

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Grizzly Challenge Charter School

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LCAP Year:2014/2015

Local Control and Accountability Plan and Annual Update

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>All staff employees, including local CTA bargaining unit, have participated in several LCAP input meetings where LCFF and LCAP processes were discussed and goals were identified.</p> <p>LCFF and LCAP process was discussed in School Site Council and ELAC committee. Input from parent, staff, and students' was gathered from discussions and surveys and meaningfully incorporated into the LCAP.</p> <p>Students do not live with parents while attending Grizzly Youth Academy however parents were informed of LCAP and surveyed for their input toward LCAP development beginning February 2014. The National Guard operates as parents, in loco parentis, during the students' enrollment and they have been consistently involved in the development of goals and services/actions.</p> <p>Our Charter Petition outlines the goals of the program and the parents, students, and National Guard are all communicated with before anyone applies to the academy and while enrolled. As we surveyed and discussed LCAP with students, staff, parents, and National Guard personnel, it was clear that all stakeholders had a shared understanding of our goals and a general agreement with the steps and actions taken to meet those goals and provided further input into increased services toward the goals.</p>	<p>The input received from the various stakeholders served to:</p> <ul style="list-style-type: none"> • Consolidate and align the Grizzly Challenge Charter School goals and activities that the Charter has established in its Charter Petition and WASC process. • Identify the elements of the Grizzly Program that are working so they can be further supported through the LCAP process • Identify the need to strengthen and revise services and supports so they can be further supported through the LCAP process • Prioritize goals and actions to better meet the mission of the Charter Petition.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that

statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal #1 Need: Students enroll with many deficits that contribute to being at risk of dropping out of school. We will provide structures, processes, and interventions.</p> <p>Metrics: TABE improvement, CAHSEE passage rates, EL reclassification data, student surveys.</p>	Improve the academic achievement of all students enrolled in GYA.	ALL	Grizzly Challenge Charter School	100% of teaching staff will hold proper credentialing and participate in Professional Development to ensure strong implementation of the Common Core State Standards.	100% of teaching staff will hold proper credentialing and participate in Professional Development to ensure strong implementation of the Common Core State Standards.	100% of teaching staff will hold proper credentialing and participate in Professional Development to ensure strong implementation of the Common Core State Standards.	<p>Basic</p> <p>Implementation of State Standards</p> <p>Pupil Achievement</p> <p>Parental Involvement</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Cumulative TABE increase greater than 1.0 grade level.	Cumulative TABE increase greater than 1.0 grade level.	Cumulative TABE increase greater than 1.0 grade level.	
					CAHSEE passage rates greater than 65% for ELA and Math.	CAHSEE passage rates greater than 65% for ELA and Math.	CAHSEE passage rates greater than 65% for ELA and Math.	
					Student survey responses of at least 90% reporting safe at school, reporting they feel they belong at school, and 90% feeling prepared for the real world in their ability to read, write, do math, present information and to use technology.	Student survey responses of at least 90% reporting safe at school, reporting they feel they belong at school, and 90% feeling prepared for the real world in their ability to read, write, do math, present information and to use technology.	Student survey responses of at least 90% reporting safe at school, reporting they feel they belong at school, and 90% feeling prepared for the real world in their ability to read, write, do math, present information and to use technology.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal #2</p> <p>Need: Students need knowledge, exposure, and experiences to colleges and careers to make positive choices and connect learning to life goals.</p> <p>Metrics: Number of enrollments in CTE/vocational ed course, job internships, completion of Job Skills curriculum, MAP completion.</p>	Prepare students for college and careers.	All	Grizzly Challenge Charter School		50% of enrolled students will be enrolled in a CTE or Vocational Education course.	65% of enrolled students will be enrolled in a CTE or Vocational Education course.	75% of enrolled students will be enrolled in a CTE or Vocational Education course.	<p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p> <p>School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					25% of enrolled students will successfully complete a four-week internship.	25% of enrolled students will successfully complete a four-week internship.	25% of enrolled students will successfully complete a four-week internship.	
					100% of students will complete an aptitude survey and a college/career search.	100% of students will complete an aptitude survey and a college/career search.	100% of students will complete an aptitude survey and a college/career search.	
					100% of students will participate in a Career Day.	100% of students will participate in a Career Day.	100% of students will participate in a Career Day.	
					100% of students will become knowledgeable in and fill out a FAFSA form.	100% of students will become knowledgeable in and fill out a FAFSA form.	100% of students will become knowledgeable in and fill out a FAFSA form.	

