

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grizzly Challenge Charter School

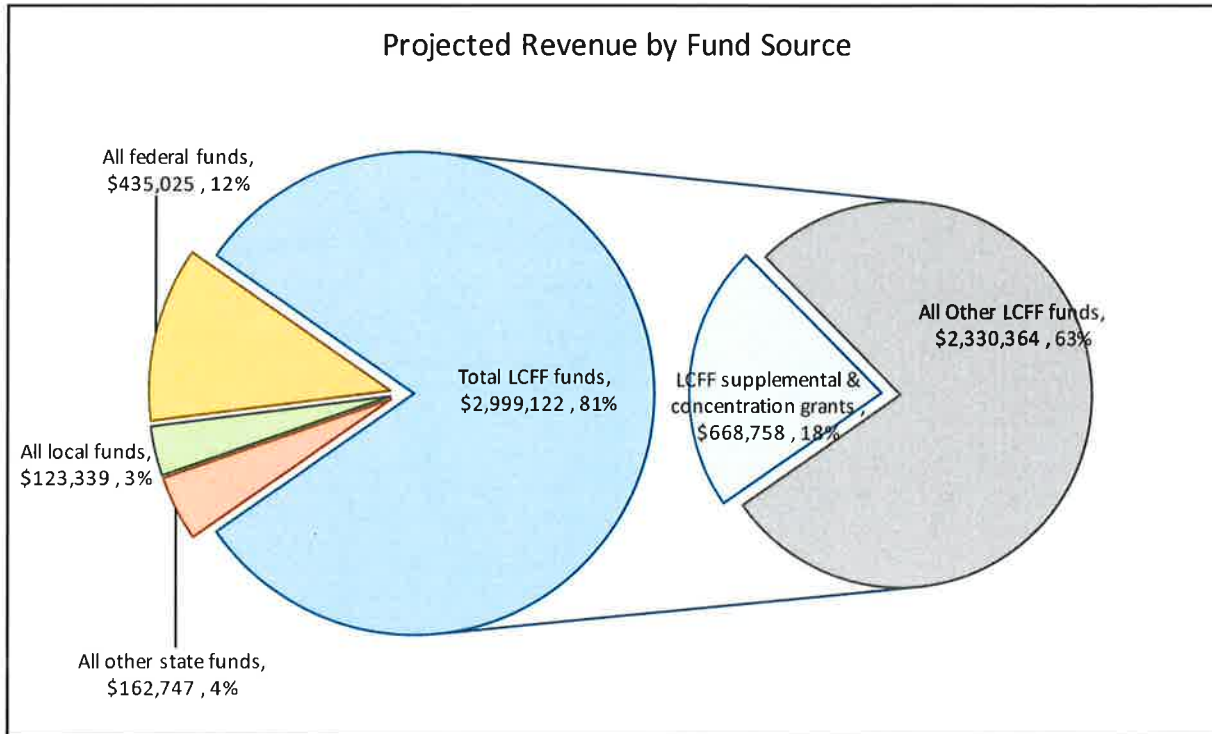
CDS Code: 40-10405-0101725

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Paul Piette, 805 782-6881, ppiette@mygya.com

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 2019-20 LCAP Year

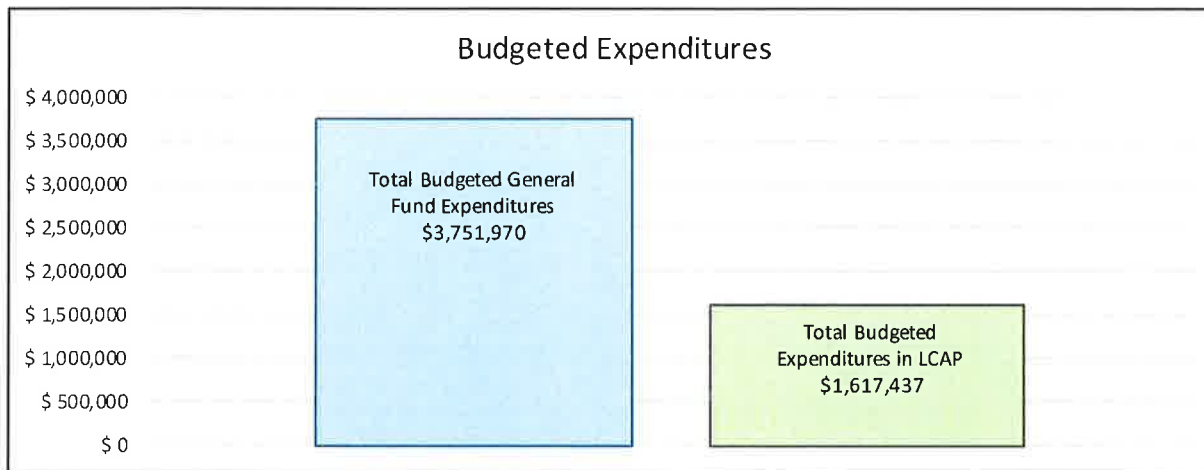


This chart shows the total general purpose revenue Grizzly Challenge Charter School expects to receive in the coming year from all sources.

