

In this year's LCAP we have allocated funds to hire additional staff to reduce class sizes and provide more individualized support. An additional School Counselor provides additional direct services to students and families. Our program has a stronger focus on long term goals with our students and we are emphasizing instruction on career goals, counseling on pathways to attain those goals and support during enrollment to gain meaningful experiences in potential careers. We continue to emphasize experiential learning and the positive impact of work experience/internships in the field.

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.

Our students make great improvements in their brief residential enrollment. Class sizes are small and are taught by caring teachers who participate in PD that is relevant to their job. Students make strong gains in their academic abilities. Their overall average TABE scores have increased in Math and Reading by 1.6 grade levels in a 5 month period. As part of our preparation of students for careers, 100% of our students take at least one dual enrollment course, a CTE course delivered by Cuesta College, and/or an internship experience while enrolled. All students are earning experience and certifications to assist them in short term and long term employment. Students leave us with a good plan for their future and assistance in their post residential year.

GREATEST PROGRESS

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, the evaluation rubrics, a.k.a. Dashboard, is not applied to us. However, through stakeholder consultations, and discussing and evaluating our LCAP goals we have identified that our program's focus is outgrowing our facilities. As we work with our students to make explicit the needs of education/training to their career and futures, we recognize the need to do more preparation for our students in terms of hands on CTE classes, industry recognized certificates, and Post residential support. In order to improve our services, we need more appropriate facilities to match the learning environments our students need. Most of our classrooms are modular buildings that are about 20 years old. We need modernized classrooms and shops to facilitate our CTE courses, certificate programs, and overall classroom instruction. To address these needs we are actively working to secure grant funding and other financial avenues to support our supplemental efforts and reduce our encroachment on the general fund.

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

The LCFF Evaluation Rubrics do not apply to us.

INCREASED OR IMPROVED SERVICES

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.

Next year we will increase or improve services by offering additional mental health services, academic counseling, smaller class sizes, and transitional support services. Additionally, we will budget funds to establish new and improved facilities.

BUDGET SUMMARY

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

DESCRIPTION

Total General Fund Budget Expenditures for LCAP Year

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

AMOUNT

\$2,405,407

\$2,438,072

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.

\$245,649 of the General Fund Budget Expenditures is not included in the LCAP because it is the administrative fee that will be paid to SLOCOE.

\$2,405,407

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP GOAL 1: 2017-2018	
<p>GOAL: Improve the academic achievement of all students enrolled in GYA.</p>	
<p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of teaching staff will hold proper credentialing and participate in Professional Development to ensure strong implementation of the Common Core State Standards. • Students will show 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. 	<p>Actual:</p> <p>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</p> <p>Met- In 2017 students showed an overall improvement of 1.6 grade levels</p> <p>Met- all students earned at least 60 high school credits and most earned 65 credits.</p> <p>Partially Met- Greater than 97% of students report feeling safe and greater than 90% feel accepted at the school. Greater than 87% feel prepared for the real world in writing, greater than 95% in reading, and greater than 80% in Math.</p>

Actions/Services Planned	Action/Services Actual	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"> • 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 	<p>Met</p>	<p>Cost: \$1,238,821 RS: 0000, 1400</p>	<p>\$963,269</p>
<p>Ensure all facilities are in good condition.</p> <ul style="list-style-type: none"> • Facilities reports -ensure work orders are completed in a timely fashion 	<p>Met</p>	<p>Cost: \$8,081 RS: 0000</p>	<p>\$7,649</p>

<p>Increase the academic rigor and student engagement.</p> <ul style="list-style-type: none"> Identify and implement materials aligned to CCSS Implement Aim Math to supplement Math curriculum Stanford History Project – (DBQ) Provide ELD staff development NGSS (Next Generation Science Standards) <p>Provide staff development on student engagement</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 in house personnel as well as outside Independent Contractors.</p>	<p>Cost: \$49,173 RS: 3010</p>	<p>\$49,551</p>
<p>Remove barriers to graduation.</p> <ul style="list-style-type: none"> Provide after school tutoring services Enroll all students in dual enrollment courses with Community College 	<p>Met- evening tutoring services are made available for students and all students enrolled in Dual Enrollment.</p>	<p>Cost: \$13,164 RS:0000, 3010</p>	<p>\$17,795</p>

