable laws and the terms of its charter. EC Section 47604.32 identifies the duties of a charter authorizing entity. Specifically, the charter authorizing entity must:

1. Identify at least one staff member as a contact person for the charter school.
2. Visit each charter school at least annually.
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law.
4. Monitor the fiscal condition of each charter school under its authority.
5. Provide timely notification to the Charter Authorizer if the charter is revoked or if the charter school ceases operation for any reason.

As a statutory fee for the oversight responsibilities listed above, per Article IV(e) of this MOU, SLOCOE will not charge GCCS greater than one percent (1%) of current revenues, as defined in Education Code section 47613. Additional SLOCOE services

and related charges that fall outside of these defined oversight functions are outlined in Sections IV(e) and V of this MOU.

For any additional oversight charges outside of the services and charges detailed in section V of this MOU, SLOCOE shall invoice GCCS for such expenses following the close of the fiscal year. Invoices for any such additional oversight duties will include the specific duties performed, staff position of who performed the task, Full Time Equivalent (FTE) assigned to the task, and a list of other related expenses.

V. SERVICES PROVIDED BY SLOCOE

SLOCOE has agreed to provide, and GCCS has agreed to purchase, the following services direct from SLOCOE:

Direct Student Services

SLOCOE shall invoice GCCS in July for direct student services provided by the following specialists:

- .05 FTE Data and Student Info Specialist
- .08 FTE Credentialed School Nurse
- .10 FTE Speech/Language Pathologist
- .40 FTE School Psychologist

These services may be amended mid-year with a written agreement by both parties. Incidentals such as testing materials, legal fees, and fuel will be included in the July invoice.

Indirect Administrative Services – Programmatic and Operational

SLOCOE shall invoice GCCS in July for the following indirect administrative services:

a. Primary Business Services –

i. Accounting:

- Annual accounting reports and statements
- Establishing a chart of accounts, account code structure, and financial ledgers;
- Maintenance and posting of all financial transactions to GCCS's ledgers;
- Preparation of needed financial reports including monthly cash flow and balance sheets;
- Primary contact with independent audit firm regarding yearly audit of the charter school's financial statements;
- Preparation of charter school attendance reports submitted to CDE;
- Accounts payable services including entering and creating batches and 1099 reporting, out of state vendor withholding and reporting;
- Accounts receivable services and invoice management and maintenance; Data Processing – printing and mailing checks, maintaining QSS Accounting database system;
- Federal and state reporting (examples include ConApp, ESSER, Federal Cash MGMT).

- Processing of all purchase orders, reimbursements to employees or payments to vendors in a timely fashion
- Preparation and deposit of all deposits, and posting relevant information to appropriate ledgers

ii. Payroll:

- Statutory bi-monthly payroll services including IRS tax and PERS/STRS reporting;
- Preparation of pay warrants;
- Data processing, and printing and distribution of payroll checks, payment of quarterly SUI & Workers' Compensation, manage and maintain QSS/QCC Business Information System; and Maintenance of employee payroll files.
- Execution of direct deposits
- Calculation and forwarding of all tax, benefit, retirement, and other withholdings
- Preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities
- Issuing W9
- PERS/STRS Retirement system advice

iii. Budget Development and Fiscal Planning:

- Technical assistance to GCCS in accurately identifying its revenues;
- Comparing estimated revenues with actual revenues;
- Cash flow monitoring and maintenance;
- Technical assistance in projecting and monitoring expenditures;
- Assistance with preparing and revising Multi Year Projections (MYP) and long-term financial projections including staff negotiations;
- Preparation/maintenance/ monitoring of GCCS budgets, interim reports, SACS reporting;
- Quarterly presentation of budget to GCCS' Board of Directors.
- Invoice for in lieu of property tax
- Assist with Collective Bargaining Form AB1200 disclosure requirements

b. Curriculum Development – Technical assistance as needed for individual teachers, and documentation and compliance on Western Association of Schools and Colleges (WASC) accreditation issues.

c. Student Assessment and Testing – GCCS will administer state-mandated assessments in partnership with SLOCOE, including test and data processing and analysis. Other standardized tests and alternative assessments will be administered solely by the school.

d. Program Administration - Program Administration services and Title I/Federal Programs coordination provided by the Assistant Superintendent for Student Services (10% FTE); Program Administration support provided by the Executive Assistant to the Assistant Superintendent for Student Services (10% FTE); Primary Business Services provided by a Fiscal Specialist or mutually acceptable SLOCOE staff person (30% FTE).

- e. **Human Resources** - Technical assistance in position posting, technical assistance with screening and interviews, maintain position control record, employee benefit management, assist with Collective Bargaining AB 1200 disclosure requirements.

The Parties agree that the direct services set forth above constitute only technical assistance, and that GCCS, and its governing board, bear sole responsibility for all programmatic, policy, and financial decisions regarding the Charter School's operations. GCCS agrees that it shall bear sole responsibility for the following:

- Financial decisions related to the fiscal viability of the Charter School, including but not limited to the levels of expenditures, multi-year projections, and achieving a positive net fund balance.
- Personnel decisions as the exclusive public-school employer of its employees, including but not limited to reference and background checks, hiring, compensation supervision, evaluation, discipline, dismissal/termination of its employees, as well as fulfilling its collective bargaining obligations. (GCCS shall not have any of the above-listed responsibilities with respect to SLOCOE personnel providing direct services pursuant to Article VII of this MOU.)
- Selection and delivery of the Charter School's curriculum, and the testing, assessment, and evaluation, of pupil progress.

Indirect Administrative Services Fee

For the duration of this MOU, the GCCS shall pay SLOCOE a fixed percentage of seven percent (7%) of total GCCS expenditures for the administrative services enumerated in Section V (a-e). Excluded from the seven percent (7%) fee are any GCCS expenses paid for with grant funds that SLOCOE takes an indirect revenue such as Title I and CTE. SLOCOE will invoice Grizzly each July for the prior fiscal year.

GCCS acknowledges, and the parties agree, that the indirect services set forth above constitute only technical assistance, and that GCCS, and its governing board, bear sole responsibility for all programmatic, policy, and financial decisions regarding the Charter School's operations. GCCS agrees that it shall bear sole responsibility for the following:

- Financial decisions related to the fiscal viability of the Charter School, including but not limited to the levels of expenditures, multi-year projections, and achieving a positive net fund balance.
- Personnel decisions as the exclusive public-school employer of its employees, including but not limited to reference and background checks, hiring, compensation supervision, evaluation, discipline, dismissal/termination of its employees, as well as fulfilling its collective bargaining obligations. (GCCS shall not have any of the above-listed responsibilities with respect to SLOCOE personnel providing direct services pursuant to Article VII of this MOU.)
- Selection and delivery of the Charter School's curriculum, and the testing, assessment, and evaluation, of pupil progress.

VI. FACILITIES

GCCS is located at the California National Guard's Camp San Luis residential campus in San Luis Obispo. Per a separate contract between GCCS and the National Guard that outlines the provision of school facilities, the National Guard agrees to provide GCCS with all school facilities. The National Guard also agrees to provide maintenance services as needed.

VII. SPECIAL EDUCATION

The Parties agree that GCCS operates as a Public School within SLOCOE under Education Code section 47641. As such, under Education Code Section 47646, SLOCOE is responsible for ensuring that all students with exceptional needs who attend GCCS are provided with a free and appropriate education in compliance with applicable state and federal law. As a Public School within the SLOCOE, all special education funds generated by enrollment in the School will be transferred directly from the San Luis Obispo County SELPA (hereinafter "SELPA") to SLOCOE in accordance with the SELPA Fiscal Allocation Plan. Per the terms of this agreement, funding for the provision of special education and services and responsibility for provision of such services in compliance with applicable law is transferred to GCCS.

a. Service Delivery

1. GCCS shall assure that a free appropriate public education is provided for all eligible students with disabilities in accordance with state and federal legal mandates.
2. Neither GCCS nor SLOCOE will engage in formal or informal practices that deny access to students with exceptional needs, nor will either "refer" or "counsel out" such students except as specified below and in no event in a fashion that discriminates based on disability.
3. GCCS shall employ credentialed employees or contract with SLOCOE to provide approved services in the areas of Child Find, referral, assessment and evaluation, Special Education instruction, due process proceedings, transportation, annual/triennial Individual Education Plans (IEPs), and discipline manifestation determinations.
4. GCCS staff shall be trained, as needed, by Special Education Local Plan Area (SELPA) staff to identify students who may have exceptional needs and to conduct a Student Study Team (SST) to determine whether alternative interventions in the regular school setting will appropriately serve the needs of students.

b. Special Education Funding

1. SLOCOE represents GCCS as a SELPA member within the SELPA consortium. GCCS receives SLO SELPA funding in the manner specified by the San Luis Obispo County SELPA Fiscal Allocation Plan.
2. GCCS shall be held fiscally responsible for all costs associated with the provision of special education services to students.
3. GCCS accepts responsibility for excess expenses pursuant to Education Code section 47646. In the event that expenses exceed revenues available to the charter school, GCCS shall document that all state and federal special education

funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to GCCS by SELPA.

4. GCCS may access SELPA funds for low incidence equipment and materials as appropriate and specified on a student's IEP. As such, GCCS is required to collaborate with SLOCOE if there are any changes to Grizzly's SpEd program due to any potential impact on SLOCOE's combined Maintenance of Effort reporting.
5. GCCS Special Education reporting (MOE, Subsequent Year Tracking (SYT)) will be combined with SLOCOE's and submitted together.

c. Compliance

1. GCCS shall assume responsibility for compliance with the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act.
2. GCCS shall indemnify and hold SLOCOE harmless from and against any and all liability arising from acts or omissions related to the provision of special education services to students enrolled in the school. This indemnification shall include the legal defense of SLOCOE, its officials, employees, and against special education due process hearing requests and/or complaints to state and federal agencies. GCCS shall indemnify SLOCOE against any damages, including compensatory damages that may be awarded or agreed to for failure to provide appropriate and/or compliant special education services.
3. GCCS shall maintain all pupil cumulative ("CUM") and special education files, use appropriate forms and software, and file reports as needed to maintain legal compliance. GCCS shall submit to SLOCOE and SELPA all required reports in order to comply with SELPA and state requirements, including annual and triennial IEP meeting notices, discipline data, assessment, and any other required reports. GCCS shall maintain California Longitudinal Pupil Achievement Data System (CALPADS) data and submit these data to the SELPA in accordance with requisite timelines.

VIII. DATA REPORTING

a. Average Daily Attendance

GCCS will develop an attendance-reporting calendar and maintain a system to record and account for average daily attendance (ADA). These records shall be auditable and will be within the scope of GCCS's annual audit. GCCS will report ADA figures to SLOCOE and the California Department of Education, as appropriate, and on a timely basis. GCCS utilizes Aeries student management software and reports ADA utilizing the California Department of Education's Principal Apportionment Software.

b. California Basic Education Data System (Enrollment)

GCCS shall also obtain a California Basic Educational Data System (CDS) code number for GCCS from the California Department of Education and complete and submit enrollment and other necessary demographic information, if necessary, through SLOCOE, to the California Basic Education Data System (CBEDS)

c. Other Data

GCCS shall also obtain and work cooperatively to supply to SLOCOE in a timely and accurate fashion any other information necessary to enable SLOCOE to calculate GCCS's entitlement to all available funding sources.

GCCS staff is responsible for completing the Personal Time Reporting (PARS) as required for federal funding.

IX. Financial Oversight and Reporting

SLOCOE may request, and GCCS shall, if requested by SLOCOE, prepare and submit the following financial information to SLOCOE:

- a. A proposed budget for the upcoming fiscal year showing estimated revenues and expenditures based on identified and reasonable assumptions prior to the beginning of the fiscal year. The budget must include a cash flow and multi-year projection report.
- b. Quarterly financial reports displaying the financial status of the charter school. Such reports shall be prepared within 60 days of the end of the quarter and display budgeted revenues and expenditures as compared with actual figures to date, along with projected year-end figures, by major category of revenue and expenditure.
- c. Budget and annual financial reports shall be prepared using the SACS format and CDE supplied SACS software.
- d. GCCS will commit a minimum 5% reserve for economic uncertainty
- e. GCCS will adhere to all of the requirements set forth by the SLO County Office of Education for Budget and Interim Submission.
- f. GCCS will share communications from the COE regarding budget and interim certifications with the board as an informational item.

GCCS shall adjust its 2024 Board meeting schedule, as reflected below, and its Board meeting schedule in subsequent years, to accommodate the availability of the State's online Standardized Account Code Structure (SACS) software:

Report	Reporting Period	Submission Deadline for Board Packet*	Suggested Latest Board Meeting Date	Statutory submission deadline to COE
Prior Year Audit Report to the Board	FY 22-23	Jan 4	Jan 16	-
2 nd Interim	Nov 1 - Jan 31	Feb 29	Mar 7	Mar 15
Budget – LCAP	FY 24-25	Jun 13	Jun 20	July 1
45 Day Revise**	45 days after Gov. signs budget	Aug 8	Aug 15	Aug 15 (fluctuates**)
Unaudited Actuals	FY 22-23	Sept 5	Sept 12	Sep 15
1 st Interim	Jul 1 - Oct 31	Dec 6	Dec 12	Dec 15

* GCCS requires board packet material one-two week(s) prior to a board meeting.

**Education Code Section 42127(h) specifies that: *Not later than 45 days after the Governor signs the annual Budget Act, the District shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act.*

The 2024-25 Board meeting dates are set by the Board at the January organizational board meeting. Board meetings are held at the SLOCOE Board room, at 4 PM unless otherwise noted. The 2024-25 Board meetings are scheduled for March 6, 2025, June 10, 2025 at 3:45 PM, August 26, 2025, November 20, 2025 and January 13, 2026.

X. Audit

GCCS shall cause to be prepared an annual audit of the financial transactions of the charter school each year pursuant to the terms specified in the Charter and Education Code. GCCS shall immediately forward a copy of the audit to SLOCOE's Chief Financial Officer and the California Department of Education upon receipt of the final audit findings. Any negative findings or deficiencies shall be resolved pursuant to the terms of the charter.

XI. INSURANCE

GCCS will maintain the following insurance coverage for the school through the Self-Insured Schools of California:

Workers' Compensation: GCCS holds a current Affiliate Certificate of Consent to Self-Insure issued by the State of California Department of Industrial Relations and has complied with the requirements of the Department of Industrial Relations under the provisions of Sections 3700 to 3705, inclusive, of the Labor Code of the State of California.

Unemployment Insurance: GCCS' unemployment insurance coverage, as required by law, is provided through SLOCOE.

Liability Coverage: Applies to the named covered party (GCCS), officers and members of the governing board, employees, volunteers, and student body or auxiliary organizations. Coverage is afforded for premises liability, operations liability, professional liability, products liability, contractual liability, and errors & omissions. GCCS' deductible per occurrence is \$1,000.00 on each claim/loss and coverage is provided to the limit of \$1,500,000.00 over the charter school's deductible. Excess coverage is provided by a private carrier to the level of \$25,000,000.00 per occurrence. Coverage is written on an occurrence form for bodily injury, property damage, and personal injury.

Property Coverage: Applies to all property of the insured, including both real and personal property and including the personal property of others for which the insured is liable under the policies currently in effect, with a combined total of \$100,000,000.00. Perils covered include all risk of direct physical loss or damage. Extensions of coverage include the following property: extra expense, real or personal property at any unscheduled location or exhibition, transit, valuable papers, accounts receivable, property of students/employees, non-owned buildings, pollution cleanup, cost of inventory and insured's adjustment expense, trees, plants, shrubs, or media. The sub-limit of liability amounts, and a list of property not covered are on file with GCCS. Deductible is \$2,500.00 with a limit of \$100,000,000.00 per occurrence for buildings and contents with a \$250,000.00 self-insured retention over SLOCOE's deductible feature per occurrence/loss. There is no property limit per building,

per location, per charter school. Building and contents are insured for replacement cost with proof of actual replacement.

Automobile Coverage: Applies to coverage for owned, hired, borrowed, and non-owned autos. Coverage includes auto liability, collision loss, comprehensive (physical) loss, garage liability, and garage keeper's legal liability. GCCS' deductible is \$1,000.00 with a self-insured retention over SLOCOE deductible in the amount of \$1,500,000.00 and an excess coverage provided by a private carrier in the amount of \$25,000,000.00.

Other coverage: Includes comprehensive crime, boiler and machinery, and student accident insurance. Coverage, deductible, and payment limits are on file with GCCS. Health insurance is provided to charter school employees through the SLOCOE.

XII. CONSTRUCTION AND SEVERABILITY

- a. Amendments.** This agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement.
- b. Severability.** If any provision or any part of this agreement is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.
- c. Breach.** Notwithstanding the provisions of this Agreement, if a Party ("Breaching Party") materially breaches this Agreement and such breach continues for more than thirty (30) days after written notice thereof from the other, non-breaching Party ("Injured Party"), then the Injured Party shall have the right, upon ten (10) days written notice to the Breaching Party, to terminate or suspend this Agreement and/or the provision of services under this Agreement.
- d. Indemnification.** SLOCOE shall individually and collectively indemnify and hold the GCCS harmless from and against any and all claims, causes of action, losses, and damages arising from SLOCOE's willful misconduct or gross negligence related to SLOCOE's performance under this Agreement. GCCS shall individually and collectively indemnify and hold SLOCOE harmless from and against any and all claims, causes of action, losses, and damages arising from GCCS's willful misconduct or gross negligence related to GCCS's performance under this Agreement.
- e. Limitations to Indemnification.** Notwithstanding anything to the contrary contained in this Agreement, no indemnification shall be provided under this Agreement based on, arising out of, or relating to any of the following:
 1. Any liability expressly assumed by a Party;
 2. Any negligent or intentional misconduct of any officer, director, employee, agent, attorney, representative, volunteer, successor or assign;
 3. Any violation by officers, directors, employees, agents, attorneys, representatives, volunteers, successors or assigns of any applicable laws of the United States, including, without limitation, the California Charter School Act; or
 4. Consequential damages.
- f. Materials.** Upon termination of this Agreement, each Party shall return all materials belonging to the other Party within sixty (60) days after this Agreement is terminated.

XIII. Miscellaneous

- a. Assignment and Delegation.** Neither Party may assign any of its rights or delegate any of its obligations under this Agreement without the prior written consent of the other Party, which consent will not be unreasonably withheld. Any assignment or delegation in contravention of this Section shall be void and unenforceable.
- b. Compliance with Law.** Each Party shall comply at its own expense with all laws that relate to its obligations under this Agreement.
- c. Third-Party Beneficiaries.** Except as may be specifically set forth in this Agreement, this Agreement does not provide and shall be construed to provide any third parties with any right, remedy, claim, reimbursement, cause of action or other privilege.
- d. Attorney's Fees.** If any legal action is brought to enforce the terms of this Agreement, the prevailing Party shall be entitled to reasonable attorneys' fees in addition to any other relief to which it may be entitled.
- e. Governing Law.** This Agreement shall be construed by, enforced in accordance with, and the validity and performance hereof governed by the laws of the State of California.
- f. Waiver.** Failure of either party at any time to require performance by the other Party or to claim a breach of any provision of the Agreement shall not be construed as affecting any subsequent breach or the right to require performance with respect thereto or to claim a breach with respect thereto.
- g. Dispute Resolution.** In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith through the dispute resolution process contained within the Charter.

XIV. Notices

All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To SLOCOE at:

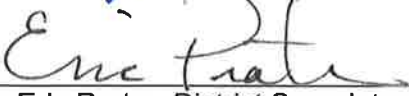
3350 Education Drive
San Luis Obispo, CA 93405

To GCCS at:

721 Mendocino Ave
San Luis Obispo, CA 93405

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

Dated: _____ BY  _____
Joel Peterson, County Board President on behalf of SLOCOE

Dated: _____ BY  _____
Dr. Eric Prater, District Superintendent, on behalf of
Grizzly Challenge Charter School Board of Directors

BYLAWS of GRIZZLY CHALLENGE CHARTER SCHOOL

ARTICLE I. NAME, LOCATION AND FISCAL YEAR

SECTION 1. NAME. The name of the organization is Grizzly Challenge Charter School (GCCS).

SECTION 2. LOCATION. The principal location of the facility shall be on the campus of the California National Guard's Camp San Luis in San Luis Obispo County, California. The Board of Directors may change the location of the principal office by a majority vote of the Board of Directors. GCCS is a countywide charter school under the sponsorship of the San Luis Obispo County Board of Education.

SECTION 3. FISCAL YEAR. The fiscal year of GCCS shall coincide with the fiscal year of the San Luis Obispo County Office of Education, which is July 1 through June 30.

ARTICLE II. PURPOSE

This organization is formed solely for the purpose of operating GCCS.; a California Charter School formed in compliance with the Charter Schools Act (Education Code Section 47600 et seq.).

ARTICLE III. GOVERNING BOARD

SECTION 1. NUMBER. GCCS shall have a Governing Board consisting of five members. One (1) of these members will be appointed by the San Luis Obispo County Board of Education; one (1) will be the County Superintendent of Schools who will chair the GCCS Board; one (1) will be appointed from the California National Guard; one (1) will be a Superintendent of a San Luis Obispo County school district, to be appointed by the Superintendents of the school districts within San Luis Obispo County; and one (1) will be a representative, appointed by the Governing Board, of a GCCS advisory group (a consortium of stakeholders, including community representatives and school staff who provide guidance on school programming issues, i.e., School Site Council, English Learner Advisory Committee, Grizzly Youth Foundation).

SECTION 2. TERM. Each member of the Governing Board shall serve for a period of three years and until his or her successor is appointed. If no successor is appointed before the expiration of a Board Member's term, the Governing Board shall

fulfill its obligations under these Bylaws until the vacancy is filled pursuant to Section 3. Board Members may serve consecutive terms.

SECTION 3. VACANCIES. Vacancies on the Governing Board shall exist upon the following: (1) on the death, resignation or removal of any director, (2) when the term of a current Board Member has expired and the Member elects not to renew his/her term; (3) the declaration by Board resolution of a vacancy in the office of a director who has been declared of unsound mind by a court order, or convicted of a felony, (4) the vote of a majority of the Board members to remove any director(s), or (5) whenever the authorized number of directors is increased. Upon such a vacancy, the Board will appoint a new representative.

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.

SECTION 5. COMPENSATION. Members of the Board shall receive no compensation for their services as members of the GCCS Governing Board.

SECTION 6. RESIGNATIONS AND REMOVAL. Any Board Member and/or Officer may resign at any time by giving written notice to the President or Secretary of the Governing Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. A majority of the Board members may vote to remove any Board member(s) or Officers if such removal is in the best interests of GCCS.

SECTION 7. ATTENDANCE. Attendance at Governing Board meetings is mandatory. Missing two meetings in a row without prior Board approval is grounds for immediate dismissal from the Board.

SECTION 8. PROCEDURAL GUIDELINES. The Board shall govern by consensus except where otherwise noted in these Bylaws.

SECTION 9. BOARD MEMBER CONFLICTS OF INTEREST. Public office is a trust created in the interest of the common good and for the benefit of the people.

It is the intent of these Bylaws to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Board not to employ Board Members or engage in any action that would result in economic gain for an individual Board Member. Board Members shall notify the Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.

ARTICLE IV. MEETINGS OF THE GOVERNING BOARD

SECTION 1. MEETINGS. The Governing Board will meet at least once quarterly to discuss GCCS operations and to hear reports and updates from Board Members and committees; to consider and to adopt or change policy; and to consider requests and concerns from parents, students and staff. Meetings shall include representation from the management and/or staff of the school. Each Board Member entitled to vote may cast one vote on each matter submitted to a vote of the Board.

SECTION 2. NOTICES. GCCS shall comply with the provisions of the Brown Act, Cal. Gov. Code § 11120, *et. seq.*. Notice, including specific agenda information where possible, of any meetings of the GCCS Governing Board at which time adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the Board is or is expected to be in attendance, may be posted seventy-two hours in advance at a location to be designated annually. The posting of such notice shall be one means of providing full and timely notice to the public of such meetings and the location for the posting of the notice shall continue in effect until changed by subsequent official action by the Governing Board.

SECTION 3. QUORUM. For the purpose of transacting business at meetings of the Board, a quorum shall consist of a majority of the members in office immediately before the meeting begins. If a quorum is present, the affirmative vote of a majority of the voting power represented at the meeting, entitled to vote and voting on any matter, shall be deemed the act of the members unless the vote of a greater number is required by the California Nonprofit Corporation Law or by the articles of incorporation.

SECTION 4. EXECUTIVE SESSIONS. All regular and special meetings of the Governing Board shall be open to the public, except that, upon a vote of a majority of the members present, an executive session may be held to discuss any one or more of the following: (1) attorney-client matters; (2) matters subject to negotiations, and (3) personnel matters. The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. The Board shall not make final policy decisions,

nor shall any resolution, rule, regulation, or formal action or any action approving a contract or calling for the payment of money be adopted or approved at any session that is closed to the general public. Matters discussed during executive sessions shall remain confidential among those attending. The Secretary of the Governing Board shall maintain topical minutes of all executive sessions.

ARTICLE V.
OFFICERS OF THE GOVERNING BOARD

SECTION 1. OFFICERS. The Officers of the Governing Board shall consist of President, Vice-President, and Clerk. The San Luis Obispo County Superintendent will serve as President. All other officers will rotate according to the guidelines in Art. IV, Sec. 2 below.

SECTION 2. ELECTION AND TERM. All Officers other than the President (see Art. IV, Sec. 1 above) shall be appointed annually by the Governing Board. Each Officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first. Rotation of officers will be encouraged.

SECTION 3. VACANCIES. Any vacancy among the Officers shall be filled by the Governing Board. An Officer appointed to fill a vacancy shall serve for the unexpired term of his or her predecessor in office.

SECTION 4. DUTIES OF PRESIDENT. The President shall be the executive officer of the GCCS. He or she shall, in general, supervise and control all of the business and affairs of the Academy, and shall see that all orders and resolutions of the Governing Board are carried into effect. He or she shall preside at all meetings of the Governing Board. The President shall execute contracts, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Governing Board to some other Officer or agent of the GCCS. In general, the President shall perform all duties and may exercise all rights as are incident to the Office of President of the Governing Board and such other duties as may be prescribed by the Governing Board or these Bylaws.

SECTION 5. DUTIES OF VICE-PRESIDENT. The Vice-President shall have all the powers and perform all the duties of the President in the absence or disability of the President. The Vice-President shall perform such other duties as from time-to-time may be assigned to him or her by the President or by the Governing Board.

SECTION 6. DUTIES OF THE CLERK. The Clerk shall perform those duties as deemed applicable by the Board, including compliance with applicable laws and regulations.

ARTICLE VI.
ADVISORY COMMITTEES TO THE BOARD

SECTION 1. MEMBERSHIP. The composition of advisory committees shall be broadly representative and shall take into consideration the specific tasks assigned to the committee. Members will be selected from community members who have an interest in and commitment to the mission of Grizzly Challenge Charter School.

SECTION 2. INSTRUCTION AND RESPONSIBILITY. Each committee shall be clearly instructed as to the length of time each member is being asked to serve; the services the Board wishes the committee to render, the extent and limitations of responsibility, the resources the Board will provide, and the approximate dates on which the Board wishes to receive major reports.

SECTION 3. COMMITTEE POWERS AND PREROGATIVES. A Governing Board possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for official action. The Board shall have the power to dissolve any advisory committee and shall reserve the right to exercise this power at any time during the life of any committee.

SECTION 4. MEETINGS. Advisory committees to the Board shall comply with the requirements concerning public meetings that are specified in Article IV. Section 2. "Notices" above.

ARTICLE VII.
CONTRACTS AND GRANTS

SECTION 1. CONTRACTS. The Governing Board may authorize any member or members of the Board to execute and to deliver any contract in the name of and on behalf of GCCS. Such authority may be general or confined to specific instances or transactions, and may be revoked by a majority vote of the Governing Board.

SECTION 2. GRANTS. Within the terms of GCCS's contract with the San Luis Obispo County Board of Education, the Board or any member of the Board may accept on behalf of GCCS any contribution, gift, grant, bequest or device for the general purpose or for any special purpose of GCCS.

ARTICLE VIII.
BOOKS AND RECORDS

GCCS shall keep correct records and shall also keep minutes of the proceedings of its Governing Board and Committees, and shall keep at its registered or principal office a record giving the names and addresses of the Governing Board

and operating Committees. All records of the GCCS are considered public documents and may be inspected at any reasonable time. However, student personnel records and any other records protected under privacy laws are excluded.

ARTICLE IX.
PROCEDURE TO AMEND THE BYLAWS

The Bylaws may be amended, altered or repealed and new Bylaws adopted upon the affirmative vote of the majority of the Governing Board.

ARTICLE X.
DEFINITIONS

The masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE XI.
INDEMNIFICATION

To the extent permitted by law, this corporation may indemnify its directors, officers, employees, including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them on behalf of GCCS.

ARTICLE XII.
INSURANCE

GCCS shall have the right and shall use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status on behalf of GCCS.

APPROVED by the GCCS Governing Board, September 29, 2003

AMENDED by the GCCS Governing Board, June 30, 2005; March 7, 2024

**MEMORANDUM OF AGREEMENT
BY & BETWEEN
THE CALIFORNIA MILITARY DEPARTMENT
AND
SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION**

I. General: In accordance with the California Military and Veterans Code, Section 532 paragraph (2):

(2) Pursuant to Section 509 of Title 32 of the United States Code and subject to subdivision (b), the Adjutant General shall conduct a civilian youth opportunities program, to be known as the “National Guard Youth ChalleNGe Program,” which shall consist of at least a 22-week residential program and a 12-month post-residential mentoring period. The program shall serve at-risk teens in areas of the state, including, but not limited to, the San Joaquin Valley and Northern California, and shall be subject to all of the following:

(A) The program shall seek to improve life skills and employment potential of participants by providing military-based leadership development, promoting fellowship and community service, developing life-coping skills and job skills, improving physical fitness, providing health and hygiene training, and assisting participants to receive a high school diploma or its equivalent.

(B) (i) The Adjutant General may accept federal funding to implement a National Guard Youth ChalleNGe Program. The Adjutant General may appoint a director and other service members and employees, permanent or temporary, to operate the program.

(ii) The Adjutant General may appoint a current member of the State Guard who possesses a bachelor’s degree in psychology or social work to serve as a counselor within the program.

(C) The Military Department shall enter into a memorandum of agreement with an appropriate school district or a county office of education for the purpose of providing educational services for students enrolled in a National Guard Youth ChalleNGe Program. The school district or county office of education with which the department contracts shall be responsible for ensuring compliance with any applicable requirements imposed by the Education Code.

This Memorandum of Agreement is hereby entered into this 1st day of September 2022 by and between the San Luis Obispo County Office of Education (SLOCOE), 3350 Education Drive, San Luis Obispo, CA 93405 as the chartering authority for the Grizzly Challenge Charter School (GCCS), and hereinafter referred to as SLOCOE and GCCS and the State of California Military Department (CMD), 9800 Goethe Road, Sacramento, California 95827, hereinafter referred to as CMD. SLOCOE, GCCS, and CMD shall be collectively referred to as the Parties.

II. **Background:** In the early 1990's, Congress recognized the inherent strengths of the National Guard to train, lead, and mentor young people in a caring yet disciplined environment, and as such created the ChalleNGe Program. By 1995, fifteen states were participating with another twenty-three states on a waiting list. In 1998, Congress permanently authorized the ChalleNGe program at 75% Federal funding, 25% State funding. Currently there are 40 ChalleNGe programs in 30 states and Puerto Rico. In 1998, Grizzly Youth Challenge Academy (GYA) started, one of three National Guard Youth ChalleNGe Programs in the State of California. The mission of the GYA National Guard Youth ChalleNGe Program is to intervene in and reclaim the lives of 16–18-year-old at risk youth. Graduates leave the program with the values, life skills, education, and self-discipline necessary to succeed as productive citizens. The Grizzly Youth Challenge Academy (GYA) located at 721 Mendocino Ave, San Luis Obispo, CA 93405 is a partnership between the CMD and the Grizzly Challenge Charter School as chartered by SLOCOE.

III. **TERM:** The term of this Memorandum of Agreement shall be from 1 September 2022 through and until 30 June 2027 unless terminated upon thirty (30) days written notice to the other party in accordance with Article XI of this Agreement.

IV. **GOVERNANCE:** CMD, GCCS, SLOCOE understand and agree that the Grizzly Challenge Charter School Governing Board shall be the governing agency of GCCS.

V. **RESPONSIBILITIES AND REQUIREMENTS OF SLOCOE BY MEANS OF THE GCCS:** SLOCOE and GCCS shall follow all local, state, and federal laws, comply with the terms of the GCCS Charter, and shall:

- 1) Provide an educational program for students' placed at Grizzly Youth ChalleNGe Academy, Camp San Luis Obispo.
- 2) Operate all academic programs in accordance with the California Education Code.
- 3) Provide instructional and supervisory support for GCCS educational programs as well as instructional materials and textbooks.
- 4) Provide educational personnel.
- 5) Employ school personnel who shall maintain appropriate administrative and/or teaching credentials in accordance with the state education code to assure quality of services.
- 6) Provide student supervision during school hours and events.
- 7) Provide special education services when appropriate.
- 8) Provide psychological assessment and counseling when appropriate.
- 9) Provide administration services and maintain a separate budget.

- 10) Participate in joint meetings with CMD.
- 11) Maintain all school records, transcripts, etc.
- 12) Provide and pay for cleaning services for all facilities utilized by GCCS to include all classrooms, latrines, and administrative offices used to provide educational services to students.
- 13) Serve timely and adequate notice to CMD of any policy, procedural, or directive changes materially affecting the operation of Grizzly Youth Challenge Academy.
- 14) Provide the following reimbursable services via CMD approval on an annual basis:
 - a. Life Skills Education, Counseling, and Coaching services - GCCS shall provide services for all Specialized Counseling Groups offered to GCCS Cadets during their attendance at the Challenge program.
 - i. All Life Skills Education and Coaching services provided by GCCS will be in accordance with all applicable state and federal rules applicable to ensure the safety and wellbeing of GCCS Cadets.
 - ii. Health advisory guidance permitting, all sessions will be conducted in person coordination with GCCS personnel.
 - iii. GCCS will provide a facilitator for each group.
 - iv. GCCS will provide an orientation for every facilitator to include information regarding facilitator guidelines and expectations and ensure all facilitator required documents are completed prior to the start of the groups.
 - v. There will be a total of ten (10) counseling groups: nine (9) group sessions running concurrently and one (1) group session running separately. Counseling groups services shall include:
 1. Survivors of Sexual Abuse. The contractor will provide one (1) group over a twelve (12) week period of time. Group shall be 75 minutes in length given on a weekly basis.
 2. Her Power – The contractor will provide one (1) group over a four (4) week period of time. Group shall be 180 minutes in length given on a weekly basis.
 3. Strategies for Self-Improvement; Anger/Stress Management; Healthy Relationships – The contractor will provide eight (8) groups over a ten (10) week period of

time. Groups shall be 75 minutes in length and given on a weekly basis.

