

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grizzly Challenge Charter

CDS Code: 40-10405-0101725

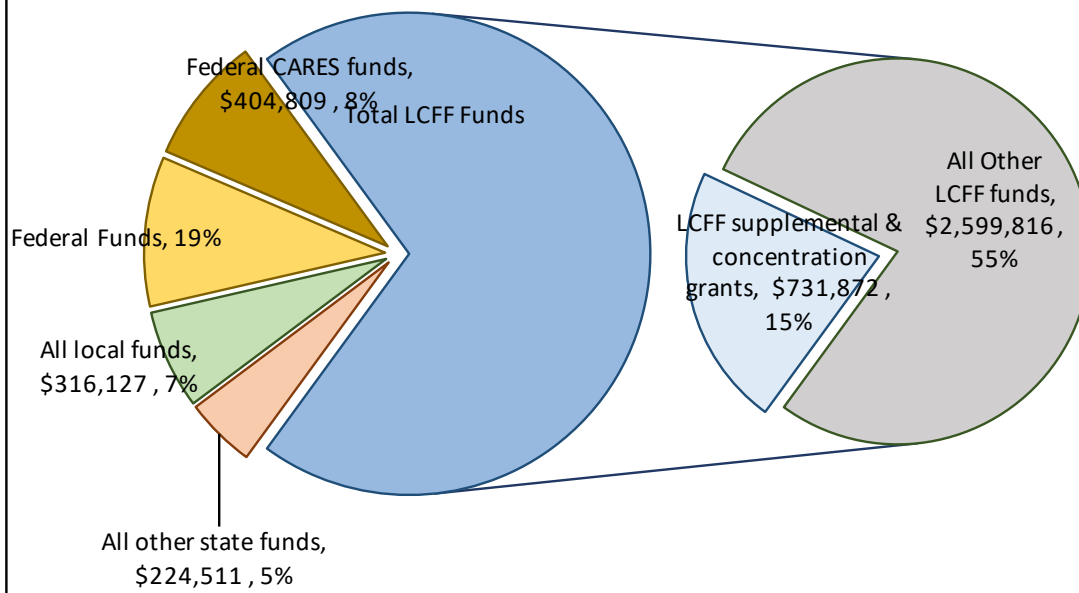
School Year: 2020-2021

LEA contact information: Katy Bates (805) 782-7315

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2020-2021 School Year

### Projected Revenue by Fund Source

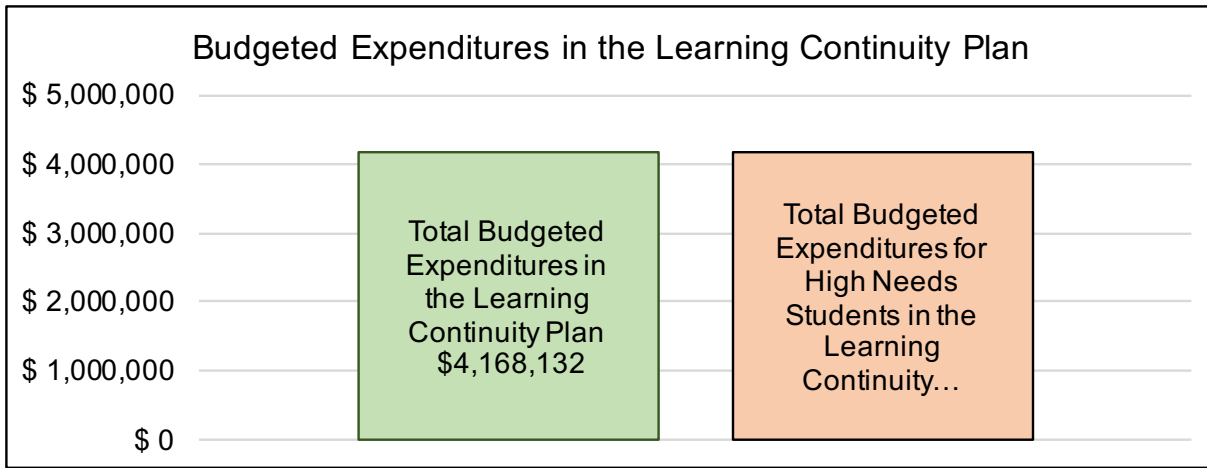


This chart shows the total general purpose revenue Grizzly Challenge Charter expects to receive in the coming year from all sources.