<p>Engage the National Guard, in loco parentis, as partners in education of all students.</p> <ul style="list-style-type: none"> • Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues. 	<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>	<p>Cost: \$68,268 RS: 0000, 3010</p>	<p>\$51,221</p>
<p>Parent Engagement.</p> <ul style="list-style-type: none"> • Provide access to student grades and daily assignments. • Increase parent opportunities for input • Increase technological communication to parents 	<p>Met</p> <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>	<p>Cost: \$14,856 RS: 0000</p>	<p>\$15,710</p>
<p>Provide reading intervention instruction.</p> <ul style="list-style-type: none"> • Identify and enroll students in Read 180 course 	<p>Met</p>	<p>Cost: \$15,074 RS: 0000, 3010</p>	<p>\$15,499</p>

<p>Support emotional wellbeing of all students.</p> <ul style="list-style-type: none"> • Provide access to counseling and mental health services (counselor, therapist, and school psychologist). • Develop assets and resiliency traits in students 	<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 several options for group counseling concerning specific issues.</p> <p>Met- as an integral part of the program we teach/train coping skills and develop resiliency traits in students. More is needed.</p>	<p>Cost: \$111,032 RS: 3310, 6500</p>	<p>\$108,608</p>
<p>LCAP GOAL 2: 2017-2018</p>			
<p>GOAL: Prepare all students for college and careers.</p>			
<p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of students will earn at least one employability certification • 75% of enrolled students will be enrolled in a CTE 	<p>Actual: Met</p> <p>Met- 100% of students were enrolled in a CTE course</p>		

<p>or Vocational Education Course.</p> <ul style="list-style-type: none"> • 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 participate in a Career Day. • 100% of students will become knowledgeable in FAFSA. • 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. 	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met- all students become knowledgeable but only those students whose parents attend our FAFSA workshop with the required paperwork completely fill out a FAFSA form.</p> <p>Met</p> <p>Met</p>	<p>Actions/Services Planned</p>	<p>Action/Services Actual</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
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<p>Provide instruction, activities, and opportunities connecting post-secondary education/training to careers.</p> <ul style="list-style-type: none"> • Enroll all students in Career Planning • Provide employability certifications for all students <p>Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities</p>	<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>	<p>Cost: \$212,768 RS: 0000</p>	<p>\$226,634</p>
<p>Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses.</p> <ul style="list-style-type: none"> • Assess each student, perform credit analysis and identify initial goals <p>Develop learning goals with each student.</p>	<p>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>	<p>Cost: \$24,460 RS: 0000, 3010</p>	<p>\$29,915</p>
<p>Provide range of courses needed for high school diploma.</p> <ul style="list-style-type: none"> • Implement distance learning courses. • Offer blended Instruction to students 	<p>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.</p>	<p>Cost: \$36,011 RS: 3010</p>	<p>\$50,577</p>

<p>Provide Career Technical Education.</p> <ul style="list-style-type: none"> • Through partnerships, provide CTE Education classes • Implement job internships in the community. 	<p>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.</p>	<p>Cost: \$83,859 RS: 7338, 9637</p>	<p>\$69,883</p>
<p>LCAP GOAL 3: 2017-2018</p>			
<p>GOAL: Support all students to successfully transition in the post residential phase.</p>			
<p>Expected Annual Measurable Outcomes:</p> <p>Twelve months after residential completion 90% of our students will be engaged full time in high school, college, work, military or some combination thereof.</p>	<p>Actual:</p> <p>Class 36 and Class 37 are a combined 77% positive placement twelve months after graduation.</p>		
<p>Actions/Services Planned</p> <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"> • Provide Transitional Specialist for SLO County 	<p>Action/Services Actual</p> <p>Met-</p>	<p>Budgeted Expenditures</p> <p>Cost: \$50,000 RS: 0000</p>	<p>Estimated Actual Expenditures</p> <p>\$46,488</p>

<p>and Santa Barbara County.</p> <ul style="list-style-type: none"> Develop student support services for Kern, Santa Clara, and Ventura Counties 			
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ANALYSIS- GOAL 1