- b. Provide Cadet Data Tracking Software (housed in GCCS computer system) and Marketing Materials – GCCS will utilize the following software and marketing items:
 - i. Admissions CRM Software. (Three-year commitment required).
- c. Provide Marketing and Outreach Materials to include:
 - i. Marketing Promotional Materials
 - ii. Pro Packets
 - iii. ChalleNGe Coins
 - iv. Social Media Advertising
 - v. Website/Bling Digi Cards
- d. Provide Medical Sick-Call – GCCS will provide providing medical services for GCCS Cadets Medical Clinic (TMC) with on-site medical services, including sick call, staff development, ongoing nursing care, and off-site medical services for Cadets. GCCS will utilize the following professional medical services:
 - i. A Physician’s Assistant (PA) on-site at GYA for a one-day per week (increasing to two days per week as necessary).
 - ii. A nurse on-site at GYA each morning for 2 hours. The nurse and PA will work together throughout the week as cadet medical concerns arise.
 - iii. In-Person urgent care for all Cadets who need to be seen during non-sick call times, including Cadets with Medi-Cal.
 - iv. Facilitate the ordering of medical supplies through contractor’s vendor.
- e. Provide Cadet Linen Cleaning Service – GCCS will provide all necessary personnel, materials, equipment, and labor necessary to provide linen cleaning services for Grizzly Youth Challenge Academy to include the following services and stipulations:
 - i. Pillowcase, twin bed sheet and blanket cleaning, folding, pressing, and delivery service on weekly basis.
 - ii. Pillowcases and twin bed sheets will be owned by the State of California Military Department Youth Programs. All pickup and delivery service will be on Mondays.
 - iii. The cost will be based on the actual weekly count of items cleaned plus delivery and fuel charges.
 - iv. GCCS will provide a detailed invoice that indicates items by description and quantities laundered that will be verified by GYA personnel to ensure accuracy of the inventory count.
 - v. GYA personnel will label all soiled laundry for identification and load soiled laundry on GYA owned laundry carts.

- f. Provide Hand-Held Radio Communication System and Devices – GCCS will facilitate the purchase of a Motorola hand-held radio system to consist of the following:
 - i. Seventy (70) Motorola CP2 Delta hand-held communication radios
 - ii. Two (2) Motorola repeaters to support simultaneous voice and data paths for increased communication capacity and range
 - iii. Two (2) communication gateways that control the communication between the base and radio devices.
- 15) GRIZZLY CHARTER SCHOOL shall not charge CMD any fees to conduct its' educational program at Grizzly Youth Challenge Academy facilities at Camp San Luis Obispo.
- 16) Meet all training requirements IAW National Guard Youth Challenge Program (NGYCP) Training Policy.
- 17) Provide for any needs of GYA not listed under reimbursable services and not authorized in the Governor's budget to CMD or appropriated to GCCS.
- 18) Work with CMD to develop a long-term strategic plan for the operation of GYA; and
- 19) Document and track all reimbursable expenditures and submit requests for payment via invoice to CMD on a quarterly basis supported by general ledger detail or financial activity report.

VI. RESPONSIBILITIES AND REQUIREMENTS OF CMD: CMD personnel shall act in a supporting role to GYA/GCCS personnel and operations. CMD personnel shall follow all local, state, and federal laws, comply with the terms of the GYA Charter, and shall:

- 1) Provide recruitment and admission services for Grizzly Youth Challenge Academy students to be placed at Camp San Luis Obispo facilities located at 10 Sonoma Avenue, San Luis Obispo, California 93405.
- 2) Maintain adequate educational facilities commonly known as Grizzly Youth Challenge Academy, Camp San Luis Obispo facilities located at 10 Sonoma Avenue, San Luis Obispo, California 93405, hereinafter referred to as Premises for the conduct of an educational program by GCCS for students served by Grizzly Youth Challenge Academy, Camp San Luis Obispo.
- 3) Make all necessary repairs to the premises as needed in a timely manner.
- 4) Provide services including but not be limited to housing, meals (3 per day) including snacks, supervision, safety, security, and post-residential phase services for students of the Grizzly Youth Challenge Academy.

- 5) Provide transportation to include but not be limited to community services and field trips mutually agreed.
- 6) Grant GCCS prioritized but nonexclusive use of Grizzly Youth Challenge Academy, Camp San Luis Obispo classrooms to conduct its education program.
- 7) Provide utilities (including telephones) for the premises.
- 8) Provide approximately 210 to 260 students initially at each class cycle start.
- 9) Provide general supplies, equipment, and classroom and student furniture.
- 10) Provide student support during school hours on an as needed basis.
- 11) Assist GCCS in responding to student emergency situations identified by GCCS and GYA staff.
- 12) Shall employ qualified staff at all times.
- 13) Participate in joint meetings with GCCS and/or SLOCOE.
- 14) Serve timely and adequate notice to SLOCOE and/or GCCS of any policy, procedural, or directive changes materially affecting the operation of GCCS.
- 15) Provide funding for GYA reimbursable services as authorized annually in the Governor's budget to support the role of CMD in GCCS, subject to Military Department approval as necessary.
- 16) The Commander of Youth and Community Programs Task Force (YCPTF) shall appoint a CMD Officer in Charge (OIC) / Non-commissioned Officer in Charge (NCOIC) as the Senior Level CMD school Representative. The selecting supervisor for all CMD personnel at GYA is the CMD OIC/NCOIC in consultation with the GCCS Principal.
- 17) The CMD GYA OIC/NCOIC and GCCS Principal are expected to work in harmony on all GYA related duties and activities. When differences occur that cannot be resolved at the local level, the matter will be referred to the YCPTF Commander and the Chair of the Grizzly Challenge Charter School Board of Directors, or designee for resolution. When differences occur that cannot be resolved at the YCPTF and Chair, Grizzly Charter School Board of Directors, or designee level, the matter will be referred to the Adjutant General or designee for final resolution.
- 18) The CMD GYA OIC/NCOIC is the Commander of all CMD personnel at GCCS and shall create and maintain a military environment and facilitate a military training program that will:
 - a. Develop leadership traits in students; and
 - b. Emphasize teamwork by students; and

- c. Foster student physical fitness; and
 - d. Reinforce life skills and promote the likelihood of future success; and
 - e. Instill self-discipline in students.
 - f. Abides by Challenge Publication 3-1, Doctrine for NGYCP.
- 19) The GCCS Principal and CMD GYA OIC/NCOIC shall facilitate the successful operation and integration of CMD and GCCS personnel into GYA. The CMD GYA OIC/NCOIC will allocate CMD personnel in accordance with CMD Duty Statements.
- 20) CMD personnel responsibilities include movement of cadets in morning, lunch, after school, and passing periods throughout the day. The CMD GYA OIC/NCOIC and GCCS Principal will work collaboratively prior to each Challenge program semester to determine staffing requirements and coverage schedules.
- 21) All CMD personnel Duty Statements (CMD Form 900-54) will be provided to GCCS principle or designee on or before July 1 annually.
- a. CMD is responsible for approving and updating all CMD Duty Statements (CMD Form 900-54) to include duties, responsibilities, and essential functions in accordance with CMD policies and regulations.
 - b. During the Acclimation Phase, CMD staff will be assigned to teach all Cadet classes, Study Skills, and other related military classes consistent with their CMD Duty Statement (CMD Form 900-54) duties, responsibilities, and essential functions.
- 22) CMD will maintain optimal staffing levels that support a cadet to cadre ratio in accordance with approved NGYCP standards.

VII: AUTHORITY INVOLVING PERSONNEL MATTERS: SLOCOE, GCCS, and CMD shall comply with all local, state, and federal laws, GCCS Board Policies, CMD Policies and Regulations, the GCCS Charter, and shall:

- 1) Initial appointment and separation of CMD personnel shall comply with CMD policy and regulation. The selecting supervisor for appointments of CMD personnel is the CMD GYA OIC/NCOIC. When a mutually acceptable resolution regarding the initial appointment of CMD personnel cannot be reached, the decision of the Commander of YCPTF in consultation with the Chair, Grizzly Charter School Board of Directors or designee shall be final.
- 2) Following written notification to the CMD GYA OIC/NCOIC, SLOCOE/GCCS administration shall have the right to question CMD personnel regarding formal student, parent, and staff complaints and the resulting investigations. The CMD GYA OIC/NCOIC shall have the right to be present during any SLOCOE/GCCS administration questioning of CMD personnel regarding formal student, parent, and staff complaints and the resulting investigations.

- 3) In the event of performance and or conduct concerns that may lead to the discipline of CMD personnel, SLOCOE/GCCS shall provide a written notice detailing concerns, issues, or complaints to the CMD GYA OIC/NCOIC.
 - a. The CMD GYA OIC/NCOIC or YCPTF Designee shall meet with CMD personnel to investigate and document any reported concerns, issues, or complaints.
 - b. The resolution to concerns, issues, or complaints will be shared with the GYA Principal and SLOCOE Human Resources through a detailed memorandum for record to ensure all areas identified by SLOCOE/GCCS were addressed including specific actions taken to address performance or conduct issues.
 - c. CMD shall be provided a copy of any final investigative report by SLOCOE/GCCS regarding any complaint of performance and or conduct concerns that may lead to the discipline of CMD personnel. SLOCOE shall be provided a copy of any final investigative report by CMD regarding any complaint of performance and or conduct concerns that may lead to the discipline of CMD personnel pending the Office of the Staff Judge Advocate approval in accordance with Army Regulation 27-40.

VII: GOVERNOR'S BUDGET AND ALLOWABLE EXPENDITURES: A Not To Exceed (NTE) annual amount for allowable SLOCOE/GCCS reimbursement operating expenses will be determined by the governor's annual budget and available program funds as determined by CMD YCPTF on a yearly basis.

The State fiscal year runs from 01 July XX to 30 June XX. Funds reimbursed to SLOCOE/GCCS will not exceed the YCPTF allocated amounts per each State fiscal year for Category 3 operating expenses. YCPTF will authorize and provide a NTE amount for the current program year directly to SLOCOE/GCCS representatives no later than 1 August for that current year.

All funds authorized in the Governor's annual budget and as determined by CMD YCPTF to support the role of CMD at GCCS shall follow a "Spend Plan" that will include the following to be utilized for operating expenses as listed below in items 1 through 11:

- 1) Uniforms and all related accessories including alterations and embroidery.
- 2) Flags, poles, guidons, trumpets, and other military parade accessories; and
- 3) Military awards and decorations
- 4) Student transportation to support cadet leadership, character, and athletic development
- 5) Administrative supplies
- 6) Base charges (transient costs) for outdoor education training such as ROPES, orienteering, bivouacs, leadership schools

- 7) Training aids, supporting goods, bivouac equipment, marksmanship and archery supplies, technology needs, medical equipment, obstacle course structures and maintenance
- 8) Supply room furnishings and equipment
- 9) Cadet travel expenses
- 10) Radios, Hand-Held Radio Communication System and Devices, Portable PA System and Communication Accessories.
- 11) Provide Cadet Linen Cleaning services
- 12) Provide Medical Sick-Call services
- 13) Provide Marketing and Outreach Materials
- 14) Provide Cadet Data Tracking Software
- 15) Life Skills Education, Counseling, and Coaching services
- 16) Any other expenditure deemed allowable by CMD for GYA operating expenses.

IX. LEGAL REQUIREMENTS: In accordance with the California Military and Veterans Code, CMD enters into this Memorandum of Agreement knowing that GCCS will operate as a Public Charter School.

Both parties agree that GCCS will operate as a Public Charter School, authorized and established in accordance with California law to perform educational services consistent with its Charter as granted by the SLOCOE Board of Trustees.

This Memorandum of Agreement is valid and enforceable only if funds are allocated by the Budget Act for each Fiscal Year that this Memorandum of Agreement is in effect. This Memorandum of Agreement is subject to all restrictions, limitations, or conditions enacted by the Legislature and contained in the Budget Bills or any statute enacted by the Legislature which may affect the provisions, terms, or funding of this Memorandum of Agreement.

X. FINANCIAL OVERSIGHT AND MONITORING: CMD reserves the right for the CMD Internal Review Office or any authorized representative to audit all financial and compliance records maintained by SLOCOE/GCCS and GYA in connection with CMD operations and services provided at GYA. CMD agrees that all audits will be at CMD expense and SLOCOE/GCCS agrees to provide CMD or its authorized representative with reasonable access to SLOCOE/GCCS records in the event of any audit.

XI. NON-DISCRIMINATION CLAUSE: During the performance of this Agreement, SLOCOE, GCCS, and CMD shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (e.g., cancer), age (over 40), marital status, and denial of family care leave. SLOCOE, GCCS, CMD shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement. Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.

XII. TOBACCO/SMOKING POLICY: SLOCOE, GCCS, and CMD require a tobacco/smoke-free environment. Smoking or the use of any tobacco products (to include vaping) are prohibited in Grizzly Youth Challenge Academy buildings and vehicles. GCCS and CMD may post tobacco-free signs at GYA facilities at Camp San Luis Obispo.

XIII. DRUG FREE WORKPLACE: Both parties acknowledge the Drug Free Workplace Act of 1990 (Government Code Section 8350) and by signing this Agreement certifies under penalty of perjury that both parties will comply with the requirement as specified in all applicable Government Codes.

XIV. HOLD HARMLESS CLAUSE: SLOCOE/GCCS and CMD shall hold each other harmless from and against any liability, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, which arise out of or are in any manner directly or indirectly connected with their respective acts or omissions in the performance of their obligations under this Memorandum of Agreement.

XV. AMENDMENTS: This agreement may be amended by mutual agreement in writing by all parties.

XVI. INVOICING AND PAYMENT: SLOCOE/GCCS shall provide invoice and receipts to YCPTF's Resource Manager within the fiscal year on a quarterly basis for reimbursement payment. YCPTF Resource Manager, will review documents and submit invoice for payment to CMD accounts payable department. State Controller's Office (SCO) will mail reimbursement check to GCCS within 45 days of invoice receipt.

XVII. CONTRACT ADMINISTRATION:

A. The primary Contractor Memorandum of Agreement Manager shall be as follows:

Contractor: Grizzly Challenge Charter School
Name: Kyle Martin/Principal
Phone: 805-782-6819
E-Mail: kmartin@mygya.com

B. The State Memorandum of Agreement Administrator shall be as follows:

Agency: California Military Department
Name: COL Phillip J. Armstrong
Phone: 805-782-6884
E-Mail: phillip.armstrong@cmd.ca.gov

C. Should the contact information for either party change, the party will provide written notice with updated information no later than ten (10) business days after the change.

XVIII. SEVERABILITY/TERMINATION: The parties shall have the right to terminate this Memorandum of Agreement upon thirty (30) days written notice to the other parties.

XIX. AMENDMENT: No amendment or variation of the terms of this Memorandum of Agreement shall be valid unless made in writing, signed by the parties, and approved as required. No oral understanding or agreement not incorporated in the Memorandum of Agreement is binding on any of the parties.

The parties hereto have executed this Memorandum of Agreement.

SIGNATURES:

MAJ Chris Schoenwandt _____

Printed Name

_____ **Date**

Signed, Chief, Purchasing and Contracting Branch, California Military Department

COL Kenneth M. Koop
Printed Name

29 September 2022
Date

Signed, Chief of Staff, Youth and Community Programs Task Force

James J. Brescia
Printed Name

9/26/2022
Date


Signed, County Superintendent of Schools & Chair, Grizzly Charter School
Board of Directors

Appendix A: Budget Breakdown for FY 2022-2023

1. \$ 44,000.00 Life Skills Education, Counseling and Coaching
2. \$ 65,000.00 Cadet Tracking Software (housed in GCCS computer system) and Marketing Materials
3. \$ 98,000.00 Medical Sick-Call
4. \$ 51,000.00 Cadet Linen Cleaning Service
5. \$ 40,000.00 Hand-Held Radio Communication System and Devices
- \$298,000.00 Total

Grizzly Challenge Charter School



School Safety Plan

2025-2026 School Year

School: Grizzly Challenge Charter School
CDS Code: 40104050101725
District: Grizzly Challenge Charter School
Address: 721 Mendocino Ave. Bldg 945 San Luis Obispo, CA 93405
Date of Adoption: March 2025
Date of Update: February 2025
Date of Review:
- with Staff: February 2025
- with Law Enforcement:
- with Fire Authority:

Approved by:

Name	Title	Signature	Date
Kyle Martin	Principal		2/27/25

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School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires development of charter school safety plans, which must address safety topics (A) through (N) of Education Code Section 32282 and be updated annually by March 1.

Charter school safety plans are required to address the following elements:

- Child abuse reporting procedures (Ed. Code, § 32282, subd. (a)(2)(A)).
- Disaster procedures (Ed. Code, § 32282, subd. (a)(2)(B)).
- Suspension and expulsion policies (Ed. Code, § 32282, subd. (a)(2)(C)).
- Procedures to notify teachers of dangerous pupils (Ed. Code, § 32282, subd. (a)(2)(D)).
- Discrimination and harassment policies (Ed. Code, § 32282, subd. (a)(2)(E)).
- School wide dress code policies prohibiting gang-related apparel, if such a plan is in place (Ed. Code, § 32282, subd. (a)(2)(F)).
- Procedures for safe ingress and egress (Ed. Code, § 32282, subd. (a)(2)(G)).
- Policies enacted to maintain a safe and orderly environment (Ed. Code, § 32282, subd. (a)(2)(H)).
- Rules and procedures on school discipline (Ed. Code, § 32282, subd. (a)(2)(I)).
- Procedures for conducting tactical responses to criminal incidents (Ed. Code, § 32282, subd. (a)(2)(J)).
- Limitations on active shooter drills (Ed. Code, § 32282, subd. (a)(2)(K)).
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity (Ed. Code, § 32282, subd. (a)(2)(L)).
- Procedures to respond to incidents involving a life-threatening medical emergency (Ed. Code, § 32282, subd. (a)(2)(M)).
- Protocols to respond to apparent opioid overdose (Ed. Code, § 32282, subd. (a)(2)(N)).

The School Safety Plan will be reviewed and updated by March 1st every year.

A copy of the School Safety Plan is available for review at <https://www.grizzlyyouthacademy.org/the-program/academics/>

Safety Plan Vision

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 California 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.

Components of the School Safety Plan

PHYSICAL STRUCTURE AND ENVIRONMENT

GCCS is located at Camp San Luis Obispo, just off Highway 1 between San Luis Obispo and Morro Bay. Camp San Luis Obispo houses the California National Guard for the central coast. As the commercial, governmental, and cultural hub of California's central coast, San Luis Obispo is home to a number of federal and state regional offices and facilities, including Cal Poly State University, Cuesta Community College, Cal Fire, the Regional Water Quality Board, and the CalTrans District offices.

The school facility is constructed of eleven modular buildings and three newer permanent buildings with a total of 14 classrooms, one student support services building, and one administration building (main office). The school is often referred to as the “Wagon Wheel”. The classrooms’ close proximity to each other provides easy access and reduces transition time between passing periods. There are typically two male and two female bathrooms for students. The circular design of the facilities allows for greater communication between staff and administration, teacher to teacher, and among support staff. The design of the school allows staff to visibly see activity and helps to create a safe environment. There is a circular walkway bordering the classrooms and the asphalt- filled center within the inner perimeter of the Wagon Wheel. This allows for safe travel between classrooms. There is an eight-foot- wide awning over the circular walkway providing minimum protection from the rain and sun. The facility is safe, well-lit, well- supervised, and has a built-in loudspeaker system/intercom.

GCCS currently has 20 certificated staff that includes 14 full time credentialed teachers, two academic counselors, two resource specialists, and two administrators. The classified staff includes four paraeducators, one administrative assistant, one executive assistant, one registrar, two MFTs (marriage and family therapist), and one IT director. In addition to the school staff, the California National Guard has four Platoon Counselors and over 30 cadre that support students and serve as their guardians in the 22 week residential phase of the program.

Cadre (military staff) are present at the school during the day assisting with supervising student behavior in the classroom, transition in and out of the classroom, and ensuring safe passage to and from school and lunch. They are available in case of emergency. The campus is closed to outsiders; access is limited at the military gate to those carrying the proper identification and purpose.

Students/cadets live in the military barracks just to the left of the main gate. Bunk beds are provided along with the necessary linens. There are two buildings capable of housing up to 250 students. Night staff are present to supervise overnight. Cameras are located in each building and are monitored throughout the night.

CURRENT STATUS OF SCHOOL CRIME AND SCHOOL CLIMATE

The GCCS school safety goal for the residential phase of the program is to build the habits of mind and behavior that all successful students must possess. They are taught rigorous academic content by fully credentialed teachers compliant with the requirements of the Every Student Succeeds Act (ESSA). The Grizzly Challenge Charter School continuously undergoes rigorous oversight in order to remain accredited by the Western Association of Schools and Colleges (WASC), giving our students the ability to earn accredited high school credits and diplomas.

The school and the California National Guard work together to create a safe school environment designed to build the academic skills these students need to continue their education and obtain their high school diploma. Students are required to attend school daily from 8:30 AM to 3:50 PM. The majority of students have had extremely poor attendance prior to coming to GCCS and as a result they have large gaps in their learning. The majority of students come from poverty, they associate with (or are in) gangs, and they have a history of using drugs. This history of difficulty and failure in the traditional school setting is why GCCS puts such great emphasis on changing negative attitudes and beliefs toward school and filling in any existing learning gaps. Grizzly Youth Academy (GYA) is a quasi-military program where discipline and structure is mostly provided by California National Guard cadre who are trained to supervise through prevention, redirection, and intervention. We acknowledge that the reason our at-risk campus is safe is largely due to not only the consistent follow through from all school staff on the policies and procedures, but the support of the cadre and the military structure they implement.

Evening assignments, aka homework, are completed nightly with cadre overseeing evening study halls.

Students have a history of failing classes and many are significantly below grade level in math and English. In response, one-on-one tutoring is available to students with a total of four evening tutors present four nights a week. Students return to school, homework completed, and ready to learn with a newfound confidence in their ability to succeed. Students monitor their grades on Aeries Student Information System from their personally assigned Chromebooks and receive weekly feedback through progress reports that reflect both their grades as well as their overall academic growth.

In concert with cadre and Platoon Leaders, the school personnel intervene with any student who is struggling or not performing. Practical strategies are in place to allow students to overcome their obstacles and continue their mission. We find that approximately 20% of the students are identified as Special Education/504, approximately 20% are English Learners, over 60% are testing at 6.0 grade level or below in math, and approximately 60% in reading. Using the pre- and post- Test of Adult Basic Education (TABE), the students average an overall TABE increase of about 1.5 grade levels over the course of the program. English Learners build their language skills through both Integrated and Designated English Language Development. Teacher designed programs have been implemented for mathematics intervention. Addressing learning issues immediately and effectively significantly improves the climate of the school.

Students at GCCS enroll in core high school classes, thus enabling students to return to their high school on track to graduate with their class. For the 2023/24 school year, the GCCS awarded 73 fully accredited high school diplomas and 7 HiSET or CHSPE, bringing our total high school completers to 80 or 20% of our residential students. In preparation for entrance into a college or trade school, all students learn about the FAFSA application while in residence in order to seek funding to support them through college. Our FAFSA workshop is offered to both parents and students and many attend and take advantage of that support. All students take a Career Planning (aka, Get Focused Stay Focused) course through Cuesta College Dual Enrollment. In Career Planning, students earn 3 college credits, but more importantly, they also learn college and career readiness skills such as developing career goals, how to find employment, apply to college, and personal finance.

The internal structure of the school and its adherence to the academic and safety goals developed by the staff lends itself to a highly functional program with few problems that rise to the criminal level. At school, the support and supervision provided by cadre allows the teachers to teach without the distractions present at other at-risk schools. The low student to teacher ratio, as well as the low student to cadre ratio at the school, creates a safe and supportive environment for learning. Students feel safe in school due to the lower student to staff ratio, inability to leave the site without supervision, and little access to negative outside influences.

Criminal offenses rarely occur on or off campus. A lower student to staff ratio can better guarantee that this at-risk student population is getting the attention and support they need to reach their highest potential.

In this environment, students are awakened to a renewed sense of academic ability, emotional control, and a realization that they can do more. Options not known to them before begin to materialize. Many students will possess the self-knowledge that they can go to college or return to high school and be extremely successful. As further encouragement, the Grizzly Youth Academy Foundation (GYAF) awards approximately forty \$1000 scholarships per year in support of students who demonstrate academic excellence. Once high school dropouts, cadets grow to become engaged, productive citizens.

ATTENDANCE RATES

Grizzly students live at the California National Guard Camp San Luis Obispo and are supervised 24 hours a day by the cadre acting as the parent/guardian during the 22 week program. Although our student population comes to us with historically bad attendance, absenteeism, and ditching, these are not an issue as we have the staff to enforce the attendance standard. The cadre not only ensures that the students eat, do their homework, sleep, and get to school on time, but they also support the

education staff during the school hours in order to maintain a safe environment as well as maintain the quasi-military standards. Students feeling ill are sent to school if they don't have a fever, correcting the behavior of being allowed to stay home with a headache, general malaise, or disinterest. Due to our ability to control the students' absenteeism our attendance rate is approximately 99% per cycle. During flu episodes the attendance may drop significantly for a few weeks as students are often kept on bedrest by the California National Guard staff, or in some cases isolation or quarantine, but increases as soon as the flu symptoms abate.

SUSPENSION/EXPULSION DATA

GYA is an alternative program that is designed for students that are at-risk of dropping out of high school and may have been suspended or expelled from their home schools. Students that have been expelled complete their Rehabilitation Plans while here and return with a clean slate. GYA has a very structured disciplinary plan of action for student misbehavior during or after school. The steps in that plan do not include suspension or expulsion. Our goal is to keep kids in school. Therefore, alternative disciplinary actions are initiated to manage behaviors making Suspension/Expulsion Data non-existent.

CPS REPORTS

Many of the students attending GYA have been abused prior to enrolling with us. Our program facilitates disclosure. However, it has been our experience that most of the students who have sustained reportable incidents already have reports on file. We file between one and five new reports per year.

LOCAL LAW ENFORCEMENT JUVENILE CRIME DATA

Grizzly rarely has the need to contact local law enforcement given that we are located on a military base where our students are never without supervision. Although many of these students have criminal behavior in their backgrounds, they have made a voluntary decision to attend GYA to change their lives. To help them maintain their adherence to that goal, the rules are strictly enforced. The police would be called in any of the following cases: an assault where someone was hurt or where one of the parties wanted to press charges; sexual harassment; or a runaway. The police calls for those offenses only occur about two times a year.

The program accepts students that are on probation and the Platoon Leaders work closely with the probation officers from other counties to ensure compliance with the probationary orders.

PLATOON SURVEY

Each cycle the Platoon Leaders give their assigned platoon a survey that asks them to identify their fellow cadets as 1) motivated; 2) angry; 3) a victim; and/or 4) a bully. The numbers are tallied and the students are observed and counseled as to their score. The survey is given three times per cycle. The interventions put into place to respond to the results can be determined as successful when more students are removed from the bully column and identified as motivated.

GYA addresses the bully situation directly by facilitating a Peer Program where cadets/students are responsible for monitoring and intervention. There are four student Peer leaders in each of the four platoons for a total of 16 school-wide. These leaders are educated on bullying behavior, trained on how to intervene, and meet weekly. These Peer leaders are identified in the classroom and platoons by their gold colored pips that they wear on their shirt collar, as opposed to the standard silver colored, and are chosen for this role based on interest, ability, and merit.

GYA's core components also play a major role in reducing the number of victim-bully incidents. Anger Management and My Action Plan (MAP) are activities offered to redirect a student's highly charged emotions into more positive behaviors and beliefs.

In addition to Platoon Leader efforts, GCCS expects students and/or staff to immediately report

incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene and document. Each complaint of bullying is promptly investigated. To ensure bullying does not occur on school campus, GCCS provides staff development training in bullying prevention, including cyberbullying and cultivates acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-N)

POLICIES AND PROCEDURES

This section includes the policies and procedures that allow for a safe school environment. This is a compilation of material from both Military and Education resources which demonstrates the cohesiveness of the partnership between the two entities.

1. Child abuse reporting procedures (Ed. Code, § 32282, subd. (a)(2)(A)).
2. Disaster procedures (Ed. Code, § 32282, subd. (a)(2)(B)).
3. Suspension and expulsion policies (Ed. Code, § 32282, subd. (a)(2)(C)).
4. Procedures to notify teachers of dangerous pupils (Ed. Code, § 32282, subd. (a)(2)(D)).
5. Discrimination and harassment policies (Ed. Code, § 32282, subd. (a)(2)(E)).
6. School wide dress code policies prohibiting gang-related apparel, if such a plan is in place (Ed. Code, § 32282, subd. (a)(2)(F)).
7. Procedures for safe ingress and egress (Ed. Code, § 32282, subd. (a)(2)(G)).
8. Policies enacted to maintain a safe and orderly environment (Ed. Code, § 32282, subd. (a)(2)(H)).
9. Rules and procedures on school discipline (Ed. Code, § 32282, subd. (a)(2)(I)).
10. Procedures for conducting tactical responses to criminal incidents (Ed. Code, § 32282, subd. (a)(2)(J)).
11. Limitations on active shooter drills (Ed. Code, § 32282, subd. (a)(2)(K)).
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity (Ed. Code, § 32282, subd. (a)(2)(L)).
13. Procedures to respond to incidents involving a life-threatening medical emergency (Ed. Code, § 32282, subd. (a)(2)(M)).
14. Protocols to respond to apparent opioid overdose (Ed. Code, § 32282, subd. (a)(2)(N)).

(A) Child Abuse Reporting Procedures Ed. Code § 32282(a)(2)(A)

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to the law enforcement agency in the city where the violation occurred. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution (Penal Code Section 11166).

Mandated Reporter: Defined as a "child care custodian" to include teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff, those specifically trained in child abuse detection, instructional aides, teacher's aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical "injuries which appear to have been inflicted...by other than accidental means by any other person..." Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report must be made immediately to the law enforcement agency

located in the city in which the student lives. For local students the employee must contact CPS and SLO Sheriff at the numbers provided below:

- a. The Child Protective Services (805) 781-KIDS (5437) 3433 S. Higuera St. San Luis Obispo, CA 93401
- b. San Luis Obispo County Sheriff's Department (805) 781-4550 1525 Kansas Ave. San Luis Obispo, CA 93405

A follow up written report must be submitted within 36 hours. Forms are available online at https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf or through the counseling office.

School Interview Law: Penal Code 11174.3 (see below) imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only and speaks only to abuse which takes place in the home. Interview procedures do not apply when law enforcement comes to school to take a student into custody. Under those circumstances, the child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present "to lend support."

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member "in charge" should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegations of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two – The investigator must advise the child of the right to choose a staff member to be present during the interview. What should the school employee should do if:

- a. The child chooses not to have a staff member present? The staff member should leave the room.
- b. The child asks for either the mother or father to be present? School employees do not grant or deny such requests. This responsibility lies with the investigator.
- c. The child changes their mind during the interview? The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member's role is one of a "comforter" during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to
- d. coerce, suggest or elicit a response from the child.
- e. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3 "School Interview Law"

11174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The

child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

The following page shows a sample of the child abuse reporting form. It can also be reported on-line at: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?

(B)Disaster Procedures (Ed. Code § 32282(a)(2)(B)) Disaster Plan

1. Medical Emergencies - The following symptoms are considered to be medical emergencies for the purposes of obtaining emergency medical treatment:
 - Loss of consciousness
 - Seizure or convulsion
 - Suicide attempt
 - Serious head or facial injury
 - Broken bone(s)
 - Unusual bleeding
 - Skin rash or eruption other than acne
 - Respiratory congestion or difficulty breathing
 - Fever in excess of 101° unresolved with Tylenol
 - Persistent severe pain
 - Vomiting blood
 - Persistent vomiting with indications of dehydration
 - Incoherent speech and/or bizarre behavior
- a. If the cadet appears to have a life threatening condition, GYA staff present will call 911 for medical assistance and employ all possible emergency procedures to sustain the cadet's life until relieved by qualified medical personnel, if appropriate. Present GYA staff will then notify the school administration and National Guard administration when safe and able to do so.
- b. If any of the above symptoms occur that are non-life threatening, GYA staff will immediately notify the school administration and National Guard administration, who will evaluate the seriousness of the medical emergency.
- c. If the medical emergency occurs while medical staff are available at the Troop Medical Clinic (TMC), the school administration and National Guard administration will notify medical staff immediately and follow their instructions.
- d. If the medical emergency occurs while medical staff are not in the TMC, and it appears that the cadet needs immediate medical attention, e.g., life, limb, eyesight, etc., GYA staff present

- will call 911 and arrange for the cadet to be taken to the Emergency Room at Sierra Vista Hospital or French Hospital in the city of San Luis Obispo and then immediately notify the school administration and National Guard administration.
- e. If present, cadre can safely transport the cadet (ambulance and/or paramedics are not required), a GYA staff member will transport the cadet to the Emergency Room and remain at the Emergency Room until the cadet is released. The GYA staff member will remain with the cadet the entire time the cadet is being treated, unless released to a parent or guardian.
 - f. The GYA staff member present in the Emergency Room will contact the school administration and National Guard administration with the cadet's status as soon as details are available. The school administration and National Guard administration will keep each other informed of the cadet's status, as it becomes available.
 - g. The GYA staff member present at the Emergency Room will take the appropriate Medical Consent form to the Emergency Room with the cadet.
 - h. Certified GYA staff will provide appropriate First Aid and/or CPR while arranging for emergency medical treatment.
 - i. If the school administration and National Guard administration is not sure that the medical condition is actually an emergency requiring immediate attention, they will call 911.
 - j. If the school administration and National Guard administration determines that the medical condition is not an emergency, a Sick Call slip will be submitted for the next time that medical staff are on duty. The school administration and National Guard administration are expected to use good judgment and an abundance of caution in determining whether a medical condition constitutes an emergency. Appropriate First Aid techniques should be utilized until a medical staff can see the cadet.
 - k. As soon as reasonably possible, the TMC representative will notify the cadet's parent(s)/guardian or next of kin of the nature of the serious illness or injury and the action that was taken regarding the cadet's care. If the cadet has been taken to the Emergency Room, the TMC representative will also advise the cadet's parents to contact the medical facility to provide additional medical history and/or consent for treatment.
 - l. If a cadre suffers injury or illness, other cadre will render appropriate first aid and follow the instructions in this SOP regarding reporting the injury or illness and obtaining medical treatment.
 - m. Before leaving the TMC at the end of the shift, cadre who discovered and/or handled the medical emergency will write an Incident Report IAW CAL Reg 190-40 regarding the details of the medical emergency and the action that was taken regarding the cadet's or cadre's care and the required notifications.
 - n. Each barracks will be equipped with a first aid kit. The medical staff will be responsible for inspecting the first aid kits and maintaining the contents according to the policies established by the medical staff.
2. Suicide Attempts: Additional Procedures - If a cadet attempts suicide, the following procedures will be followed in addition to the basic procedures for Medical Emergencies:
- a. At least one adult will remain with the cadet constantly until medical and/or counseling staff

- assumes responsibility for the cadet.
- b. The school administration or National Guard administration will contact the on-call Medical staff.
 - c. As soon as reasonably possible, the Principal/Commandant/shift NCOIC will contact the Director/Designee and provide a status report of the suicide attempt, the actions taken by cadre/staff, and the cadet's physical and mental condition.
 - d. Except as necessary to provide emergency medical treatment, the scene of the attempted suicide will not be disturbed until an investigation has been completed.
 - e. After the emergency has been handled, a counselor will conduct an investigation to determine the following:
 - (1) The reason(s) the incident occurred.
 - (2) Whether the incident could have been avoided.
 - (3) Whether GYA staff handled the incident properly.
 - (4) What could be done to prevent similar incidents in the future?
 - (5) Observations of the cadet during the emergency.
 - (6) Factors causing the decision(s) to continue and/or end safety restraints.
 - f. The Safety Officer will use the results of the investigation to prepare any reports regarding the incident and to take any corrective action that may be necessary regarding SOP changes and/or cadre performance.
 - g. See appendix, Suicide Prevention Plan for more information on prevention and postvention.
3. Other Mental Health Emergencies: Additional Procedures - Other Mental Health Emergencies will be defined as those in which the cadet presents an immediate danger to himself or others, or the cadet exhibits behavior that results in destruction of property or reveals the intent to cause self-inflicted physical harm. In these cases, the following procedures must be followed in addition to the basic procedures for Medical Emergencies:
- a. Cadre will isolate the cadet from the other cadets and from the environment in which he or she is out of control. The cadet should be isolated in the manner that is the least restrictive and the most possible means to gain control of the situation.
 - b. The Principal/Commandant/shift NCOIC will contact the Counseling staff in addition to the medical staff. If necessary, the Psychological Emergency Team will be called.
 - c. Follow the same procedures outlined in section B.2.
 - d. As a result of any mental health emergency, mental health professionals may determine a cadet needs to be hospitalized. GYA staff will cooperate with mental health professionals to ensure the cadet is transported safely to the county mental health facility in San Luis Obispo.
 - e. Parents will be informed, as soon as possible, by the school administration or National Guard administration.
4. Fire Safety Plan - Fire safety will be maintained in the following manner:
- a. It is the responsibility of all staff members to implement and maintain safety standards.