The total revenue projected for Grizzly Challenge Charter School is \$3,720,233.00, of which \$2,999,122.00 is Local Control Funding Formula (LCFF), \$162,747.00 is other state funds, \$123,339.00 is local funds, and \$435,025.00 is federal funds. Of the \$2,999,122.00 in LCFF Funds, \$668,758.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Grizzly Challenge Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Grizzly Challenge Charter School plans to spend \$3,751,970.00 for the 2019-20 school year. Of that amount, \$1,617,437.00 is tied to actions/services in the LCAP and \$2,134,533.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

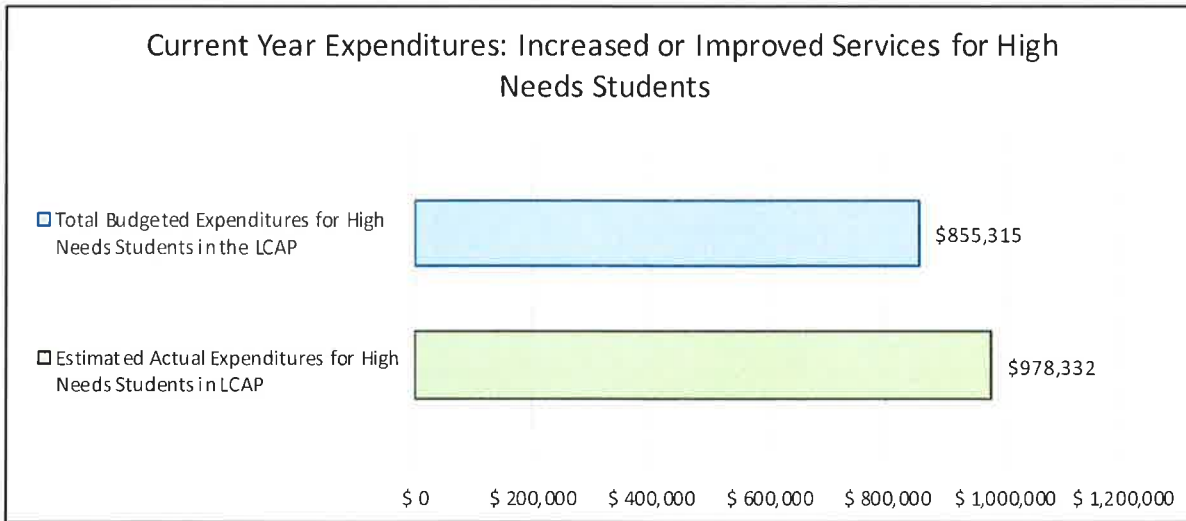
Grizzly Challenge Charter School plans to spend \$3,751,970 for the 2019-2020 school year. Of that amount, \$2,134,533 is not included in the base LCAP. The budgeted expenditures that are not included in the LCAP will be used for personnel, supplies, materials to support the instructional program with \$957,534 specifically budgeted to support our high need pupils (Foster Youth, English Learners, and Low Income students). Additional funds have been budgeted to for support staff and the materials and supplies required to operate the school and maintain a clean and safe environment.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Grizzly Challenge Charter School is projecting it will receive \$668,758.00 based on the enrollment of foster youth, English learner, and low-income students. Grizzly Challenge Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Grizzly Challenge Charter School plans to spend \$957,534.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Grizzly Challenge Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grizzly Challenge Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Grizzly Challenge Charter School's LCAP budgeted \$855,315.00 for planned actions to increase or improve services for high needs students. Grizzly Challenge Charter School estimates that it will actually spend \$978,331.72 for actions to increase or improve services for high needs students in 2018-19.

2019-20

# Local Control Accountability Plan and Annual Update (LCAP)

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Grizzly Challenge Charter School serves all students enrolled in the Grizzly Youth Academy, which is a partnership between the California National Guard and the Grizzly Challenge Charter School. At its heart, the mission of Grizzly is to intervene and reclaim the lives of at-risk youth. Recognized through our 21 years of operation as a high-quality program, we continue to transform lives through our partnership operating a quasi-military structure, high caliber teaching, mentoring, and a student-centered approach to the various social-emotional dynamics that contribute to an at-risk life.

The residential program is safe from outside influence, drug free and cell phone free. Limiting distractions for our students provide space for academy to fill it up with positive habits and mindsets. Our program delivery teaches our students to be self-motivated, self-disciplined, and accountable. Complementing our structured environment, we support all students in all aspects of their development; academic, vocational, social, emotional, behavioral, and personal.

In a safe environment, we recognize the individuality of each student. We prepare all students for college and careers with an emphasis on supporting whatever the students' goal may be. Regardless of their goal, each student will have the attention of caring knowledgeable adults to show them various paths to realize their goals which sometimes means college, sometimes mean the workforce and other times means joining the military. In acknowledgement of the need for training and/or post-secondary education, all students will be exposed to community college experiences and courses to gain a realistic career awareness, familiarity with college, experience in a field, and an understanding of the opportunities available to them after high school.