<p>Describe overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Most of the actions and services were implemented as designed. Curriculum continues to be revised with the addition of AIM Math through WestEd and other teacher created materials. Instructors have retained the parts of the curriculum that address CCSS and are effective.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goals as measured by the LEA.</p>	<p>Overall, the action and services in support of this goal has been effective. Student learning and academic achievement has increased by 1.6 grade levels in a five month period. Identifying engaging and relevant curriculum continues to be an area of emphasis and as a school we have always held the philosophy that our teachers are our best resource. They use, adapt, and create high interest and accessible curriculum.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures</p>	<p>Our Budgeted and estimated actuals had one action that had a material difference: We over budgeted certificated salaries by including salaries paid out of the restricted revenues.</p>
<p>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.</p>	<p>None</p>

ANALYSIS- GOAL 2

Describe overall implementation of the actions/services to achieve the articulated goal.	Our implementation of the services and actions to achieve the goal have been fully implemented. Students are receiving a strong sequence of services/actions to support them in pursuing higher education and careers.
Describe the overall effectiveness of the actions/services to achieve the articulated goals as measured by the LEA.	Overall effectiveness is high in that we met all of our goals, and our students are in a much stronger position to identify and pursue goals that pertain to college and careers.
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 overall implementation of the actions/services to achieve the articulated goal.	Our actions and services to meet this goal have been substantial. We expanded the Transition Specialists to a total of 8 in all of the counties mentioned in the goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goals as measured by the LEA.	The placement percentage did not increase although many students took advantage of the additional support services. Several families and students, however, were positively impacted and supported.
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	None

Evaluation Rubrics as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year 2018–19 2019–20 2020–21

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 on 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 generally incredibly 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.

Our community partners and business partners have offered ideas and requests to strengthen our Career Technical Education program and as a staff in partnership with the National Guard we have implemented several of those ideas. Student engagement in the LCAP process has validated the emphasis on Vocational Education and requested additional services which have been incorporated into this LCAP.

Goals, Actions, & Services

GOAL:	Improve the academic achievement of all students enrolled in GYA. Unchanged.	Related State and/or Local Priorities: 1__ 2__ X__ 3__ X__ 4__ X__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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.	
Goal Applies to:	Schools: Grizzly Challenge Charter School Applicable Pupil: ALL	

Subgroups		LCAP GOAL 1: 2018-2019	
<p style="text-align: center;">Expected Annual Measurable Outcomes:</p>	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • 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 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. <p>Metrics:</p> <ul style="list-style-type: none"> • Credit completion • TABE improvement • Student surveys 		
<p>Actions/Services</p> <p>Ensure all core subject areas are taught by teachers who are appropriately credentialed.</p> <ul style="list-style-type: none"> • Employ and retain appropriately credentialed teachers who participate and embrace in the mission and vision of Grizzly Youth Academy 	<p>Scope of Service</p> <p>LEA-wide</p>	<p>Pupils to be served within identified scope of service</p> <p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups: (Specify) _____</p>	<p>Budgeted Expenditures</p> <p>Cost: \$998,414</p> <p>RS: 0000, 1400</p>

<ul style="list-style-type: none"> • Monitor credential/course alignment • Keep class size average near 25:1 	<p>LEA-wide</p>	<p>Cost: \$8,757 RS: 0000</p>	
<ul style="list-style-type: none"> • Ensure all facilities are in good condition. • Facilities reports -ensure work orders are completed in a timely fashion 	<p>LEA-wide</p>	<p>Cost: \$52,261 RS: 3010</p>	
<ul style="list-style-type: none"> • Increase the academic rigor and student engagement. • Identify and implement materials aligned to CCSS • Implement AIM Algebra curriculum. • Stanford History Project – (DBQ) • Provide ELD staff development • NGSS (Next Generation Science Standards) 	<p>LEA-wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>			

<ul style="list-style-type: none"> • Provide student engagement staff development 			
<p>Remove barriers to graduation.</p> <ul style="list-style-type: none"> • Provide after school tutoring services • Enroll all students in dual enrollment courses with Community College 	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Cost: \$30,506</p> <p>RS: 0000, 3010</p>
<p>Engage the National Guard, in loco parentis, as partners in education of all students.</p> <ul style="list-style-type: none"> • Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues. 	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Cost: \$82,036</p> <p>RS:0000, 3010</p>
<p>Parent Engagement.</p> <ul style="list-style-type: none"> • Provide access to student grades and daily assignments. 	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Cost: \$53,756</p> <p>RS: 0000</p>