The total revenue projected for Grizzly Challenge Charter is \$4,753,884.00, of which \$3,331,688.00 is Local Control Funding Formula (LCFF) funds, \$224,511.00 is other state funds, \$316,127.00 is local funds, and \$881,558.00 is federal funds. Of the \$881,558.00 in federal funds, \$404,809.00 are federal CARES Act funds. Of the \$3,331,688.00 in LCFF Funds, \$731,872.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

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This chart provides a quick summary of how much Grizzly ChalleNGe Charter plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Grizzly ChalleNGe Charter plans to spend \$4,417,061.00 for the 2020-2021 school year. Of that amount, \$4,168,132.00 is tied to actions/services in the Learning Continuity Plan and \$248,929.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

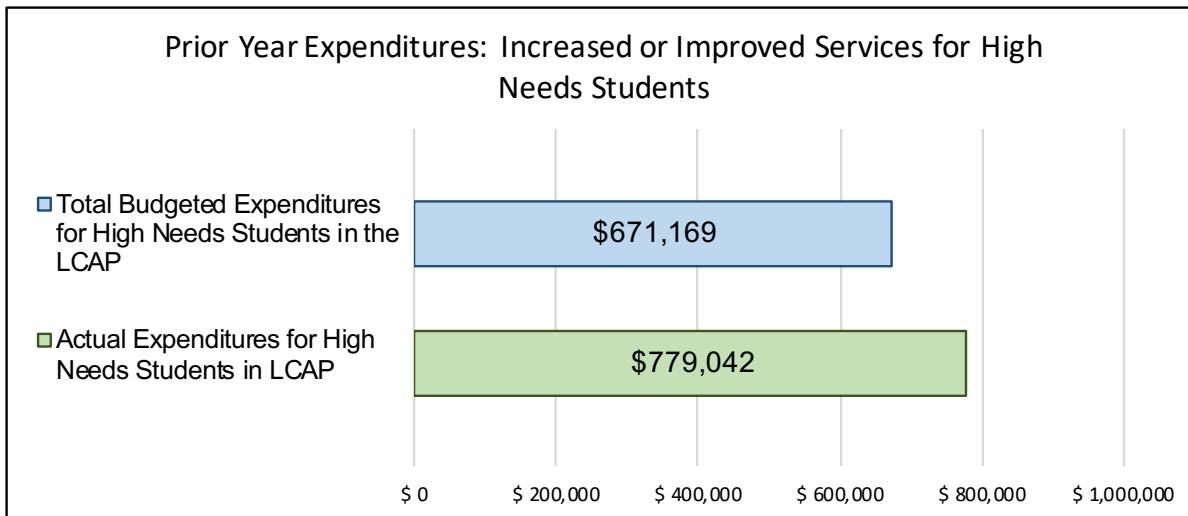
Funds not included with the Learning continuity plan include an administrative fee 8% of expenditures, to SLOCOE per the terms in the MOU. The learning continuity plan also excludes STRS on behalf revenue and expenditure budgets.

## Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Grizzly ChalleNGe Charter is projecting it will receive \$731,872.00 based on the enrollment of foster youth, English learner, and low-income students. Grizzly ChalleNGe Charter must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Grizzly ChalleNGe Charter plans to spend \$4,168,132.00 towards meeting this requirement, as described in the Learning Continuity Plan.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Grizzly Challenge Charter budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Grizzly Challenge Charter actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Grizzly Challenge Charter's LCAP budgeted \$671,169.00 for planned actions to increase or improve services for high needs students. Grizzly Challenge Charter actually spent \$779,042.29 for actions to increase or improve services for high needs students in 2019-2020.