Grizzly staff, work closely with all students on their transition plans as they complete their enrollment in our academy. All students will complete an individualized plan with their staff, families, and mentors for their Post Grizzly life. Those plans are short term and long term and are centered around living, education, and career goals. Students are supported through their transition and for the first year after

leaving our program data is collected from the students and/or their mentors to report on the success and challenges of their Post Grizzly lives and when assistance is needed, Grizzly staff provide support.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Accomplishments and key features of 2018-2019 LCAP include:

- Overall average improvement on the TABE test is 1.5 grade levels in five months of enrollment.
- Relevant and high-quality staff development for staff on Social/Emotional Learning, CCSS, Universal Design for Learning, Executive Functioning, Trauma Informed Practices.
- High student retention rate of approximately 90% throughout the year.
- Effective, passionate, and well-trained teachers instructing a school comprised of all at-risk youth.
- Earned a 6-year WASC accreditation.
- Hired Licensed Marriage Family Therapist to work with students and families.
- Community support for overall student wellness including mental health and physical health.
- Extracurriculars such as Culinary Arts, Coding, Tech Mentors, Student Council, Ukulele, College Club, Run Club, Counseling Groups are involving more and more students in student life.
- Dedicated Community and Business support for our Student Internship program.
- Strong Post Residential support supplied to students through education and military departments to assist their development after Grizzly.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

During the 2018-2019 school year, the impacts of teaching and learning continue to be a strong achievement within the academy. Courses are taught by appropriately credentialed and passionate teachers who participate in continuous Professional Development around the California Common Core State Standards, English Language Development, Social Emotional Learning, Trauma Informed Practices, Universal Design for Learning as well as development that is course content specific.



Dual Enrollment courses with Cuesta College are effective in teaching students relevant content focused on career readiness as well as credit recovery purposes affording students the ability to earn both high school and college credit.

The hiring and integration of additional mental health professionals to address the needs of our students has been incredibly important. In combination with additional staff training, our students' mental health needs are identified sooner and addressed sooner which increases their performance in every way at the academy.

Career Technical Education (CTE) exposure and emphasis remains a key feature to our program. Students reported a 96% recommendation rate with our CTE courses offered through Cuesta College with over 93% of students reporting they believe it will help them with employment and 85% reporting after the classes that they want to attend community college after high school. In addition, all students are enrolled in a Career Planning course that students find incredibly relevant, engaging, and a powerful tool to connect education/training to career goals.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

As an alternative school we are certified as DASS which means that the evaluation rubrics and Dashboard are not applied to us. We qualify because all of our students are credit deficient and at risk of dropping out of school.

Our review acknowledges the need to continue to focus on core curriculum as our students have typically failed at least one of those classes and need the skills and credit recovery. In addition, we believe we need to focus on non-core classes and opportunities as much as core: Courses that engage and inspire students to become life-long learners and skilled adults.

To incorporate CTE classes in 2019-2020 and beyond, it is clear we need to develop other relationships and develop onsite facilities that will allow us to host shop/lab style classes for automotive, construction, welding etc. Our relationship with Cuesta College has long afforded us opportunities to have our students take CTE courses on their campus on Saturdays. Students will not be enrolling in those classes in the 2019-2020 school year. Saturdays are outside of the school's control and area of influence so we are working on options to incorporate experiential CTE opportunities, rather than college classes, into the school day for the next year.

While we believe that our students' Post Grizzly lives are healthier and more positively engaged than they were previous to attending Grizzly, this remains an area of need. Our National Guard partner employs Case Managers to work with Mentors in the Post Residential Phase and the school hires Transition Specialists to provide direct support to students to help solve problems and remove barriers that may contribute to students not going to school or working full time after Grizzly.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Performance gaps are identified through the LCFF Evaluation Rubrics. As a DASS school, the rubrics are not applied to us.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

We will continue to provide wellness supports and services for all sub groups and all students to include direct mental health services as well as referrals to outside agencies.

We will continue to provide tutoring services, 1:1 instruction and small group instruction.

We will continue to employ two full time Academic Counselors to develop Individualized Learning Plans for students to make progress and attain goals.

We will continue to provide meaningful professional development in teaching, learning, and the integration of social emotional learning.

We will continue to support students in Post Residential phase, developing partnerships with adults in their home communities to serve as sources of support.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 3,751,970

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,574,971

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

N/A

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 2,321,130

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

Improve the academic achievement of all students enrolled in GYA.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4

### Annual Measureable Outcomes

Expected

100% of teaching staff will be credentialed and participate in Professional Development to ensure strong implementation of the Common Core State Standards.

Students will show average overall growth on TABE greater than 1.0 grade levels.

Students will earn at least 60 high school credits while enrolled at GYA.

Student survey responses of at least 90% reporting they feel 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.

Actual

Met- All teachers hold credential and have participated in numerous Professional Development activities/opportunities that pertain to their Curriculum/Instruction and the implementation of Common Core State Standards

Met- students had an average overall growth of 1.5 grade levels on the TABE

Met- all students earned at least 60 high school credits and most earned 65 credits.

Met- 93% of students report feeling safe and a sense of belonging at school. Similarly, 92% of students report feeling prepared for college and careers.



## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Actions – Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure all core subject areas are taught by teachers who are appropriately credentialed.</p> <ul style="list-style-type: none"> <li>• Employ and retain appropriately credentialed teachers who participate and embrace in the mission and vision of Grizzly Youth Academy</li> <li>• Monitor credential/course alignment</li> <li>• Keep class size average near 25:1</li> </ul>	Met	\$998,414	\$925,099
<p>Ensure all facilities are in good condition.</p> <ul style="list-style-type: none"> <li>• Facilities reports -ensure work orders are completed in a timely fashion</li> </ul>	Met	\$8,757	\$8,912
<p>Increase the academic rigor and student engagement.</p> <ul style="list-style-type: none"> <li>• Identify and implement materials aligned to CCSS</li> <li>• Implement AIM Algebra curriculum.</li> <li>• Stanford History Project – (DBQ)</li> <li>• Provide ELD staff development</li> <li>• NGSS (Next Generation Science Standards)</li> </ul> <p>Provide student engagement staff development</p>	<p>Met - We have identified and implemented materials yet this is an ongoing concern as we continue to find the materials that are the best match for our population. Teachers have implemented all the listed curriculum and have either adopted it as is, adapted it to better meet student needs, or have investigated new curriculum.</p> <p>Staff Development for ELD students has been delivered and will continue. Professional Development for student engagement has also been delivered by</p>	\$52,261	\$35,964

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Remove barriers to graduation.</p> <ul style="list-style-type: none"> <li>• Provide after school tutoring services</li> <li>• Enroll all students in dual enrollment courses with Community College</li> </ul>	<p>in house personnel as well as outside Independent Contractors.</p> <p>Met - evening tutoring services are made available for students and all students enrolled in Dual Enrollment.</p>	\$30,506	\$29,224
<p>Engage the National Guard, in loco parentis, as partners in education of all students.</p> <ul style="list-style-type: none"> <li>• Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues.</li> </ul>	<p>Met - the program's effectiveness relies on the ability of the school and military to work collaboratively to address student needs, issues and concerns and to ensure a consistent delivery of services.</p>	\$82,036	\$79,630
<p>Parent Engagement</p> <ul style="list-style-type: none"> <li>• Provide access to student grades and daily assignments.</li> <li>• Increase parent opportunities for input</li> <li>• Increase technological communication to parents</li> </ul>	<p>Met- Principal to Parent emails, updates and newsletters have increased and will continue to do so. Additionally, 6 times a year the Principal meets with parents to provide program information and solicit input</p>	\$53,756	\$51,331
<p>Provide reading intervention instruction</p> <ul style="list-style-type: none"> <li>• Identify and enroll students in Read 180 course</li> </ul>	Met	\$1,500	\$1500
<p>Support emotional well-being of all students</p> <ul style="list-style-type: none"> <li>• Provide access counseling and mental health services (counselor, therapist, and school psychologist).</li> </ul>	<p>Met- Students have several options available to them. We provide one on one personal counseling through our school counselors, military counselors, contracted therapists and our School Psychologist. Additionally, we offer</p>	\$110,935	\$79,424

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- Develop assets and resiliency traits in students

several options for group counseling concerning specific issues.

Met- as an integral part of the program we teach/train coping skills and develop resiliency traits in students. More is needed.

## Goal 2

Prepare all students for college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

### Annual Measureable Outcomes

Expected

Actual

100% of students will earn at least one employability certification

Met- all students earned at least certification

100% of enrolled students will be enrolled in a CTE or Vocational Education Course.

Met- all students enrolled and passed a CTE course through concurrent enrollment with Cuesta College

25% of enrolled students will successfully complete a four-week internship.

Met- 30% of our enrolled students successfully completed a four-week internship

100% of students will complete an aptitude survey and a college/career search.

Met

100% of students will participate in a Career Day.

Met

Expected	Actual
100% of students will become knowledgeable in FAFSA.	Met- all students are trained on the FAFSA but only those students whose parents attend our FAFSA workshop with the required paperwork completely fill out a FAFSA form.
100% of students will complete a job application, a resume, and participate in a mock interview.	Met
100% of students will develop a plan with their parents stating educational and career goals.	Met

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Actions – Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide instruction, activities, and opportunities connecting post-secondary education to careers.</p> <ul style="list-style-type: none"> <li>• Enroll all students in Career Planning</li> <li>• Provide employability certifications for all students</li> <li>• Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities</li> </ul>	<p>Met - all students receive intensive instruction and engagement in activities that demonstrate and instruct students on various careers and the requisite education and/or training to pursue a chosen field.</p>	\$29,624	\$26,455
<p>Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses.</p> <ul style="list-style-type: none"> <li>• Assess each student, perform credit analysis and identify initial goals</li> <li>• Develop learning goals with each student.</li> </ul>	<p>Met - All students receive an up to date TABE and credit assessment, meet with an academic counselor prior to Family Day, and develop their learning/academic goals. Throughout the cycle, their individual goals are refined, revised and recorded.</p>	\$31,393	\$46,746

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide range of courses needed for high school diploma. <ul style="list-style-type: none"> <li>• Implement distance learning courses.</li> <li>• Offer blended Instruction to students</li> </ul>	Met - students potentially earning their high school diploma with us are afforded blended learning and distance learning opportunities to complete those final courses where we don't have enough students to offer direct instruction.	\$53,600	\$52,703
Provide Career Technical Education. <ul style="list-style-type: none"> <li>• Provide Career Technical Education classes</li> <li>• Implement job internships in the community.</li> </ul>	Met- Strong partnership with Cuesta College in developing and delivering CTE courses for our students.  We have strong relationships in the community and implement quality internship experiences.	\$29,975	\$37,603

### Goal 3

Support all students to successfully transition in the post residential phase.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

#### Annual Measureable Outcomes

Expected

Actual

90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.