<ul style="list-style-type: none"> • Increase parent opportunities for input <p>Increase technological communication to parents</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Cost: \$1,500</p> <p>RS: 0000, 3010</p>
<p>Support emotional well being of all students.</p> <ul style="list-style-type: none"> • Provide access counseling and mental health services (counselor, therapist, and school psychologist). • Develop assets and resiliency traits in students 	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Cost: \$110,935</p> <p>RS: 3310, 6500</p>
<p>LCAP GOAL 2: 2018-2019</p>			
<p>GOAL:</p>	<p>Prepare all students for college and careers.</p> <p>Unchanged</p>		
<p>Identified Need:</p>	<p>Students need knowledge, exposure, and experiences to colleges and careers to make positive choices and connect learning to life goals.</p>		
<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ X 5__ X 6__ X 7__ X 8__ X COE only: 9__ 10__</p> <p>Local : Specify _____</p>			

Goal Applies to:	Schools: Grizzly Challenge Charter School	
Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • 100% of students will earn at least one employability certification • 100% of enrolled students will be enrolled in a CTE or Vocational Education Course. • 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 participate in a Career Day. • 100% of students will become knowledgeable in FAFSA. • 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. <p>Metrics:</p> <ul style="list-style-type: none"> • Number of enrollments in CTE/Vocational Ed. Course, job internships • Completion of Career Planning and Dual Enrollment course • MAP completion • Number of certifications 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Provide instruction, activities, and opportunities connecting post-secondary education to careers. <ul style="list-style-type: none"> • Enroll all students in Career Planning • Provide employability certifications for all students 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
		Budgeted Expenditures Cost: \$29,624 RS:0000

<ul style="list-style-type: none"> • Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities 			
<p>Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses.</p> <ul style="list-style-type: none"> • Assess each student, perform credit analysis and identify initial goals • Develop learning goals with each student. 	<p><u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>LEA-wide</p>	<p>Cost: \$31,393 RS: 0000, 3010</p>
<p>Provide range of courses needed for high school diploma.</p> <ul style="list-style-type: none"> • Implement distance learning courses. • Offer blended Instruction to students 	<p><u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>LEA-wide</p>	<p>Cost: \$53,600 RS: 3010</p>

Provide Career Technical Education. <ul style="list-style-type: none"> • Provide Career Technical Education classes • Implement job internships in the community. 	LEA-wide	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Cost: \$29,975 RS: 7338, 9367
LCAP GOAL 3: 2018-2019			
GOAL:	Support all students to successfully transition in the post residential phase. Unchanged.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__	Local : Specify _____
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 choices range from full-time engagement in high school, college, military, or the workforce.		
Goal Applies to:	Schools: Grizzly Challenge Charter School Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Measurable Outcomes: <ul style="list-style-type: none"> • 90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion. Metrics: <ul style="list-style-type: none"> • Post-residential placement data. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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"> • Provide support after students have completed Grizzly but still need assistance • Develop partnerships with schools in other counties to support our students on their return • Develop partnerships with employers to hire our students • Provide Parent Workshops/trainings 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Cost: \$25,000 RS: 0000</p>
<p>Increase student capacity to be resilient and persistent</p> <ul style="list-style-type: none"> • Provide staff-wide training in social emotional learning • Provide direct counseling services 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Cost: \$75,000 RS: 0000</p>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2018-19 2019-20 2020-21

Estimated Supplemental and Concentration Grant Funds:

\$647,961

Percentage to Increase or Improve Services:

29.93 %

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 \$647,961 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: \$354,368

RS: 0000, 3010

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: \$14,856

RS: 0000

Provide extracurricular experiences and field trips.

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

Cost: \$38,837

RS: 0000

Reduce Class sizes.

Additional Classroom teacher.

Cost: \$82,788
RS: 0000

21st Century Learning skills.

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

Cost: \$138,052
RS: 0000, 3010

Student support in primary language.

Bilingual Paraeducator.

Cost \$43,523
RS: 0000

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: \$30,880
RS: 0000

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: \$35,311
RS: 3010

Develop individual academic plans to support transition in post-residential placement.

Enhance College Club, add Academic Counselor, increase coordination with National Guard to support MAPs

Cost: \$116,971
RS: 0000

Subtotal 18-19 = \$855,315

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

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

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.