					100% of students will complete a job application, a resume, and participate in a mock interview.	100% of students will complete a job application, a resume, and participate in a mock interview.	100% of students will complete a job application, a resume, and participate in a mock interview.	
					100% of students will develop a plan with their parents stating educational and career goals.	100% of students will develop a plan with their parents stating educational and career goals.	100% of students will develop a plan with their parents stating educational and career goals.	
<p>Goal #3 Need: We define our program’s success by what our students are doing one year after completion. Based on their age and proficiencies their choices range from full-time engagement in high school, college, military, or the workforce.</p> <p>Metrics: Post-residential placement data.</p>	<p>Support students for successful transition from GYA to high school, college, military, or the workforce.</p>	All	Grizzly Challenge Charter School		90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.	90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.	90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.	Parental Involvement Pupil Engagement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Improve the academic achievement of all students enrolled in GYA.	Basic	Ensure all core subject areas are taught by teachers who are appropriately credentialed.	LEA-wide		Credential/course alignment monitoring. Cost: \$958,315 RS: 0000, 3010, 1400, 6500	Credential/course alignment monitoring. Cost: \$972,289 RS: 0000, 3010, 1400, 6500	Credential/course alignment monitoring. Cost: \$998,769 RS: 0000, 3010, 1400, 6500
	Basic	Ensure all facilities are in good condition.	LEA- wide		Facilities reports-timely work orders. Cost: \$3,329 RS: 0000	Facilities reports-timely work orders. Cost: \$3,414 RS: 0000	Facilities reports-timely work orders. Cost: \$3,500 RS: 0000
	Implementation of State Standards Pupil Achievement Pupil Engagement	Increase the academic rigor and student engagement.	LEA-wide		Identify and implement materials aligned to CCSS. Cost: \$25,000 RS: 0000	Continue to implement and review materials aligned to CCSS. Cost: \$25,000 RS: 0000	Continue to implement and review materials aligned to CCSS. Cost: \$25,000 RS: 0000
	Implementation of State Standards Pupil Achievement Pupil Engagement	Staff Development	LEA- Wide		Provide PD in CCSS and 21 st Century Learning. Cost: \$25,000 RS: 3010	Provide PD in CCSS and 21 st Century Learning. Cost: \$25,000 RS: 3010	Provide PD in CCSS and 21 st Century Learning. Cost: \$25,000 RS: 3010

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Course Access Pupil Engagement	Remove barriers to graduation.	LEA-wide		Identify 12 th grade students in need of passing CAHSEE and provide targeted instruction. Cost: \$21,381 RS: 0000	Identify 12 th grade students in need of passing CAHSEE and provide targeted instruction. Cost: \$21,964 RS: 0000	Identify 12 th grade students in need of passing CAHSEE and provide targeted instruction. Cost: \$22,547 RS: 0000
	Parental Involvement	Engage the National Guard, in loco parentis, as partners in the education of all students.	LEA-wide		Meet regularly with the National Guard to discuss counseling issues, behavior issues, as well as overall program and policy issues. Cost: \$54,218 RS: 0000, 3010	Meet regularly to discuss counseling issues, behavior issues, as well as overall program and policy issues. Cost: \$55,669 RS: 0000, 3010	Meet regularly to discuss counseling issues, behavior issues, as well as overall program and policy issues. Cost: 57,120 RS: 0000, 3010
	Parental Involvement	Parent Engagement	LEA-wide		Provide access to student grades and daily assignments. Cost: \$6,658 RS: 0000	Provide access to student grades and daily assignments. Cost: \$6,829 RS: 0000	Provide access to student grades and daily assignments. Cost: \$6,999 RS: 0000
	Implementation of State Standards Pupil Achievement	Provide reading intervention instruction.	LEA-wide		Identify and enroll in Read 180 course. Cost: \$9,622 RS: 0000, 3010	Identify and enroll in Read 180 course. Cost: \$9,881 RS: 0000, 3010	Identify and enroll in Read 180 course. Cost: \$10,141 RS: 0000, 3010