93% of students contacted were engaged full time in high school college, work or a combination twelve months after program completion.

#### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.



### Actions – Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide individual assistance to program completers that need help enrolling and forming a connection in high school, college registration, and the workforce</p> <ul style="list-style-type: none"> <li>• Provide support after students have completed Grizzly but still need assistance</li> <li>• Develop partnerships with schools in other counties to support our students on their return</li> <li>• Develop partnerships with employers to hire our students</li> <li>• Provide Parent Workshops/trainings</li> </ul>	<p>Met- Providing direct service to disenrolled students who are in our Post residential phase through a transition specialist, counselors and teachers to assist them in getting a job, enrolling in college and finding/enrolling a high school. Partnerships have been created with referring districts to receive our students on their return. Parent workshops have been implemented and we are looking for additional opportunities for them.</p>	\$25,000	\$42,085
<p>Increase student capacity to be resilient and persistent</p> <ul style="list-style-type: none"> <li>• Provide staff-wide training in social emotional learning</li> <li>• Provide direct counseling services</li> </ul>	<p>Met</p>	\$75,000	41,643

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

### Analysis – Goal 1

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1 is to improve the academic achievement of all students.

The goal of all students improving in their academic achievement has been met. Our students with a history of school failure and attendance issues have performed very well during their enrollment in GYA. Their average overall improvement in a five-month period as measured by the TABE test was 1.5 grade levels. They earned 65 high school credits and 4 college credits.

Teachers are highly motivated and qualified to be instructors at the academy. They lead and participate in their PLC's to ensure continuous improvement and have participated in numerous professional development opportunities. Each department has undertaken PD in Common Core State Standards as well as instructional practices and classroom management that facilitates success in the classroom.

The school has provided substantial tutoring to students in high need of 1:1 instruction, including hiring an outside agency to come to the academy during evening hours to work with students.

Importantly, the school staff has embraced the responsibility and opportunity to strengthen the emotional well-being of our students which have for a long time interfered with their success academically and socially.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services have been effective as students make tremendous gains in a brief five months. Systems are in place to support teaching and learning and all stakeholders: students, parents, staff report high degrees of satisfaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is succinct and will continue as we focus on increasing student achievement in all areas where appropriate. As a DASS school the LCFF Evaluation Rubrics don't apply to us, but we continue to work collaboratively to identify areas of need and address them.

## **Analysis – Goal 2**

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2 is to prepare all students for College and Careers

Our implementation of the services and actions to achieve the goal have been fully implemented. Students receive a strong sequence of services and actions to support their preparation for post-secondary learning as well as careers. In the brief five months that they are with us, they identify strong career goals, participate in dual enrollment, explore CTE classes through concurrent enrollment, improve their academic readiness and study skills, enroll in work experience and develop a post-residential plan with the families and mentor to attain their goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness is high. We met our goals and parents and students are very enthusiastic about our college and career emphasis. They understand that we are step along their path and not a four-year high school where they can complete an entire pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

### **Analysis – Goal 3**

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3 is to support all students to successfully transition in the post-residential phase

Our actions and services to meet this goal have been implemented and have been successful in supporting our students. We have a Transition Specialist working to solve post-residential problems with our cadets and have created partnerships in other districts to better support our students when they return to their school. Our staff is better trained and educated to work with our youth and we hired a licensed marriage and family therapist (LMFT) to provide direct counseling services to our youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our staff has followed and collected data on students in our Post Residential Phase. We successfully captured data on 88% of the students who left our program. Of those students, 93% report being employed or enrolled in school full time twelve months after graduation. This is a very satisfactory number considering our students prior to enrolling with us were very at risk of dropping out of school and were disengaged and underemployed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

none

# Stakeholder Engagement

LCAP Year: 2019-20

## **Involvement Process for LCAP and Annual Update**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In developing and updating the LCAP we engaged stakeholders throughout the school year through sharing information and seeking their input in a variety of methods: Surveys, meetings, and feedback forums. In each meeting, data used to measure progress toward the LCAP goals was shared and analyzed.

All school staff members have been involved and consulted in LCAP meetings to discuss goals and actions.

Our partners, the National Guard, operate as parents in our residential program and have been involved in the development of goals and actions.

Our parents, many of who live hundreds of miles away, have been involved through onsite meetings as well as through online surveys. Our students have been involved through meetings with the Student Council, surveys, and the student representatives on the School Site Council.

We have engaged our larger community, which includes Cuesta College, the business community, and community groups, to seek input on student skills and goals.

All stakeholder groups were updated in meetings through the year on our goals, actions, and progress.

In meeting with parents, goals and actions were discussed and relevant input was sought to understand their priorities, interests, and ideas.

Likewise, in meetings with the National Guard, in loco parentis, all actions taken in support of goals have been reviewed for effectiveness throughout the year.

All staff, including classified and certificated persons are integral to the development and implementation of goals and actions. Actions are routinely reviewed for quality and effectiveness. Together, staff make decisions on modifications of actions in weekly and monthly meetings.



## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder input serves to strengthen our goals and identify potential actions to better meet those goals. Staff, student, and parent input have suggested specific actions which have been incorporated into our LCAP. As we implement services we will continue to update the community and seek input/ideas for improvement.