- b. Paper and other flammable materials will not be allowed to accumulate in the barracks, offices, storerooms, classrooms, restrooms or any other area.
 - c. Chemicals and cleaning fluids will be properly labeled and stored pursuant to the manufacturers' instructions and kept in a locked location except when actually in use.
 - d. Rags that have been used with any chemicals or cleaning fluids will not be left piled in any area. They must be laundered or disposed of properly in a timely manner.
 - e. Electrical outlets will be properly maintained and circuits will not be overloaded.
 - f. Electrical equipment will not be connected to electrical outlets if wires are exposed or other defects are evident. Defective equipment will be repaired or discarded as soon as the defect is observed.
 - g. Smoke alarms will be tested at least once every six months and repaired or replaced as indicated.
 - h. Diagrams with exit routes, alternate exit routes, and the locations of fire alarm pull boxes and fire extinguishers are posted in each barracks and in various locations throughout the area. See appendix for maps.
 - i. The Principal and Assistant Principal are responsible for conducting unannounced fire drills on a periodic basis. A fire drill will be conducted during the second week of the program at the school. Fire drills will involve the same procedure as for an actual fire (except that alarms and notifications should be simulated instead of real). Fire drills will be conducted and documented by the Commandant or designee for the barracks.
5. Fire - In the event of a fire, the following procedures will be followed, but the sequence may be altered depending on the severity of the fire:
- a. Staff will summon assistance in the fastest possible manner. There are Fire Alarm pull boxes in each barracks, on the walls at the Wagon Wheel and panic bars on the doors. There are also pull boxes at various locations. Whenever possible, cadre will activate the alarm box closest to the exit door that is most reasonable to be used based on the location of the fire. Staff will use the phone to call 911 immediately.
 - b. Cadets should be moved to safe areas immediately. The primary and secondary exit routes are posted in each barracks, each classroom, office and in various locations. Each GYA staff member should be familiar with the exit route for the area in which he or she is assigned.
 - i. Staff will move cadets in an orderly fashion to the safest exit door. Cadets will be directed to remain absolutely quiet and to follow instructions exactly.
 - ii. At least one cadre will remain with the cadets who are preparing to exit the area, and another staff will systematically let other cadets out of the building to join the others.
 - iii. If necessary, cadets should be moved to the safest and most secure yard area until the emergency is over.
 - iv. GYA staff in unaffected areas will control the cadets in their areas and prepare to evacuate them.

2. All GYA staff will proceed to the exit door that provides for the safest evacuation of cadets and cadre in the affected unit.
 3. If possible with minimal risk of injury, GYA staff should contain the fire. Shutting the door to the room where the fire is located can contain some fires.
 4. Emergency fire sprinklers are located in some areas. They are designed to come on automatically and to disburse a large volume of water.
 5. As soon as reasonably possible, the Principal/Commandant/shift NCOIC will notify the Director and/or the Duty Officer of the emergency, and will provide updates as indicated. The Principal will notify the Assistant Superintendent of Student Services and provide updates as indicated.
 6. If any cadets or cadre are injured during the emergency, available GYA staff will provide emergency First Aid as indicated, and the school administration and National Guard administration will arrange for appropriate medical attention.
6. Communicable Disease/Pandemic - In the event of an outbreak, Grizzly Challenge Charter School will work closely with the San Luis Obispo County Public Health Department as well as its National Guard Partner to develop and implement a plan.

COVID-19 or Other Pandemic Response

Pandemic Protocols released from the SLO County Public Health Department for Schools will be strictly followed if a student or staff member has tested positive for an identified illness.

The Pathway Guidelines

Pathway: If a staff member or student shows symptoms of COVID-19 or other identified illness, then we are directing them to stay home and seek a medical evaluation. Students or staff members may return to campus when they are fever free and related symptoms are alleviated.

In the case of a COVID-19 or other pandemic, GCCS is prepared to continue its educational program by holding classes remotely. This can be done for students who are impacted individually or in small groups or can be done school-wide for all students and/or staff.

7. Evacuation Plan - In the event that cadets must be evacuated from the barracks/classrooms or from a specific area because of fire, earthquake, or any other emergency, the cadets will be housed as follows:
 - a. If the fire, earthquake, or other emergency does not affect any barracks, cadets from the affected barracks will be housed in the barracks not affected.
 - For Classroom evacuation the announcement is made by administration using a school-wide sound system.
 - Students are told to secure their belongings, exit the classrooms and fall out into a company formation.
 - Campus/Base maps are posted at the doorways of all classrooms/school buildings.
 - Once in formation, a student count is made by platoon guides and given to cadre in charge.
 - Cadre confirm student count

- Cadre/student platoon guides lead student platoons to barracks or other designated sites.
 - If required, platoon transportation is by bus. Buses are located in the gravel parking area directly in front of the school.
- b. If the fire, earthquake, or other emergency affects all units, cadets will be evacuated and transported to emergency facilities at Camp Roberts, CA.
 - c. Cadre will take a copy of the Cadet Roster with them during any evacuation, even if the cadets will remain in a different facility.
 - d. The school administration and National Guard administration are responsible for making arrangements for the safe evacuation of the cadets and GYA staff. All available GYA staff will assist in the evacuation.
 - e. Once cadets have been evacuated, they will not be returned until the area has been declared to be safe.
 - f. During and after the emergency, cadre will make sure all cadets are accounted for.
 - g. As soon as the emergency condition no longer exists, GYA staff who discovered and/or handled the emergency will write an Incident Report regarding the details of the fire, the actions taken to handle the emergency, the cause of the fire if determined, and whether anything could have been done to prevent the fire.
8. Loss of Power
- a. For the safety and security of the cadets and staff, if the main power shuts down, all cadets will be directed to go to the barracks immediately. Cadre will remain in the barracks with cadets until power is restored or until arrangements are made for alternate housing.
 - b. GYA staff will also turn off all televisions, computers, and similar equipment to prevent damage to the equipment when the power is restored.
9. Earthquake - It is unlikely that significant damage will occur during an earthquake unless the earthquake has a high magnitude. If it is significant:
- a. If cadets are outside the barracks/classrooms, GYA staff will instruct them to lie flat on the ground and remain there until given further instructions.
 - b. If cadets are in the barracks/classrooms, GYA staff will instruct them to DROP, COVER & HOLD. All students will drop under tables, cover their eyes and hold on to something. They are to remain there until given further instructions.
 - c. GYA staff will attempt to comfort cadets who are agitated by the emergency to the best of their ability.
 - d. After the shaking stops, GYA staff will assess any damage and determine whether any further action needs to be taken for the safety of the cadets.
 - e. If any cadets or cadre are injured during the emergency, GYA staff will provide emergency First Aid as indicated, and GYA staff will arrange for appropriate medical attention.

- f. As soon as reasonably possible, the GYA staff will contact the school administration and National Guard administration or the Duty Officer and provide a status report of any significant damage and/or injuries requiring medical attention.
 - g. If there is significant damage, GYA staff should follow the same evacuation procedure as described above.
 - h. If there are any injuries and/or significant damage, GYA staff will prepare an Incident Report regarding the injuries, damage, and cadre actions.
10. Other Disasters - Any other disaster will be handled in a manner similar to the procedures for fire and earthquake. GYA staff are expected to use good judgment in determining the course of action for unforeseen events. Safety and security of the cadets and GYA staff will be of primary concern in determining an appropriate course of action. If there are multiple injuries as a result of a disaster, GYA staff will take the injured to the safest location for medical evaluation (triage) and treatment.
11. Unauthorized Absences (UA) - In the event that a cadet is absent without authorization (UA), the following procedure will be followed:
- a. GYA staff will determine the identity of the cadet(s) who has an UA.
 - b. A search of the campus and post will be conducted, either by GYA staff or by Post Security Personnel, if available. If the cadet(s) cannot be located, GYA staff will notify:
 - (1) San Luis Obispo Sheriff's Office.
 - (2) The school administration and National Guard administration.
 - (3) The cadet's parent(s), who should be advised to contact the academy if the cadet makes contact with them.
 - c. Before leaving shift, GYA staff on duty at the time of the UA will prepare an Incident Report containing complete details of the UA.
12. Hostages, Fights, and Other Disturbances - If any cadets hold a GYA staff member or other cadet hostage, engage in a fight or in behavior that could be described as a riot (a violent disturbance created by more than one cadet), or perform any similar actions, and the involved cadets do not respond to verbal commands to stop the behavior/disturbance, the following procedures will apply:
- a. GYA staff will summon assistance from other GYA staff via voice/speaker system/cell phone.
 - b. GYA staff will secure all cadets in all barracks/classrooms as quickly as possible. The cadets will remain secured in the barracks until the situation is under control. If cadets are in school or other areas of the campus, GYA staff will maintain supervision of cadets in those locations until it is reasonably safe to return them to their respective barracks or to any barracks/classrooms that are not directly involved in the disturbance.
 - c. Cadre will bring the situation under control using the Use of Force guidelines outlined in the academy SOPs.
 - d. Cadre will separate the perpetrators if possible, and house them in separate areas.
 - e. GYA staff will attempt to counsel the cadets to calm their behavior.

- f. GYA staff who observed the riotous behavior will prepare Incident Reports regarding the details of the incident, paying particular attention to the identities of the perpetrators and their level of participation.

13. Guns Fired, Stranger/Intruder, or any other Civil Disturbances - If persons outside GYA engage in behavior that is riotous and/or threatens the security of cadets and/or GYA staff, the following procedures will apply:

- a. GYA staff will attempt to keep the cadets as calm as possible. Leadership will exercise good judgment in determining whether to lockdown or evacuate the cadets in the barracks/classrooms in order to maintain control.
- b. The school administration, National Guard administration, or available GYA staff will summon assistance by calling 911.
- c. If subject is seen, do not engage the suspect.
- d. If suspect is outside, lock the entry doors.
- e. Follow Evacuation procedures or Lockdown Procedures as determined.
- f. Listen for further directions or All Clear Signal.

14. Active Shooter - If there is an active shooter situation at the school, barracks, dining facility, or any other area populated by staff or students, the staff will follow the trained Active Shooter Response of Run, Hide, Fight.

Staff Responsibilities:

- a. Safety and security of cadets is paramount. Act in a manner that is in the best interest of the cadets in your care and maintain accountability.
- b. Call 911 when the first opportunity presents itself. Be prepared to give a description of the shooter, mode of travel, direction of travel, direction of shots heard, your location, and /or any other information that will assist law enforcement.
- c. Contact the school administration and National Guard administration after you call 911. Give your location, number and names of personnel with you, number of cadets with you (by platoon if possible), and any other important information.
- d. Keep radio traffic to a minimum to allow pertinent information to be passed.

Shift NCOIC Responsibilities:

- a. Ensure 911 was called, contact CSLO security, and chain of command.
- b. Track locations of staff and cadets for accountability and to inform staff if the shooter is in or heading into the area they are hiding.
- c. Pass pertinent information on to law enforcement, CSLO security, chain of command and staff on location.
- d. Assist law enforcement when they take charge of the scene and coordinate search efforts for

personnel and cadets when the “all clear” is given by law enforcement.

Law Enforcement Responsibility:

- a. Law enforcement will take charge of the scene when they arrive.
- b. Stop the active shooter by proceeding to the location of shots fired and eliminate the threat.
- c. Give the “all clear” and assist with locating personnel and cadets.

15. Bomb Threats - If a bomb threat is received specific to GYA, the following procedures will apply:

- a. GYA Staff will calmly and systematically direct cadets to evacuate the area where the bomb is reported to be. Cadre will maintain control of cadets at all times during the evacuation and will conduct systematic head counts until the emergency status has ended.
- b. The school administration, National Guard administration, or available GYA staff will summon emergency assistance by calling 911.
- c. If evacuation is necessary, GYA staff will follow the procedures detailed above.
- d. As soon as reasonably possible, the First Sergeant/shift NCOIC/Principal will call the Director/Assistant Superintendent Student Services and provide information about the bomb threat and the status.
- e. Cadre will not return cadets to the affected areas until law enforcement has given the area official clearance.
- f. If the bomb threat was received by phone or in person, the person receiving the bomb threat will provide law enforcement with as much information as possible about the person who made the bomb threat – the person’s voice, the exact words, and any other information that may be significant for the police investigation.
- g. If the bomb threat was received in writing, the person receiving the bomb threat will retain all portions of the paper on which the threat was written, including the envelope if one was used.
- h. If a GYA staff member discovers any suspicious envelopes or packages, the GYA staff will not disturb the envelope or package, but will summon law enforcement to handle the incident by calling 911.
- i. After the emergency has been handled, the GYA staff member who received the bomb threat or discovered the suspicious package will write an Incident Report giving the details of the incident and the actions taken to resolve the matter.

16. Other Emergencies - Other emergencies may occur that are not specifically addressed in this SOP. GYA staff will use the procedures for other emergencies as a guideline and will exercise good judgment in determining an appropriate course of action.

17. GYA Staff Member Injuries - In addition to any first aid that may be necessary as a result of a GYA staff member injury, the following procedures will be followed:

- a. There are forms that must be completed as soon as possible for Worker’s Compensation and/or other State reporting purposes. The Administrative NCO will maintain a supply of the

appropriate forms and will assist the cadre in completing the forms.

- b. The school administration or National Guard administration will immediately offer the GYA staff member a medical evaluation through Medical Services or Sierra Vista Hospital. The school administration or National Guard administration will inform the GYA staff member that delaying or postponing the evaluation may jeopardize future claims regarding the injury.
- c. If the examining physician determines that the GYA staff member cannot perform the full range of job duties, the GYA staff member will be placed on leave until medically cleared. A provision for "light duty" is at the discretion of the Director.
- d. The school administration and National Guard administration will follow up with any subsequent paperwork and referrals until the GYA staff member is cleared for full duty status or until a determination is made regarding permanent disability.

18. Hazardous Materials

- a. Bodily Fluids – During any emergency situation, blood or other bodily fluids may be spilled or may splash on a GYA staff member or a cadet. The GYA staff will use universal precautions to prevent exposure to bodily fluids, and will use approved methods for cleaning up spills and disposing of clean-up materials. The GYA staff member will inform exposure to bodily fluids to their supervisor as soon as possible after clean up.
- b. Chemical substances – GYA staff will use extreme caution when using cleaning materials or supervising cadets using cleaning materials. Cleaning products will be used only according to the instructions on the label, and will not be mixed unless the instructions specifically allow mixing cleaning products.
- c. Unknown substances – Staff will immediately inform the school administration, National Guard administration, or representative about the presence of any unknown substance that may be hazardous in nature. Staff will contact CSLO Department of Public Works at (805) 594 6544 or 6-6544 via CSLO phones and follow their instructions regarding disposal of the substance.

19. Avoidance of Emergencies - GYA staff members will exercise caution, foresight, and good judgment to avoid emergency situations whenever possible. GYA staff will counsel cadets as necessary to assist them with personal problems and individual needs, and will refer cadets for medical and mental health treatment as indicated to prevent crisis situations.

20. Lockdown Procedures - Lockdown announcement is made by administration using a school-wide sound system. Once the announcement is made, the Administration will notify law enforcement using 911.

See appendix for Lockdown Emergency Response Quick Reference Flowchart.

LOCKDOWN

Announced on PA system:

"Emergency – Initiate Lockdown."

"Emergency – Initiate Lockdown."

"Emergency – Initiate Lockdown."

LOCKDOWN INSIDE SCHOOL BUILDING:

- a. Upon hearing the lockdown announcement, staff will immediately initiate lockdown procedures;
- b. All occupants of the school will disregard the fire alarm system if safe to do so; (NOTE: Staff must be aware of the potential for other emergencies such as fire. Should this occur, staff and students must be prepared to react and possibly evacuate a locked down area for their own safety);
- c. Lockdown procedure for non-classroom areas:
 - i. Depending on the individual school plan and the situation (location and actions of the suspect) consideration must be given to the controlled evacuation of students to identified secure areas.
 - ii. Individual School / Worksite Lockdown Emergency Response Plans will include specific direction regarding a secure location where people in these areas must report to in the event of a threatening incident;
 - iii. Each classroom has a water source, the National Guard has a Meal Ready to Eat (MRE) supply for both staff and students, and student medications are available through the Troop Medical Clinic (TMC).

LOCKDOWN PROCEDURE FOR CLASSROOMS:

- a. Check sidewalks and other common areas;
- b. Direct all to the nearest classroom or closest secure location as determined by school plan;
- c. Shut and lock classroom door by disengaging the Lockblock or by key; move students away from doors and windows into a safe corner of the classroom; students are to remain quiet and still;
- d. Cover window in classroom door using the velcro window cover;
- e. Close blinds;
- f. Take attendance;
- g. DO NOT use cell phones or PA system unless there is a need to communicate vital emergency information;
- h. Remain in the secure location until given further direction by appropriate personnel.

Lockdown is in effect until cancelled by an administrator or designee with an "All Clear" announcement over the sound system.

Each classroom has a water source and snacks for up to 36 people. If the lockdown continues for an excessive amount of time, the school administration and National Guard will determine processes for access to MRE's (Meal Ready to Eat) as well as access to student medications via the Troop Medical Clinic (TMC).

21. Hold and Secure – Hold and Secure announcement is made by administration using a school-wide sound system. Hold and Secure will be initiated when it is desirable to secure the school due to an

ongoing situation outside and not necessarily related to the school.

HOLD AND SECURE

Announced on PA system:

“Attention all staff – the school is now in Hold-and-Secure.”

“Attention all staff – the school is now in Hold-and-Secure.”

“Attention all staff – the school is now in Hold-and-Secure.”

- a. Hold and Secure is used when it is desirable to secure the school / worksite due to a potentially threatening incident occurring outside and not necessarily related to the school. In this situation, all exterior doors are locked and monitored, to allow any students from outside to enter, but the doors should otherwise remain locked.
- b. Classes may continue to function normally. If the administrator or designate decides to call “hold and secure”, plain, clear language, with specific directions, should be used.
- c. Each classroom has a water source and snacks for up to 36 people. If the Hold and Secure continues for an excessive amount of time, the school administration and National Guard will determine processes for access to MRE’s (Meal Ready to Eat) as well as access to student medications via the Troop Medical Clinic (TMC).
- d. Additional directions may be added as appropriate including but not limited to informing students:
 - i. that in the event of a fire alarm to either evacuate to the outside or to remain in the school until otherwise advised;
 - ii. whether movement is restricted and if class change bells should be ignored;
 - iii. of additional safety measures such as closing blinds or turning off lights.

Note: Confirm with police, security forces, or authorities when the school can return to normal functioning.

- a. Types of events that trigger Hold and Secure include robbery or any serious criminal offence in close proximity to a school or where a suspect has been pursued by police and / or on foot near a school.
- b. Hold and Secure is in effect until cancelled by an administrator or designee with an “All Clear” announcement over the sound system.

22. Shelter In Place – Shelter In Place announcement is made by administration using a school-wide sound system. Shelter In Place will be initiated when personal safety is considered to be in danger if anyone leaves the school.

SHELTER IN PLACE

Announced on PA system:

“Attention all staff – the school is now in Shelter In Place”

“Attention all staff – the school is now in Shelter In Place.”

“Attention all staff – the school is now in Shelter In Place.”

- a. Shelter in Place is used when personal safety is considered to be in danger if anyone leaves the school. This is mainly used for environmental or weather related events. ?

- b. It is necessary for everyone to remain inside the school and take protective actions. Depending upon the emergency, heating and air-conditioning or other intake / exhaust systems may need to be turned off to avoid drawing in air from the outside.
- c. While everyone may move freely within the school, close and lock all windows and exterior doors and remain inside and monitor the situation until advised by authorities that conditions are safe.
- d. Types of events that trigger Sheltering in Place:
 - i. weather events such as a tornado or hurricane;
 - ii. environmental event such as a chemical spill exterior to the school;
 - iii. missing student;
 - iv. dangerous wild animal (mountain lion, bear etc.) and;
 - v. any situation where evacuation may pose a greater risk than sheltering in place.
- e. Each classroom has a water source and snacks for up to 36 people. If the Shelter in Place continues for an excessive amount of time, the school administration and National Guard will determine processes for access to MRE's (Meal Ready to Eat) as well as access to student medications via the Troop Medical Clinic (TMC).
- f. Shelter In Place is in effect until cancelled by an administrator or designee with an "All Clear" announcement over the sound system.

23. After Emergency Actions –

- a. Take attendance and accountability of students and staff. Locate everyone. Report anyone not accounted for to the Administration/Cadre.
- b. Report anyone in need of medical or psychological attention to Administration/Cadre.
- c. Re-check to ensure the facility is safe to enter.
- d. Write a narrative to document the incident for future debriefing and reporting.
- e. Notify parents.
- f. Following the incident, debrief with team members to review responses/outcomes for additions/corrections to the school safety plan.

Adaptations for Students with Disabilities

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP to indicate additional assistance that may need to be implemented in case of various emergencies covered by this safety plan. Students with known disabilities may have a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes and they may need similar accommodations to ensure appropriate communication and directions can be established with the disabled student in case of various emergencies.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom to carry out accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response and ensure procedures are carried out safely.

Public Agency Use of School Buildings for Emergency Shelters

N/A

(C)School Suspension, Expulsion and Mandatory Expulsion Guidelines (Ed. Code § 32282(a)(2)(C))

General Discipline, as defined at GYA, is the mental and physical training of both the individual and the group. This training teaches cadets how to obey orders, maintain a proper attitude, and conduct themselves appropriately at all times. The way cadets learn discipline is by paying attention to detail, as well as emulating appropriate behaviors modeled by cadre, staff and teachers. (The word discipline comes from the word “disciple” meaning “follow me.”) Although discipline may be associated with strict adherence to rules, it will never involve physical contact between staff and cadet, will not be abusive in nature, and will not utilize “props” in assigned corrective actions. In reference to the Youth Challenge Program Hands-Off Leadership Policy, it states that “hands-off leadership means that no staff member may touch a cadet or use abusive language as a means of coercive leadership. If a staff member has to resort to shoving, pushing, or swearing to lead cadets, he or she has already failed.” See appendix for Challenge Program Hands-Off Leadership Policy.

Cadets are expected to obey and support all rules and regulations established in their handbook or given to them by authorized staff members. Each platoon is expected to work as a team and to help each other obey all rules. The goal is for everyone to work within the established system. Methods used to instruct, train, and enforce discipline are as follows:

- On-the-Spot Correction: Immediate information provided to a cadet to correct a problem behavior.
- Informal Counseling: A face-to-face counseling by cadre, staff or teacher, such as “footlocker” counseling, etc.
- Formal Counseling: A face-to-face counseling session by cadre, staff or teacher which is documented on Behavioral Referral Form; the form is retained in the cadet’s file.
- Functional Observation Assessment Form: The form utilized to identify patterns of behavior and assist staff in developing a behavior modification plan.
- Behavior Referral: Written reports that document a positive or negative behavior/action and the results or recommendations as a result of that behavior/action; annotated on the Behavior Referral Form.
- Commandant’s Board: Also known as a Summary Discipline Board is administered at the discretion of Commandant, on the recommendation of the Platoon Sergeant. It is used to address ALL Category violations.
- Director’s Discipline Board: Will be convened when recommended by the Commandant and is chaired by the Director. Department heads from counseling, the school, and cadre convene with the Director and Commandant to review the cadre recommendation and determine if the cadet should remain in the program or be terminated. The cadet appears before the board, in person and is expected to discuss the reason for their appearance before the board, including the circumstances that lead to the need for a Director’s Board.
- Director’s Probation: This is a result of the Director’s Discipline Board. The length and requirements of the probation are determined by the Director. Violations may result in dismissal.

1. Delinquencies

Definition: The behavior/action committed or omitted by a cadet by intent, neglect, or carelessness that results in a failure to perform duties, violation of rules, acts of misconduct, or failure to meet the standards required by GYA. Committing delinquent acts may result in disciplinary action. The Director, Commandant or Platoon Sergeant, depending on the seriousness of the act and the

recommendation of the chain of command, may administer disciplinary action. Delinquencies are rated according to the seriousness of the offense. Repeated delinquencies of the same nature could result in increased sanctions, up to and including dismissal from the program.

2. Behavior Referral

Behavior Referrals are issued by staff to cadets for either positive or adverse behavior and will be annotated on the Behavior Referral Form. Categories of Behavior Referrals are positive, advisory, A, B, and C.

- Positive – Issued for outstanding performance and/or initiative by a cadet
- Category A – Offense of a serious nature may lead to possible expulsion from the Academy, and referral to the Discipline Board
- Category B – Offense of a moderate nature that may cause the cadet to appear in front of a Commandant's Board
- Category C – Offense of a minor nature that, if repeated, may cause the cadet to appear in front of a Commandant's Board

The following is a Partial List of Adverse Behavior Referral Offenses. They are listed according to seriousness from the most to least serious and by category. Based on the seriousness and/or frequency of the offense, the category may be raised at the Director's discretion.

Category A:

- Assault on a staff member
- Verbally threatening bodily harm to a staff member
- Drug use, failing a drug test, or possession of illegal drugs or paraphernalia including the misuse of a prescribed drug
- Fighting – punching/physical blows with another cadet with the intent to commit bodily harm. Under certain circumstances, this could possibly result in legal charges being filed
- Fraternization – sexual intercourse or any other sexual act
- Unauthorized leave – leaving post without GYA permission
- Branding/self-mutilation (while enrolled at GYA) or possession of tattooing material (commercial or homemade). This includes drawing pictures or symbols on your body
- Gang activity
- Being outside of the billets after lights out

Category B:

- Tagging/Graffiti
- Disrespect to a staff member or intentional disobedience to instructions from staff. Cadet knowingly disregards instructions given
- Using profanity and/or making an obscene gesture to GYA staff, or the general public
- Fraternization – open display of physical contact or affection
- AWOL from assigned location (not associated with leave)
- Fighting –shoving or pushing (requires someone to speak up or separate). This also includes verbal or bodily threatening
- Open disrespect or insults made to the cadet chain of command
- Immature or unnecessary arguing/disagreeing (failure to follow formal procedures with staff)
- Use or possession of any tobacco products
- Vandalism of Academy/Government facilities
- Hazing or intimidation (bodily or verbally) of another cadet

Category C:

- Making phone calls at unauthorized times

- Disrupting class
- Failure to respond to a correction
- Disrespecting another cadet, unprofessional behavior, etc.
- Violation of rules, standards, or directives
- Other acts of misconduct as defined by the Director or Commandant
- Failure to return from leave on time without proper authorization
- Possession of obscene materials (professionally produced or self-created)
- Possession of contraband in the billets
- Fraternalization – Letter or note writing to other cadets
- AWOL from formation
- Failure to work with the cadet chain of command – Commandant's discretion
- Improper wearing of uniform
- Violation of hair/facial hair standards
- Unauthorized Snake Mail or verbal communication
- Self Harm
- Punching walls or bunks
- Unauthorized use of Chromebook

Note: Three Behavior Referral Forms (BRFs) in the same level will raise severity to the next level.

3. Execution of Discipline

In addition to staff-level discipline, the following guidelines will be used when determining other actions for infractions:

- The Category A violations may result in immediate dismissal at the decision of the Director. In the absence of expulsion, consequences may be levied. The Category B or C violations may result in referral to a Commandant's Board.

The following consequences may be levied in a Commandant's Board:

- Extra Duty (i.e. barracks cleanup, Academy area maintenance, etc.) of up to 12 hours per violation.
- Corrective Training.
- Mandatory Counseling.
- Any other consequence as prescribed by the Director or Commandant.

4. Adverse Behavioral Referrals

The rules of each violation have been stated in the Cadet Handbook, however, the final decision on the level of each offense will be at the discretion of the Director or Commandant. When a cadet receives an Adverse Behavioral Referral, a copy of the Referral will be forwarded with comments to the Commandant indicating the level of offense and any other pertinent information. The cadet may receive additional consequences (if more than indicated by the Platoon Sergeant).

5. Discipline Board

When a cadet has shown a continued unwillingness to change his or her behaviors, or commits a Category A infraction, the cadet may be required to appear in front of the Discipline Board to determine whether he or she should be removed from the program. Cadets who have been recommended for dismissal by the Discipline Board may appeal to the Director to remain in the Academy.

6. Contraband

Contraband is defined as any unauthorized item. Examples of contraband include, but are not limited to:

- Any food served in the dining facility or issued as field rations not consumed during designated times
- Soft drinks or coffee
- Candy or “junk food”
- Cleaning agents not issued from supply except upon Platoon Sergeant approval
- Boot cleaning materials excluding paste polish, saddle soap and mink oil.
- Audio-video equipment
- All magazines, posters, and pictures (excluding family photos)
- Tobacco and tobacco products
- Products in aerosol containers
- Playing cards and dice (purchased or homemade)
- Products containing alcohol, i.e. mouthwash
- Any other item designated by the Director or Commandant

Cadets will not use, consume, or possess contraband unless specifically authorized. If the privilege to consume food items in the barracks is granted, consumption is restricted to the designated area. All meals (i.e. sack lunches) not consumed during field trips are contraband upon return to the billets/CSLO grounds. The staff will collect these items.

7. Acts of Violence

Cadets are expected to obey and conform to accepted standards of conduct and display politeness at all times. No use of loud, vulgar, or profane language will be allowed at any time. Back talk, arguing, clowning around, slow or exaggerated movements, refusal to comply or any other inappropriate behavior is considered insubordination and may incur a punitive action ranging from loss of privileges to dismissal.

Possession of firearms, ammunition, explosives, fireworks, incendiaries, knives, clubs, sticks, rocks or any other instrument whose primary use is to inflict personal injury or damage is considered a serious infraction of the rules.

8. Possession of or the creation of any pornographic material is prohibited.

Fighting, arguing, yelling in an abusive manner, threats, either demonstrated or implied action, or intent to do bodily harm to another individual, animal, or object are not acceptable behaviors. These actions may result in punishment or dismissal.

Any items found that are deemed to be dangerous, illegal or detrimental to the program will be confiscated.

A major purpose of GYA is for the cadets to learn self-control, self-discipline, compromise, and communication with others. Profanity, vulgar talk, ridiculing others, gambling, lying, cheating, stealing and teasing have no place in this program and are not acceptable behaviors.

9. Acts of Dishonesty

A cadet will not lie, cheat, steal, or destroy the property of others, or perform any acts of dishonesty while a member of the GYA. Failure in this regard is justification for dismissal from the Academy.

Any cadet caught performing a dishonest act that results in damage, loss, or destruction of any personal, state, or federal property may also be charged for the cost of repair or replacement of the item(s).

A cadet may be referred to the police or appropriate authorities for prosecution, if appropriate.

A cadet observing a dishonest act on the part of another cadet has an obligation to report the incident to his/her cadre. Failure to do so will make the cadet subject to disciplinary action.

10. Drug and Alcohol Communication

Any communication about the use or glorification of illegal drugs and/or alcohol is prohibited. Cadets who engage in this conduct may be dismissed.

The use of any illegal or unauthorized drugs will not be allowed. Students will be tested for drug use during in-processing. If a student tests positive, he/she may be rejected from the program and returned home. Cadets may be tested for drugs at any time during the course. Any positive test will normally result in dismissal.

Any medications a cadet takes that have been prescribed by a doctor must be turned into a Registered Nurse during in-processing. He or she will schedule the medicine as prescribed. If a cadet is required to take the medicine on a continuing basis he/she must also bring a copy of the doctor's prescription. The cost of the prescription medications will be charged to the cadet's medical insurance.

Possession of nonprescription or over-the-counter medications is not authorized. If a student brings any with him/her, they must be turned over to a cadre. If a cadet requires any non-prescription medications, they will be dispensed to him/her through the Troop Medical Clinic (TMC).

Alcohol consumption during the course is prohibited. Alcohol use or possession will result in dismissal. GYA is a TOBACCO, DRUG, and ALCOHOL-FREE environment.

11. Classroom Rules and Regulations

General Information - The Grizzly Challenge Charter School operates through the San Luis Obispo County Office of Education (SLOCOE). The instructors on the teaching staff are fully California credentialed teachers.

Academic Calendar - The 22-week program is divided into 2 Semesters. Both semesters are composed of 5 academic core classes and a study hall. A yearbook class and the Job

Internship Program is offered during the second semester. The block schedule (M/W, and T/TH) allows students to concentrate on academic achievement. Progress during this time has a significant influence on future scheduling of classes while at GYA.

12. Entering the Classroom

Platoons form up into education groups in front of the classroom at the position of parade rest before class begins in silence. When the teacher signals the Platoon Guide (PG), students quietly enter the classroom in single file. Students remove their cover upon entry to the room. Students stand at attention behind their seats until the teacher signals the PG. At that time, the PG gives the command "ground your gear" then "take your seats", followed by "adjust" which allows the

students to position themselves comfortably to begin class. These responsibilities are given to the student council members, two in each class, after student elections.