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grizzly Challenge Charter School	Paul Piette, Principal	<a href="mailto:ppiette@mygya.com">ppiette@mygya.com</a> 805 782-6881

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In March of 2020 when Grizzly Challenge Charter School (GCCS) went into closure, students were sent home with proper technology, training and full access to the curriculum. Nevertheless, for many students, Distance Learning was an extremely challenging mode of instruction. For GCCS, it disrupted our entire program, which is designed to help students turn their life around. An important ingredient at GCCS to help young people change their lives is the residential setting on Camp San Luis. We provide a structured and disciplined, safe environment, free of drugs and alcohol that is focused on personal growth and development. As such, our in person services leverage CTE, Cuesta College for Dual Enrollment, and Job Internships to develop responsibility, work ethic and skill acquisition. Our emphasis on Career Development and the opportunities we provide connect education and training to our students’ futures and when we went on Distance Learning those experiences were terminated. We continued to work with students as they moved back to their homes to keep many of them engaged in school and moving forward but the larger developmental pieces were interrupted.

In their home environment, many students had difficulty with motivation, connectedness, and an ability to persist. For our GCCS students who are used to our intimate and highly structured environment, away from home, placing them back into their homes presented several challenges. The support and accountability they received on a daily basis through both the National Guard and the GCCS staff was greatly reduced and many students and families struggled with that. It became clear that the biggest factor that had an impact on students and families was our students physically moving back home and leaving our safe, structured and supportive environment. Instructionally, as previously mentioned, we transitioned to Distance Learning and we supplied every student with a Chromebook. We contacted all families to help them obtain Internet service in their homes through the various service providers. In homes where we couldn’t get high speed Internet, we supplied hot spots to students to connect to the Internet through cellular connections. For others, we provided printed material assignments that we mailed to their homes. In the Spring, we delivered a structured school day where classes were taught daily through live Zoom instruction from 9:00 a.m. - 12 p.m. and our instructional staff delivered small group and 1:1 tutoring every afternoon from 1:00-3:00. Special Education services continued to be delivered long distance as did Social and Emotional learning and supports. Our therapists continued to provide therapeutic support over the Internet/phone and all counseling and instructional staff made every effort to support and intervene as necessary when students lost motivation or engaged in unhealthy destructive choices. In short we found other ways to implement the activities that have been effective at GCCS; healthy relationships, structure, support, and accountability.

As we approached the 2020-2021 school year we prepared a Plan to ReOpen that took into consideration all of the CDC guidelines to mitigate the spread of COVID-19. We worked closely with the San Luis Obispo County Health Department in its development. Three days before our opening on July 20, 2020 the Governor's Monitoring List required us to go to Distance Learning. Our students have been brought in for the residential stay at Grizzly Youth Academy, but school will be delivered through Distance Learning while they are here. Whenever the date comes that we are off the monitoring list and able to offer in person instruction, we will do so in accordance with our Board Approved Plan to ReOpen.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Several student and parent surveys went out to seek input into Distance Learning to ascertain needs, challenges, and ideas. We worked very closely with our National Guard partners, as guardians, discussing best practices for establishing an environment that is as safe as possible in the time of COVID-19 and in preparation for Distance Learning. We also held online Zoom meetings for parents and families in both English and Spanish to gather additional input and feedback.

All certificated and classified staff were conferred with throughout the planning process. The Governor placed us into Distance Learning three days prior to starting our school year; as a team, we quickly developed plans together and with the National Guard to move forward. A difference now as opposed to March is that our students are residing on Camp San Luis instead of in their home environment while we implement Distance Learning.

[A description of the options provided for remote participation in public meetings and public hearings.]

Zoom meetings were scheduled for parents and staff members. Additionally, a Zoom meeting has been scheduled and posted for the public hearing of this document.

[A summary of the feedback provided by specific stakeholder groups.]