Parent groups state they are very supportive of our delivery of services. They are overwhelmingly appreciative of the changes their son/daughter makes at Grizzly and we've extended our offer of support to them after their son/daughter completes our program.

Student engagement in the LCAP process has validated the emphasis on Career Technical Education (CTE) and 93% of them recommended that the academy retain those services.

Parent engagement in the LCAP has equally emphasized the importance of CTE with 43% of parents reporting it as the most identified program to expand upon.

Although 83% of parents said the school keeps them informed about important activities and event parent feedback including in person meetings also found that they would like additional information on the activities of the whole academy including the school portion. As a school, we will increase our practices of providing information about academy wide events and activities.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

Improve the academic achievement of all students enrolled in GYA

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4

Local Priorities: [N/A]

### Identified Need:

Students enroll with many deficits that contribute to being at risk of dropping out of school. We will provide structure, processes, and interventions to improve the academic achievement of all students

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credit completion	<ul style="list-style-type: none"> <li>100% of teaching staff will be credentialed and participate in Professional Development to ensure strong implementation of the</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>100% of teaching staff will be credentialed and participate in Professional Development to ensure strong implementation</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Students will earn at least 60 high school credits while enrolled at GYA.</li> </ul>			<p>of the Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Students will earn at least 60 high school credits while enrolled at GYA.</li> </ul>
TABE improvement	<ul style="list-style-type: none"> <li>Students will show average overall growth on TABE greater than 1.0 grade levels.</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>Students will show average overall growth on TABE greater than 1.0 grade levels.</li> </ul>
Student surveys	<ul style="list-style-type: none"> <li>Student survey responses of at least 90% reporting they feel 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</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>Student survey responses of at least 90% reporting they feel 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</li> </ul>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Actions – Goal 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services – Goal 1**

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Ensure all core subject areas are taught by teachers who are appropriately credentialed.

- Employ and retain appropriately credentialed teachers who participate and embrace in the mission and vision of Grizzly Youth Academy
- Monitor credential/course alignment
- Keep class size average near 25:1

N/A

N/A

Ensure all facilities are in good condition.

- Facilities reports -ensure work orders are completed in a timely fashion

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	<p>Increase the academic rigor and student engagement.</p> <ul style="list-style-type: none"> <li>• Identify and implement materials aligned to CCSS</li> <li>• Implement AIM Algebra curriculum.</li> <li>• Stanford History Project – (DBQ)</li> <li>• Provide ELD staff development</li> <li>• NGSS (Next Generation Science Standards)</li> <li>• Provide student engagement staff development</li> </ul>
N/A	N/A	<p>Remove barriers to graduation.</p> <ul style="list-style-type: none"> <li>• Provide after school tutoring services</li> <li>• Enroll all students in dual enrollment courses with Community College</li> </ul>
N/A	N/A	<p>Engage the National Guard, in loco parentis, as partners in education of all students.</p> <ul style="list-style-type: none"> <li>• Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues.</li> </ul>
N/A	N/A	<p>Provide reading intervention instruction.</p> <ul style="list-style-type: none"> <li>• Identify and enroll students in Read 180 course</li> <li>• Implement AIM Math</li> </ul>
N/A	N/A	<p>Parent Engagement</p> <ul style="list-style-type: none"> <li>• Provide access to student grades and daily assignments.</li> <li>• Increase parent opportunities for input</li> <li>• Increase technological communication to parents</li> </ul>
N/A	N/A	<p>Support emotional well-being of all students</p>



2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<ul style="list-style-type: none"> <li>• Provide access to counseling and mental health services (counselor, therapist, and school psychologist).</li> <li>• Develop assets and resiliency traits in students</li> </ul>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,033,555
Source	N/A	N/A	General Fund – 01 Unrestricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries
Amount	N/A	N/A	\$9,680
Source	N/A	N/A	General Fund – 01 Unrestricted
Budget Reference	N/A	N/A	2000-2999 Classified Personnel Salaries
Amount	N/A	N/A	\$37,130
Source	N/A	N/A	General Fund – 01 Restricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries
Amount	N/A	N/A	\$30,480
Source	N/A	N/A	General Fund – 01 Unrestricted/Restricted

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 4000-4999 Books and Supplies
Amount	N/A	N/A	\$82,839
Source	N/A	N/A	General Fund – 01 Unrestricted/Restricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 2000-2999 Classified Personnel Salaries
Amount	N/A	N/A	\$53,182
Source	N/A	N/A	General Fund – 01 Unrestricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 2000-2999 Classified Personnel Salaries; 4000-4999 Books and Supplies; 5000-5999 Services and Other Operating Expenditures
Amount	N/A	N/A	\$1,500
Source	N/A	N/A	General Fund – 01 Unrestricted
Budget Reference	N/A	N/A	4000-4999 Books and Supplies
Amount	N/A	N/A	\$83,838
Source	N/A	N/A	General Fund – 01 Restricted

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 5000-5999 Services and Other Operating Expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

Prepare all students for college and careers

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

Local Priorities: [N/A]