13. Exiting the Classroom

Students stand at attention behind their seat until the teacher signals the PG that all materials are returned, books are in place, all trash disposed of, and the room is in order. Upon the command from the PG, students quietly leave the room in single file. The student's cover is to be put on at the door upon leaving. Platoons form up outside the classroom and wait for further orders.

14. Classroom Behavior

- Come to class prepared to learn
- Respect yourself and others
- Treat all property with respect
- Follow all teacher directions
- Hands are to be raised when a student would like to speak
- One person speaks at a time
- Consistency in student uniform in the classroom is required. With the PG's lead, the platoon must agree as to the attire for that class
- Students are to carry a canteen of water at all times. It is to be filled only between classes
- No sleeping in class during school hours. If a student is sleepy, he/she may stand in the back of the classroom, hydrate or run the circle
- Yelling, profanity or obscene gestures are not allowed in class
- Gang writing, old English script or tagging is not allowed anywhere on post
- No letter writing is permitted during class time
- Students remain in the classroom during class time. The only valid reason for leaving the classroom is for latrine use with the teacher's permission
- If the student would like an appointment with a counselor, they are to notify the teacher or their platoon cadre
- No talking inside the Wagon Wheel while in formation

Each teacher will have individual procedures and standards in addition to those listed.

15. Latrine Use

Cadets are to utilize the latrine during the scheduled latrine breaks throughout the day.

16. Telephone Use

Students are not permitted to use the telephones in the classroom at any time.

If a student would like to use the phone for academic or life planning purposes, they can notify the teacher who will inform the School Counselor. The School Counselor will then make an appointment to meet with the student during study hall hours.

17. Attendance

If a student is absent five times from class, they will be referred to the Principal.

Excessive absences jeopardize a student's enrollment in the GYA Academy and are a reason for referral to a Disciplinary Board.

18. Homework

Homework is expected to be turned in on the date it is due. Any “incomplete” assignment will be noted on their student weekly progress reports. An assignment is considered “turned in” when it is completely done and entered into the gradebook by the teacher. It is the student’s responsibility to get their assignments from their teachers when they are absent.

19. Cheating

Cheating in any form will not be tolerated and will result in:

- No credit for the assignment
- An appointment with the principal
- Any further offenses will result in a hearing with the disciplinary board

20. Grading Policy

It is the students’ responsibility to arrive prepared for class each day. This means that students have a binder with binder paper, pencil or pen, fully charged Chromebook, and all assignments completed when they come to class.

Students and cadre are given a progress report typically every Tuesday with grades, teacher comments, and missing assignments listed.

Each teacher has class policies and procedures in addition to those presented in this handbook. They have these policies outlined in their course syllabus. It is the student’s responsibility to understand and to respect these standards.

21. Academic Credits

All credits earned at GYA are transferable to other academic institutions. The students’ home schools decide how they will apply these credits. It is important for students to assess their credit standing with the School Counselor to ensure that their credits will be applied to the appropriate course content area. Academic core classes (English Language Arts, Social Studies, Math, and Science) are each worth five credits per semester.

22. High School Diploma

Students may obtain a WASC accredited high school diploma while at Grizzly. During the first three weeks of school each student will have a credit assessment completed and will receive counseling concerning their academic standing. Those students who are determined eligible to receive a diploma at GYA may receive an individualized set of courses to ensure their ability to meet the graduation requirements.

23. High School Equivalency Test (HiSET) Procedures

The HiSET is a high school equivalency test, similar to the GED in California. The test is computer-based and Grizzly Challenge Charter School has become a test site. It will be provided for those students who meet the necessary requirements. These are:

- A valid CA picture identification.
- 17 years 10 months of age at the time of the test.
- A passing score on the official practice test or the TABE.

24. California High School Proficiency Exam (CHSPE)

Students, who will not be 17 years 10 months before graduation from the residential phase of the academy may be eligible to take the California High School Proficiency Exam (CHSPE). The CHSPE is a very difficult exam and will be granted only to those 16-year-old students who score very high on the TABE test. The date of this exam will be announced in the first semester. School staff will assist students with the registration for this exam.

25. Contract Credit

Only students who are within 60 credits of graduating from GYA may apply to take contract credits. Students who qualify for contract credits may be allowed to take the remaining credits on contract for a specific subject. One credit is equivalent to 12 hours of academic work.

26. Study Hall Procedures

Each school group receives four hours of study hall a week. Study halls are designed to teach the cadets how to study, organizational skills, work completion skills and time management skills.

- Students will work diligently on assigned homework
- All students must allow a quiet atmosphere that fosters academic study
- Treat the classroom and resources with respect
- Reference books are to be left in study halls

(D) Procedures to Notify Teachers of Dangerous Pupils (Ed. Code § 32282(a)(2)(D))

Education Code 49079 and Welfare and Institutions Code 827 state that teachers must be notified of the reason(s) a student has been suspended from school. Although the disciplinary plan does not include student suspension, GYA's process for making this immediate notification is through email on the day of the suspension by the Principal to all the teachers. At the weekly staff meetings, the teachers may be alerted to the details of the incident leading to suspension.

Pursuant to Education Code 48267, which states that schools be notified regarding students who have engaged in certain criminal conduct, the California National Guard administration will notify the school administration regarding the offense. In turn, the school administration will notify the School Counselor and teachers on the day of the occurrence. This information will be kept CONFIDENTIAL and secure so that others may not view it. The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – look-alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products

- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- N – harassed/threatened/intimidated a complaining witness
- O – offered or sold/attempted to sell prescription drug Soma
- P – engaged/attempted to engage in hazing
- Q – aiding or abetting in the infliction of physical injury
- R – engaged in sexual harassment
- S – hate violence
- T – harassment, threats, intimidation against a pupil or group
- U – made terrorist threats against school officials or school property

(E) Sexual Harassment Policies (Ed. Code § 32282(a)(2)(E))

GYA will not tolerate sexual harassment of any kind or any form by its employees. This pertains to the harassment of other employees as well as the youth that are attending GYA.

Sexual harassment is discrimination based on sex and prohibited by Title VII of the Federal Civil Rights Act, and California Education Code Sections 210 - 214, inclusive. Unwelcome sexual advances, requests for sexual favors and other unsolicited verbal or physical conduct or communication of a sexual nature constitute sexual harassment when:

Submission to such conduct or communication is made, either explicitly or implicitly, a term or condition of employment or membership in the program. Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment or membership in the program. Such conduct or communication has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working/learning environment. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the program.

It is the policy of the GYA that any employee who engages in acts of sexual harassment; who permits employees or corps members under his/her supervision to engage in such harassment; or who retaliates or permits retaliation against an employee or corps member who reports such harassment is in violation of this policy and will be disciplined, as appropriate, up to and including dismissal.

GYA is committed to maintaining a professional work environment conducive to maximum efficiency and productivity. All employees and corps members have the right to work and learn in an environment free of sexual harassment. Employees and corps members who believe they have been sexually harassed are encouraged to report such incidents. Complaints will be handled impartially and promptly. Through this policy, GYA is affirming its commitment to creating a work environment for all employees and corps members that is free of any form of discrimination.

All cadets are provided with the GCCS sexual harassment policy.

(F) School-wide Dress Code Relating to Gang-Related Apparel (Ed. Code § 32282(a)(2)(F))

Cadets are expected to maintain their grooming and appearance in a clean, neat, orderly, and acceptable manner. Clothing is provided and laundry is available free of charge. Cadets are expected to be clean at all times. Proper hygiene will be explained early in the program. Cadets let their cadre know if any of the items issued (i.e. boots, uniforms, canteens, etc.) become unserviceable.

Athletic shoes will be kept clean and tied. Any fasteners on the shoes, such as Velcro, will be fastened. Boots will be free of dirt and brush shined, at a minimum.

Haircuts, styles, and colors must be conservative and in good taste, using the military standards as a guide. Extreme or faddish styles of haircuts are not authorized. During Gold phase, military style "high and tights" may be authorized.

Beards, goatees, long sideburns, or other patches of facial hair are not permitted, unless a shaving profile is given by the medical staff. Sideburns will not extend below the bottom of the opening of the ear.

The female's hair will be neatly groomed. The bulk of the hair will not be excessive or present a ragged, unkempt, or extreme appearance. Hair will not fall over eyebrows or extend below the bottom of the collar. Hair will be pinned up while wearing all uniforms. Weaves and braids are authorized, but must be kept neat. Wearing curlers, rollers, hair nets, shower caps, plastic bags, bandanas, or any other unusual or inappropriate accessory/adornment to the hair is prohibited. Hair holding ornaments for females such as barrettes, pins, clips, beads and bands must be unadorned, inconspicuously placed and must be transparent or match hair color. Inappropriate hairstyles, initials, or figures cut into hair are prohibited.

For safety purposes, cadets will not be allowed to wear traditional or body-piercing jewelry. Some things to remember are: fingernails should be no longer than 1/8 inch, sunglasses are not authorized without doctors' orders, and fad devices or vogue items/actions are not permitted. Contact lenses are not authorized. Make-up will NOT be worn while attending the academy, except when authorized by the Director. Any style of hair or wear of clothing that requires an interpretation as to appropriateness will be decided by the Director.

1. Clothing Issue

Cadets are issued clothing provided by GYA upon arrival and are required to sign a hand receipt for all items received. Clothing and equipment issued by the program will not be altered, changed, or modified in any manner. Time will be allotted to do personal laundry. Bed linens will be turned in once a week to be cleaned by an approved laundry service. Cadets will be responsible for all issued items of clothing and equipment for the duration of the program and will turn it in prior to departing.

All personal clothing will be marked with permanent marker at the direction of the cadre. No other writing is authorized on clothing, unless specified by the Commandant or Director.

2. Uniforms

There are three types of uniforms authorized for wear:

- Battle Dress Uniform (BDU)
- Physical Fitness Uniform (PFU)
- Internship/Field Trip Uniform

Uniforms will be worn in accordance with the Academy Dress Code. Uniform requirements will be addressed in the daily training schedule. Modifications or exceptions to uniform wear will not be made unless specifically authorized by the Director or Commandant.

The following are guidelines as to how the uniform is to be worn with patches and cadet ranks:

- Physical Fitness badges are to be worn a half-inch from the seam on the left shoulder of the BDU.
- Only the highest Physical Fitness award will be worn on the BDU.

- Student Council badges will be worn centered on the left upper pocket of the BDU.
- Leadership Brassards will be worn on the left arm above the elbow on the BDU and PT uniforms.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (Ed. Code § 32282(a)(2)(G))

- **Students:** Students are trained by the military to march in formation upon arrival at Camp San Luis Obispo. There are four platoons; three male and one female, with at least one Cadre present per platoon who supervise students during the school day. The students are marched from the barracks to the dining facility and then to school and back again at the end of the day in formation and under strict supervision. This allows for a safe and orderly passage to and from school.
- **Staff:** The school is located on the premises of Camp San Luis Obispo. All adults entering the grounds are required to stop at the front gate and show their ID. Cars may be searched at random upon entering or exiting. Passes are issued to staff members with proof of car insurance, registration and ID.
- **Visitors:** Temporary passes (one day) are issued with proof of car insurance, registration and ID. The person is still required to show their current ID at the gate along with the temporary pass. The above procedures apply to parents and visitors.
- **Parental/Mentor Visitations: Access to School Campus – Visitor Procedures.**
- All visitations will be either scheduled or personally approved by the Director or Commandant.
- Visits by parents/immediate family members or family/friends are subject to the approval of the Director or Commandant. Visits will be discouraged except for documented emergencies.
- When visits are allowed, cadets are picked up from the academy by mentors and parents/guardians to attend medical appointments, funerals, or other authorized absences. They must be returned the same day and cadets are responsible for abiding by academy rules while under their parent(s) or mentors' care. All cadets who leave the facility must be escorted by a parent or guardian and are subject to drug screening upon returning to the academy.
- All cadets and visitors to GYA are required to sign in and out of the academy area. The cadre manages the sign-in/sign-out roster. Anyone violating this policy will be escorted out of the GYA facilities and the SECFOR/police will be called to escort unauthorized subjects off of the property.
- **Planned Visits Home:** Planned breaks (or passes) are scheduled for each class. The Director will give instructions. There are three rules cadets are to remember:
 - Follow the instructions given to you.
 - Your parent or legal guardian must pick you up at the designated time.
 - While on leave, remember, you are still a cadet of GYA; do not use drugs, consume alcohol or get in other trouble with the law. Random drug testing will occur after each home pass.

(I) School Discipline Rules and Consequences (Ed. Code § 32282(a)(2)(I))

Grizzly Challenge Charter School Student Conduct Code
CADET GENERAL RULES

The following "Cadet General Rules" for the California Challenge Youth Academy.

- #1 - I will follow all orders given to me by military staff, teachers and cadet leaders.
- #2 - I will focus on the task at hand to the best of my ability.
- #3 - I will not lie, cheat, or steal. Nor will I tolerate those who do.
- #4 - I will report all violations of GYA policy to the staff member in charge.
- #5 - I will not fight with any of my fellow cadets.
- #6 - I will be safe in everything that I do.
- #7 - I will wear my GYA uniform with pride at all times.
- #8 - I will learn something new everyday.
- #9 - I will help others in my platoon that need it and will not make fun of others.

CADET HONOR CODE

The Cadet Honor Code states that: "A Cadet will not lie, cheat, or steal nor tolerate those who do." At the Grizzly Youth Academy, Cadets are expected to abide by the Honor Code. Each cadet is entrusted with its guardianship and the preservation of the ideals it represents:

Lying: Cadets violate the code by lying if they make an oral or written statement or gesture of communication in the presence of or to another, intended to deceive or mislead.

Cheating: Cadets violate the honor code by cheating if they fraudulently act out of self-interest, or assist another to do so with the intent to gain or give unfair advantage. Cheating involves such acts as presenting one's own work dishonestly, presenting someone else's work as one's own, or transmitting material to someone who should not properly have access to it. All work submitted must be your own.

Stealing: Cadets violate the code by stealing if they wrongfully take, obtain, or withhold by any other means, the personal property of another.

***Note: Violation of the Honor Code is grounds for dismissal; a violation may result in a referral to the Commandant 's Board or Director's Board.

Conduct Code Procedures

GENERAL:

Discipline, as utilized in the Academy, is the mental and physical training of both the individual, as well as the group. This training teaches cadets how to obey orders, maintain a proper attitude, and conduct themselves appropriately at all times. The way cadets learn discipline is by paying attention to detail, as well as emulating appropriate behaviors modeled by cadre, staff and teachers (the word discipline comes from the word "disciple" meaning "follow me.") Although discipline may be associated with strict adherence to rules, it will never involve physical contact between staff and cadet, will not be abusive in nature, and will not utilize "props" in assigned corrective actions.

Cadets are expected to obey and support all rules and regulations established in this handbook or given to them by authorized staff members.

Each platoon is expected to work as a team and to help each other obey all rules. Our goal is for everyone to work within the established system.

Methods used with the GYA program to instruct, train, and enforce discipline are as follows:

- On-the-Spot Correction: Immediate information provided to a cadet to correct a problem behavior.
- Informal Counseling: A face-to-face counseling by cadre, staff or teacher, such as “footlocker” counseling, etc.
- Formal Counseling: A face-to-face counseling session by cadre, staff or teacher which is documented on Behavioral referral form; the form is retained in the cadet’s file.
- Behavior Observation Assessment Form. Form utilized to identify patterns of behavior and assist staff in developing a behavior modification plan.
- Behavior Referral. Written reports that document a positive or negative behavior/action and the results or recommendations as a result of that behavior/action; annotated on the Behavior Referral Form (Form 1-3).
- Commandant’s Board: Also known as a Summary Discipline Board; administered at the discretion of Commandant, on the recommendation of the Platoon Sergeant. Commandant’s Boards are utilized to address ALL Category violations.
- Director’s Discipline Board: Will be convened when recommended by the Commandant; chaired by the Director. Representatives from counseling, teaching, and cadre convene, with the Director and Commandant to review the cadre recommendation and determine if the cadet should remain in the program or be terminated. The cadet appears before the board, in person and is expected to discuss the reason for their appearance before the board, including the circumstances that lead to the need for a Director’s Board.
- Director’s Probation: Is a result of the Director’s Discipline Board; the length and requirements of the probation are determined by the Director. Violations may result in dismissal.

DELINQUENCIES:

Definition: The behavior/action committed or omitted by a cadet by intent, neglect, or carelessness that results in a failure to perform duties, violation of rules, acts of misconduct, or failure to meet the standards required by GYA.

Committing delinquent acts may result in disciplinary action. The Director, Commandant or Platoon Sergeant, depending on the seriousness of the act and the recommendation of the chain of command, may administer disciplinary action.

Delinquencies are rated according to the seriousness of the offense. Repeated delinquencies of the same nature could result in increased sanctions, up to and including dismissal from the program.

BEHAVIOR REFERRAL:

Behavior Referrals are issued by staff to cadets for either positive or adverse behavior and will be annotated on GYA Form 3a (Behavior Referral Form).

Categories of Behavior Referrals are positive, advisory, A, B, and C. Positive – Issued for outstanding performance and/or initiative by a cadet.

Advisory – Issued to inform the cadet that although their behavior is not serious enough to warrant a Spot Report, it is still unacceptable and that you are being watched to see if you will correct your behavior.

Category A – Offense of a serious nature may lead to possible expulsion from the Academy, and referral to the Discipline Board.

Category B – Offense of a moderate nature that may cause the cadet to appear in front of a Commandant's Board.

Category C – Offense of a minor nature that ,if repeated, may cause the cadet to appear in front of a Commandant's Board.

The following is a Partial List of Adverse Behavior Referral Offenses. They are listed according to seriousness from the most to least serious and by category. Based on the seriousness and/or frequency of the offense, the category may be raised at the Director's Discretion.

Category A:

- Assault on a Staff Member
- Verbally threatening bodily harm to a staff member.
- Drug use, failing a drug test, or possession of illegal drugs or paraphernalia. (This includes misuse of a prescribed drug.)
- Fighting – Punching/Physical blows with another cadet with the intent to commit bodily harm. Under certain circumstances, this could possibly result in legal charges being filed.
- Fraternalization – sexual intercourse or any other sexual acts Unauthorized leave. Example, going off post without GYA permission
- Branding/Self-mutilation (while enrolled at GYA) or possession of tattooing material (commercial or homemade). This includes drawing pictures or symbols on your body.
- Gang activity
- Being outside of the Billets after lights out.

Category B:

- Tagging/Graffiti
- Disrespect to a staff member or intentional disobedience to instructions from staff. Cadet knowingly disregards instructions given. Using profanity and/or making an obscene gesture to GYA staff, or the general public.
- Fraternalization – Open display of physical contact or affection
- AWOL from assigned location (not associated with leave)
- Fighting –Shoving or pushing (requires someone to speak up or separate). This also includes verbal or bodily threatening. Open disrespect or insults made to the cadet chain of command.
- Immature or unnecessary arguing/disagreeing (failure to follow formal procedures with staff). Use or possession of any tobacco products.
- Vandalism of Academy/Government facilities
- Hazing or intimidation (bodily or verbally) of another cadet.

Category C:

- Making phone calls at unauthorized times. Disrupting class
- Failure to respond to a correction.

- Disrespectful to another cadet, unprofessional behavior, etc. Violation of rules, standards, or directives.
- Other acts of misconduct as defined by the Director or Commandant. Failure to return from leave on time without proper authorization.
- Possession of obscene materials (professionally produced or self-created). Possession of contraband in the billets.
- Fraternization – Letter or note writing to other cadets. AWOL from formation
- Failure to work with the cadet chain of command – Commandant's discretion. Improper wearing of uniform
- Violation of hair/facial hair standards Unauthorized use of the PX.

Note: 3 BRF's in the same level will raise severity to the next level.

EXECUTION OF DISCIPLINE:

In addition to staff-level discipline, the following guidelines will be used when determining other actions for infractions:

A Category A violation may result in immediate dismissal at the decision of the Director. In the absence of expulsion, consequences may be levied in accordance with the consequences listed below.

A Category B or C violation may result in referral to a Commandant's Board. Punishment will be levied in accordance with the consequences listed below.

The following consequences may be levied in a Commandant's Board:

- Extra Duty (i.e. barracks cleanup, Academy area maintenance, etc.) of up to 12 hours per violation.
- Corrective Training
- Written Essay (500-1,500 words) per violation Mandatory Counseling
- Any other punishment as prescribed by the Director or Commandant.

ADVERSE BEHAVIORAL REFERRALS:

The rules of each violation have been stated in this handbook; however, the final decision on the level of each offense will be at the discretion of the Director or Commandant.

When a cadet receives an Adverse Behavioral Referral, a copy of the Referral will be forwarded with comments to the Commandant indicating the level of offense and any other pertinent information. The cadet may receive additional consequences (if more than indicated by the Platoon Sergeant).

DISCIPLINE BOARD:

When a Cadet has shown a continued unwillingness to change his or her behaviors, or commits a Category A infraction, the Cadet may be required to appear in front of the Discipline Board to determine whether he or she should be removed from the program. Cadets who have been recommended for dismissal by the Discipline Board may appeal to the Director to remain in the Academy.

(J) Procedures to Prepare for Active Shooters

Grizzly Challenge Charter School is located on the premises of Camp San Luis Obispo, which is secured by base staff. In the case of an active shooter, GCCS will follow the steps spelled out in our "Lockdown" procedures. See "Disaster Procedures".

LOCKDOWN INSIDE SCHOOL BUILDING:

- a. Upon hearing the lockdown announcement, staff will immediately initiate lockdown procedures;
- b. All occupants of the school will disregard the fire alarm system if safe to do so; (NOTE: Staff must be aware of the potential for other emergencies such as fire. Should this occur, staff and students must be prepared to react and possibly evacuate a locked down area for their own safety);
- c. Lockdown procedure for non-classroom areas:
 - i. Depending on the individual school plan and the situation (location and actions of the suspect) consideration must be given to the controlled evacuation of students to identified secure areas.
 - ii. Individual School / Worksite Lockdown Emergency Response Plans will include specific direction regarding a secure location where people in these areas must report to in the event of a threatening incident;
 - iii. Each classroom has a water source, the National Guard has a Meal Ready to Eat (MRE) supply for both staff and students, and student medications are available through the Troop Medical Clinic (TMC).

LOCKDOWN PROCEDURE FOR CLASSROOMS:

- a. Check sidewalks and other common areas;
- b. Direct all to the nearest classroom or closest secure location as determined by school plan;
- c. Shut and lock classroom door by disengaging the Lockblock or by key; move students away from doors and windows into a safe corner of the classroom; students are to remain quiet and still;
- d. Cover window in classroom door using the velcro window cover;
- e. Close blinds;
- f. Take attendance;
- g. DO NOT use cell phones or PA system unless there is a need to communicate vital emergency information;
- h. Remain in the secure location until given further direction by appropriate personnel.
- i. Lockdown is in effect until cancelled by an administrator or designee with an "All Clear" announcement over the sound system.
- j. Each classroom has a water source and snacks for up to 36 people. If the lockdown continues for an excessive amount of time, the school administration and National Guard will determine processes for access to MRE's (Meal Ready to Eat) as well as access to student medications via the Troop Medical Clinic (TMC).

(K) Active Shooter Drill Requirements

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be

used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

- a. Lockdown drills shall not be “high-intensity” drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
- b. The drill shall not use real weapons, gunfire blanks, or explosions.
- c. The drill shall be designed pursuant to a trauma-informed approach, meaning:
 - i. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
 - ii. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
 - iii. It shall offer the opportunity for parents/guardians to opt their students out of participation;
 - iv. An announcement of the drill shall be given before and after the drill;
 - v. A notice shall be given to parents/guardians after the drill has concluded; and
 - vi. The school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

(L) Procedures to Assess and Respond to reports of Dangerous Unlawful or Violent Activity (Ed. Code § 32282(a)(2)(L))

GYA takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of its extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur on campus or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately. If the report triggers any other emergency procedures, they should be followed promptly.

GYA shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

(M) Life-Threatening Medical Emergency Response Procedures (Ed. Code § 32282(a)(2)(M))

Procedures for responding to medical emergencies are provided in the Disaster Procedures portion of this plan.

(N) Opioid Prevention and Life-Saving Response Procedures (Ed. Code § 32282(a)(2)(N))

Grizzly Youth Academy is a drug free program where all students are searched and drug tested upon entry with follow up searches and testing occurring throughout the program. Additionally, all staff receive CPR and First Aid training that includes responding to opioid reactions and overdoses. Narcan, a nasal spray approved for opioid overdose treatment, is available in all student barracks and at the academy medical center.

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - i. Unconsciousness or inability to awaken;
 - ii. Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - iii. Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - i. Calling the person's name;
 - ii. Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone, administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

- a. Rescue breathing for adults involves the following steps:
 - i. Be sure the person's airway is clear (check that nothing inside the person's mouth or

- throat is blocking the airway).
- ii. Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- iii. Place your mouth over the person's mouth to make a seal and give two slow breaths.
- iv. Watch for the person's chest (but not the stomach) to rise.
- v. Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - i. Place the person on his or her back.
 - ii. Press hard and fast on the center of the chest.
 - iii. Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'Ts:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Instructional Continuity Plan (Ed. Code § 32282(a)(3)(A))

In the event that in-person instruction is disrupted due to an emergency pursuant to Ed. Code Section 41422 or subdivision (a) of Section 46392, the Grizzly Challenge Charter School ("GCCS") shall provide procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency . Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the Charter School shall reopen for in-person instruction.

GCCS is prepared to continue instruction and related services with access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749 as soon as practicable, but no more than 10 instructional days following the emergency, through a "Distance Learning" model. "Distance Learning" refers to instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction, and check-in time with the teacher. Distance Learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online

interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Grizzly Challenge Charter School is in a unique situation whereby students are residentially located in our Academy under the supervision of the National Guard but we may be required to offer instruction via Distance Learning. Offering Distance Learning while our students live with us residentially provides an opportunity to work with our National Guard partners to continue to provide consistent structure, attendance and supervision.

Distance Learning will generally occur as a full day from the hours of 8:30 a.m. - 3:50 p.m. whereby GCCS will prioritize synchronous, face-to-face learning opportunities whenever available. However, based on specific needs or circumstances, instruction may shift to a hybrid or fully virtual model using remote devices. All students are provided a Chromebook with access to a full curriculum. Students will participate in instruction using our regular block schedule of three core classes per day. We will continue to use a variety of online software to address individual needs.

Access to Devices and Connectivity

All students have been distributed a Chromebook, charger and a set of headphones. We have expanded and amplified our wireless capabilities on Camp San Luis so that all students will have access to our live instruction from anywhere on campus or in the barracks area.

Likewise, our Independent Study students have all been issued Chromebooks and chargers in addition to a hotspot, if needed. Our Independent Study teachers provide lessons through Google Classroom and perform live check-ins each week to ensure functionality of technology and monitor student progress.

Pupil Participation and Progress

Our plan for synchronous instructional minutes is to ensure that all residential students have access to the core curriculum through daily live instruction. We will provide 390 minutes of instruction daily to our students living in residence.

For our Independent Study students, teachers certify that the work to be completed is at least equivalent to 180 instructional minutes and assigned in a nature that ensures progress toward a high school diploma. Through assignment completion, Supervising Teachers will attest to the time value of pupil work as an equivalent measure of daily attendance.

Distance Learning Professional Development

GCCS has an Instructional Technology Director on staff who is dedicated solely to our school site and has proved invaluable to how we operate at GCCS. We have long been dedicated to the use of technology with our students as we have viewed student proficiency as an essential part of their skill development for school and work. As such, we have continually trained our teaching staff in instructional technology and they all have a very strong foundation and level of proficiency.

Our teachers have worked with our paraeducators and special education staff to develop systems for in-class supports that may include meeting 1:1 with students in a breakout room during instruction and/or independent practice to provide additional instruction and support. Our counselors and therapists have also received training to learn the various ways to schedule, present information and communicate with students when we cannot meet them not in person.

Staff Roles and Responsibilities

The delivery of our roles and responsibilities will continue with a move to Distance Learning. Teachers will continue to develop creative and engaging instruction but deliver it live online instead of in person. Student activities would be performed entirely online and through Google Classroom, so the types of assignments and/or projects will be altered as well as the grading and evaluation of student progress. Not being in person will require us to work differently to manage classrooms, keep students engaged,

and create positive, healthy relationships.

Support staff will provide 1:1 and small group tutoring but virtually pull students into a breakout room to provide those services. Working together with classroom teachers, they will communicate privately online to organize and offer behavioral and academic support to students.

Likewise, our Special Education staff would operate in a similar manner: Meeting online with students on their caseload to provide services identified in the IEP, delivering Educationally Related Social Emotional Support Services (ERSESS) counseling and holding IEP meetings. Counselors and therapists will continue to provide academic and social/emotional services but online through meetings.

Supports for Pupils with Unique Needs

Grizzly Challenge Charter School has an unduplicated count consisting of approximately 90% of all students enrolled. Our school wide approach to teaching, learning and support provisions has students with unique needs at the center.

Special Education services will be coordinated to provide students their services online with their respective Special Education teacher and other support providers as identified in the IEP and through IEP meetings. ChildFind activities will continue as we evaluate student success levels, academic grade equivalency and teacher feedback to properly refer and assess unidentified students.

English learners (ELs) are included in our classroom instruction through our emphasis on UDL and specially designed academic instruction (SDAIE) focusing on a teaching approach intended for teaching various academic content using the English language to students who are still learning the English language. Teachers will provide support for ELs by incorporating both Designated and Integrated English language development (ELD) into their daily instruction. To individualize further for our students, we incorporate state adopted ELD curriculum and provide designated ELD instruction to identified students.

Students receive a behavioral health screening and a mental health clinician reviews the screening with the student support team and makes appropriate referrals and linkages to the student/family when appropriate. Direct therapeutic services are provided by the school and as well as contracted agencies. This will continue in distance learning.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. Collaboration will continue between the Foster and Homeless Youth Services programs and the San Luis Obispo County Office of Education (SLOCOE) to identify student needs and address barriers to education.

Safety Plan Review, Evaluation and Amendment Procedures

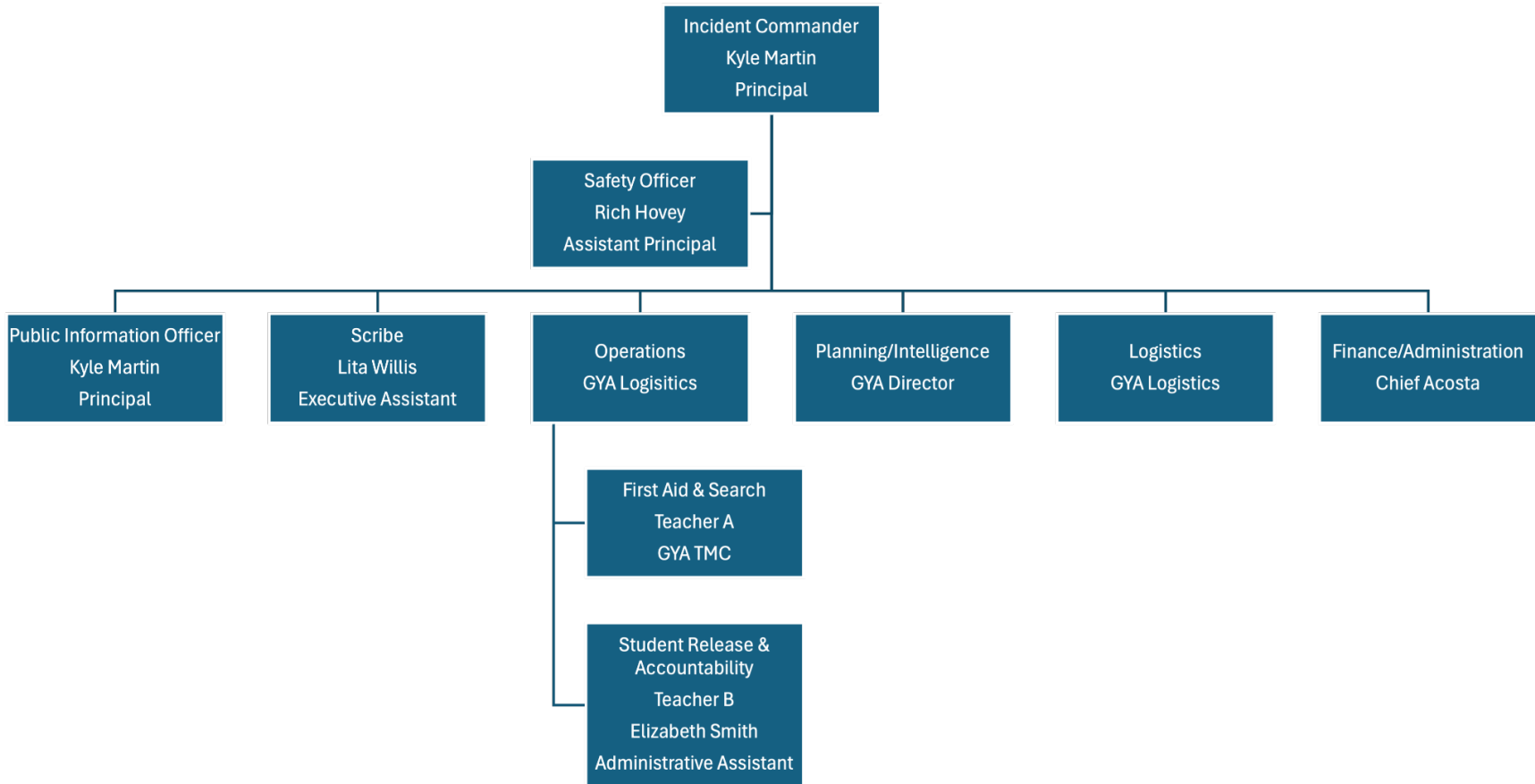
GCCS administration will review and update the Safety Plan annually. Input from staff, families and the National Guard is incorporated during the review process with these educational partners.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Cal Fire	(805) 543-4244	
	San Luis Obispo Sheriff	(805) 782-4540	
	California Highway Patrol	(805) 594-8700	
Public Utilities	Department of Power and Water - Camp SLO	(805) 594-6261	
Local Hospitals	Sierra Vista Regional Hospital	(805) 546-7600	

Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Animal Disturbance

SHELTER IN PLACE

Announced on PA system:

“Attention all staff – the school is now in Shelter In Place.”

“Attention all staff – the school is now in Shelter In Place.”

“Attention all staff – the school is now in Shelter In Place.”

- a. Shelter in Place is used when personal safety is considered to be in danger if anyone leaves the school. This is mainly used for environmental or weather related events. ?
- b. It is necessary for everyone to remain inside the school and take protective actions. Depending upon the emergency, heating and air-conditioning or other intake / exhaust systems may need to be turned off to avoid drawing in air from the outside. ?