	Pupil Achievement Pupil Engagement School Climate	Support emotional well being of all students	LEA-wide		Student access to on-site mental health staff (counselor, therapist, and school psychologist). Cost: \$45,235 RS: 6500	Student access to on-site mental health staff (counselor, therapist, and school psychologist). Cost: \$46,299 RS: 6500	Student access to on-site mental health staff (counselor, therapist, and school psychologist). Cost: \$47,363 RS: 6500
Goal #2 Prepare students for college and careers.	Course Access Pupil Engagement School Climate	Provide instruction to all students exploring and connecting post secondary education to careers.	LEA-wide		Enroll all students in Job Skills Course. Cost: \$16,280 RS: 0000, 3010	Enroll all students in Job Skills Course. Cost: \$16,710 RS: 0000, 3010	Enroll all students in Job Skills Course. Cost: \$17,140 RS: 0000, 3010
	Course Access Pupil Engagement	Ensure all students have current TABE assessments, updated transcripts, and appropriate course placement.	LEA-wide		Assess each student, perform credit analysis and create individual learning goals with each student. Cost: \$24,055 RS: 0000, 3010	Assess each student, perform credit analysis and create individual learning goals with each student. Cost: \$24,704 RS: 0000, 3010	Assess each student, perform credit analysis and create individual learning goals with each student. Cost: \$25,352 RS: 0000, 3010
	Course Access Pupil Engagement	Provide breadth of courses needed for high school diploma.	LEA-wide		Implement distance learning courses. Cost: \$12,000 RS: 0000	Implement distance learning courses. Cost: \$12,000 RS: 0000	Implement distance learning courses. Cost: \$12,000 RS: 0000
	Course Access Pupil Engagement	Provide exposure to vocational education.	LEA-wide		Develop partnerships to provide vocational education Classes and job internships in the community. Cost: \$22,736 RS: 0000, 3010	Develop partnerships to provide vocational education Classes and job internships in the community. Cost: \$23,359 RS: 0000, 3010	Develop partnerships to provide vocational education Classes and job internships in the community. Cost: \$23,983 RS: 0000, 3010

<p>Goal #3 Support students for successful transition from GYA to high school, college, military, or the workforce.</p>	<p>Pupil Engagement</p>	<p>Individual assistance to program completers needing help re-enrolling and forming a connection in high school, assist with removing barriers to college registration, assist with job applications and interviewing.</p>	<p>LEA-wide</p>		<p>Provide Regional Mentor for SLO County and Santa Barbara County. Cost: \$10,000 RS: 0000</p>	<p>Provide Regional Mentor for SLO County and Santa Barbara County. Cost: \$10,000 RS: 0000</p>	<p>Provide Regional Mentor for SLO County and Santa Barbara County. Cost: \$10,000 RS: 0000</p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #1 Improve the academic achievement of all students enrolled in GYA.</p> <p>Goal #2 Prepare students for college and careers.</p> <p>Goal #3 Support students for successful transition from GYA to high school, college, military, or the workforce.</p>	<p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p>	<p>For low income pupils: Provide instruction to all students, including LI, FY, EL, and RFEP, in Job Skills class.</p>	LEA-wide		<p>Develop and modernize instruction in Job Skills-provide instruction. Cost: \$53,453 RS: 0000</p>	<p>Implement new Job Skills course. Cost: \$54,910 RS: 0000</p>	<p>Continue to evaluate and implement Job Skills course. Cost: \$56,367 RS: 0000</p>
	<p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p>	<p>Provide instruction to all students in Financial Literacy.</p>	LEA-wide		<p>All students provided instruction in Financial Literacy. Cost: \$53,453 RS: 0000</p>	<p>Develop and refine instruction in Financial Literacy-continue instruction. Cost: \$43,358 RS: 0000</p>	<p>Implement new Financial Literacy course. Cost: \$45,768 RS: 0000</p>