Parents and students are given a school survey, both in English and Spanish, biannually with each cohort of students. This provides valuable feedback for making the school even better. All school staff reviews these surveys and makes decisions based on stakeholder feedback. Based on the survey results, parents have a 95% approval rating of the school's culture and report feeling very comfortable and open to making suggestions and recommendations to school administrators. As previously mentioned, Grizzly is a heavily structured environment that is free of drugs and alcohol, which allows both parents and students to report that they feel safe at the school, which is in contrast to how many of our students felt about their schools in their previous districts. Parents often report, with a 94% approval, that GCCS prepares their sons and daughters for college and careers. It must also be noted that 75% of our students have plans to attend college or trade schools after graduation while the remainder plan to join the workforce or the armed services.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Although the current positive COVID-19 cases here in San Luis Obispo County prevents us from returning to a live in-person teaching model, we were able to gather feedback from teachers, parents, and our National Guard partners that serve as in-loco parentis to create a model that provides live Zoom instruction from 8:05 a.m. - 3:25 p.m. Monday through Friday with the Cadre of the National Guard providing in person supervision. This allows teachers and paraeducators to deliver and support the students to the best of their ability during remote learning. Overwhelmingly, the feedback from stakeholders was that this model of daily live instruction will be best for our student population of at-risk teens while having continuous, engaging, and routine lessons and support. Additional aspects of the plan, influenced by stakeholder input, is an even greater emphasis on counseling and social/emotional learning. We have created staff resources and systems to deliver these highly critical services. Of course, stakeholder engagement is still on-going and the school will continue to collaborate in an effort to make this school year as successful.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

A reopening plan was developed in consultation with the San Luis Obispo County Health Department to offer In-Person Instructional Offerings. In person instruction was set to begin July 20th, 2020 with the following set up. Students will be divided into morning and afternoon cohorts. Separating them into cohorts allows class sizes to be small enough (less than 15 students per class) to ensure a minimum of six feet of distance between the teacher and the students as well as student to student. All students and staff will wear face coverings in buildings and classrooms and outside of classrooms at times when six feet of distancing cannot be maintained. All classrooms will be appropriately cleaned at least daily and in high frequency areas it will be cleaned several times per day. Students and staff will have their temperature taken daily as well as undergo a self assessment for signs and symptoms. In the case that anyone has a temperature of 100.4 or above or exhibits any symptoms related to COVID-19, per CDC guidelines, they will be sent home or in the case of a student they will return to the barracks. Staff members as well as students will be encouraged to be seen by their medical provider for further diagnosis and appropriate action.

While in the classroom, students will have the immediate extra support needed from classroom paraeducators, access to special education services, as well as access to the school counselors and therapists to address social-emotional needs. We determine to what degree learning may need to be accelerated, as indicated by our Test of Adult Basic Education (TABE) assessment and in class formative assessments. In addition, through our Multi-Tiered System of Support structure, we will be able to respond to students' social-emotional, and physical and/or academic needs with an in-person yet safe team approach.

As is our common practice, we accelerate learning through our residential environment by emphasizing academic achievement through providing focused and accountable instruction and weekend opportunities for additional learning. Students are highly supported through

supervision and technology to enroll in additional classes and continue with credit accrual. We will offer several after-hours opportunities for students to continue with learning and classes to address learning loss.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Certificated staff (Teachers and Administrators)	\$2,419,143	[Y]
Classified staff (Paraeducators, Office Staff)	\$865,855	[Y]
Chromebooks	\$112,256	[Y]
Supplemental Materials	\$52,872	[Y]
Counseling/Therapy Services	\$203,817	[Y]
Professional Development	\$50,307	[Y]
Custodial Services	\$42,763	[N]
CTE Instruction	\$81,202	[Y]
Services for English Learners	\$42,236	[Y]
Stakeholder Engagement	\$66,621	[Y]
Support for Foster and Homeless Youth	\$34,511	[Y]
Web-based Instructional Software	\$34,607	[Y]
Student Technology Supports (headphones, WiFi access points, hotspots)	\$9,459	[Y]
Additional Tech Equipment for Staff to Work Remotely	\$1,499	[Y]
Dual Enrollment in Career Planning all Students	\$26,255	[Y]

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

“Distance Learning” means 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.