### Identified Need:

Students need knowledge, exposure, and experiences to colleges and careers to make positive choices and connect learning to life goals.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of enrollments in CTE/Vocational Ed.	<ul style="list-style-type: none"> <li>100% of enrolled students will participate in</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>100% of enrolled students will participate in experiential career activities</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course, job internships	<p>experiential career activities</p> <ul style="list-style-type: none"> <li>• 25% of enrolled students will successfully complete a four-week internship.</li> <li>• 100% of students will complete an aptitude survey and a college/career search.</li> <li>• 100% of students will become knowledgeable in FAFSA</li> <li>• 100% of students will participate in a Career Day</li> <li>• 100% of students will complete a job application, a resume, and participate in a mock interview.</li> </ul>			<ul style="list-style-type: none"> <li>• 25% of enrolled students will successfully complete a four-week internship.</li> <li>• 100% of students will complete an aptitude survey and a college/career search.</li> <li>• 100% of students will become knowledgeable in FAFSA</li> <li>• 100% of students will participate in a Career Day</li> <li>• 100% of students will complete a job application, a resume, and participate in a mock interview.</li> </ul>
Completion of Career Planning and Dual Enrollment course	<ul style="list-style-type: none"> <li>• 100% of students will complete Career Planning and Dual Enrollment course</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>• 100% of students will complete Career Planning and Dual Enrollment course</li> </ul>
MAP completion	<ul style="list-style-type: none"> <li>• 100% of students will develop a plan with their parents stating educational and career goals</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>• 100% of students will develop a plan with their parents stating educational and career goals</li> </ul>
Number of certifications	<ul style="list-style-type: none"> <li>• 100% of students will earn at least one employability certification</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>• 100% of students will earn at least one employability certification</li> </ul>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Actions – Goal 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services – Goal 2

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Provide instruction, activities, and opportunities connecting post-secondary education to careers.

- Enroll all students in Career Planning
- Provide employability certifications for all students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	<ul style="list-style-type: none"> <li>Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities</li> </ul>
N/A	N/A	<p>Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses.</p> <ul style="list-style-type: none"> <li>Assess each student, perform credit analysis and identify initial goals</li> <li>Develop learning goals with each student.</li> </ul>
N/A	N/A	<p>Provide range of courses needed for high school diploma.</p> <ul style="list-style-type: none"> <li>Implement distance learning courses.</li> <li>Offer blended Instruction to students</li> </ul>
N/A	N/A	<p>Provide Career Technical Education.</p> <ul style="list-style-type: none"> <li>Provide Career Technical Education classes</li> <li>Implement job internships in the community.</li> </ul>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$27,393
Source	N/A	N/A	General Fund – 01 Unrestricted/Restricted

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 4000-4999 Books and Supplies
Amount	N/A	N/A	\$33,892
Source	N/A	N/A	General Fund – 01 Unrestricted/Restricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 2000-2999 Classified Personnel Salaries; 4000-4999 Books and Supplies
Amount	N/A	N/A	\$54,284
Source	N/A	N/A	General Fund – 01 Restricted
Budget Reference	N/A	N/A	2000-2999 Classified Personnel Salaries
Amount	N/A	N/A	\$41,077
Source	N/A	N/A	General Fund – 01 Unrestricted/Restricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

### Goal 3

Support all students to successfully transition in the post residential phase.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: [N/A]

#### Identified Need:

We define our program's success by what our students are doing one year after completion. Based on their age and proficiencies, their choice ranges from full-time engagement in high school, college, military, or the workforce.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Post-residential placement data	<ul style="list-style-type: none"><li>90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.</li></ul>	N/A	N/A	<ul style="list-style-type: none"><li>90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.</li></ul>

#### Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.



### Actions – Goal 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services – Goal 3**

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Provide individual assistance to program completers that need help enrolling and forming a connection in high school, college registration, and the workforce

- Provide support after students have completed Grizzly but still need assistance

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<ul style="list-style-type: none"> <li>Develop partnerships with schools in other counties to support our students on their return</li> <li>Develop partnerships with employers to hire our students</li> <li>Provide Parent Workshops/trainings</li> </ul>
N/A	N/A	<p>Increase student capacity to be resilient and persistent.</p> <ul style="list-style-type: none"> <li>Provide staff-wide training in social emotional learning</li> <li>Provide direct counseling services</li> </ul>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$44,539
Source	N/A	N/A	General Fund – 01 Unrestricted
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries; 2000-2999 Classified Personnel Salaries
Amount	N/A	N/A	\$84,118
Source	N/A	N/A	General Fund – 01 Unrestricted
Budget Reference	N/A	N/A	2000-2999 Classified Personnel Salaries; 5000-5999 Services and Other Operating Procedures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds      Percentage to Increase or Improve Services

\$ 668,758

29.68%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Grizzly Challenge Charter School receives \$668,758 in Supplemental funds for our unduplicated students. Grizzly is expending these funds as follows, as justified by all three goals identified herein.

*Provide instruction to all students, including LI, FY, EL, and RFEP, in Career Planning courses.*

*Implement Career Planning courses and work experience/internship opportunities.*

Cost: \$396,303

Source: General Fund – 01 Unrestricted/Restricted

Budget Reference: 1000-1999 Certificated Personnel Salaries; 2000-2999 Classified Personnel Salaries

*Provide transition support to all students including LI, FY, EL and RFEP.*

Develop partnerships with other schools and employers. Provide additional counseling, and resource materials.