<p>Goal #1 Improve the academic achievement of all students enrolled in GYA.</p>	<p>School Climate Pupil Engagement</p>	<p>Provide several field trips, cultural experiences and opportunities outside of classroom environment.</p>	<p>LEA-wide</p>		<p>Develop and implement school activity schedule and coordinate with National Guard. Cost: \$10,933 RS: 0000</p>	<p>Develop and implement school activity schedule and coordinate with National Guard. Cost: \$11,188 RS: 0000</p>	<p>Develop and implement school activity schedule and coordinate with National Guard. Cost: \$11,442 RS: 0000</p>
<p>Goal #2 Prepare students for college and careers.</p> <p>Goal #3 Support students for successful transition from GYA to high school, college, military, or the workforce.</p>	<p>Pupil Achievement Pupil Engagement Implementation of State Standards</p>	<p>Instill 21st Century Learning skills.</p>	<p>LEA-wide</p>		<p>Maintain a 1:1 technology environment and develop abilities in staff and students to be proficient users. Cost: \$87,027 RS: 0000, 3010</p>	<p>Maintain a 1:1 technology environment and develop abilities in staff and students to be proficient users. Cost: \$60,372 RS: 3010</p>	<p>Maintain a 1:1 technology environment and develop abilities in staff and students to be proficient users. Cost: \$61,846 RS: 3010</p>
	<p>Pupil Achievement Pupil Engagement</p>	<p>For English learners: Provide reading intervention to EL students.</p>	<p>LEA-wide</p>		<p>Implement Read 180 for students reading below a 7th grade level. Cost: \$42,896 RS: 0000</p>	<p>Implement Read 180 for students reading below a 7th grade level. Cost: \$44,050 RS: 0000</p>	<p>Implement Read 180 for students reading below a 7th grade level. Cost: \$45,204 RS: 0000</p>
	<p>Pupil Achievement Pupil Engagement</p>	<p>Student support in primary language.</p>	<p>LEA-wide</p>		<p>Bilingual Instructional Assistant. Cost \$37,804 RS: 3010</p>	<p>Bilingual Instructional Assistant. Cost \$38,345 RS: 3010</p>	<p>Bilingual Instructional Assistant. Cost \$39,486 RS: 3010</p>

<p>Goal #1 Improve the academic achievement of all students enrolled in GYA.</p> <p>Goal #2 Prepare students for college and careers.</p> <p>Goal #3 Support students for successful transition from GYA to high school, college, military, or the workforce.</p>	<p>Parental Involvement</p>	<p>For foster youth: Improve our communication with FY guardians about student progress, goals, and diploma requirements.</p>	<p>LEA-wide</p>		<p>Develop and implement process to identify FY students, gather all information and meet with student and guardian to discuss educational rights and options. Cost: \$23,210 RS: 0000</p>	<p>Identify FY students, gather all information and meet with student and guardian to discuss educational rights and options. Cost: \$23,760 RS: 0000</p>	<p>Identify FY students, gather all information and meet with student and guardian to discuss educational rights and options. Cost: \$24,310 RS: 0000</p>
	<p>Pupil Achievement</p> <p>School Climate</p>	<p>For redesignated fluent English proficient pupils: Empower students with the knowledge to complete redesignation requirements.</p>	<p>LEA-wide</p>		<p>Implement process for EL students to gain knowledge into their classification status and requirements for redesignation. Cost: \$23,210 RS: 0000</p>	<p>Implement process for EL students to gain knowledge into their classification status and requirements for redesignation. Cost: \$23,760 RS: 0000</p>	<p>Implement process for EL students to gain knowledge into their classification status and requirements for redesignation. Cost: \$24,310 RS: 0000</p>

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the

services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Grizzly Challenge Charter School receives \$227,325 in Supplemental funds for our unduplicated students. Grizzly Challenge Charter school does not receive concentration funds, although the unduplicated count is 78%, based on LCFF regulations that require all charter schools to take on the unduplicated count of the district the charter school is physically located within. In this case, San Luis Coastal does not have an unduplicated count above 55% so there are no concentration funds available to our school. Funds will be used LEA/Charter-wide to address the goals of improving Academic Achievement, preparing students for college and careers, and to support students in their transitions from Grizzly.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Grizzly Challenge Charter School collects attendance for approximately 250 students in grades 10-12. For 2014-2015 our Minimum Proportionality Percentage is 14.01%. The Charter School is meeting the MPP by supporting staff development, implementation of the Common Core State Standards, improving academic achievement, providing course instruction and experiences in vocational education and financial literacy, providing and facilitating mental health services, improving the quality of communication with parents, developing individual plans for working with English Learners and reclassification, offer a broad access to courses, train students in the use of technology, and supporting students in their transitions.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.