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	Grizzly Challenge Charter School		
Contact Name and Title	Paul Piette, Principal	Email and Phone	ppiette@mygya.com, 805-801-4484

2018-21 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Grizzly Challenge Charter School serves students who are enrolled in the Grizzly Youth Academy. The Grizzly Youth Academy is a partnership between the California National Guard and the Grizzly Challenge Charter School that works to intervene in the lives of at risk youth. We utilize a quasi-military approach focused on structure and discipline combined with a curriculum that is student centered and sensitive to the various social/emotional dynamics contributing to an at-risk life. All students attending the Academy are at risk of dropping out of school and volunteer to participate in our five month residential program.

We deliver an instructional program that addresses discipline, leadership, civic engagement, academic skills, healthy choices, job skills, and overall wellness in an effort to prepare students for an independent, productive, and meaningful life.

LCAP HIGHLIGHTS

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

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.

GREATEST PROGRESS

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.

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	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,405,407
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$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
GOAL: Improve the academic achievement of all students enrolled in GYA.

Expected Annual Measurable Outcomes:	Actual:
• 100% of teaching staff will hold proper credentialing and participate in Professional Development to ensure strong implementation of the Common Core State Standards.	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
• Students will show growth on TABE greater than 1.0 grade levels.	Met- In 2017 students showed an overall improvement of 1.6 grade levels
• Students will earn at least 60 high school credits while enrolled at GYA.	Met- all students earned at least 60 high school credits and most earned 65 credits.
• 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.	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.

Actions/Services Planned	Action/Services Actual	Budgeted Expenditures	Estimated Actual Expenditures
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	Met Met Met	Cost: $1,238,821 RS: 0000, 1400	$963,269
Ensure all facilities are in good condition. • Facilities reports -ensure work orders are completed in a timely fashion	Met	Cost: $8,081 RS: 0000	$7,649

Increase the academic rigor and student engagement. ● 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) Provide staff development on student engagement	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. 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.	Cost: $49,173 RS: 3010	$49,551
Remove barriers to graduation. ● Provide after school tutoring services ● Enroll all students in dual enrollment courses with Community College	Met- evening tutoring services are made available for students and all students enrolled in Dual Enrollment.	Cost: $13,164 RS:0000, 3010	$17,795

Engage the National Guard, in loco parentis, as partners in education of all students. • Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues.	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.	Cost: $68,268 RS:0000, 3010	$51,221
Parent Engagement. • Provide access to student grades and daily assignments. • Increase parent opportunities for input • Increase technological communication to parents	Met 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	Cost: $14,856 RS: 0000	$15,710
Provide reading intervention instruction. • Identify and enroll students in Read 180 course	Met	Cost: $15,074 RS: 0000, 3010	$15,499

		Cost: $111,032 RS: 3310, 6500	$108,608
Support emotional wellbeing of all students. ● Provide access to counseling and mental health services (counselor, therapist, and school psychologist). ● Develop assets and resiliency traits in students	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. Met- as an integral part of the program we teach/train coping skills and develop resiliency traits in students. More is needed.		

LCAP GOAL 2: 2017-2018

GOAL:
Prepare all students for college and careers.

Expected Annual Measurable Outcomes:	Actual:
● 100% of students will earn at least one employability certification	Met
● 75% of enrolled students will be enrolled in a CTE	Met- 100% of students were enrolled in a CTE course

or Vocational Education Course.			
● 25% of enrolled students will successfully complete a four-week internship.	Met		
● 100% of students will complete an aptitude survey and a college/career search.	Met		
● 100% of students will participate in a Career Day.	Met		
● 100% of students will become knowledgeable in FAFSA.	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.		
● 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 Planned	Action/Services Actual	Budgeted Expenditures	Estimated Actual Expenditures

Provide instruction, activities, and opportunities connecting post-secondary education/training to careers.
    ● Enroll all students in Career Planning
    ● Provide employability certifications for all students
Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities
	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.	Cost: $212,768
		RS: 0000
			$226,634

Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses. ● Assess each student, perform credit analysis and identify initial goals Develop learning goals with each student.	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.	Cost: $24,460 RS: 0000, 3010	$29,915

Provide range of courses needed for high school diploma.
    ● Implement distance learning courses.
    ● Offer blended Instruction to students
	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.	Cost: $36,011
		RS: 3010
			$50,577

Provide Career Technical Education. • Through partnerships, provide CTE Education classes • Implement job internships in the community.	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.	Cost: $83,859 RS: 7338, 9637	$69,883

LCAP GOAL 3: 2017-2018			
GOAL: Support all students to successfully transition in the post residential phase.			
Expected Annual Measurable Outcomes:	Actual:		
Twelve months after residential completion 90% of our students will be engaged full time in high school, college, work, military or some combination thereof.	Class 36 and Class 37 are a combined 77% positive placement twelve months after graduation.		
Actions/Services Planned	Action/Services Actual	Budgeted Expenditures	Estimated Actual Expenditures
Provide individual assistance to program completers that need help enrolling and forming a connection in high school, college registration, and the workforce • Provide Transitional Specialist for SLO County	Met-	Cost: $50,000 RS: 0000	$46,488

and Santa Barbara County. ● Develop student support services for Kern, Santa Clara, and Ventura Counties			

ANALYSIS- GOAL 1

Describe overall implementation of the actions/services to achieve the articulated goal.	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.
Describe the overall effectiveness of the actions/services to achieve the articulated goals as measured by the LEA.	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.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures	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.
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 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

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 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_X_ 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	

Expected Annual Measurable Outcomes:	Measurable Outcomes: • 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. Metrics: • Credit completion • TABE improvement • Student surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $998,414 RS: 0000, 1400

● Monitor credential/course alignment ● Keep class size average near 25:1			
Ensure all facilities are in good condition. ● Facilities reports -ensure work orders are completed in a timely fashion	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $8,757 RS: 0000
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)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $52,261 RS: 3010

● Provide student engagement staff development			
Remove barriers to graduation. ● Provide after school tutoring services ● Enroll all students in dual enrollment courses with Community College	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $30,506 RS: 0000, 3010
Engage the National Guard, in loco parentis, as partners in education of all students. ● Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $82,036 RS:0000, 3010
Parent Engagement. ● Provide access to student grades and daily assignments.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $53,756 RS: 0000

• Increase parent opportunities for input Increase technological communication to parents			
Provide reading intervention instruction. • Identify and enroll students in Read 180 course	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $1,500 RS: 0000, 3010
Support emotional well being of all students. • Provide access counseling and mental health services (counselor, therapist, and school psychologist). • Develop assets and resiliency traits in students	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $110,935 RS: 3310, 6500

LCAP GOAL 2: 2018-2019

GOAL:	Prepare all students for college and careers. Unchanged	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need:	Students need knowledge, exposure, and experiences to colleges and careers to make positive choices and connect learning to life goals.	

Goal Applies to:	Schools:	Grizzly Challenge Charter School
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Measurable Outcomes: ● 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. Metrics: ● Number of enrollments in CTE/Vocational Ed. Couse, 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	Budgeted Expenditures
Provide instruction, activities, and opportunities connecting post-secondary education to careers. ● Enroll all students in Career Planning ● Provide employability certifications for all students	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $29,624 RS:0000

• Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities			
Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses. • Assess each student, perform credit analysis and identify initial goals • Develop learning goals with each student.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $31,393 RS: 0000, 3010
Provide range of courses needed for high school diploma. • Implement distance learning courses. • Offer blended Instruction to students	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $53,600 RS: 3010

Provide Career Technical Education. • Provide Career Technical Education classes • Implement job internships in the community.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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: • 90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion. Metrics: • Post-residential placement data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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 ● 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	LEA-wide	_X_ALL ------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Cost: $25,000 RS: 0000
Increase student capacity to be resilient and persistent ● Provide staff-wide training in social emotional learning ● Provide direct counseling services	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Cost: $75,000 RS: 0000

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