Cost: \$66,113

Source: General Fund – 01 Unrestricted

Budget Reference: 1000-1999 Certificated Personnel Services; 2000-2999 Classified Personnel Salaries

*Provide extracurricular experiences and field trips.*

Develop and implement school activity schedule and coordinate with National Guard.

Cost: \$40,880

Source: General Fund – 01 Unrestricted

Budget Reference: 2000-2999 Classified Personnel Salaries; 5000-5999 Services and Other Operating Expenditures

*Reduce Class sizes.*

Additional Classroom teacher.

Cost: \$91,948

Source: General Fund – 01 Unrestricted

Budget Reference: 1000-1999 Certificated Personnel Salaries

*21st Century Learning skills.*

Maintain a 1:1 technology environment and develop staff and students to be proficient users.

Cost: \$153,754

Source: General Fund – 01 Unrestricted/Restricted

Budget Reference: 1000-1999 Certificated Personnel Salaries; 2000-2999 Classified Personnel Salaries; 4000-4999 Books and Supplies

*Student support in primary language.*

Bilingual Paraeducator.

Cost \$55,012

Source: General Fund – 01 Unrestricted

Budget Reference: 2000-2999 Classified Personnel Salaries

*Improve our communication with Foster Youth guardians about student progress, goals, and diploma requirements  
Identify FY students, gather all information and meet with student and guardian to discuss educational rights and options*

Cost: \$33,201

Source: General Fund – 01 Unrestricted

Budget Reference: 1000-1999 Certificated Personnel Salaries

*Empower EL students with the knowledge to complete re-designation requirements.  
Implement process for EL students to gain knowledge into their classification status and requirements for re-designation.*

Cost: \$37,130

Source: General Fund – 01 Restricted

Budget Reference: 1000-1999 Certificated Personnel Salaries

*Develop individual academic plans to support transition in post-residential placement.  
Enhance College Club, additional Academic Counselor, increase coordination with National Guard to support MAPs*

Cost: \$83,193

Source: General Fund – 01 Unrestricted/Restricted

Budget Reference: 1000-1999 Certificated Personnel Salaries

Subtotal 19-20 = \$957,534

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum**

**LEA name:**

Grizzly Challenge Charter School

**CDS code:**

40-10405-0101725

**Link to the LCAP:**

*(optional)*

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

Title I Part A  
Title III  
Title IV

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## **Strategy**

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA's goals are to increase academic achievement, prepare all students for college and career readiness and to support students as they transition back home. In order to achieve our goals, we supplement our instructional program with the personnel and materials needed to provide intensive training and instruction.

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our SPSA goals are aligned with our LCAP and WASC goals. Therefore, all funds including federal and state are used to support the activities to increase pupil academic achievement, college and career readiness and support in their transition to a Post Residential phase.



# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our LEA is a one-school site Schoolwide Title 1 LEA of eleven teachers and approximately 220 students. There is no discrepancy in educator equity, all teachers are appropriately credentialed and trained to work with an at-risk population.

### **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Parents are routinely met with in person and through technology to provide information about the school and their student and to solicit input on school goals, actions, activities to inform decision making.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grizzly Challenge Charter School is a high school for at-risk youth. All students enrolled are, at a minimum, behind their peers academically. As a schoolwide program, all Title 1 students are identified through income verification which is currently 85% of all enrolled. Data is collected from students, parents, and school staff through the enrollment process that not only identifies income levels and grade levels but more comprehensively identifies learning challenges and strengths as well as social factors that influence their performance. That data is compiled and shared with teachers so that they may better serve and instruct their students.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our LEA does an active find to identify homeless youth and provide them services under the McKinney-Vento Homeless Assistance Act. As a school of choice, we enroll all homeless students on the basis of a best interest determination and assist in obtaining any necessary immunizations. We facilitate immediate enrollment through affidavits of residence and caregiver affidavits as necessary. Because we are a residential school, there are no transportation issues. Additionally, we provide all necessary school supplies for each homeless student in attendance.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**TITLE I, PART D**

**Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

## **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

## **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

**Alternative Placements**

ESSA SECTIONS 1423(13)



As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A we do not receive funds for this

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers, administrators and other school personnel are consistently supported with professional development through onsite trainings as well as professional conferences, workshops and trainings located offsite.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We educate all students appropriately and provide more enhanced instructional opportunities for immigrant populations based on their need. We provide opportunities designed for family engagement, provide school supplies as needed and provide appropriate teaching materials and methods as well as counseling services.

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All instructors in the LEA have been specifically trained to develop the English language proficiency of all English learners. Classroom environments including Read 180 are purposefully designed to

include language supports, oral language practice, and reading and writing development in support of English language proficiency.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All instructors in the LEA have been specifically trained to develop the English language proficiency of all English learners. Classroom environments including Read 180 are purposefully designed to include language supports, oral language practice, and reading and writing development in support of English language proficiency.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All funds received will go to supplement activities that supports the LEA goals to increase pupil academic achievement as measured by the TABE, prepare all students for college and careers through Dual Enrollment and Concurrent Enrollment, and to support students in their Post Residential transition as measured by their placement 12 months after program completion. Activities include but are not limited to; providing CTE experiences through partnerships with outside agencies and community colleges, increasing students' proficiency with technology through a 1:1 environment and routine incorporation of technological activities, providing mental health services, tutoring, instructional supports, and extracurricular activities.

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