Unlike in the Spring when students were sent home, we have a unique situation whereby students are residentially located in our Academy under the supervision of the National Guard but we are 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 of live instruction/engagement from the hours of 8:05 a.m. - 3:30 p.m. All students are provided a Chromebook with access to a full curriculum. Students will participate in live Zoom instruction in the morning hours from 8:05 a.m. - 12:00 p.m. using our regular block schedule of three core classes per day. In the afternoon we will use that time for live engagement as well, where all students meet with their teachers for individualized lesson instruction in English, Math, and Social Emotional Learning. We use a variety of online software to address individual needs including Mangahigh for math, Membean, Lexia, Core5 for English and Evidenced Based Practices for daily Social Emotional lessons.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students have been distributed a Chromebook, charger and 2 sets of headphones. We have expanded and amplified our wireless capabilities on Camp San Luis so that all students 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 required. Currently, we have four Independent Study students needing and using a school issued hotspot. Our Independent Study teachers provide lessons through Google Classroom and perform several live check-ins each week to ensure functionality of technology and monitor student progress.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Our plan for synchronous instructional minutes is to ensure that all residential students have access to the core curriculum through daily live instruction. The CDE has issued guidelines for tracking and monitoring daily participation as well as the 240 minute minimum daily instructional minutes requirement. We are providing 360 minutes of live 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 240 instructional minutes and assigned in a nature that makes 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**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

GCCS has an Instructional Technology Trainer 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.

Nevertheless, Distance Learning is unique and we have provided additional trainings to meet the specific needs. Instructional Staff have been provided with additional Google Classroom and Hapara training as well as on features of Zoom and Google Meet. Our teachers have worked with our paraeducators and special education staff to develop systems for in-class supports that 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 required training to learn the various ways to schedule, present information and communicate with students when we cannot meet them not in person.

In addition, we have several software and/or web based programs that staff have received training in such as Mangahigh, Membean, Lexia, Core 5, Actively Learn, and evidence based SEL.

## **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

In the Spring of 2020 when we first went to Distance Learning, we ensured that all credentialed and classified staff were utilized to make sure students are receiving the support they need in their academics and that their social/emotional needs are met through scheduled contact times both online (through Zoom and Google Meet) as well as through phone calls, as necessary. All instructional staff and support staff were working to engage families and students in the online realm. In addition, many of the counselors and other staff members availed themselves to the families as resources for basic needs, food, shelter, etc.

The delivery of our roles and responsibilities have continued to change with the move to Distance Learning. Teachers continue to develop creative and engaging instruction but deliver it live online instead of in person. Student activities are performed entirely online and through Google Classroom, so the types of assignments and or projects are altered as well as the grading and evaluation of student progress. Not being in person requires us to work differently to manage classrooms, keep students engaged, and create positive, healthy relationships.

Support staff are still providing 1:1 and small group tutoring but virtually pull students into a breakroom to provide those services. Working together with classroom teachers, they communicate privately online to organize and offer behavioral and academic support to students. Likewise, our Special Education staff operate in a similar manner: Currently 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 continue to provide academic and social/emotional services but online through Zoom meetings.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

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 via Zoom 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 Lexia and Core 5 depending on the ELD level and needs of the student.

Students receive a behavioral health screening and a mental health clinician reviews the screening with the student support team and make appropriate referrals and linkages to the student/family when appropriate. Direct therapeutic services are provided by the school and as well as contracted agencies.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. Collaboration will occur 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.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Certificated staff (Teachers and Administrators)	\$2,419,143	[Y]
Classified staff (Paraeducators, Office Staff)	\$865,855	[Y]
Chromebooks	\$112,256	[Y]
Supplemental Materials	\$52,872	[Y]
Counseling/Therapy Services	\$203,817	[Y]
Professional Development	\$50,307	[Y]
Custodial Services	\$42,763	[N]
CTE Instruction	\$81,202	[Y]
Services for English Learners	\$70,717	[Y]
Stakeholder Engagement	\$66,621	[Y]
Support for Foster and Homeless Youth	\$34,511	[Y]
Web-based Instructional Software	\$34,607	[Y]
Student Technology Supports (headphones, WiFi access points, hotspots)	\$9,459	[Y]
Additional Tech Equipment for Staff to Work Remotely	\$1,499	[Y]
Dual Enrollment in Career Planning all Students	\$26,255	[Y]