- c. While everyone may move freely within the school, close and lock all windows and exterior doors and remain inside and monitor the situation until advised by authorities that conditions are safe. ?
- d. Types of events that trigger Sheltering in Place:
 - i. weather events such as a tornado or hurricane;
 - ii. environmental event such as a chemical spill exterior to the school;
 - iii. missing student;
 - iv. dangerous wild animal (mountain lion, bear etc.) and;
 - v. any situation where evacuation may pose a greater risk than sheltering in place.
- e. Each classroom has a water source and snacks for up to 36 people. If the Shelter in Place continues for an excessive amount of time, the school administration and National Guard will determine processes for access to MRE's (Meal Ready to Eat) as well as access to student medications via the Troop Medical Clinic (TMC).
- f. Shelter In Place is in effect until cancelled by an administrator or designee with an "All Clear" announcement over the sound system.

After Emergency Actions:

- a. Take attendance and accountability of students and staff. Locate everyone. Report anyone not accounted for to the Administration/Cadre.
- b. Report anyone in need of medical or psychological attention to Administration/Cadre.
- c. Re-check to ensure the facility is safe to enter.
- d. Write a narrative to document the incident for future debriefing and reporting.
- e. Notify parents.
- f. Following the incident, debrief with team members to review responses/outcomes for additions/corrections to the school safety plan.

Armed Assault on Campus

Active Shooter - If there is an active shooter situation at the school, barracks, dining facility, or any other area populated by staff or students, the staff will follow the trained Active Shooter Response of Run, Hide, Fight.

Staff Responsibilities:

- a. Safety and security of cadets is paramount. Act in a manner that is in the best interest of the cadets in your care and maintain accountability.
- b. Call 911 when the first opportunity presents itself. Be prepared to give a description of the shooter, mode of travel, direction of travel, direction of shots heard, your location, and /or any other information that will assist law enforcement.
- c. Contact the school administration and National Guard administration after you call 911. Give your location, number and names of personnel with you, number of cadets with you (by

platoon if possible), and any other important information.

- d. Keep radio traffic to a minimum to allow pertinent information to be passed.

Shift NCOIC Responsibilities:

- a. Ensure 911 was called, contact CSLO security, and chain of command.
- b. Track locations of staff and cadets for accountability and to inform staff if the shooter is in or heading into the area they are hiding.
- c. Pass pertinent information on to law enforcement, CSLO security, chain of command and staff on location.
- d. Assist law enforcement when they take charge of the scene and coordinate search efforts for personnel and cadets when the “all clear” is given by law enforcement.

Law Enforcement Responsibility:

- a. Law enforcement will take charge of the scene when they arrive.
- b. Stop the active shooter by proceeding to the location of shots fired and eliminate the threat.
- c. Give the “all clear” and assist with locating personnel and cadets.

Biological or Chemical Release

Hazardous Materials

- a. Bodily Fluids – During any emergency situation, blood or other bodily fluids may be spilled or may splash on a GYA staff member or a cadet. The GYA staff will use universal precautions to prevent exposure to bodily fluids, and will use approved methods for cleaning up spills and disposing of clean-up materials. The GYA staff member will inform exposure to bodily fluids to their supervisor as soon as possible after clean up.
- b. Chemical substances – GYA staff will use extreme caution when using cleaning materials or supervising cadets using cleaning materials. Cleaning products will be used only according to the instructions on the label, and will not be mixed unless the instructions specifically allow mixing cleaning products.
- c. Unknown substances – Staff will immediately inform the school administration, National Guard administration, or representative about the presence of any unknown substance that may be hazardous in nature. Staff will contact CSLO Department of Public Works at (805) 594 6544 or 6-6544 via CSLO phones and follow their instructions regarding disposal of the substance.

Bomb Threat/Threat of Violence

Bomb Threats - If a bomb threat is received specific to GYA, the following procedures will apply:

- a. GYA Staff will calmly and systematically direct cadets to evacuate the area where the bomb is reported to be. Cadre will maintain control of cadets at all times during the evacuation and will conduct systematic head counts until the emergency status has ended.
- b. The school administration, National Guard administration, or available GYA staff will summon

emergency assistance by calling 911.

- c. If evacuation is necessary, GYA staff will follow the procedures detailed above.
- d. As soon as reasonably possible, the First Sergeant/shift NCOIC/Principal will call the Director/Assistant Superintendent Student Services and provide information about the bomb threat and the status.
- e. Cadre will not return cadets to the affected areas until law enforcement has given the area official clearance.
- f. If the bomb threat was received by phone or in person, the person receiving the bomb threat will provide law enforcement with as much information as possible about the person who made the bomb threat – the person's voice, the exact words, and any other information that may be significant for the police investigation.
- g. If the bomb threat was received in writing, the person receiving the bomb threat will retain all portions of the paper on which the threat was written, including the envelope if one was used.
- h. If a GYA staff member discovers any suspicious envelopes or packages, the GYA staff will not disturb the envelope or package, but will summon law enforcement to handle the incident by calling 911.
- i. After the emergency has been handled, the GYA staff member who received the bomb threat or discovered the suspicious package will write an Incident Report giving the details of the incident and the actions taken to resolve the matter.

Disorderly Conduct

Hostages, Fights, and Other Disturbances - If any cadets hold a GYA staff member or other cadet hostage, engage in a fight or in behavior that could be described as a riot (a violent disturbance created by more than one cadet), or perform any similar actions, and the involved cadets do not respond to verbal commands to stop the behavior/disturbance, the following procedures will apply:

- a. GYA staff will summon assistance from other GYA staff via voice/speaker system/cell phone.
- b. GYA staff will secure all cadets in all barracks/classrooms as quickly as possible. The cadets will remain secured in the barracks until the situation is under control. If cadets are in school or other areas of the campus, GYA staff will maintain supervision of cadets in those locations until it is reasonably safe to return them to their respective barracks or to any barracks/classrooms that are not directly involved in the disturbance.
- c. Cadre will bring the situation under control using the Use of Force guidelines outlined in academy SOP.
- d. Cadre will separate the perpetrators if possible, and house them in separate areas.
- e. GYA staff will attempt to counsel the cadets to calm their behavior.
- f. GYA staff who observed the riotous behavior will prepare Incident Reports regarding the details of the incident, paying particular attention to the identities of the perpetrators and their level of participation.

Earthquake

Evacuation Plan - In the event that cadets must be evacuated from the barracks/classrooms or from a specific area because of fire, earthquake, or any other emergency, the cadets will be housed as follows:

- a. If the fire, earthquake, or other emergency does not affect any barracks, cadets from the affected barracks will be housed in the barracks not affected.
- b. For Classroom evacuation the announcement is made by administration using a school-wide sound system.
- c. Students are told to secure their belongings, exit the classrooms and fall out into a company formation.
- d. Campus/Base maps are posted at the doorways of all classrooms/school buildings.
- e. Once in formation, a student count is made by platoon guides and given to cadre in charge.
- f. Cadre confirm student count.
- g. Cadre/student platoon guides lead student platoons to barracks or other designated sites.
- h. If required, platoon transportation is by bus. Buses are located in the gravel parking area directly in front of the school.
- i. If the fire, earthquake, or other emergency affects all units, cadets will be evacuated and transported to emergency facilities at Camp Roberts, CA.
- j. Cadre will take a copy of the Cadet Roster with them during any evacuation, even if the cadets will remain in a different facility.
- k. The school administration and National Guard administration are responsible for making arrangements for the safe evacuation of the cadets and GYA staff. All available GYA staff will assist in the evacuation.
- l. Once cadets have been evacuated, they will not be returned until the area has been declared to be safe.
- m. During and after the emergency, cadre will make sure all cadets are accounted for.
- n. As soon as the emergency condition no longer exists, GYA staff who discovered and/or handled the emergency will write an Incident Report regarding the details of the fire, the actions taken to handle the emergency, the cause of the fire if determined, and whether anything could have been done to prevent the fire.

Fire in Surrounding Area

Fire Safety Plan - Fire safety will be maintained in the following manner:

- a. It is the responsibility of all staff members to implement and maintain safety standards.
- b. Paper and other flammable materials will not be allowed to accumulate in the barracks, offices, storerooms, classrooms, restrooms or any other area.

- c. Chemicals and cleaning fluids will be properly labeled and stored pursuant to the manufacturers' instructions and kept in a locked location except when actually in use.
- d. Rags that have been used with any chemicals or cleaning fluids will not be left piled in any area. They must be laundered or disposed of properly in a timely manner.
- e. Electrical outlets will be properly maintained and circuits will not be overloaded.
- f. Electrical equipment will not be connected to electrical outlets if wires are exposed or other defects are evident. Defective equipment will be repaired or discarded as soon as the defect is observed.
- g. Smoke alarms will be tested at least once every six months and repaired or replaced as indicated.
- h. Diagrams with exit routes, alternate exit routes, and the locations of fire alarm pull boxes and fire extinguishers are posted in each barracks and in various locations throughout the area. See appendix for maps.
- i. The Principal and Assistant Principal are responsible for conducting unannounced fire drills on a periodic basis. A fire drill will be conducted during the second week of the program at the school. Fire drills will involve the same procedure as for an actual fire (except that alarms and notifications should be simulated instead of real). Fire drills will be conducted and documented by the Commandant or designee for the barracks.

Fire - In the event of a fire, the following procedures will be followed, but the sequence may be altered depending on the severity of the fire:

- a. Staff will summon assistance in the fastest possible manner. There are Fire Alarm pull boxes in each barracks, on the walls at the Wagon Wheel and panic bars on the doors. There are also pull boxes at various locations. Whenever possible, cadre will activate the alarm box closest to the exit door that is most reasonable to be used based on the location of the fire. Staff will use the phone to call 911 immediately.
- b. Cadets should be moved to safe areas immediately. The primary and secondary exit routes are posted in each barracks, each classroom, office and in various locations. Each GYA staff member should be familiar with the exit route for the area in which he or she is assigned.
- c. Staff will move cadets in an orderly fashion to the safest exit door. Cadets will be directed to remain absolutely quiet and to follow instructions exactly.
- d. At least one cadre will remain with the cadets who are preparing to exit the area, and another staff will systematically let other cadets out of the building to join the others.
- e. If necessary, cadets should be moved to the safest and most secure yard area until the emergency is over.
- f. GYA staff in unaffected areas will control the cadets in their areas and prepare to evacuate them.
- g. All GYA staff will proceed to the exit door that provides for the safest evacuation of cadets and cadre in the affected unit.

- h. If possible with minimal risk of injury, GYA staff should contain the fire. Shutting the door to the room where the fire is located can contain some fires.
- i. Emergency fire sprinklers are located in some areas. They are designed to come on automatically and to disburse a large volume of water.
- j. As soon as reasonably possible, the Principal/Commandant/shift NCOIC will notify the Director and/or the Duty Officer of the emergency, and will provide updates as indicated. The Principal will notify the Assistant Superintendent of Student Services and provide updates as indicated.
- k. If any cadets or cadre are injured during the emergency, available GYA staff will provide emergency First Aid as indicated, and the school administration and National Guard administration will arrange for appropriate medical attention.

Fire on School Grounds

Fire Safety Plan - Fire safety will be maintained in the following manner:

- a. It is the responsibility of all staff members to implement and maintain safety standards.
- b. Paper and other flammable materials will not be allowed to accumulate in the barracks, offices, storerooms, classrooms, restrooms or any other area.
- c. Chemicals and cleaning fluids will be properly labeled and stored pursuant to the manufacturers' instructions and kept in a locked location except when actually in use.
- d. Rags that have been used with any chemicals or cleaning fluids will not be left piled in any area. They must be laundered or disposed of properly in a timely manner.
- e. Electrical outlets will be properly maintained and circuits will not be overloaded.
- f. Electrical equipment will not be connected to electrical outlets if wires are exposed or other defects are evident. Defective equipment will be repaired or discarded as soon as the defect is observed.
- g. Smoke alarms will be tested at least once every six months and repaired or replaced as indicated.
- h. Diagrams with exit routes, alternate exit routes, and the locations of fire alarm pull boxes and fire extinguishers are posted in each barracks and in various locations throughout the area. See appendix for maps.
- i. The Principal and Assistant Principal are responsible for conducting unannounced fire drills on a periodic basis. A fire drill will be conducted during the second week of the program at the school. Fire drills will involve the same procedure as for an actual fire (except that alarms and notifications should be simulated instead of real). Fire drills will be conducted and documented by the Commandant or designee for the barracks.

Loss or Failure Of Utilities

Loss of Power

- a. For the safety and security of the cadets and staff, if the main power shuts down, all cadets will be directed to go to the barracks immediately. Cadre will remain in the barracks with cadets until power is restored or until arrangements are made for alternate housing.
- b. GYA staff will also turn off all televisions, computers, and similar equipment to prevent damage to the equipment when the power is restored.

Pandemic

COVID-19 or Other Pandemic Response

Pandemic Protocols released from the SLO County Public Health Department for Schools will be strictly followed if a student or staff member has tested positive for an identified illness.

The Pathway Guidelines

- Pathway: If a staff member or student shows symptoms of COVID-19 or other identified illness, then we are directing them to stay home and seek a medical evaluation. Students or staff members may return to campus when they are fever free and related symptoms are alleviated.

In the case of a COVID-19 or other pandemic, GCCS is prepared to continue its educational program by holding classes remotely. This can be done for students who are impacted individually or in small groups or can be done school-wide for all students and/or staff.

Psychological Trauma

Other Mental Health Emergencies: Additional Procedures - Other Mental Health Emergencies will be defined as those in which the cadet presents an immediate danger to himself or others, or the cadet exhibits behavior that results in destruction of property or reveals the intent to cause self-inflicted physical harm. In these cases, the following procedures must be followed in addition to the basic procedures for Medical Emergencies:

- a. Cadre will isolate the cadet from the other cadets and from the environment in which he or she is out of control. The cadet should be isolated in the manner that is the least restrictive and the most possible means to gain control of the situation.
- b. The Principal/Commandant/shift NCOIC will contact the Counseling staff in addition to the medical staff. If necessary, the Psychological Emergency Team will be called.
- c. Follow the same procedures outlined in section B.2..
- d. As a result of any mental health emergency, mental health professionals may determine a cadet needs to be hospitalized. GYA staff will cooperate with mental health professionals to ensure the cadet is transported safely to the county mental health facility in San Luis Obispo.
- e. Parents will be informed, as soon as possible, by the school administration or National Guard administration.

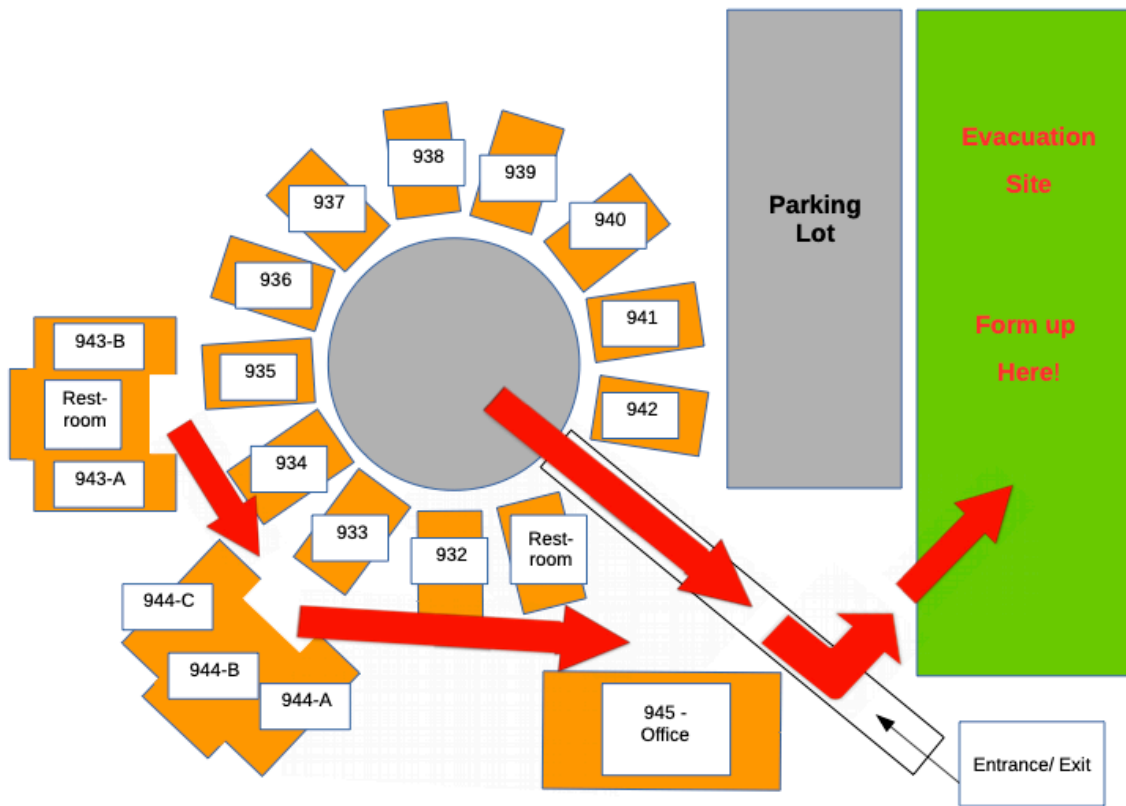
Unlawful Demonstration or Walkout

Disturbances - If any cadets engage in behavior that could be described as a riot (a violent disturbance created by more than one cadet), or perform any similar actions, and the involved cadets do not respond to verbal commands to stop the behavior/disturbance, the following procedures will apply:

- a. GYA staff will summon assistance from other GYA staff via voice/speaker system/cell phone.

- b. GYA staff will secure all cadets in all barracks/classrooms as quickly as possible. The cadets will remain secured in the barracks until the situation is under control. If cadets are in school or other areas of the campus, GYA staff will maintain supervision of cadets in those locations until it is reasonably safe to return them to their respective barracks or to any barracks/classrooms that are not directly involved in the disturbance.
- c. Cadre will bring the situation under control using the Use of Force guidelines outlined in academy SOPs.
- d. Cadre will separate the perpetrators if possible, and house them in separate areas.
- e. GYA staff will attempt to counsel the cadets to calm their behavior.
- f. GYA staff who observed the riotous behavior will prepare Incident Reports regarding the details of the incident, paying particular attention to the identities of the perpetrators and their level of participation

Emergency Evacuation Map



Safety Plan Appendices

Available upon request

Board Policy

GCCS

Harassment, Intimidation, Discrimination and Bullying

BP 5131.1

Students

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Grizzly Challenge Charter School ("GCCS" or "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, or association with a person or group with one or more of these actual or perceived characteristics, or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GCCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GCCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom GCCS does business, and all acts of GCCS's Board of Directors ("Board") in enacting policies and procedures that govern GCCS.

GCCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work

environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GCCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:

¹ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

GCCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

GCCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GCCS informs its employees, students, and parents/guardians of GCCS's policies regarding the use of technology in and out of the classroom. GCCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

GCCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GCCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GCCS and encourages students to practice compassion and respect each other.

GCCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

GCCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GCCS informs GCCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

GCCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GCCS employees who have regular interaction with students.

GCCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

GCCS also informs certificated employees about the groups of students determined by GCCS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GCCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GCCS’s students.

Complaint Procedures

Scope of the Complaint Procedures

GCCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the GCCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

GCCS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of GCCS’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of GCCS’s Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to

do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Board if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and GCCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

GCCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by GCCS on a case-by-case basis.

GCCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, a non-employee Board member who is not the Chair or a parent/guardian of a student at GCCS will conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from GCCS or termination of employment.

Right of Appeal

Should a complainant find GCCS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of GCCS's decision or resolution, submit a written appeal to the Chair of the GCCS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

GRIZZLY CHALLENGE CHARTER SCHOOL

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize GCCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant Date: _____

Print Name

To be completed by GCCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Board Policy

GCCS

Suspension and Expulsion

BP 5450

Students

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Grizzly Challenge Charter School (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director’s office.

¹ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, and shall inform the student, and the student’s parent/guardian, of the basis for which the student is being involuntarily removed and the student’s parent/guardian’s right to request a hearing to challenge the involuntary removal. If a student’s parent, / guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent / guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension & Expulsion Offenses: Students may be suspended or expelled when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a

crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). Students in any of grades 9 to 12 inclusive, may be suspended for this offense.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or

sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted

primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not may be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to

contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of

Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act “FERPA”) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a

copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and

rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the district and coordinate the procedures in this policy with the district of the discipline of any student with a disability or student that the Charter School or the district would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP

would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining

the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Adopted: 10/20/09

Revised: 6/1/23; 6/4/24

Board Policy

Communicable, Contagious, or Infectious Disease Prevention

BP 5085

Students

The Governing Board of Grizzly Challenge Charter School (GCCS) recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and bodily fluids.

GCCS desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All employees shall be provided appropriate periodic instruction in basic procedures recommended by the California Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff, as per state requirements. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

I. Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

The school shall not unconditionally admit any pupil unless, prior to his or her first admission to the school, he or she has been fully immunized. This section does not apply to a pupil in a home-based independent study program pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and does not receive classroom-based instruction.

II. Injuries and Accidents

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. Employees of the GCCS are trained annually on Bloodborne Pathogen Exposure Prevention.

Adopted: June 2, 2022

Amended:

Grizzly Challenge Charter School

721 Mendocino Ave, Bldg 945, San Luis Obispo, CA 93405

Suicide Prevention Policy

May 2023

Kyle Martin, Principal

**Grizzly Challenge Charter School Board of Directors approval on
June 13, 2017; Revision: June 1, 2023**

GRIZZLY CHALLENGE CHARTER SCHOOL SUICIDE PREVENTION POLICY

Vision

Grizzly Challenge Charter School, in partnership with the California National Guard, is designed to provide an opportunity for students with unique needs, to redirect their lives toward productive work, healthy lifestyles, responsible citizenship and lifelong learning.

Mission

The mission of the Grizzly Challenge Charter School is to provide a safe, consistent, structured, educational environment focusing on the success of the whole student. Our voluntary residential high school offers a curriculum that is goal oriented, integrated, cooperative, flexible and designed to meet California State Standards as well as the diverse needs of our at-risk population. Through partnerships with the California National Guard, the business community and post-secondary educational programs, we prepare students for the transition from high school to employment, higher or continuing education, and adult responsibilities.

Introduction

The Grizzly Challenge Charter School (GCCS) Suicide Prevention Policy complies with mandates added to the Education Code by Assembly Bill 2246. This Policy corresponds with and supports the federal, state and local efforts to provide staff and youth, through professional training, prevention education, early identification, intervention and postvention strategies. GCCS will access resources to promote the health and well-being of the cadets by working to prevent personal harm or self-injury, specifically among the following high risk groups.

- A. Youth bereaved by suicide;
- B. Youth with disabilities, mental illness, or substance abuse disorder;
- C. Youth experiencing homelessness, out-of-home settings, or foster care;
- D. Lesbian, gay, bisexual, transgender, or questioning youth.

Grizzly Youth Academy (GYA) is in a unique position to address suicide prevention among its student population. Early identification of cadets that may have suicidal tendencies can be determined from the questions in the enrollment packet regarding their past behaviors. Reviewing that information will help recognize those at risk very soon in the cycle. The cadets live on grounds which gives staff the ability to monitor behaviors. GYA and Grizzly Challenge Charter School (collectively "Grizzly") has developed a Suicide Prevention Policy

that directs its efforts toward the implementation of a unified and targeted plan that wraps its services around those most vulnerable.

Overall Strategic Plan for Suicide Prevention (Plan)

The Plan is designed to reduce suicidal behavior and to inform all staff of the mental health challenges associated with suicidal thinking. Strategies are developed for the implementation of suicide prevention, intervention and postvention. The following is an outline of the **Four Part Strategic Plan**:

I. School Climate and Classroom Prevention Education

- Curriculum Identified
- “Upstander” Bully Prevention Program
- BLOC Box for Anonymous Reporting and Requests for Help
- Anonymous Reporting System for Bullying/Harassment
- Schoolwide and Military Counseling Services
- After School and Lunchtime Counseling Groups

II. Staff and Cadet Training and Responsibilities

- Professional Development for all Grizzly Employees
- Professional Training for all Cadets

III. Crisis Response Team (CRT) and Risk Level Assessment Team (RLAT)

Teams are responsible for implementation of Flowchart, which identifies the process and employee responsibilities. *see appendix*

Prevention Process

- Identify High Risk Cadets from Intake Information
- Implement Referral Process
- RLAT Determines Risk Level for Referrals
- Implement Prevention Strategies
- Apply Strategies Appropriate to Risk Level

Intervention Process

- Apply Criteria for Low, Medium or High Risk level *see appendix*
- Implement Appropriate Strategies Related to Risk Level
- Communicate to Staff and Parents
- Communicate with Mental Health Services, if necessary
- Monitor

Postvention Process

- Ongoing Monitoring

- Ongoing Communication to Staff and Parents
- Implement Appropriate Strategies/Procedures

IV. Suicide Crisis Response Procedures

- Suicide Threat Procedure
- Procedure for Suicidal Act or Attempt on School Grounds
- Procedure for Suicidal Act or Attempt on School Grounds After School Hours

Suicide Prevention Policy Actions: Four Part Strategic Plan

I. School Climate and Classroom Prevention Education

Cadets will receive appropriate lessons in their classrooms through health science education on the importance of safe and healthy choices, as well as, help-seeking strategies for self or others. Cadets are taught not to make promises of confidence when they are concerned about a peer or significant other, but to inform an adult. Lessons will contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Cadets who are in need of intervention will be referred to the school counselor for screening. Within the first two weeks of school, all cadets will be introduced to the Bully Prevention Program and their responsibilities to fellow cadets. Cadets will be informed as to how and where to respond anonymously to report suicidal thoughts, suicidal behaviors and bullying to self or others.

In addition, all cadets are able to access individual or group counseling when they self-report or are referred by staff. Group counseling sessions address anger management, Hospice, RISE, addiction, domestic violence and anxiety/depression, to name a few.

II. Staff and Cadet Training and Responsibilities

Professional Development will be provided by qualified facilitators using research-based, best practice materials. All staff are responsible for safeguarding the health and safety of students. All staff are expected to exercise sound professional judgment, err on the side of caution and demonstrate extreme sensitivity throughout any crisis situation. All school personnel will be informed of the signs of youth depression/suicidal tendencies.

Any staff member originally made aware of any threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the school counselor. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life threatening situations a student's confidentiality will be waived. Grizzly's school suicide crisis response procedures will be implemented.

Staff Development Procedures

Training will be provided for all Grizzly staff members and other adults on campus at least annually under the direction of school-employed mental health professionals.

- School Counselors
- School Psychologists
- Mental Health Counselors

Training will include

- Risk factors, warning signs, and protective factors;
- How to talk to youth about thoughts of suicide
- How to respond appropriately
- Immediate referral process in place
- Emphasis on reducing stigma
- Reviewing data annually to look for patterns or trends
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Youth who have suffered traumatic experiences.

Employee Qualifications and Scope of Services

Employees of Grizzly must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Cadet Training

Within the first two weeks of school, cadets will receive suicide prevention training by qualified personnel. Training will include information on risk factors, the referral process, making an anonymous referral, how to respond appropriately to a friend at risk, warning signs, and protective factors. In addition, all cadets will be introduced to the Bully Prevention Program and made aware of their responsibilities to their fellow cadets. Finally, all cadets will be apprised of their access to individual or group counseling when they self-report or are referred by staff.

III. Crisis Response Team (CRT) and Risk Level Assessment Team (RLAT)

The CRT and the RLAT members will have additional specialized training particular to Grizzly's needs, processes and procedures, documentation and parent contact. The team will meet to identify, refer and develop prevention plans for cadets at risk. An RLAT member will meet with targeted cadets, assess their risk level and develop a plan. Our goal is to intervene early in the cycle to prevent an actual suicidal event. *see flowchart in appendix*

CRT members are the Principal, Therapist, Director, and First Sergeant

- Responsible for attempted and suicidal deaths
- Responsible for interacting with 911 teams
- Responsible for interacting with the press
- Responsible for informing the parents
- Responsible for the required documentation
- Responsible for informing the staff

RLAT members may include the School Counselor, Lead Military Counselor, Military Counselor for the platoon, counselor working with the cadet and/or the Mental Health Counselor

- Responsible for handling referrals
- Responsible for determining Risk Level and interventions
- Responsible for communicating with parents and appropriate staff
- Responsible for completing paperwork

Prevention Process

- Identify high risk cadets from intake information
- Implement Referral Process for staff and cadet referrals
- RLAT determines risk level See Appendix
- Apply strategies appropriate to risk level

Intervention Process

- Apply criteria for low, medium or high risk level Appendix
- Implement appropriate strategies related to risk level
- Communicate to staff and parents and/or Mental Health Services
- Obtain required signatures
- Monitor

Postvention

- Ongoing monitoring
- Ongoing communication with staff and parents
- Implement appropriate strategies/procedures
- Complete paperwork and obtain signatures.

IV. Suicide Crisis Response Procedures

The CRT and the RLAT will be trained in the procedures developed for suicide threats, attempts and/or acts. It is important to remember that the health and safety of the cadet and those around him/her is critical.

- Suicide Threat Procedures
- Suicidal Act or Attempt on School Grounds
- Suicide Act or Attempt After School Hours

Suicide Threat

Definition – A suicide threat is a verbal or nonverbal communication that the individual intends to harm him/herself with the intention to die but has not acted on the behavior.

- a) The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
- b) The above-mentioned staff member will immediately inform the school counselor or designee.
- c) The school counselor will involve appropriate National Guard staff and the other members of the Risk Level Assessment Team (RLAT).
- d) RLAT will determine risk level and intervention needed by counseling the student, and gathering appropriate supportive documentation from teachers or others who witnessed the threat.
- e) The school counselor will:
 - Contact the National Guard partner, apprise them of the situation and make recommendations. The National Guard counselor will contact the parent/guardian.
 - Put all recommendations in writing to the parent/guardian.
 - Mail the recommendation through certified mail if there is any question or doubt of the parent/guardian receiving the recommendations. *see appendix*

- Maintain a file copy of the letter in a secure and appropriate location.
- f) If the student is known to be currently in counseling, the school counselor will attempt to inform their treatment provider of what occurred and the actions taken.
- g) Develop student safety plan.
- h) Document interventions.
- i) Follow-up and support will be monitored by appropriate Grizzly staff.

After a referral is made, Grizzly shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Grizzly may contact Child Protective Services.

Suicidal Act or Attempt on School Grounds or During a School-Sponsored Activity

Definition - Suicidal act (also referred to as suicide attempt) – a potentially self-injurious behavior for which there is evidence that the person probably intended to kill himself or herself; a suicidal act may result in death, injuries, or no injuries.

The first Grizzly employee on the scene must call for help from the school counselor, locate the individual and follow emergency medical procedures.

- a) A staff member must notify the principal or designee, or school counselor.
- b) Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- c) Principal or designee, or school counselor will involve appropriate Grizzly personnel to assist as needed.
- d) Principal or designee, or school counselor will contact appropriate Grizzly personnel to contact the parent/guardian and inform them of the attempt and ask them to come to the school or hospital.
- e) Principal or designee, or school counselor will inform San Luis Obispo County Office of Education, or call for assistance from the SLO County's Crisis Services at **1-800-838-1381**.
- f) Principal or designee, or school counselor will document in writing all actions taken and recommendations. *see appendix*

- g) If the student is known to be currently in counseling, the principal or designee, or school counselor will gather treatment information from counselor.
- h) Principal or designee, or school counselor will request written documentation from any treating facilities prior to a student's return to school.
- i) Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan
- j) The principal or designee will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. The principal or designee will provide support and document all actions taken.
- k) Refer media requests to Grizzly spokesperson or Principal at **805-782-6819**.

Suicide Act or Attempt Not on School Grounds or During a School-Sponsored Activity but Reported to a School Employee

Follow the procedures outlined under Suicide Threat.

Suicide of a Student or Employee on School Grounds or During a School-Sponsored Activity

Definition - Suicide – death caused self-directed injurious behavior with any intent to die as a result of the behavior.

Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. The school must adhere to the wishes of the family in this regard and respect their right to privacy and confidentiality.

When a sudden unexplained death of a student or staff member occurs, the principal or designee, or school counselor will confer with the appropriate Grizzly staff and the San Luis Obispo County Office of Education and promptly implement crisis response procedures as outlined in the District's Safe Schools Plan. These actions may include the following:

- a) The first district employee on the scene must call for help from another staff member, locate the individual and follow district emergency medical

procedures, such as calling 911.

- b) A staff member must notify the principal or designee, or school counselor.
- c) Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- d) Principal or designee, or school counselor will involve appropriate Grizzly staff.
- e) Principal or designee, or school counselor will contact, or will have designated Grizzly staff contact, the parent/guardian and ask them to come to the school or hospital.
- f) Principal or designee, or school counselor will inform San Luis Obispo County Office of Education, or call for assistance from the SLO County's Crisis Services at **1-800-838-1381**.
- g) Principal or designee, or school counselor will document in writing all actions taken and recommendations.

Suicide Postvention (procedures to support schools following a sudden death).

The principal or designee will:

- a) Immediately notify, regardless of the day or time, the San Luis Obispo County Office of Education.
- b) Verify and obtain as much factual information as possible via staff, police, the parent/guardian, or others who may have the facts depending on circumstances.
- c) Assemble your response team using appropriate personnel from both the school staff and Grizzly staff.
- d) Do not describe the death as a suicide with the general public, parents, staff or students unless you have written confirmation from the coroner or medical examiner.
- e) Promptly collect and safeguard the student's belongings from backpack or locker, any student work or photo or staff belongings (in the event of a staff death). Consult with family members and determine a mutually agreeable date and time in private, to return these belongings.
- f) Inform the faculty that a sudden death has occurred using written communication if school has already begun, followed by a staff meeting at the conclusion of the day. If the death occurred in the evening, convene a staff meeting prior to the start of school the next day.
- g) Designate space for all postvention activities.
- h) Once obtained, provide funeral arrangements and related details to students, staff via Main Office and parents via written communication.
- i) Prioritize classrooms and students who will need immediate attention and connect them with the response team or other appropriate resources as determined by student services staff.
- j) Refer media requests to Grizzly spokesperson or Principal at **805-782-6819**.

- k) Do not disclose any information or details to the media.
- l) Meet with the response team at the end of the day or days during crisis management activities to insure the exchange of important information, as well as to insure communication and further planning of activities.
- m) Check in periodically with the family, staff and students to insure that everyone is supported as much as feasible with the context of the school setting.
- n) Thank those who assisted in the postvention. Don't forget to include the faculty, ancillary staff, crisis team and any outside agency or community folks.

Actions to Avoid

- a) Do not announce the death of anyone over the public address system.
- b) Do not hold an assembly program or bring large groups of students together in one place to discuss suicide.
- c) Avoid canceling school, classes or pre-planned activities unless absolutely necessary; students find comfort in following their normal routine when they are under stress, within reason. Discuss with superintendent prior to proceeding with any cancellations.

Memorials

It is recognized that grieving individuals need a variety of opportunities to personally express their emotions and reactions to this type of death. Recommendations and ideas for a memorial should be taken into consideration and discussed with the San Luis Obispo County Office of Education, Grizzly Youth Academy, and the response team prior to being implemented.