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We anticipate that there will be moderate to significant learning loss from March 2020 when all schools went to Distance Learning. We are, however, very accustomed to addressing learning loss as our entire student enrollment consists of habitual truants and expelled youth who have suffered learning loss consistently over their educational years.

Our approach to working with students with learning deficiencies is to always assess first, teach to where they are, and supplement and individualize for specific skill deficits. In the first few weeks of enrollment at Grizzly Challenge Charter School, students are administered the TABE test to assess their grade levels in reading, mathematics and language arts. Because we are a brief 22-week-long intervention program, we are focused solely on growth levels rather than getting them to a certain grade level. We have a long history of successfully averaging approximately 1.5 grade level improvements in our short 22-week-long program.

Through our assessments, we identify students who are far below grade level in math and reading, as well as English learners performing far below grade level. As an instructional staff, we discuss these students and their areas of strengths/deficiencies prior to course placement. Students will be provided 2-3 weeks of “review” instruction on curricula that they learned in the previous year and teachers then assess if they need to be placed in a higher grade level class and appropriate course changes take place. All students are placed in appropriate classes and then supplemented with individualized curriculum according to their unique skill level and need. All ELD students receive SDAIE instruction in their Live Zoom instruction and intentional activities focused on speaking and listening are incorporated into the classes as well. Additional adaptive web based instruction for mathematics, English language arts and English language development is further incorporated to student assignments to address specific and unique skill deficits.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Again, the Grizzly Challenge Charter School consists of approximately 90% unduplicated students. Our entire approach to teaching and learning is with these groups in mind. What we believe is effective to accelerate learning in this population is consistent attendance, consistent structure in classroom management, organization in lesson planning, and an individualized supplementation to the curriculum with a high degree of support staff available for academic remediation and social/emotional learning.

All learners will receive instruction in classes taught by SDAIE trained teachers using methods that are highly effective for EL students and all students with learning deficits. All students including ELs, low income, FY and homeless will also have a heavy focus on acquiring Academic Vocabulary and daily reading activities to increase language proficiency and reading comprehension. They will be supplemented

with Lexia/Core 5 ELD curriculum as needed. Math instruction will be at their readiness level and taught using SDAIE methods and supplemented with individualized placement in Mangahigh for accelerated and differentiated progress.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

To measure the effectiveness of our strategies we will rely on multiple measures of input. Each week the entire staff meets to discuss student progress and engagement. Students who are struggling are identified and counselors and teachers enter into a fact finding mode to discover the reasons for the struggle. As a matter of practice, we are consistently identifying barriers and working with the student to overcome the barrier through academic and social/emotional supports.

Multiple Measures include:

- Authentic Assessments from classroom teachers
- Task completion/portfolios
- MTSS meetings on students/interventions
- Post TABE test growth results

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Supplemental Reading Instruction	\$6,880	[Y]
Tiered Support Services	\$899,521	[Y]
Counseling/Therapy Services	\$34,588	[Y]
Student Information System for Data-Informed Decision Making	\$6,350	[Y]

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staff has participated in several training sessions to learn how to identify and address trauma in students. Additional attention and PD has been focused on stress reduction in students and staff alike. Students are screened and evaluated on a continuous basis at Grizzly Challenge Charter School through our Academic Counseling Team, our Military Counselors, our Licensed MFT, our Special Education team and Counselor, as well as therapists from our local County Behavioral Health. Assessment and treatment is offered and encouraged. Additionally, we have all students participating in Evidence Based Courses that teach and contribute to a calm mind and reduced stress.