Memorials must be carefully and tastefully planned, considering a broad range of responses. A variety of activities may in fact occur to celebrate positive remembrances, and these expressions often vary.

Appendix Available Upon Request

Grizzly Challenge Charter School

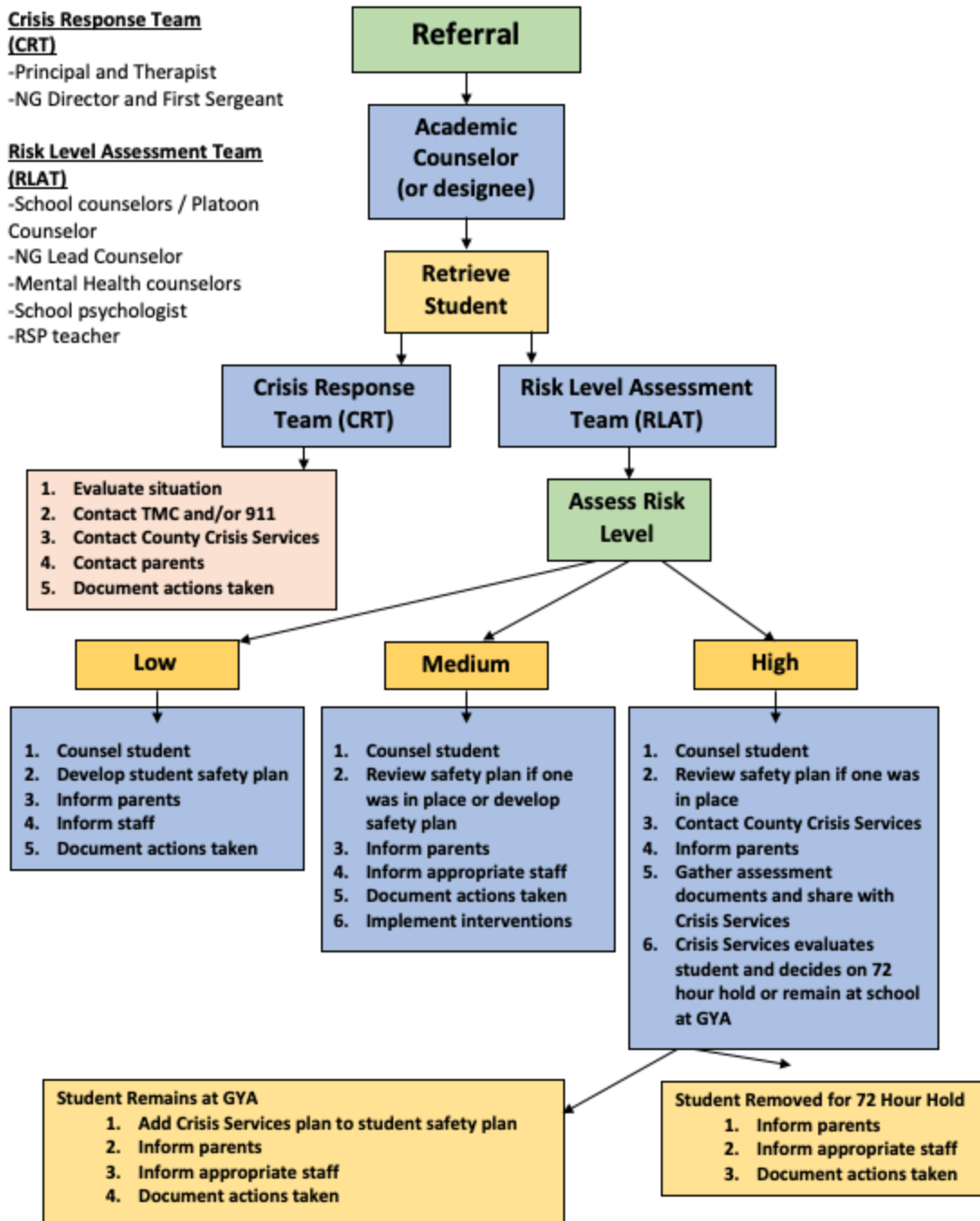
Suicide Prevention and Response Flowchart

Crisis Response Team (CRT)

- Principal and Therapist
- NG Director and First Sergeant

Risk Level Assessment Team (RLAT)

- School counselors / Platoon Counselor
- NG Lead Counselor
- Mental Health counselors
- School psychologist
- RSP teacher



APPROVED: 6/13/17

Revised: 6/1/23

Board Policy

Uniform Complaint Procedures

GCCS

BP 1312.3

Community Relations

The Grizzly Challenge Charter School Board of Directors recognizes that the Grizzly Challenge Charter School (“GCCS” or “Charter School”) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing its educational programs. The Board encourages the early resolution of complaints whenever possible. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

GCCS’s uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any GCCS program or activity.

Discrimination includes the Charter School's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the Charter School, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Career technical and technical education and career technical and technical training programs
 - Consolidated categorical aid programs

- Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, migratory students, students formerly in a juvenile court school, and students participating in a newcomer program
 - Every Student Succeeds Act
 - Migrant education
 - Pregnant and parenting pupils accommodations
 - School safety plans
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- “Educational activity” means an activity offered by the Charter School that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
 - A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with

Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- If the Charter School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual’s right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis. The Charter School shall ensure that complainants are protected from retaliation.

All complainants shall be protected from retaliation, and the confidentiality of the parties shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the identity of the complainant, and/or the subject of the complaint if different from the complainant, shall remain confidential when appropriate and as long as the integrity of the complaint process is maintained.

Records of all UCP complaints and the investigations of those complaints are to be maintained in accordance with applicable law and GCCS policies and procedures.

Non-UCP Complaints:

The following complaints shall not be subject to GCCS's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging that a student, while in an education program or activity in which GCCS exercises substantial control over the context and respondent, was subjected to sexual harassment, discrimination, intimidation, or bullying as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures as specified in 34 CFR 106.44 - 106.45.
3. Any complaint alleging employment discrimination or harassment shall be referred to the GCCS Principal for investigation using GCCS procedures, including the right to file the complaint with the California Civil Rights Department.
4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE) failure, or refusal to implement a due process hearing order to which GCCS is subject, shall be submitted to California Department of Education (CDE), the Office of Administrative Hearings (OAH) or the Office for Civil Rights (OCR).

Adopted: June 17, 2010

Amended: June 2, 2022; November 17, 2022; June 1, 2023; March 7, 2024

Grizzly Charter Multi-Year Projection
 2025-26 Charter Renewal Petition
 June 2025

	2024-25 Estimated Actuals			2025-26 Approved Budget			2026-27 Projected			2027-28 Projected			2028-29 Projected		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
REVENUES:															
LCFF Sources	3,988,879	111,224	4,100,103	3,941,858	118,964	4,060,822	4,056,974	83,606	4,140,580	4,190,656	83,606	4,274,262	4,329,522	83,606	4,413,128
Federal	0	437,056	437,056	0	420,483	420,483	0	383,714	383,714	0	383,714	383,714	0	383,714	383,714
Other State	59,716	739,326	799,042	57,235	795,108	852,343	57,235	795,108	852,343	57,235	750,108	807,343	57,235	750,108	807,343
Local	329,309	330,980	660,289	279,494	320,281	599,775	246,981	320,281	567,262	79,000	287,743	366,743	79,000	287,743	366,743
Transfers In from Other Funds	0	0	0	175,000	0	175,000	0	0	0	0	0	0	175,000	0	175,000
Contributions	(70,507)	70,507	0	(70,469)	70,469	0	(77,516)	77,516	0	(85,267)	85,267	0	(91,236)	91,236	0
Total Revenues	4,307,397	1,689,093	5,996,490	4,383,118	1,725,305	6,108,423	4,283,674	1,660,225	5,943,899	4,241,624	1,590,438	5,832,062	4,549,521	1,596,407	6,145,928
EXPENDITURES															
Certificated Salaries	1,658,426	642,223	2,300,649	1,853,553	661,953	2,515,506	1,927,695	688,431	2,616,126	2,004,803	715,968	2,720,771	2,084,995	744,607	2,829,602
Classified Salaries	341,266	391,782	733,048	406,793	417,782	824,575	423,065	434,493	857,558	439,987	451,873	891,860	457,587	469,948	927,535
Employee Benefits	673,574	551,098	1,224,672	757,289	594,644	1,351,933	787,581	618,430	1,406,010	819,084	643,167	1,462,251	851,847	668,894	1,520,741
Books & Supplies	160,738	206,739	367,477	334,341	39,490	373,831	172,088	42,649	214,737	176,855	43,830	220,685	356,984	45,101	402,085
Services & Operating	1,194,252	195,194	1,389,446	1,180,683	92,302	1,272,985	1,275,137	99,686	1,374,823	1,310,458	102,447	1,412,906	1,348,462	105,418	1,453,880
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	950,000	1,832	951,832	1,832	1,832	1,832	0	1,885	1,885	0	1,937	1,937	0	1,993	1,993
Other Adjustments	0	0	0	0	0	0	0	0	0	0	0	0	370,046	(370,046)	0
Total Expenditures	4,978,256	1,988,868	6,967,124	4,532,659	1,808,003	6,340,662	4,585,565	1,885,574	6,471,140	4,751,187	1,959,223	6,710,410	5,469,920	1,665,916	7,135,836
Change in Fund Balance	(670,859)	(299,775)	(970,634)	(149,541)	(82,698)	(232,239)	(301,891)	(225,349)	(527,241)	(509,563)	(368,785)	(878,348)	(920,399)	(69,509)	(989,908)
Beginning Balance	3,375,469	1,046,116	4,421,585	2,704,610	746,341	3,450,951	2,555,069	663,643	3,218,712	2,253,178	438,294	2,691,471	1,743,614	69,509	1,813,123
Net Change	(670,859)	(299,775)	(970,634)	(149,541)	(82,698)	(232,239)	(301,891)	(225,349)	(527,241)	(509,563)	(368,785)	(878,348)	(920,399)	(69,509)	(989,908)
Ending Balance	2,704,610	746,341	3,450,951	2,555,069	663,643	3,218,712	2,253,178	438,294	2,691,471	1,743,614	69,509	1,813,123	823,216	(0)	823,216
Restricted Legally Reserved	38,585	746,341	784,926	48,123	663,643	711,766	438,294	438,294	438,294	438,294	69,509	69,509	69,509	(0)	(0)
Available Reserve	2,666,025	0	2,666,025	2,506,946	0	2,506,946	2,253,178	0	2,253,178	1,743,614	0	1,743,614	823,216	0	823,216
% of total expenditures	38%			40%			35%			26%			12%		
10% Reserve	601,713	0	601,713	634,067		634,067	647,114		647,114	671,041		671,041	713,584		713,584
Hold Harmless Reserve	2,064,312	0	2,064,312	1,872,879		1,872,879	1,606,064		1,606,064	1,072,573		1,072,573	109,632		109,632
Fund 17 Reserves	950,000	0	950,000	775,000		775,000	775,000		775,000	775,000		775,000	600,000		600,000
Unassigned/Unappropriated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Factors:	241 enrolled 243.69 ADA 1.07% COLA All staff 4% Increase One time transfer to fund 17 \$950,000	249 enrolled 235.00 ADA 2.30% COLA All staff 4% Increase (final year of agreement) Added 7% to Paras, 5% to EA Salary Schedules Student Tech Replacement (fund 17)	249 enrolled 235.00 ADA 3.02% COLA 1xxx-3xxx increased by 4% for step increases 4xxx-5xxx increased by 8% Final year of Guard Rembursement MOU	249 enrolled 235.00 ADA 3.42% COLA 1xxx-3xxx increased by 4% for step increases 4xxx-5xxx increased by 2.77% CPI	249 enrolled 235.00 ADA 3.31% COLA 1xxx-3xxx increased by 4% for step increases 4xxx-5xxx increased by CPI 2.90% Reclassified \$370K in restricted expenditures Student Tech Replacement (fund 17)
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Grizzly Charter Renewal Petition June 2025

5-year Multi Year Plan Factors

2024-25 Estimated Actuals

- 241 Enrolled/243.69 funded P2 ADA
- 1.07% Approved COLA
- Based on Estimated Actuals Budget
- All Staff Step increase
- All staff negotiated 4% increase
- One-time transfer to set up fund 17, \$950,000

2025-26 Adopted Budget

- 249 Enrolled/235 ADA
- 2.30% COLA
- All Staff Step increase
- All staff negotiated 4% increase (final year)
- Add 7% to Para pros and 5% to Executive Assistant salary schedules
- Student Tech replacement \$175,000 Expenses funded with transfer from fund 17

2026-27 Projected

- 249 Enrolled/235 ADA
- 3.02% Projected COLA
- All Staff Step increase
- Materials and operating expenses increased by 8% to cover unknown tariffs and supply chain disruptions.
- Final year of Guard Reimbursement MOU

2027-28 Projected

- 249 Enrolled/235 ADA
- 3.42% Projected COLA
- All Staff Step increase
- Materials and operating expenses increased by CPI, 2.77%

2028-29 Projected

- 249 Enrolled/235 ADA
- 3.31% Projected COLA
- All Staff Step increase
- Materials, operating expenses increased by CPI, 2.90%
- Student Tech replacement \$175,000 funded with fund 17

2024-25 Estimated Actuals		2025-26 Budget Adoption		2026-27 Projection		2027-28 Projection		2028-29 Projection	
Enrollment	241.00	Enrollment	249.00	Enrollment	249.00	Enrollment	249.00	Enrollment	249.00
ADA	243.69	ADA	235.00	ADA	235.00	ADA	235.00	ADA	235.00
Ratio	101%	Ratio	94%	Ratio	94%	Ratio	94%	Ratio	94%
COLA	1.07%	COLA	2.30%	COLA	3.02%	COLA	3.42%	COLA	3.31%
BASE	\$ 2,281,254	BASE	\$ 2,247,930	BASE	\$ 2,321,293	BASE	\$ 2,406,844	BASE	\$ 2,492,612
EPA	\$ 574,359	EPA	\$ 566,616	EPA	\$ 583,728	EPA	\$ 603,692	EPA	\$ 623,674
In Lieu	\$ 180,764	In Lieu	\$ 180,764	In Lieu	\$ 180,764	In Lieu	\$ 180,764	In Lieu	\$ 180,764
TOTAL	\$ 3,036,377	TOTAL	\$ 2,995,310	TOTAL	\$ 3,085,785	TOTAL	\$ 3,191,300	TOTAL	\$ 3,297,050
S&C	\$ 951,509	S&C	\$ 946,548	S&C	\$ 971,189	S&C	\$ 999,356	S&C	\$ 1,032,472
	\$ 3,987,886	TOTAL LCFF	\$ 3,941,858	TOTAL LCFF	\$ 4,056,974	TOTAL LCFF	\$ 4,190,656	TOTAL LCFF	\$ 4,329,522
Prior period funding	\$ 3,782,673		\$ 3,987,886		\$ 3,941,858		\$ 4,056,974		\$ 4,190,656
<i>Difference</i>	\$ 205,213		\$ (46,028)		\$ 115,116		\$ 133,682		\$ 138,866

SSC School District and Charter School Financial Projection Dartboard 2025-26 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2025-26 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS

Factor	2024-25 ¹	2025-26 ²	2026-27	2027-28	2028-29
Department of Finance Statutory COLA	1.07%	2.30%	3.02%	3.42%	3.31%

LCFF GRADE SPAN FACTORS FOR 2025-26

Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144
Statutory COLA of 2.30%	\$231	\$234	\$241	\$279
2025-26 Base Grants	\$10,256	\$10,411	\$10,719	\$12,423
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$1,067	–	–	\$323
2025-26 Adjusted Base Grants ³	\$11,323	\$10,411	\$10,719	\$12,746
Transitional Kindergarten (TK) Add-On ⁴	\$5,545	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS

Factors		2024-25	2025-26	2026-27	2027-28	2028-29
California CPI		3.07%	3.42%	2.98%	2.77%	2.90%
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	\$191
	Restricted per ADA	\$82	\$82	\$82	\$82	\$82
Mandate Block Grant (District)	Grades K-8 per ADA	\$38.21	\$39.09	\$40.27	\$41.65	\$43.03
	Grades 9-12 per ADA	\$73.62	\$75.31	\$77.58	\$80.23	\$82.89
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.06	\$20.52	\$21.14	\$21.86	\$22.58
	Grades 9-12 per ADA	\$55.76	\$57.04	\$58.76	\$60.77	\$62.78
Interest Rate for Ten-Year Treasuries		4.23%	4.56%	4.58%	4.50%	4.40%
CalSTRS Employer Rate ⁵		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵		27.05%	26.81%	26.90%	27.80%	27.40%
Unemployment Insurance Rate ⁶		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁷		\$16.50	\$16.90	\$17.40	\$17.80	\$18.30

STATE MINIMUM RESERVE REQUIREMENTS FOR 2025-26

Reserve Requirement	District ADA Range
The greater of 5% or \$88,000	0 to 300
The greater of 4% or \$88,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

¹Applies to Adults in Correctional Facilities Program in the 2025-26 fiscal year.

²Applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. California State Preschool Program is proposed to be excluded in 2025-26.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁴Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁵California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

⁶Unemployment insurance rate in 2025-26 is final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁷Minimum wage rates are effective January 1 of the respective year.

Academic Calendar | Grizzly Challenge Charter School | Class 52

Intake: Saturday, January 13, 2024

Wk	Monday	Tuesday	Wednesday	Thursday	Friday
1 Jan-15 Jan-21	15 January MLK Day	16 TABE Locator PM Road March	17 TABE AM	18	19 FA #1
2 Jan-22 Jan-28	22	23 Acclimation Graduation	24 First Day of School (All 6) Fire Drill End of Day	25	26
3 Jan-29 Feb-4	29	30	31	1 February	2 Getting to Know You (all day) Chromebook Distribution
4 Feb-5 Feb-11	5	6	7	8	9 Food Handler (all day)
5 Feb-12 Feb-18	12	13	14	15	16 Sports Day (all day)
6 Feb-19 Feb-25	19 President's Day	20 123 Tuesday Groups Start	21 456	22 123	23 456
7 Feb-26 Mar-3	26	27	28	29	1 March Field Trip #1 AM Student Elections PM
8 Mar-4 Mar-10	4	5	6	7	8 Field Trip #2 AM Picture Day PM
9 Mar-11 Mar-17	11	12	13	14	15 Field Trip #3 AM Social Dilemma PM
10 Mar-18 Mar-24	18	19	20	21	22 Sports Day #2
11 Mar-25 Mar-31	25 Finals	26 Finals	27 Finals	28 Finals	29 Teacher Work Day Family Day (Sat)
12 Apr-1 Apr-7	1 April Spring Break	2 GG	3 GG	4 123 CTE starts	5 456
13 Apr-8 Apr-14	8	9	10	11	12 Talent Show
14 Apr-15 Apr-21	15	16 HiSet #1	17 HiSet #1	18	19 Mock Interviews AM Career Fair PM
15 Apr-22 Apr-28	22 Photo Field Trip	23 Photo Field Trip Tuesday Groups End	24	25	26 Field Trip #4
16 Apr-29 May-5	29	30 CAASPP ELA - AM (11) Tuesday Group- Makeups	1 May	2	3 Post-TABE AM Social #2
17 May-6 May-12	6	7 CAASPP Math - AM (11) CAST - AM (12)	8	9 PCPA	10 FA #2 AM ELPAC PM
18 May-13 May-19	13 Internships begin	14	15	16	17 123
19 May-20 May-26	20 456	21 123 Chalk Art	22 456 Chalk Art	23 Home Pass Open House	24 No School
20 May-27 Jun-2	27 Memorial Day	28 No School	29 123	30 456	31 Field Trip #5
21 Jun-3 Jun-9	3 June Finals	4 Finals	5 Art Show Finals	6 Art Show/Dine-In Finals	7 Life After Grizzly AM Social #3 PM
22 Jun-10 Jun-16	10 Grad Night	11	12	13 Graduation	14

Academic Calendar | Grizzly Challenge Charter School | Class 51

Intake: Sunday, July 16, 2023

Wk	Monday	Tuesday	Wednesday	Thursday	Friday
1 Jul-17 Jul-23	17 July	18	19	20	21 Fitness Assessment #1
2 Jul-24 Jul-30	24	25	26 Acclimation Graduation	27 First Day School 1-2-3 Periods	28 4-5-6 Periods
3 Jul-31 Aug-6	31	1 August	2	3	4 Getting to Know You
4 Aug-7 Aug-13	7	8	9	10	11 Sports Day 1
5 Aug-14 Aug-20	14 1-2-3 Periods	15 4-5-6 Periods	16 No School	17 1-2-3 Periods	18 4-5-6 Periods
6 Aug-21 Aug-27	21	22	23	24	25 Student Elections
7 Aug-28 Sep-3	28	29	30	31	1 September Food Handler Training
8 Sep-4 Sep-10	4 Labor Day - No School	5	6	7 Six Period Day	8 Field Trip 1
9 Sep-11 Sep-17	11	12	13	14	15 Field Trip 2
10 Sep-18 Sep-24	18	19	20	21	22 Sports Day 2 Social #1
11 Sep-25 Oct-1	25	26	27	28	29 Field Trip 3 Family Day Sat 9/30
12 Oct-2 Oct-8	2 October Finals	3 Finals	4 Finals	5 Finals	6 Six Period Day
13 Oct-9 Oct-15	9 No School ASVAB?	10 Grizzly Games	11 Grizzly Games	12 Grizzly Games	13 Grizzly Games / Talent Show
14 Oct-16 Oct-22	16	17	18	19	20 Field Trip 4
15 Oct-23 Oct-29	23	24	25	26	27 Career Day
16 Oct-30 Nov-5	30	31 HiSet #1	1 November HiSet #1	2	3 Post TABE Social #2
17 Nov-6 Nov-12	6 HiSet #2?	7 HiSet #2?	8	9	10 Veterans Day - No School
18 Nov-13 Nov-19	13 Internships start	14	15	16 Field Trip	17 Fitness Assessment #2 ASVAB
19 Nov-20 Nov-26	20 4-5-6 Periods	21 Home Pass Open House	22 Home Pass	23 Home Pass Thanksgiving	24 Home Pass
20 Nov-27 Dec-3	27	28	29	30	1 December Field Trip 5
21 Dec-4 Dec-10	4 Finals	5 Finals	6 Finals	7 Finals	8 Life After Grizzly Social 3
22 Dec-11 Dec-17	11 Senior Night	12 Dine-In	13	14	15 Graduation

Grizzly Challenge Charter School
 Student Schedule - Class 51
 Semester 1
 July 27 - October 6

	Group A		Group B		Group C		Group D		Group E		Group F		Group G		Group H		Group I		Group J	
	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6
8:30 - 10:25	Math I Vasquez 933	English Pearson 939	Health Science Rodriguez 940	Math I Vasquez 933	Life Skills Hobbs 944-B	Math I Ortiz 938	English Hillsinger 935	Life Skills Hillsinger 935	Life Skills Fugle 943-A	Career Planning Fugle 943-A	English Pearson 939	US History Burt 944- C	Career Planning Shay 936	Life Skills Shay 936	Math I Ortiz 938	Career Planning Hobbs 944-B	Math I Kessinger 937	US History Levin 934	Health Science Khuu 943-B	Math II Kessinger 937
10:30 - 12:25	Health Science Rodriguez 940	Life Skills Rodriguez 940	US History Levin 934	English Hillsinger 935	English Pearson 939	Career Planning Fugle 943- A	Math II Kessinger 937	Health Science Khuu 943- B	Math I Ortiz 938	US History Hobbs 944-B	Math I Vasquez 933	Life Skills Pearson 939	Gov Burt 944- C	Math II Kessinger 937	English Hillsinger 935	US History Levin 934	Life Skills Khuu 943-B	Career Planning Hovey 944-A	Career Planning Shay 936	Gov Burt 944- C
PERIOD 9 12:30 - 1:15	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE
1:55 - 3:50	US History Levin 934	Career Planning Fugle 943-A	Career Planning Fugle 943-A	Life Skills Levin 934	US History Hobbs 944-B	Health Rodriguez 940	US History Burt 944- C	Career Planning Hobbs 944-B	English Hovey 944-A	Health Science Vasquez 933	Health Science Rodriguez 940	Career Planning Ortiz 938	Health Science Vasquez 933	English Hovey 944-A	Life Skills Ortiz 938	Health Science Khuu 943-B	Health Science Khuu 943-B	English Hillsinger 935	Life Skills Kessinger 937	English Pearson 939

Grizzly Challenge Charter School
Student Schedule - Class 51
Semester 2
October 10 - December 8

	Group A		Group B		Group C		Group D		Group E		Group F		Group G		Group H		Group I		Group J	
	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6
8:30 - 10:25	Math I Vasquez 933	English Pearson 939	Fine Arts Rodriguez 940	Math I Vasquez 933	Life Skills Hobbs 944-B	Math I Ortiz 938	English Hillsinger 935	Life Skills Hillsinger 935	Life Skills Fugle 943-A	Career Planning Fugle 943-A	English Pearson 939	US History Burt 944- C	Career Planning Shay 936	Life Skills Shay 936	Math I Ortiz 938	Career Planning Hobbs 944-B	Math I Kessinger 937	US History Levin 934	Fine Arts Khuu 943-B	Math II Kessinger 937
10:30 - 12: 25	Fine Arts Rodriguez 940	Life Skills Rodriguez 940	US History Levin 934	English Hillsinger 935	English Pearson 939	Career Planning Fugle 943- A	Math II Kessinger 937	Fine Arts Khuu 943- B	Math I Ortiz 938	US History Hobbs 944-B	Math I Vasquez 933	Life Skills Pearson 939	Econ Burt 944-C	Math II Kessinger 937	English Hillsinger 935	US History Levin 934	Life Skills Khuu 943-B	Career Planning Hovey 944-A	Career Planning Shay 936	Econ Burt 944- C
PERIOD 9 12:30 - 1:15	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE
1:55 - 3:50	US History Levin 934	Career Planning Fugle 943-A	Career Planning Fugle 943-A	Life Skills Levin 934	US History Hobbs 944-B	Fine Arts Rodriguez 940	US History Burt 944- C	Career Planning Hobbs 944-B	English Hovey 944-A	Fine Arts Vasquez 933	Fine Arts Rodriguez 940	Career Planning Ortiz 938	Fine Arts Vasquez 933	English Hovey 944-A	Life Skills Ortiz 938	Fine Arts Khuu 943-B	Fine Arts Khuu 943-B	English Hillsinger 935	Life Skills Kessinger 937	English Pearson 939

Grizzly Challenge Charter School
Student Schedule - Class 52
Semester 1
January 24 - March 29

	Group A		Group B		Group C		Group D		Group E		Group F		Group G		Group H		Group I		Group J	
	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6
8:30 - 10:25	Math I Vasquez 933	English Pearson 939	Health Science Rodriguez 940	Math I Vasquez 933	Life Skills Hobbs 944-B	Math I Ortiz 938	English Hillsinger 935	Life Skills Hillsinger 935	Career Planning Fugle 943-A	Life Skills Fugle 943-A	English Pearson 939	US History Burt 944- C	Career Planning Shay 936	Life Skills Shay 936	Math I Ortiz 938	Career Planning Hobbs 944-B	Math II Kessinger 937	World History Levin 934	Health Science Khuu 943-B	Math II Kessinger 937
10:30 - 12:25	Health Science Rodriguez 940	Life Skills Rodriguez 940	World History Levin 934	English Hillsinger 935	English Pearson 939	Career Planning Fugle 943- A	Math II Kessinger 937	Health Science Khuu 943- B	Math I Ortiz 938	US History Hobbs 944-B	Math I Vasquez 933	Life Skills Pearson 939	Gov Burt 944- C	Math II Kessinger 937	English Hillsinger 935	World History Levin 934	Life Skills Khuu 943-B	Career Planning Hovey 944-A	Career Planning Shay 936	Gov Burt 944- C
PERIOD 9 12:30 - 1:15	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE
1:55 - 3:50	World History Levin 934	Career Planning Fugle 943-A	Career Planning Fugle 943-A	Life Skills Levin 934	US History Hobbs 944-B	Health Rodriguez 940	US History Burt 944- C	Career Planning Hobbs 944-B	English Hovey 944-A	Health Science Vasquez 933	Health Science Rodriguez 940	Career Planning Ortiz 938	Health Science Vasquez 933	English Hovey 944-A	Life Skills Ortiz 938	Health Science Khuu 943-B	Health Science Khuu 943-B	English Hillsinger 935	Life Skills Kessinger 937	English Pearson 939

Grizzly Challenge Charter School
Student Schedule - Class 52
Semester 2
April 2 - June 7

	Group A		Group B		Group C		Group D		Group E		Group F		Group G		Group H		Group I		Group J	
	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6	MW Per 1 - 3	TTH Per 4 - 6
8:30 - 10:25	Math I Vasquez 933	English Pearson 939	Fine Arts Rodriguez 940	Math I Vasquez 933	Life Skills Hobbs 944-B	Math I Ortiz 938	English Hillsinger 935	Life Skills Hillsinger 935	Career Planning Fugle 943-A	Life Skills Fugle 943-A	English Pearson 939	US History Burt 944- C	Career Planning Shay 936	Life Skills Shay 936	Math I Ortiz 938	Career Planning Hobbs 944-B	Math II Kessinger 937	World History Levin 934	Fine Arts Khuu 943-B	Math II Kessinger 937
10:30 - 12: 25	Fine Arts Rodriguez 940	Life Skills Rodriguez 940	World History Levin 934	English Hillsinger 935	English Pearson 939	Career Planning Fugle 943- A	Math II Kessinger 937	Fine Arts Khuu 943- B	Math I Ortiz 938	US History Hobbs 944-B	Math I Vasquez 933	Life Skills Pearson 939	Econ Burt 944- C	Math II Kessinger 937	English Hillsinger 935	World History Levin 934	Life Skills Khuu 943-B	Career Planning Hovey 944-A	Career Planning Shay 936	Econ Burt 944- C
PERIOD 9 12:30 - 1:15	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE
1:55 - 3:50	World History Levin 934	Career Planning Fugle 943-A	Career Planning Fugle 943-A	Life Skills Levin 934	US History Hobbs 944-B	Fine Arts Rodriguez 940	US History Burt 944- C	Career Planning Hobbs 944-B	English Hovey 944-A	Fine Arts Vasquez 933	Fine Arts Rodriguez 940	Career Planning Ortiz 938	Fine Arts Vasquez 933	English Hovey 944-A	Life Skills Ortiz 938	Fine Arts Khuu 943-B	Fine Arts Khuu 943-B	English Hillsinger 935	Life Skills Kessinger 937	English Pearson 939

STRS		
Last Name	First Name	Position Title
Martin	Kyle	Director/Principal
Hovey	Richard	Assistant Principal
Burns	Abigail	Teacher
Burt	Scott	Teacher
Delgado Vela	Linda	Teacher
Fugle	Rosemary	Teacher
Hillsinger	Claire	Teacher
Hobbs	Duskin	Teacher
Hovey	Richard	Teacher
Kessinger	Ashli	Teacher
Khuu	Diane	Teacher
Levin	Andrew	Teacher
Ortiz	Jessica	Teacher
Pearson	Forrest	Teacher
Rodriguez	Alana	Teacher
Rodriguez	Janice	Teacher
Shay	Emily	Teacher
Tish	Dee Dee	Teacher
Vasquez	Marianne	Teacher
Baldiviez	Brandi	Counselor
Oliver	Stephanie	Counselor
PERS		
Last Name	First Name	Position Title
Willis	Lita	Executive Assistant
Smith	Elizabeth	Administrative Assistant
Graham	Angelica	Paraeducator
Jaquez Enriquez	Carmen	Paraeducator
Paul	Teya	Paraeducator
Vasquez	Jaime	Paraeducator
Pauls	Matthew	Information Technology Director
Mauch	Cynthia	Registrar
Johnson	Chastity	Transition Specialist
Martin	Owen	Mental Health Therapist
Serpa	Keppi	Mental Health Therapist

Grizzly Challenge Charter School Governing Board Composition

- One member will be the County Superintendent of Schools who will chair the GCCS Board
 - James, J. Brescia, Ed.D., San Luis Obispo County Superintendent of Schools
 - GCCS Board President;
- One member will be appointed by the San Luis Obispo County Board of Education
 - Juan Olivarria, Vice President, San Luis Obispo County Board of Education
 - GCCS Board Vice President;
- One San Luis Obispo County representative (to be named by the San Luis Obispo County Superintendents' Council)
 - Eric Prater, Ed.D, Superintendent San Luis Coastal Unified School District
 - GCCS Board Clerk;
- One member appointed by the California National Guard
 - Command Sergeant Major Richard W. Aller; and
- One member named by a GCCS advisory group (a consortium of stakeholders, including community representatives and school staff who provide guidance on school programming issues, i.e., School Site Council, English Learner Advisory Committee, GYA Foundation, etc.)
 - Tracy Ellis-Weit, Grizzly Youth Academy Foundation board member

Title IX Sex Discrimination Policy and Complaint Procedures

Students and Personnel

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Grizzly Challenge Charter School (“GCCS”) to address sex discrimination, including but not limited to sexual harassment, occurring within GCCS’s education program or activity.

GCCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹

This Policy applies to conduct occurring in GCCS’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom GCCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the GCCS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by GCCS.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of GCCS conditioning the provision of an aid, benefit, or service of GCCS on an individual’s participation in unwelcome sexual conduct;

¹ GCCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to GCCS’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through GCCS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, poking another’s body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student’s or employee’s performance more difficult because of the student’s or the employee’s sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in GCCS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GCCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in GCCS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to GCCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GCCS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of GCCS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Lita Willis
Executive Assistant
721 Mendocino Ave, Bldg. 945

San Luis Obispo, CA 93405
805-782-6881
lwillis@mygya.com

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Kyle Martin
Principal/Director
721 Mendocino Ave, Bldg. 945
San Luis Obispo, CA 93405
805-782-6881
kmartin@mygya.com

The Coordinator is responsible for coordinating GCCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to GCCS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within GCCS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal/Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator (or to the Assistant Principal if the complaint is against the Coordinator). GCCS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

GCCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity

of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

GCCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

GCCS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

GCCS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in GCCS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. GCCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair GCCS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

GCCS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under

Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with GCCS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

GCCS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by GCCS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

GCCS will treat complainants and respondents equitably. GCCS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

GCCS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

GCCS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by GCCS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

GCCS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

GCCS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in GCCS's education program or activity; or
- Did not occur against a person in the United States.

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

GCCS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by GCCS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent GCCS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable GCCS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- GCCS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that GCCS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

GCCS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with GCCS's policies.

GCCS may remove a respondent from GCCS's education program or activity on an emergency basis, in accordance with GCCS's policies, provided that GCCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under GCCS's Title IX grievance procedures, GCCS may offer an informal resolution process to the parties. GCCS will not offer or facilitate informal resolution to

resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, GCCS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. GCCS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless GCCS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, GCCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after GCCS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of GCCS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that GCCS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of GCCS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the GCCS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or GCCS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from GCCS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by GCCS.

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the Principal shall immediately suspend the student and shall recommend expulsion.

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, GCCS shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

GCCS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Approved: June 6, 2024
Revised: June 10, 2025

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize GCCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from GCCS.

Signature of Complainant

Date: _____

Print Name

To be completed by GCCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Charter School Complaint Notice

California *Education Code* Requirements

California *Education Code* (EC) Section 47605(d)(4) (https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities

- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).

- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Charter School Complaint Form

Name: _____

Email Address: _____

Mailing Address: _____

Date of Problem: _____

Phone Number: _____

Charter School (include address):

California *Education Code (EC)* Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

- Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- Records were requested to be submitted to the charter school before enrollment.
- Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.

Grizzly Challenge Charter School
ACTUAL AND PROJECTED MONTHLY CASH FLOWS
GENERAL FUND as of May 22, 2025
2025-26 FISCAL YEAR, Budget Adoption
Projected Cash Flow

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
A. BEGINNING CASH	4,517,843	4,690,168	4,581,551	4,631,381	4,679,228	4,701,432	4,617,831	4,844,337	4,866,383	5,087,432	5,169,155	5,946,875	4,517,843
B. RECEIPTS													
Revenue Limit:													
Principal Apportionment	163,317	163,317	429,037	293,971	293,971	293,971	429,038	287,060	448,074	287,060	953,292	(281,014)	3,761,094
Property Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	17,040	0	0	0	0	4,068	0	0	55,749	0	3,012	219,859	299,728
Federal Revenues	0	0	19,276	90,111	0	0	85,104	0	(19,277)	0	0	245,268	420,483
Other State Revenues	2,922	2,922	19,324	(10,391)	18,756	35,766	5,260	99,548	120,311	99,548	91,013	367,363	852,343
Other Local Revenues	17,549	19,037	13,656	36,118	111,975	8,779	45,133	47,308	7,326	63,145	32,914	196,835	599,775
Interfund Transfers In	0	0	0	0	0	0	0	0	0	0	0	175,000	175,000
All Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenu	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	200,828	185,276	481,294	409,809	424,702	342,584	564,536	433,916	612,183	449,753	1,080,231	923,312	6,108,423
C. DISBURSEMENTS													
Certificated Salary	92,163	189,167	241,325	189,136	187,226	187,116	188,896	184,256	185,696	186,647	94,677	589,201	2,515,506
Classified Salary	28,590	56,867	57,653	60,714	61,997	61,396	61,396	61,396	61,396	61,396	68,049	183,727	824,575
Employee Benefits	29,589	60,432	85,835	91,479	93,635	92,203	92,190	92,068	92,100	92,239	67,334	462,829	1,351,933
Supplies	8,890	20,871	2,386	(7,041)	10,844	10,779	2,782	15,625	22,044	1,523	4,441	280,687	373,831
Services	154,052	36,965	52,049	83,243	41,436	36,173	20,758	50,151	64,043	23,366	103,372	607,375	1,272,985
Capital Outlays	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	240	0	0	0	0	1,592	1,832
Interfund Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Uses	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/Non-E	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	313,284	364,301	439,248	417,530	395,139	387,667	366,262	403,497	425,278	365,171	337,874	2,125,411	6,340,662
A/R	94,039	34,038	0	32,663	0	0	0	0	43,531	0	29,680	0	233,951
A/P & Deferred Revenue	(190,742)	(36,371)	(7,784)	(22,905)	7,359	38,518	(28,232)	8,373	9,386	2,859	(5,683)	0	(225,221)
D. NET CASH FLOW	172,325	(108,617)	49,830	47,846	22,204	(83,601)	226,506	22,047	221,049	81,723	777,720	(1,202,099)	226,932
E. ENDING CASH	4,690,168	4,581,551	4,631,381	4,679,228	4,701,432	4,617,831	4,844,337	4,866,383	5,087,432	5,169,155	5,946,875	4,744,776	4,285,604



Providing A Second Chance for At-Risk Youth

Camp San Luis Obispo * 721 Mendocino Ave San Luis Obispo CA, 93405 * 805-782-6882 * Fax 805-706-8531

2025-26

GRIZZLY CHALLENGE

CHARTER SCHOOL

BUDGET ADOPTION

Charter Number: 0566 _____

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____

Charter School Official
(Original signature required)

Printed Name: Kyle Martin _____ Title: Principal/Director _____

For additional information on the budget report, please contact:

Charter School Contact:

Katy Bates _____
Name

Fiscal Specialist II _____
Title

805-782-7220 _____
Telephone

kbates@slocoe.org _____
E-mail Address



Providing A Second Chance for At-Risk Youth

Camp San Luis Obispo * 721 Mendocino Ave San Luis Obispo CA, 93405 * 805-782-6882 * Fax 805-706-8531

TO: James Brescia, Ed.D, Grizzly ChalleNge Charter Board President
Aaron Asplund, San Luis Obispo County Office of Education Assistant Superintendent
Kyle Martin, Grizzly Principal/Director

FROM: Katy Bates, Fiscal Specialist II

DATE: June 10, 2025 at 4:00 P.M.

RE: 2025-26 Budget Adoption Narrative

BUDGET PRINCIPLES

The Budget Adoption Report for the 2025-26 fiscal year is presented for the Grizzly Charter School Board's review and approval. The Budget Adoption Report reflects the most current year revenue and expenditure assumptions utilizing the Local Control Funding Formula (LCFF) and Grizzly's Local Control Accountability Plan (LCAP), and includes the charter's financial position and projections as of May 22, 2025.

Summaries of 2025-26 Adopted Budget are as follows:

Page 2	2025-26 Adopted Budget - All Funds
Page 3	Comparison between 2024-25 Estimated Actuals and 2025-26 Budget Adoption
Page 4	Summary 2024-25 Estimated Actuals Budget
Page 5	Summary of 2025-26 Budget Adoption
Page 6	Summary of 2025-26 Revenues
Page 7	LCAP Implementation
Page 8	Summary of 2025-26 Expenditures
Page 9	Factors for Multi-Year Projection
Page 10	Summary and Conclusion

Appendix A: School Services of CA Dartboard for 2025-26
Appendix B: Multi-Year Projection Summary for 2025-26 Budget Adoption
Appendix C: LCFF Calculator for Budget Adoption

2025-26 Budget Adoption - ALL FUNDS

The total 2025-26 Budget Adoption revenue and expenditure budgets for all funds of the Grizzly Challenge Charter School are as follows:

Form/Description	Beginning Balance	Revenues & Transfers In	Expenditures & Transfers Out	Ending Balance
Form 01-General Fund	3,450,951	6,108,423	6,340,662	3,218,712
Form 17 - Special Reserve for Other than Capital Outlay Projects	950,000	-	175,000	775,000
Form 20-Special Reserve Fund (Postemployment Benefits)	512,215	10,605	-	522,820
Totals	4,913,165	6,119,028	6,515,662	4,516,532

Grizzly Comparison between 2024-25 Estimated Actuals and 2025-26 Budget Adoption

<i>CATEGORIES</i>	<i>Est Actuals 2024-25</i>	<i>Budget Development 2025-26</i>	<i>Difference</i>	<i>Explanation</i>
Revenues				
Revenue Limit Sources	4,100,103	4,060,822	(39,281)	COLA increased 1.07% to 2.30% ADA from 243.69 to 235.00
Federal Revenue	437,056	420,483	(16,573)	Title I carryover not included.
Other State Revenue	799,042	852,343	53,301	Increased Lottery, New state Grant Golden State Pathways Grant
Other Local Revenue	660,289	599,775	(60,514)	Decrease in MAA and Misc Revenue
Total Revenues	5,996,490	5,933,423	(63,067)	Revenue projections Decrease 63K
Expenditures				
Certificated Salaries	2,300,649	2,515,506	214,857	Step increase, 4% raise all staff
Classified Salaries	733,048	824,575	91,527	Step increase, 4% raise, 7% increase for Parapros
Employee Benefits	1,224,672	1,351,933	127,261	Step increase, 4% raise, increase to STRS on behalf, increased PERS
Books & Supplies	367,477	373,831	6,354	
Services & Operating	1,389,446	1,272,985	(116,461)	Reduce one time expenditures
Other Outgo	951,832	1,832	(950,000)	One time transfer to fund 17 in 24-25
Total Expenditures	6,967,124	6,340,662	(626,462)	Expenditures decrease 626K
Other transfers out			0	
Other Transfers In (from fund 17)	0	175,000	(175,000)	Transfer in from Fund 17 to cover Student Tech replacement
Change Fund Balance	(970,634)	(232,239)	738,395	
Beginning Balance	4,421,585	3,450,951	(970,634)	Beginning balance is 970K less than prior year
Net Change	(970,634)	(232,239)	738,395	Deficit spending has been reduced by \$738K
Ending Balance	3,450,951	3,218,712	(232,239)	Reduction in ending balance
10 % Reserve level	601,712	634,066		
Hold Harmless Reserve	2,064,312	1,872,879	(191,433)	Reduction in Hold Harmless reserve
Fund 17 Reserves	950,000	950,000	0	
Legally Restricted	784,928	711,766		
Unappropriated Amount	0	0	(0)	

Summary of 2024-25 Estimated Actuals Budget

Grizzly Challenge Charter 2024-25 Estimated Actuals

<i>CATEGORIES</i>	<i>2024-25 Unrestricted</i>	<i>2024-25 Restricted</i>	<i>2024-25 Total</i>
Revenues			
Revenue Limit Sources	3,988,879	111,224	4,100,103
Federal Revenue	0	437,056	437,056
Other State Revenue	59,716	739,326	799,042
Other Local Revenue	329,309	330,980	660,289
Total Revenues	4,377,904	1,618,586	5,996,490
Expenditures			
Certificated Salaries	1,658,426	642,223	2,300,649
Classified Salaries	341,266	391,782	733,048
Employee Benefits	673,574	551,098	1,224,672
Books & Supplies	160,738	206,739	367,477
Services & Operating	1,194,252	195,194	1,389,446
Other Outgo	0	1,832	1,832
Total Expenditures	4,028,256	1,988,868	6,017,124
Transfers In/ Sources		0	0
Other transfers out	950,000	0	950,000
Contributions to/from	(70,507)	70,507	0
Change Fund Balance	349,648	(370,282)	(20,634)
Beginning Balance	3,375,469	1,046,116	4,421,585
Net Change	(670,859)	(299,775)	(970,634)
Ending Balance	2,704,610	746,341	3,450,951
10 % Reserve level	601,712		601,712
Hold Harmless Reserve	2,064,312		2,064,312
Fund 17 reserve	950,000	0	950,000
Legally Restricted	38,585	746,341	784,926
Unappropriated Amount	0	0	0

Summary of 2025-26 Budget Adoption

GRIZZLY CHALLENGE CHARTER SCHOOL 2025-26 Budget Development

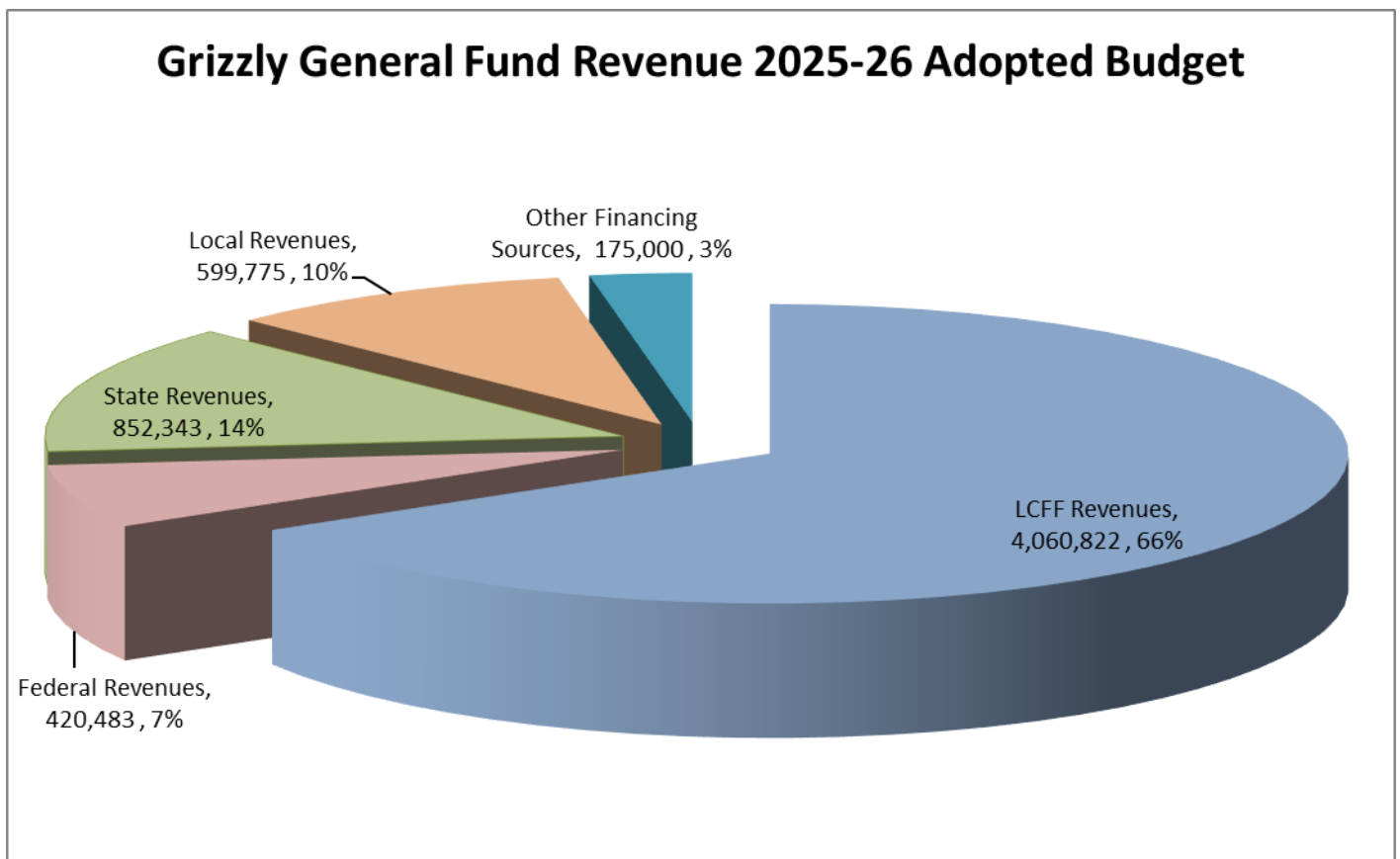
<i>CATEGORIES</i>	<i>2025-26 Unrestricted</i>	<i>2025-26 Restricted</i>	<i>2025-26 Total</i>
Revenues			
Revenue Limit Sources	3,941,858	118,964	4,060,822
Federal Revenue	0	420,483	420,483
Other State Revenue	57,235	795,108	852,343
Other Local Revenue	279,494	320,281	599,775
<i>Total Revenues</i>	<i>4,278,587</i>	<i>1,654,836</i>	<i>5,933,423</i>
Expenditures			
Certificated Salaries	1,853,553	661,953	2,515,506
Classified Salaries	406,793	417,782	824,575
Employee Benefits	757,289	594,644	1,351,933
Books & Supplies	334,341	39,490	373,831
Services & Operating	1,180,683	92,302	1,272,985
Other Outgo	0	1,832	1,832
<i>Total Expenditures</i>	<i>4,532,659</i>	<i>1,808,003</i>	<i>6,340,662</i>
Transfers In/ Sources	<i>175,000</i>	<i>0</i>	<i>175,000</i>
Other transfers out	<i>0</i>	<i>0</i>	<i>0</i>
Contributions to/from	<i>(70,469)</i>	70,469	0
Change Fund Balance	<i>(79,072)</i>	<i>(153,167)</i>	<i>(232,239)</i>
<i>Estimated Beginning Balance</i>	<i>2,704,610</i>	<i>746,341</i>	<i>3,450,951</i>
Net Change	<i>(149,541)</i>	<i>(82,698)</i>	<i>(232,239)</i>
<i>Ending Balance</i>	<i>2,555,069</i>	<i>663,643</i>	<i>3,218,712</i>
10 % Reserve level	634,066		634,066
Hold Harmless Reserve	1,872,879		1,872,879
Fund 17 reserve	950,000	0	950,000
Legally Restricted	48,124	663,643	711,767
<i>Unappropriated Amount</i>	<i>0</i>	<i>0</i>	<i>0</i>

GENERAL FUND REVENUES, 2025-26 BUDGET ADOPTION

The Grizzly budget is based on the Local Control Funding Formula (LCFF) calculations for charter schools (see Attachment B). The 2025-26 Budget Adoption projections assume 249 enrolled, generating 235.00 funded ADA.

Grizzly categorizes its General Fund revenue into five sources:

1. LCFF- consists of a mix of State and Local revenue
2. Federal Revenue - most of the federal income is restricted because it must be expended for purposes that are determined by the grantor.
3. Other State Revenue - includes lottery, various state block grants, and other restricted state grant/entitlement funds that must be spent for specific purposes.
4. Other Local Revenue - special education revenues, MAA reimbursements, CTE grants, and other miscellaneous local income.
5. Other Financing Sources consist of a transfer from fund 17, to replace student technology



LCAP Implementation

Grizzly Challenge Charter School has worked with its educational partners to develop a Local Control Accountability Plan with five goals;

1. Improve the academic achievement of all students enrolled in Grizzly Youth Academy
2. Prepare all students for college and careers
3. Support all students to successfully transition in the post-residential phase
4. Educator retention
5. Increase English learner progress

Approved metrics are used to measure the success and effectiveness of the actions and services listed under each goal. We are able to fully implement the plan that has been written.

GENERAL FUND EXPENDITURES, 2025-26 BUDGET ADOPTION

The majority of the expenditures in the General Fund are committed to salaries and benefits for employees of Grizzly Challenge Charter School.

Certificated employees include teachers, counselors, and others who provide services that require credentials from the California Commission on Teacher Credentialing.

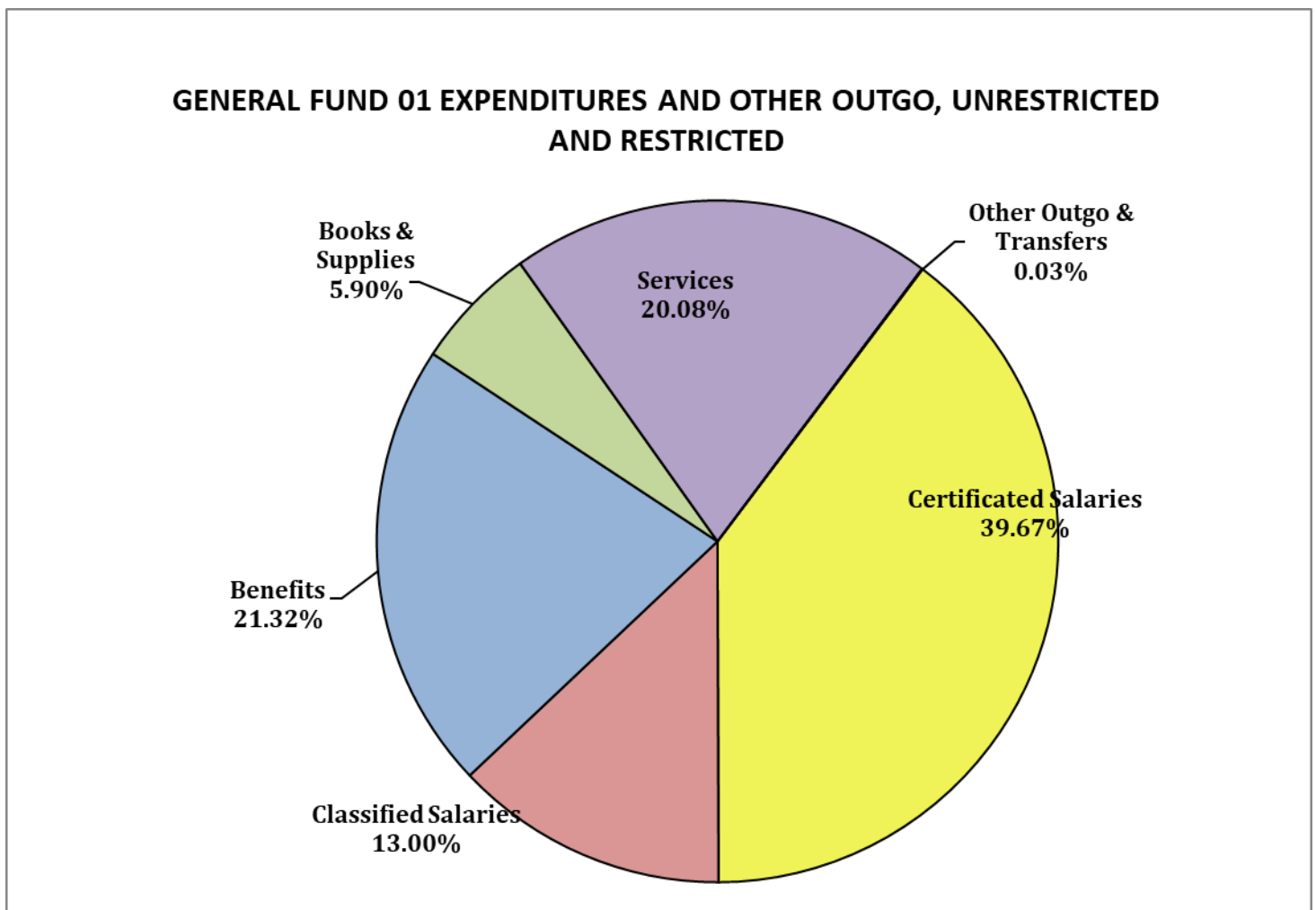
Classified employees include all of the support personnel in Grizzly, including paraeducators, administrative assistants, and other support staff.

Administrative employees include principal/director and assistant principals.

Employees are tracked by Full Time Equivalent (FTE) rather than by the number of actual employees. FTE is the ratio of time expended in a part-time position to that of a full-time position. The ratio is derived by dividing the amount of time of employment required in the part-time position by the amount of employed time required in a corresponding full-time position.

Books and supplies, services, capital outlay, and other outgo and transfers make up the remaining expenditures within the Grizzly budget.

Services and other operating expenses include such expenditures as SLOCOE's 7% administrative indirect fee, and 1% oversight fee, professional development, insurance and legal fees, consulting services, and materials for Special Education Assessments.



ASSUMPTIONS UTILIZED FOR THE MULTI-YEAR PROJECTION

The multi-year projections (See Appendix B) reflect the most current assumptions as reported on the School Services of California Dartboard (See Appendix A) and have included COLA increases to the Local Control Funding Formula (LCFF) and Consumer Price Index changes to expenditures. Charter school ADA is reflective of enrollment trends, we have 249 enrolled and our ADA to enrollment ratio is typically around 94%. This generates 235 in funded ADA for the 2025-26 school year. The 2025-26 Budget Adoption Report certifies that Grizzly can meet the board-approved 10% Reserve for Economic Uncertainties for the current and two subsequent fiscal years, if expenditures and revenues are fully realized.

2025-26

- Funded COLA **2.30%**
- LCFF funding (See Appendix C)
- Charter School enrollment: 249, ADA: 235
- 86.57% Supplemental/Concentration Unduplicated Count
- Employee Salaries increased by Step, Column, Longevity Movement, and negotiated 4% increase for all staff.
- Increased Para pros Job Salary by 7%
- STRS Employer Rate **19.10%**
- PERS Employer Rate **26.81%**
- 10% Reserve for Economic Uncertainties \$634,066
- Hold Harmless Reserve \$1,872,879
- Unassigned balance is \$0
- Transfer to Fund 17, \$950,000 for projects other than capital outlay
- Student Technology replacement expenditure, \$175,000 (three-year replacement cycle)
 - \$175,000 transferred in from fund 17 to cover this expense

2026-27

- COLA **3.02%**
- LCFF funding (See Appendix C)
- Charter School enrollment: 249, ADA: 235 (no growth)
- 85.93% Supplemental Unduplicated Count
- Employee Salaries increased by Step, Column, Longevity Movement.
- STRS Employer Rate **19.10%**
- PERS Employer Rate **26.90%**
- 10% Reserve for Economic Uncertainties \$647,114
- Hold Harmless Reserve \$1,606,063
- Unassigned balance is \$0

2027-28

- COLA **3.42%**
- LCFF funding (See Appendix C)
- Charter School enrollment: 249, ADA: 235.00 (no growth)
- 84.14% Supplemental Unduplicated Count
- Employee Salaries increased by Step, Column, and Longevity Movement
- STRS Employer Rate **19.10%**
- PERS Employer Rate from **27.80%**
- 10% Reserve for Economic Uncertainties \$679,355
- Hold Harmless Reserve \$988,568
- Unassigned balance is \$0

In Summary (Fund 01)

The Charter maintains a positive cash flow and is able to meet all district obligations in the current budget and two subsequent fiscal years.

Other Funds

Special Reserve for Other than Capital Outlay Projects (17)

The Special Reserve fund is used to account separately for revenues that are restricted or committed for special purposes, per Ed Code Section 42840. This fund was established by the board on January 16th, 2024, resolution #24-03. The board authorized a one-time transfer of \$950,000 from the general fund. This includes the following reservations; \$350,000 for Student Technology Replacement, \$300,000 for Hold Harmless, and \$300,000 for Future Board Actions. Grizzly will replace student technology in 2025-26, using \$175,000 from the Fund 17 reserve. The projected ending fund balance for **2025-26** is **\$775,000**.

Special Reserve Fund for Postemployment Benefits (20)

The Postemployment Benefit Special Reserve was established for the amounts the LEA has earmarked for the future cost of postemployment benefits, per Ed Code Section 42840. This fund was established by the board on January 19th, 2023, resolution #22-02. The board authorized a one-time transfer of \$500,000 from the general fund. The Projected Ending Fund Balance for **2025-26** is **\$522,820**.

Conclusion

The **2025-26 Budget Adoption** Report is a detailed and accurate representation of revenues and expenditures at this time. The Budget Adoption Report is presented in the state required format and record.

Charter School Administration is presenting this narrative and overview for your review and consideration. We recommend that the Board approve the **2025-26 Budget Adoption Report** as presented.

SSC School District and Charter School Financial Projection Dartboard 2025-26 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2025-26 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS

Factor	2024-25 ¹	2025-26 ²	2026-27	2027-28	2028-29
Department of Finance Statutory COLA	1.07%	2.30%	3.02%	3.42%	3.31%

LCFF GRADE SPAN FACTORS FOR 2025-26

Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144
Statutory COLA of 2.30%	\$231	\$234	\$241	\$279
2025-26 Base Grants	\$10,256	\$10,411	\$10,719	\$12,423
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$1,067	–	–	\$323
2025-26 Adjusted Base Grants ³	\$11,323	\$10,411	\$10,719	\$12,746
Transitional Kindergarten (TK) Add-On ⁴	\$5,545	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS

Factors	2024-25	2025-26	2026-27	2027-28	2028-29	
California CPI	3.07%	3.42%	2.98%	2.77%	2.90%	
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	\$191
	Restricted per ADA	\$82	\$82	\$82	\$82	\$82
Mandate Block Grant (District)	Grades K-8 per ADA	\$38.21	\$39.09	\$40.27	\$41.65	\$43.03
	Grades 9-12 per ADA	\$73.62	\$75.31	\$77.58	\$80.23	\$82.89
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.06	\$20.52	\$21.14	\$21.86	\$22.58
	Grades 9-12 per ADA	\$55.76	\$57.04	\$58.76	\$60.77	\$62.78
Interest Rate for Ten-Year Treasuries	4.23%	4.56%	4.58%	4.50%	4.40%	
CalSTRS Employer Rate ⁵	19.10%	19.10%	19.10%	19.10%	19.10%	
CalPERS Employer Rate ⁵	27.05%	26.81%	26.90%	27.80%	27.40%	
Unemployment Insurance Rate ⁶	0.05%	0.05%	0.05%	0.05%	0.05%	
Minimum Wage ⁷	\$16.50	\$16.90	\$17.40	\$17.80	\$18.30	

STATE MINIMUM RESERVE REQUIREMENTS FOR 2025-26

Reserve Requirement	District ADA Range
The greater of 5% or \$88,000	0 to 300
The greater of 4% or \$88,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

¹Applies to Adults in Correctional Facilities Program in the 2025-26 fiscal year.

²Applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. California State Preschool Program is proposed to be excluded in 2025-26.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁴Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁵California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

⁶Unemployment insurance rate in 2025-26 is final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁷Minimum wage rates are effective January 1 of the respective year.

Grizzly Charter Multi-Year Projection
2025-26 Budget Adoption
06-10-2025

	2024-25 Estimated Actuals			2025-26 Budget			2026-27 Projected			2027-28 Projected		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
REVENUES:												
LCFF Sources	3,988,879	111,224	4,100,103	3,941,858	118,964	4,060,822	4,056,974	83,606	4,140,580	4,190,656	83,606	4,274,262
Federal	0	437,056	437,056	0	420,483	420,483	0	383,714	383,714	0	383,714	383,714
Other State	59,716	739,326	799,042	57,235	795,108	852,343	57,235	795,108	852,343	57,235	750,108	807,343
Local	329,309	330,980	660,289	279,494	320,281	599,775	246,981	320,281	567,262	79,000	287,743	366,743
Transfers In from Other Funds	0	0	0	175,000	0	175,000	0	0	0	0	0	0
Contributions	(70,507)	70,507	0	(70,469)	70,469	0	(77,516)	77,516	0	(85,267)	85,267	0
Total Revenues	4,307,397	1,689,093	5,996,490	4,383,118	1,725,305	6,108,423	4,283,674	1,660,225	5,943,899	4,241,624	1,590,438	5,832,062
EXPENDITURES												
Certificated Salaries	1,658,426	642,223	2,300,649	1,853,553	661,953	2,515,506	1,927,695	688,431	2,616,126	2,004,803	715,968	2,720,771
Classified Salaries	341,266	391,782	733,048	406,793	417,782	824,575	423,065	434,493	857,558	439,987	451,873	891,860
Employee Benefits	673,574	551,098	1,224,672	757,289	594,644	1,351,933	787,581	618,430	1,406,010	819,084	643,167	1,462,251
Books & Supplies	160,738	206,739	367,477	334,341	39,490	373,831	172,088	42,649	214,737	185,855	46,061	231,916
Services & Operating	1,194,252	195,194	1,389,446	1,180,683	92,302	1,272,985	1,275,137	99,686	1,374,824	1,377,148	107,661	1,484,809
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	1,832	1,832	0	1,832	1,832	0	1,884	1,884	0	1,938	1,938
Transfers Out/Uses	950,000	0	950,000	0	0	0	0	0	0	0	0	0
Other Adjustments	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	4,978,256	1,988,868	6,967,124	4,532,659	1,808,003	6,340,662	4,585,566	1,885,574	6,471,140	4,826,878	1,966,669	6,793,547
Change in Fund Balance	(670,859)	(299,775)	(970,634)	(149,541)	(82,698)	(232,239)	(301,892)	(225,349)	(527,241)	(585,254)	(376,231)	(961,485)
Beginning Balance	3,375,469	1,046,116	4,421,585	2,704,610	746,342	3,450,952	2,555,069	663,644	3,218,713	2,253,177	438,295	2,691,472
Net Change	(670,859)	(299,775)	(970,634)	(149,541)	(82,698)	(232,239)	(301,892)	(225,349)	(527,241)	(585,254)	(376,231)	(961,485)
Ending Balance	2,704,610	746,342	3,450,952	2,555,069	663,644	3,218,713	2,253,177	438,295	2,691,472	1,667,923	62,065	1,729,987
Restricted Legally Reserved	38,585	746,342	784,927	48,123	663,644	711,767	2,253,177	438,295	438,295	1,667,923	62,065	1,729,987
Available Reserve	2,666,025	0	2,666,025	2,506,945	0	2,506,945	2,253,177	0	2,253,177	1,667,923	0	1,667,923
% of total expenditures	38%	0	38%	40%	0	40%	35%	0	35%	25%	0	25%
10% Reserve	601,712	0	601,712	634,066	0	634,066	647,114	0	647,114	679,355	0	679,355
Hold Harmless Reserve	2,064,312	0	2,064,312	1,872,879	0	1,872,879	1,606,063	0	1,606,063	988,568	0	988,568
Fund 17 Reserves	950,000	0	950,000	775,000	0	775,000	775,000	0	775,000	0	0	0
Unassigned/Unappropriated	0	0	0	0	0	0	0	0	0	0	0	0

Factors:	241 enrolled	249 enrolled	249 enrolled	249 enrolled
	243,69 ADA	235,00 ADA	235,00 ADA	235,00 ADA
	1.07% COLA	3.02% COLA	3.02% COLA	3.42% COLA
	4% Increase for all staff	4% Increase for all staff (last year)	4% Increase for all staff (last year)	4% Increase for all staff (last year)
	One time transfer to fund 17 \$950,000	Student Tech Replacement (Unrestricted)	175,000	4xxx-5xxx increased by 8%
		Paraprof add 7% reclassification	20,943	Final year of Guard Reimbursement Agreement
				1xxx-3xxx increased by 4% for step increases
				4xxx-5xxx increased by 8%
				4xxx-5xxx increased by 8%

Grizzly ChalleNge Charter (101725) - Budget Dev 5-21-25		5/21/2025	2024-25	2025-26	2026-27	2027-28
General Assumptions						
COLA & Augmentation		1.07%	241	2.30%	249	249
Base Grant Proration Factor		0.00%	211	0.00%	212	212
Add-on, ERT & MSA Proration Factor		0.00%	243.69	0.00%	235.00	235.00
Student Assumptions:						
Enrollment Count			241		249	249
Unduplicated Pupil Count (UPC)			211		212	212
Unduplicated Pupil Percentage (UPP)		85.25%	86.57%	85.93%	85.14%	85.14%
Current Year LCFF Average Daily Attendance (ADA)		243.69	235.00	235.00	235.00	235.00
Funded LCFF ADA		243.69	235.00	235.00	235.00	235.00
LCFF ADA Funding Method		Current Year	Current Year	Current Year	Current Year	Current Year
LCFF Entitlement Summary						
Base Grant		\$2,959,371	\$2,919,405	\$3,007,530	\$3,110,460	\$3,110,460
Grade Span Adjustment		77,006	75,905	78,255	80,840	80,840
Adjusted Base Grant		\$3,036,377	\$2,995,310	\$3,085,785	\$3,191,300	\$3,191,300
Supplemental Grant		517,702	518,608	530,323	543,415	543,415
Concentration Grant		433,807	427,940	440,866	455,941	455,941
Total Base, Supplemental and Concentration Grant		\$3,987,886	\$3,941,858	\$4,056,974	\$4,190,656	\$4,190,656
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)		\$3,987,886	\$3,941,858	\$4,056,974	\$4,190,656	\$4,190,656
Miscellaneous Adjustments		-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)		\$ 3,987,886	\$ 3,941,858	\$ 4,056,974	\$ 4,190,656	\$ 4,190,656
LCFF Entitlement Per ADA (excludes Categorical MSA)		\$ 16,365	\$ 16,774	\$ 17,264	\$ 17,833	\$ 17,833
Additional State Aid		-	-	-	-	-
Total LCFF Entitlement with Additional State Aid		3,987,886	3,941,858	4,056,974	4,190,656	4,190,656
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes (net for school districts)		\$ 180,764	\$ 180,764	\$ 180,764	\$ 180,764	\$ 180,764
Education Protection Account Entitlement (includes \$200/minimum per ADA)		\$ 574,359	\$ 566,616	\$ 583,728	\$ 603,692	\$ 603,692
Net State Aid (excludes Additional State Aid)		\$ 3,232,763	\$ 3,194,478	\$ 3,292,482	\$ 3,406,200	\$ 3,406,200
Additional State Aid		\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources		\$ 3,987,886	\$ 3,941,858	\$ 4,056,974	\$ 4,190,656	\$ 4,190,656

Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$	3,232,763	\$	3,194,478	\$	3,292,482	\$	3,406,200
EPA, Current Year (Resource 1400, Object Code 8012)	\$	574,359	\$	566,616	\$	583,728	\$	603,692
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	993	\$	-	\$	-	\$	-
Property Taxes (Object 8021 to 8089)	\$	-	\$	-	\$	-	\$	-
% Change		0.0000%		0.0000%		0.0000%		0.0000%
In-Lieu of Property Taxes (Object Code 8096)		180,764		180,764		180,764		180,764
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	\$	-	\$	-	\$	-	\$	-
Total LCFF Entitlement	\$	3,987,886	\$	3,941,858	\$	4,056,974	\$	4,190,656
Additional State Aid	\$	-	\$	-	\$	-	\$	-
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-	\$	-	\$	-	\$	-
Excess Taxes before Minimum State Aid	\$	-	\$	-	\$	-	\$	-
Total Funding Sources	\$	3,987,886	\$	3,941,858	\$	4,056,974	\$	4,190,656
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (Excludes add-ons for TIIG & Transportation)	\$	3,036,377	\$	2,995,310	\$	3,085,785	\$	3,191,300
Supplemental and Concentration Grant funding in the LCAP year	\$	951,509	\$	946,548	\$	971,189	\$	999,356
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	100,109	\$	98,755	\$	101,738	\$	105,217
Percentage to Increase or Improve Services		31.34%		31.60%		31.47%		31.32%

2024-25 Estimated Actuals		2025-26 Budget Proposal		2026-27 Projection		2027-28 Projection	
Enrollment	241.00	Enrollment	249.00	Enrollment	249.00	Enrollment	249.00
ADA	243.69	ADA	235.00	ADA	235.00	ADA	235.00
Ratio	101%	Ratio	94%	Ratio	94%	Ratio	94%
COLA	1.07%	COLA	2.30%	COLA	3.02%	COLA	3.42%
BASE	\$ 2,281,254	BASE	\$ 2,247,930	BASE	\$ 2,321,293	BASE	\$ 2,406,844
EPA	\$ 574,359	EPA	\$ 566,616	EPA	\$ 583,728	EPA	\$ 603,692
In Lieu	\$ 180,764	In Lieu	\$ 180,764	In Lieu	\$ 180,764	In Lieu	\$ 180,764
TOTAL	\$ 3,036,377	TOTAL	\$ 2,995,310	TOTAL	\$ 3,085,785	TOTAL	\$ 3,191,300
S&C	\$ 951,509	S&C	\$ 946,548	S&C	\$ 971,189	S&C	\$ 999,356
TOTAL LCFF	\$ 3,987,886	TOTAL LCFF	\$ 3,941,858	TOTAL LCFF	\$ 4,056,974	TOTAL LCFF	\$ 4,190,656
Prior period funding	\$ 3,782,673		\$ 3,987,886		\$ 3,941,858		\$ 4,056,974
Difference	\$ 205,213		\$ (46,028)		\$ 115,116		\$ 133,682

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	3,988,879.00	111,224.00	4,100,103.00	3,941,858.00	118,964.00	4,060,822.00	-1.0%
2) Federal Revenue		8100-8299	0.00	437,056.00	437,056.00	0.00	420,483.00	420,483.00	-3.8%
3) Other State Revenue		8300-8599	59,716.00	739,326.00	799,042.00	57,235.00	795,108.00	852,343.00	6.7%
4) Other Local Revenue		8600-8799	329,309.00	330,980.00	660,289.00	279,494.00	320,281.00	599,775.00	-9.2%
5) TOTAL, REVENUES			4,377,904.00	1,618,586.00	5,996,490.00	4,278,587.00	1,654,836.00	5,933,423.00	-1.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,658,426.00	642,223.00	2,300,649.00	1,853,553.00	661,953.00	2,515,506.00	9.3%
2) Classified Salaries		2000-2999	341,266.00	391,782.00	733,048.00	406,793.00	417,782.00	824,575.00	12.5%
3) Employee Benefits		3000-3999	673,574.00	551,098.00	1,224,672.00	757,289.00	594,644.00	1,351,933.00	10.4%
4) Books and Supplies		4000-4999	160,738.00	206,739.00	367,477.00	334,341.00	39,490.00	373,831.00	1.7%
5) Services and Other Operating Expenditures		5000-5999	1,194,252.00	195,194.17	1,389,446.17	1,180,682.80	92,302.00	1,272,984.80	-8.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	1,832.00	1,832.00	0.00	1,832.00	1,832.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	4,028,256.00	1,988,868.17	6,017,124.17	4,532,658.80	1,808,003.00	6,340,661.80	5.4%
9) TOTAL, EXPENDITURES			349,648.00	(370,282.17)	(20,634.17)	(254,071.80)	(153,167.00)	(407,238.80)	1,873.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	175,000.00	0.00	175,000.00	New
b) Transfers Out		7600-7629	950,000.00	0.00	950,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(70,507.00)	70,507.00	0.00	(70,469.00)	70,469.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,020,507.00)	70,507.00	(950,000.00)	104,531.00	70,469.00	175,000.00	-118.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance			(670,859.00)	(299,775.17)	(970,634.17)	(149,540.80)	(82,698.00)	(232,238.80)	-76.1%
a) As of July 1 - Unaudited		9791	3,375,468.63	1,046,116.13	4,421,584.76	2,704,609.63	746,340.96	3,450,950.59	-22.0%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			3,375,468.63	1,046,116.13	4,421,584.76	2,704,609.63	746,340.96	3,450,950.59	-22.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,375,468.63	1,046,116.13	4,421,584.76	2,704,609.63	746,340.96	3,450,950.59	-22.0%
2) Ending Balance, June 30 (E + F1e)			2,704,609.63	746,340.96	3,450,950.59	2,555,068.83	663,642.96	3,218,711.79	-6.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	746,341.16	746,341.16	0.00	663,643.16	663,643.16	-11.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,102,897.63	0.00	2,102,897.63	1,921,002.83	0.00	1,921,002.83	-8.6%
Hold Harmless Reserve	0000	9780	2,064,312.25		2,064,312.25	1,872,879.45		0.00	
Hold Harmless Reserve	0000	9780			0.00			1,872,879.45	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	601,712.00	0.00	601,712.00	634,066.00	0.00	634,066.00	5.4%
Unassigned/Unappropriated Amount		9790	0.00	(.20)	(.20)	0.00	(.20)	(.20)	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	4,012,646.01	314,298.58	4,326,944.59				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	70.00	0.00	70.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	29,679.75	0.00	29,679.75				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			4,042,395.76	314,298.58	4,356,694.34				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	106,223.26	0.00	106,223.26				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			106,223.26	0.00	106,223.26				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30			3,936,172.50	314,298.58	4,250,471.08				
(G10 + H2) - (I6 + J2)									
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	3,232,763.00	0.00	3,232,763.00		3,194,478.00	0.00	-1.2%
Education Protection Account State Aid - Current Year		8012	575,352.00	0.00	575,352.00		566,616.00	0.00	-1.5%
State Aid - Prior Years		8019	0.00	0.00	0.00		0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00		0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00		0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00		0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	0.00	0.00	0.00		0.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00		0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00		0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Suprs.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment									
Subtotal, LCFF Sources			3,808,115.00	0.00	3,808,115.00	3,761,094.00	0.00	3,761,094.00	-1.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	180,764.00	0.00	180,764.00	180,764.00	0.00	180,764.00	0.0%
Property Taxes Transfers		8097	0.00	111,224.00	111,224.00	0.00	118,964.00	118,964.00	7.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,988,879.00	111,224.00	4,100,103.00	3,941,858.00	118,964.00	4,060,822.00	-1.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	42,378.00	42,378.00	0.00	42,378.00	42,378.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		394,678.00	394,678.00	0.00	378,105.00	378,105.00	-4.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F	
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		0.00	0.00			0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00			0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	437,056.00	437,056.00	0.00	420,483.00	420,483.00	420,483.00	-3.8%
OTHER STATE REVENUE										
Other State Apportionments										
Special Education Master Plan										
Current Year	6500	8311		0.00	0.00			0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00			0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	13,496.00	0.00	13,496.00	13,496.00	0.00	0.00	13,496.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	46,220.00	19,483.00	65,703.00	43,739.00	18,778.00	18,778.00	62,517.00	-4.8%
Tax Relief Subventions										
Restricted Levies - Other										
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from										
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00			0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00			0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00			0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		0.00	0.00			0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00			0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00			0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		38,344.00	38,344.00			36,000.00	36,000.00	-6.1%
American Indian Early Childhood Education	7210	8590		0.00	0.00			0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00			0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	681,499.00	681,499.00	0.00	740,330.00	740,330.00	740,330.00	8.6%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			59,716.00	739,326.00	799,042.00	57,235.00	795,108.00	852,343.00	6.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	112,510.00	0.00	112,510.00	70,000.00	0.00	70,000.00	-37.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	32,513.00	0.00	32,513.00	32,513.00	0.00	32,513.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	25,000.00	176,551.00	201,551.00	40,000.00	176,551.00	216,551.00	7.4%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	159,286.00	65,137.00	224,423.00	136,981.00	55,000.00	191,981.00	-14.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781+8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	89,292.00	89,292.00	89,292.00	88,730.00	88,730.00	88,730.00	-0.6%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			329,309.00	330,980.00	660,289.00	279,494.00	320,281.00	599,775.00	-9.2%
TOTAL, REVENUES			4,377,904.00	1,618,586.00	5,996,490.00	4,278,587.00	1,654,836.00	5,933,423.00	-1.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,351,195.00	482,049.00	1,833,244.00	1,554,339.00	483,454.00	2,037,793.00	11.2%
Certificated Pupil Support Salaries		1200	170,945.00	85,883.00	256,828.00	163,350.00	91,999.00	255,349.00	-0.6%
Certificated Supervisors' and Administrators' Salaries		1300	136,286.00	74,291.00	210,577.00	135,864.00	86,500.00	222,364.00	5.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,658,426.00	642,223.00	2,300,649.00	1,853,553.00	661,953.00	2,515,506.00	9.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	98,466.00	81,176.00	179,642.00	122,438.00	100,508.00	222,946.00	24.1%
Classified Support Salaries		2200	23,456.00	166,179.00	189,635.00	72,564.00	134,524.00	207,088.00	9.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	125,670.00	125,670.00	0.00	134,619.00	134,619.00	7.1%
Clerical, Technical and Office Salaries		2400	219,344.00	0.00	219,344.00	211,791.00	28,131.00	239,922.00	9.4%
Other Classified Salaries		2900	0.00	18,757.00	18,757.00	0.00	20,000.00	20,000.00	6.6%
TOTAL, CLASSIFIED SALARIES			341,266.00	391,762.00	733,048.00	406,793.00	417,782.00	824,575.00	12.5%
EMPLOYEE BENEFITS									
STRS		3101+3102	331,491.00	321,459.00	652,950.00	349,171.00	354,867.00	704,038.00	7.8%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	70,968.00	83,781.00	154,749.00	112,821.00	77,493.00	190,314.00	23.0%
OASDI/Medicare/Alternative		3301-3302	45,986.00	32,994.00	78,980.00	54,444.00	31,015.00	85,459.00	8.2%
Health and Welfare Benefits		3401-3402	199,029.00	102,357.00	301,386.00	211,688.00	117,016.00	328,704.00	9.1%
Unemployment Insurance		3501-3502	9,940.00	3,035.00	12,975.00	11,137.00	5,277.00	16,414.00	26.5%
Workers' Compensation		3601-3602	16,160.00	7,472.00	23,632.00	18,028.00	8,976.00	27,004.00	14.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			673,574.00	551,098.00	1,224,672.00	757,288.00	594,644.00	1,351,933.00	10.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	154,738.00	166,374.00	321,112.00	152,861.00	39,490.00	192,351.00	-40.1%
Noncapitalized Equipment		4400	6,000.00	40,365.00	46,365.00	181,480.00	0.00	181,480.00	291.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			160,738.00	206,739.00	367,477.00	334,341.00	39,490.00	373,831.00	1.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	14,883.00	7,315.00	22,198.00	16,071.80	0.00	16,071.80	-27.6%
Dues and Memberships		5300	6,500.00	0.00	6,500.00	7,020.00	0.00	7,020.00	8.0%
Insurance		5400 - 5450	28,234.00	0.00	28,234.00	30,492.72	0.00	30,492.72	8.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	196,300.00	12,692.00	208,992.00	55,004.00	0.00	55,004.00	-73.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	936,885.00	172,566.17	1,109,451.17	1,060,128.28	88,828.00	1,148,956.28	3.6%
Communications		5900	11,450.00	2,621.00	14,071.00	11,966.00	3,474.00	15,440.00	9.7%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			1,194,252.00	195,194.17	1,389,446.17	1,180,682.80	92,302.00	1,272,984.80	-8.4%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F	
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		
			0.00	0.00	0.00	0.00	0.00	0.00		0.00
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
OTHER OUTGO (excluding Transfers of Indirect Costs)										
Tuition										
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments										
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	1,832.00	1,832.00	0.00	1,832.00	1,832.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues										
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments										
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments										
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service										
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	1,832.00	1,832.00	0.00	1,832.00	1,832.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,028,256.00	1,988,868.17	6,017,124.17	4,532,658.80	1,808,003.00	6,340,661.80	5.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	175,000.00	0.00	175,000.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	175,000.00	0.00	175,000.00	New
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	950,000.00	0.00	950,000.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			950,000.00	0.00	950,000.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Emergency Apportionments									
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(70,507.00)	70,507.00	0.00	(70,469.00)	70,469.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(70,507.00)	70,507.00	0.00	(70,469.00)	70,469.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,020,507.00)	70,507.00	(950,000.00)	104,531.00	70,469.00	175,000.00	-118.4%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	3,988,879.00	111,224.00	4,100,103.00	3,941,858.00	118,964.00	4,060,822.00	-1.0%
2) Federal Revenue		8100-8299	0.00	437,056.00	437,056.00	0.00	420,483.00	420,483.00	-3.8%
3) Other State Revenue		8300-8599	59,716.00	739,326.00	799,042.00	57,235.00	795,108.00	852,343.00	6.7%
4) Other Local Revenue		8600-8799	329,309.00	330,980.00	660,289.00	279,494.00	320,281.00	599,775.00	-9.2%
5) TOTAL, REVENUES			4,377,904.00	1,618,586.00	5,996,490.00	4,278,587.00	1,654,836.00	5,933,423.00	-1.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		2,067,486.00	1,035,265.17	3,102,751.17	2,572,202.28	982,596.00	3,554,798.28	14.6%
2) Instruction - Related Services	2000-2999		1,278,168.00	366,305.00	1,644,473.00	1,303,903.32	377,799.00	1,681,702.32	2.3%
3) Pupil Services	3000-3999		419,363.00	522,198.00	941,561.00	529,909.00	445,776.00	975,685.00	3.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		15.00	50,576.00	50,591.00	16.20	0.00	16.20	-100.0%
8) Plant Services	8000-8999		263,224.00	12,692.00	275,916.00	126,628.00	0.00	126,628.00	-54.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	1,832.00	1,832.00	0.00	1,832.00	1,832.00	0.0%
10) TOTAL, EXPENDITURES			4,028,256.00	1,988,868.17	6,017,124.17	4,532,656.80	1,808,003.00	6,340,661.80	5.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			349,648.00	(370,282.17)	(20,634.17)	(254,071.80)	(153,167.00)	(407,238.80)	1,873.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	175,000.00	0.00	175,000.00	New
b) Transfers Out		7600-7629	950,000.00	0.00	950,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(70,507.00)	70,507.00	0.00	(70,469.00)	70,469.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,020,507.00)	70,507.00	(950,000.00)	104,531.00	70,469.00	175,000.00	-118.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(670,859.00)	(299,775.17)	(970,634.17)	(149,540.80)	(82,698.00)	(232,238.80)	-76.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,375,468.63	1,046,116.13	4,421,584.76	2,704,609.63	746,340.96	3,450,950.59	-22.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,375,468.63	1,046,116.13	4,421,584.76	2,704,609.63	746,340.96	3,450,950.59	-22.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,375,468.63	1,046,116.13	4,421,584.76	2,704,609.63	746,340.96	3,450,950.59	-22.0%
2) Ending Balance, June 30 (E + F1e)			2,704,609.63	746,340.96	3,450,950.59	2,555,068.83	663,642.96	3,218,711.79	-6.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	746,341.16	746,341.16	0.00	663,643.16	663,643.16	-11.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,102,897.63	0.00	2,102,897.63	1,921,002.83	0.00	1,921,002.83	-8.6%
Hold Harmless Reserve	0000	9780	2,064,312.25		2,064,312.25	1,872,879.45		0.00	
Hold Harmless Reserve	0000	9780			0.00			1,872,879.45	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	601,712.00	0.00	601,712.00	634,066.00	0.00	634,066.00	5.4%
Unassigned/Unappropriated Amount		9790	0.00	(.20)	(.20)	0.00	(.20)	(.20)	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6300	Lottery : Instructional Materials	66,643.44	78,831.44
6546	Mental Health-Related Services	5,559.00	7,271.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	.05	.05
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	64,524.00	64,524.00
7399	LCFF Equity Multiplier	419,827.00	302,119.00
7412	A-G Access/Success Grant	55,948.00	10,000.00
7413	A-G Learning Loss Mitigation Grant	.07	.07
9010	Other Restricted Local	133,839.60	200,897.60
Total, Restricted Balance		746,341.16	663,643.16

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	950,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	175,000.00	New
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			950,000.00	(175,000.00)	-118.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			950,000.00	(175,000.00)	-118.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	950,000.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	950,000.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	950,000.00	New
2) Ending Balance, June 30 (E + F1e)			950,000.00	775,000.00	-18.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	950,000.00	775,000.00	-18.4%
Student Technology Replacement	0000	9780	350,000.00		
Hold Harmless Reserve	0000	9780	300,000.00		
Future Board Actions	0000	9780	300,000.00		
Student Technology Replacement	0000	9780		175,000.00	
Hold Harmless Reserve	0000	9780		300,000.00	
Future Board Actions	0000	9780		300,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	950,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			950,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	175,000.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	175,000.00	New
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			950,000.00	(175,000.00)	-118.4%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	950,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	175,000.00	New
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			950,000.00	(175,000.00)	-118.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			950,000.00	(175,000.00)	-118.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	950,000.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	950,000.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	950,000.00	New
2) Ending Balance, June 30 (E + F1e)			950,000.00	775,000.00	-18.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	950,000.00	775,000.00	-18.4%
Student Technology Replacement	0000	9780	350,000.00		
Hold Harmless Reserve	0000	9780	300,000.00		
Future Board Actions	0000	9780	300,000.00		
Student Technology Replacement	0000	9780		175,000.00	
Hold Harmless Reserve	0000	9780		300,000.00	
Future Board Actions	0000	9780		300,000.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,933.00	10,605.00	78.7%
5) TOTAL, REVENUES			5,933.00	10,605.00	78.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,933.00	10,605.00	78.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,933.00	10,605.00	78.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	506,281.90	512,214.90	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			506,281.90	512,214.90	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			506,281.90	512,214.90	1.2%
2) Ending Balance, June 30 (E + F1e)			512,214.90	522,819.90	2.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	512,214.90	522,819.90	2.1%
Other Post Employment Benefits	0000	9780	512,214.90		
Other Post Employment Benefits	0000	9780		522,819.90	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	521,795.43		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			521,795.43		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			521,795.43		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	4,445.00	9,117.00	105.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,488.00	1,488.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,933.00	10,605.00	78.7%
TOTAL, REVENUES			5,933.00	10,605.00	78.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,933.00	10,605.00	78.7%
5) TOTAL, REVENUES			5,933.00	10,605.00	78.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,933.00	10,605.00	78.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,933.00	10,605.00	78.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	506,281.90	512,214.90	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			506,281.90	512,214.90	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			506,281.90	512,214.90	1.2%
2) Ending Balance, June 30 (E + F1e)			512,214.90	522,819.90	2.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	512,214.90	522,819.90	2.1%
Other Post Employment Benefits	0000	9780	512,214.90		
Other Post Employment Benefits	0000	9780		522,819.90	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	243.69	243.69	243.69	235.00	235.00	235.00
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	243.69	243.69	243.69	235.00	235.00	235.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	243.69	243.69	243.69	235.00	235.00	235.00

Grizzly Challenge Charter School
ACTUAL AND PROJECTED MONTHLY CASH FLOWS
GENERAL FUND as of April 30, 2025
2024-25 FISCAL YEAR, Estimated Actuals
Projected Cash Flow

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
A. BEGINNING CASH	4,538,477	4,710,802	4,602,185	4,652,015	4,699,862	4,722,066	4,638,465	4,864,971	4,887,017	5,108,066	5,189,789	5,011,512	4,538,477
B. RECEIPTS													
Revenue Limit:													
Principal Apportionment	163,317	163,317	429,037	293,971	293,971	293,971	429,038	287,060	448,074	287,060	182,314	536,985	3,808,115
Property Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	17,040	0	0	0	0	4,068	0	0	55,749	0	2,162	212,969	291,988
Federal Revenues	0	0	19,276	90,111	0	0	85,104	0	(19,277)	0	0	261,841	437,056
Other State Revenues	2,922	2,922	19,324	(10,391)	18,756	35,766	5,260	99,548	120,311	99,548	43,254	361,822	799,042
Other Local Revenues	17,549	19,037	13,656	36,118	111,975	8,779	45,133	47,308	7,326	63,145	15,534	274,728	660,288
Interfund Transfers In	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	200,828	185,276	481,294	409,809	424,702	342,584	564,536	433,916	612,183	449,753	243,264	1,648,345	5,996,490
C. DISBURSEMENTS													
Certificated Salary	92,163	189,167	241,325	189,136	187,226	187,116	188,896	184,256	185,696	186,647	111,304	357,717	2,300,649
Classified Salary	28,590	56,867	57,653	60,714	61,997	61,396	61,396	61,396	61,396	61,396	38,129	122,120	733,048
Employee Benefits	29,589	60,432	85,835	91,479	93,635	92,203	92,190	92,068	92,100	92,239	223,992	178,910	1,224,672
Supplies	8,890	20,871	2,386	(7,041)	10,844	10,779	2,782	15,625	22,044	1,523	2,694	276,080	367,477
Services	154,052	36,965	52,049	83,243	41,436	36,173	20,758	50,151	64,043	23,366	66,139	761,069	1,389,446
Capital Outlays	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	240	0	0	0	0	1,592	1,832
Interfund Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Uses	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/Non-E	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	313,284	364,301	439,248	417,530	395,139	387,667	366,262	403,497	425,278	365,171	442,259	1,697,487	6,017,124
A/R	94,039	34,038	0	32,663	0	0	0	0	43,531	0	29,680	0	233,951
A/P & Deferred Revenue	(190,742)	(36,371)	(7,784)	(22,905)	7,359	38,518	(28,232)	8,373	9,386	2,859	8,962	(14,644)	(225,221)
D. NET CASH FLOW	172,325	(108,617)	49,830	47,846	22,204	(83,601)	226,506	22,047	221,049	81,723	(178,277)	(34,498)	438,537
E. ENDING CASH	4,710,802	4,602,185	4,652,015	4,699,862	4,722,066	4,638,465	4,864,971	4,887,017	5,108,066	5,189,789	5,011,512	4,977,014	4,517,843

Grizzly Challenge Charter School
ACTUAL AND PROJECTED MONTHLY CASH FLOWS
GENERAL FUND as of May 22, 2025
2025-26 FISCAL YEAR, Budget Adoption
Projected Cash Flow

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
A. BEGINNING CASH	4,517,843	4,690,168	4,581,551	4,631,381	4,679,228	4,701,432	4,617,831	4,844,337	4,866,383	5,087,432	5,169,155	5,946,875	4,517,843
B. RECEIPTS													
Revenue Limit:													
Principal Apportionment	163,317	163,317	429,037	293,971	293,971	293,971	429,038	287,060	448,074	287,060	953,292	(281,014)	3,761,094
Property Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	17,040	0	0	0	0	4,068	0	0	55,749	0	3,012	219,859	299,728
Federal Revenues	0	0	19,276	90,111	0	0	85,104	0	(19,277)	0	0	245,268	420,483
Other State Revenues	2,922	2,922	19,324	(10,391)	18,756	35,766	5,260	99,548	120,311	99,548	91,013	367,363	852,343
Other Local Revenues	17,549	19,037	13,656	36,118	111,975	8,779	45,133	47,308	7,326	63,145	32,914	196,835	599,775
Interfund Transfers In	0	0	0	0	0	0	0	0	0	0	0	175,000	175,000
All Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	200,828	185,276	481,294	409,809	424,702	342,584	564,536	433,916	612,183	449,753	1,080,231	923,312	6,108,423
C. DISBURSEMENTS													
Certificated Salary	92,163	189,167	241,325	189,136	187,226	187,116	188,896	184,256	185,696	186,647	94,677	589,201	2,515,506
Classified Salary	28,590	56,867	57,653	60,714	61,997	61,396	61,396	61,396	61,396	61,396	68,049	183,727	824,575
Employee Benefits	29,589	60,432	85,835	91,479	93,635	92,203	92,190	92,068	92,100	92,239	67,334	462,829	1,351,933
Supplies	8,890	20,871	2,386	(7,041)	10,844	10,779	2,782	15,625	22,044	1,523	4,441	280,687	373,831
Services	154,052	36,965	52,049	83,243	41,436	36,173	20,758	50,151	64,043	23,366	103,372	607,375	1,272,985
Capital Outlays	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	240	0	0	0	0	1,592	1,832
Interfund Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Uses	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/Non-E	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	313,284	364,301	439,248	417,530	395,139	387,667	366,262	403,497	425,278	365,171	337,874	2,125,411	6,340,662
A/R	94,039	34,038	0	32,663	0	0	0	0	43,531	0	29,680	0	233,951
A/P & Deferred Revenue	(190,742)	(36,371)	(7,784)	(22,905)	7,359	38,518	(28,232)	8,373	9,386	2,859	(5,683)	0	(225,221)
D. NET CASH FLOW	172,325	(108,617)	49,830	47,846	22,204	(83,601)	226,506	22,047	221,049	81,723	777,720	(1,202,099)	226,932
E. ENDING CASH	4,690,168	4,581,551	4,631,381	4,679,228	4,701,432	4,617,831	4,844,337	4,866,383	5,087,432	5,169,155	5,946,875	4,744,776	4,285,604

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:										
A. BEGINNING CASH	JUNE		4,517,843.00	4,690,168.00	4,581,551.00	4,631,380.00	4,679,226.00	4,701,431.00	4,617,830.00	4,844,335.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		163,317.00	163,317.00	429,037.00	293,971.00	293,971.00	293,971.00	429,038.00	287,060.00
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds	8080-8099		17,040.00	0.00	0.00	0.00	0.00	4,068.00	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	19,276.00	90,111.00	0.00	0.00	85,104.00	0.00
Other State Revenue	8300-8599		2,922.00	2,922.00	19,324.00	(10,391.00)	18,756.00	35,766.00	5,260.00	99,548.00
Other Local Revenue	8600-8799		17,549.00	19,037.00	13,656.00	36,118.00	111,975.00	8,779.00	45,133.00	47,308.00
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			200,828.00	185,276.00	481,293.00	409,809.00	424,702.00	342,584.00	564,535.00	433,916.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		92,163.00	189,167.00	241,325.00	189,136.00	187,226.00	187,116.00	188,896.00	184,256.00
Classified Salaries	2000-2999		28,590.00	56,867.00	57,653.00	60,714.00	61,997.00	61,396.00	61,396.00	61,396.00
Employee Benefits	3000-3999		29,589.00	60,432.00	85,835.00	91,479.00	93,635.00	92,203.00	92,190.00	92,068.00
Books and Supplies	4000-4999		8,890.00	20,871.00	2,386.00	(7,041.00)	10,844.00	10,779.00	2,782.00	15,625.00
Services	5000-5999		154,052.00	36,965.00	52,049.00	83,243.00	41,436.00	36,173.00	20,758.00	50,151.00
Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	240.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			313,284.00	364,302.00	439,248.00	417,531.00	395,138.00	387,667.00	366,262.00	403,496.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	233,951.00	94,039.00	34,038.00	0.00	32,663.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		233,951.00	94,039.00	34,038.00	0.00	32,663.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(225,221.00)	(190,742.00)	(36,371.00)	(7,784.00)	(22,905.00)	7,359.00	38,518.00	(28,232.00)	8,373.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		(225,221.00)	(190,742.00)	(36,371.00)	(7,784.00)	(22,905.00)	7,359.00	38,518.00	(28,232.00)	8,373.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		459,172.00	284,781.00	70,409.00	7,784.00	55,568.00	(7,359.00)	(38,518.00)	28,232.00	(8,373.00)
E. NET INCREASE/DECREASE (B - C + D)			172,325.00	(108,617.00)	49,829.00	47,846.00	22,205.00	(83,601.00)	226,505.00	22,047.00
F. ENDING CASH (A + E)			4,690,168.00	4,581,551.00	4,631,380.00	4,679,226.00	4,701,431.00	4,617,830.00	4,844,335.00	4,866,382.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:									
JUNE									
A. BEGINNING CASH		4,866,382.00	5,087,431.00	5,169,154.00	5,946,876.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	448,074.00	287,060.00	953,292.00	(281,014.00)	0.00		3,761,094.00	3,761,094.00
Property Taxes	8020-8079	0.00	0.00	0.00	0.00	0.00		0.00	0.00
Miscellaneous Funds	8080-8099	55,749.00	0.00	3,012.00	219,859.00	0.00		299,728.00	299,728.00
Federal Revenue	8100-8299	(19,277.00)	0.00	0.00	245,269.00	0.00		420,483.00	420,483.00
Other State Revenue	8300-8599	120,311.00	99,548.00	91,013.00	367,364.00	0.00		852,343.00	852,343.00
Other Local Revenue	8600-8799	7,326.00	63,145.00	32,914.00	196,835.00	0.00		599,775.00	599,775.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	175,000.00	0.00		175,000.00	175,000.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		612,183.00	449,753.00	1,080,231.00	923,313.00	0.00	0.00	6,108,423.00	6,108,423.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	185,696.00	186,647.00	94,677.00	589,201.00	0.00		2,515,506.00	2,515,506.00
Classified Salaries	2000-2999	61,396.00	61,396.00	68,048.00	183,726.00	0.00		824,575.00	824,575.00
Employee Benefits	3000-3999	92,100.00	92,239.00	67,334.00	462,829.00	0.00		1,351,933.00	1,351,933.00
Books and Supplies	4000-4999	22,044.00	1,523.00	4,441.00	280,687.00	0.00		373,831.00	373,831.00
Services	5000-5999	64,043.00	23,366.00	103,372.00	607,376.80	0.00		1,272,984.80	1,272,984.80
Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00		0.00	0.00
Other Outgo	7000-7499	0.00	0.00	0.00	1,592.00	0.00		1,832.00	1,832.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00		0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		425,279.00	365,171.00	337,872.00	2,125,411.80	0.00	0.00	6,340,661.80	6,340,661.80
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	43,531.00	0.00	29,680.00	0.00	0.00		233,951.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		43,531.00	0.00	29,680.00	0.00	0.00	0.00	233,951.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	9,386.00	2,859.00	(5,683.00)	0.00	0.00		(225,222.00)	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		9,386.00	2,859.00	(5,683.00)	0.00	0.00	0.00	(225,222.00)	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		34,145.00	(2,859.00)	35,363.00	0.00	0.00	0.00	459,173.00	
E. NET INCREASE/DECREASE (B - C + D)		221,049.00	81,723.00	777,722.00	(1,202,098.80)	0.00	0.00	226,934.20	(232,238.80)
F. ENDING CASH (A + E)		5,087,431.00	5,169,154.00	5,946,876.00	4,744,777.20				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								4,744,777.20	

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	6,967,124.17
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	437,056.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	950,000.00
6. All Other Financing Uses	All	9100	7699	
7. Nonagency	All	9200	7651	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	7100-7199	All except 5000-5999, 9000-9999	1000-7999	76,551.00
9. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,026,551.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				5,503,517.17
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)				243.69
B. Expenditures per ADA (Line I.E divided by Line II.A)				22,584.09
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total		Per ADA	
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	4,201,305.27		17,358.61	
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00		0.00	
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	4,201,305.27		17,358.61	
B. Required effort (Line A.2 times 90%)	3,781,174.74		15,622.75	
C. Current year expenditures (Line I.E and Line II.B)	5,503,517.17		22,584.09	
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00		0.00	
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met			

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000) 0.00
- 2. Contracted general administrative positions not paid through payroll _____
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 4,258,369.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 0.00%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
 Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

- 1. Other General Administration, less portion charged to restricted resources or specific goals
 (Functions 7200-7600, objects 1000-5999, minus Line B9) 15.00
- 2. Centralized Data Processing, less portion charged to restricted resources or specific goals
 (Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	15.00
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	15.00
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,102,751.17
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,644,473.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	941,561.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	0.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	50,576.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	267,916.00
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	8,000.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	6,015,277.17
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	0.00%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	0.00%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	15.00
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B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	0.00
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
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C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (0%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
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D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
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E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
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F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Budget, July 1
 2024-25 Estimated Actuals
 LOTTERY REPORT
 Revenues, Expenditures and
 Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	31,224.38		56,260.44	87,484.82
2. State Lottery Revenue	8560	46,220.00		19,483.00	65,703.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		77,444.38	0.00	75,743.44	153,187.82
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	38,836.00		6,000.00	44,836.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	23.00			23.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			3,100.00	3,100.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		38,859.00	0.00	9,100.00	47,959.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	38,585.38	0.00	66,643.44	105,228.82
D. COMMENTS:					
Restricted Lottery budget = \$3,100 for student online subscription based learning programs.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Budget, July 1
Estimated Actuals 2024-25
Technical Review Checks
Phase - All
Display - Exceptions Only

Grizzly Challenge Charter

San Luis Obispo County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (Informational) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types:

Exception

<u>Long-Term Liability Type</u>	<u>Beginning Balance</u>	<u>Ending Balance</u>
DEBT.GOV.COMP.ABS.9665		\$17,885.37

Budget, July 1
Budget 2025-26
Technical Review Checks
Phase - All
Display - Exceptions Only

Grizzly Challenge Charter

San Luis Obispo County

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