Staff members have been supplied with InnerBalance from HeartMath that has been scientifically shown to reduce stress and increase resilience. Additionally, staff is made aware of our Employee Assistance Program to pursue additional help and counseling.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pupil and Family Engagement and outreach is ongoing through communication from instructional staff and administration. Weekly progress reports are provided to all instructional staff, counselors and National Guard staff. Because the National Guard acts as parents/guardians while students are enrolled in the program, we have a consistent line of communication around all student progress. Although attendance is never a problem at Grizzly Youth Academy but we are of course still very concerned with the overall motivation and success of all students. As a communication tool, we provide all staff members with weekly progress reports which give feedback on grades as well as behavioral issues experienced or observed by staff. Our Multi-Tiered System of Support (MTSS) team identifies students demonstrating any type of struggle and case manages the student with our National Guard partners. It is always important to identify the cause around a symptom and that includes school performance. So when a student is demonstrating poor performance we seek to understand and identify the reasons why. Sometimes it is a lack of prior knowledge and skill so we provide individual teaching and tutoring to build their skills and scaffold their assignments. Other times it is a learning disability or a personal or emotional situation that is interfering. In all cases, we develop meaningful relationships with students and provide them the support that they need for their given situation whether that is 1:1 tutoring, remedial instruction, Special Education services, English language access or counseling services.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All meals are provided for free for all students attending Grizzly Youth Academy. They receive breakfast, lunch, dinner, and two snacks each day. During the period of school site closure, and students move home and off Camp San Luis, meals are available for our students at their school districts of residence distribution sites. GCCS actively communicates with our partnering districts for updates related to child nutrition and pick up spots for meals. For students on Independent Study, meals are available at their district of residence.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
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Mental Health and Social and Emotional Well-Being	Counselors	\$96,248	[Y]
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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.22%	\$731,872

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Many foster youth, English learners and low-income students experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability and significant mental health issues. As a result, Grizzly Challenge Charter School prioritizes the needs for these students. Our student enrollment consists of approximately 90% of these students.

We continue to serve these students with support in remedial education, social/emotional services and career development. As previously stated, our instructional staff, counselors and therapists are changing the way they deliver services to match the need via distance learning and provide social/emotional support and skill building. Our bilingual paraeducator works closely with our English learners, all teachers continued to focus on speaking and listening skills as well as academic vocabulary. Our Foster Youth liaison continued to monitor and support those youth and communicate with the Case Managers. Low income (85% of enrollment) students and the entire student body were incentivized to stay engaged with contests and rewards. To mitigate and intervene in some of the digital challenges, our staff provided frequent 1:1 technology assistance to remove those barriers to accessing the curriculum.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Our school is close to 90% unduplicated count meaning that our school-wide intensive services are available to all students including English learners, foster youth (FY) and low-income students.

Services being funded and provided on a schoolwide basis to provide a meaningful connection of education/training include a strong emphasis on career development. All students are dually enrolled with Cuesta College in a Career Planning course to develop careers that match a students values and preferred lifestyle while highlighting the education and training needed. We have reduced all class sizes greatly so that all students receive the appropriate attention and support that they need. We combine that course with CTE certifications and Work Experience Education to make school meaningful and relevant for all of our students. Our counselors work closely with each student to

develop a MAP (My Action Plan) that includes parent input as well as Mentor input that describes the student's career and educational goals. To support choices in post secondary education and training, we provide these youth with after school College Club opportunities designed to assist students in college planning, applications and course selection.

Additionally, we provide transition support to all of our students as they prepare to leave our setting and continue to provide services *after* they are no longer enrolled. We have hired staff to work with students after they have left and we have developed partnerships with other schools around California to equally assist with our student's transition back into their school in an effort to provide support and keep the positive momentum going.

Lastly, our Multi-Tiered Systems of Support fully encompasses prevention strategies and problem solving steps to improve the academic, behavioral, and social emotional outcomes for students. The services recommended and delivered will promote increased levels of student achievement and support the emotional well being of our students.