Introduction:

LEA: Grizzly Challenge Charter School   **Contact (Name, Title, Email, Phone Number): Paul Piette, Principal pipette@slocoe.org**   **LCAP Year: 2016-2017**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
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, tours and program orientations. 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.	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.

Annual Update:	Annual Update:
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, en 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.	Parent groups state they are very supportive of our delivery of services. They requested additional information to keep them updated and we have enhanced our technological delivery systems to provide various platforms. Our community partners and business partners have offered ideas and requests to strengthen our Vocational 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

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update

to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Improve the academic achievement of all students enrolled in GYA.	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.	

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

LCAP GOAL 1: 2016-2017

Expected Annual Measurable Outcomes:	Measurable Outcomes: • 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. 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 • Monitor credential/course alignment • Keep class size average near 25:1	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $1,130,372 RS: 0000, 3010, 1400, 6500
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: $7,669 RS: 0000
Increase the academic rigor and student engagement. • Identify and implement materials aligned to CCSS • Implement Ascend Math to supplement Math	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Cost: $50,000 RS: 0000, 3010

curriculum • Implement ERWC • Stanford History Project – (DBQ) • Provide ELD staff development • NGSS (Next Generation Science Standards) Provide student engagement staff development		__Other Subgroups:(Specify)_____	
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: $29,564 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: $114,348 RS:0000, 3010
Parent Engagement. • Provide access to student grades and daily assignments. • Increase parent opportunities for input Increase technological communication to parents	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $12,169 RS: 0000
Provide reading intervention instruction. • Identify and enroll students in Read 180 course • Implement Ascend Math	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $15,319 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: $64,253 RS: 6500

LCAP GOAL 2: 2016-2017		

GOAL:	Prepare all students for college and careers.	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 • 75% 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 and fill out a FAFSA form. • 100% of students will complete a job application, a resume, and participate in a mock interview. • 100% of students will 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 • Provide enrichment activities to include field trips, guest speakers, community collaborations, and extra curricular activities	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $192,369 RS:0000, 3010

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: $22,461 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: $43,983 RS: 0000
Provide Vocational Education. • Through partnerships, provide Vocational 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: $29,472 RS: 0000

LCAP GOAL 3: 2016-2017

GOAL:	Support all students to successfully transition in the post residential phase.	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 Transitional Specialist for SLO County and Santa Barbara County. • Develop student support services for Kern, Santa Clara, and Ventura Counties	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Cost: $20,000 RS: 0000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the *prior* year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Improve the academic achievement of all students enrolled in GYA.	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Grizzly Youth Academy	
	Applicable Pupil Subgroups: ALL	

LCAP Year: 2015-2016			

Expected Annual Measurable Outcomes:	Measurable Outcomes:
	 • 100% of teaching staff will hold proper credentialing and participate in Professional Development to ensure strong implementation of the Common Core State Standards.
	 • Cumulative TABE increase greater than 1.0 grade level.
	 • CAHSEE passage rates greater than 65% for ELA and Math
	 • Students 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:
	 • TABE improvement
	 • Credit completion
	 Student surveys
		Actual Annual Measurable Outcomes:	Actual Outcomes:
			 • Cumulative TABE increase: 1.5 grade levels
			 • CAHSEE LEA/CAHSEE Math: No data, State waived requirements
			
			 • Student Survey:
			     o 97% feel safe
			     o 92% feel they belong
			     o 97% feel prepared in reading
			     o 96% feel prepared in writing
			     o 90% feel prepared in math
			     o 91.5% feel prepared in presenting information & using technology

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Ensure all core subject areas are taught by teachers who are appropriately credentialed. • Credential/course alignment monitoring		Cost: $1,099,321 RS: 0000, 3010, 1400, 6500	• Worked with SLOCOE to ensure all core subject areas are taught by teachers who are appropriately credentialed. • Hired new teachers possessing appropriate credentials.		Cost: $1,065,602.21 RS: 0000, 1400, 6500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Ensure all facilities are in good condition. • Facilities reports • Timely work orders		Cost: $5,335 RS: 0000	• Monitored and ensured all facilities are in good condition • New blinds installed • New carpet scheduled to be installed June 20, 2016		Cost: $7,669.68 RS: 0000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Increase academic rigor and student engagement. • Identify and implement materials aligned to CCSS Provide PD in CCSS and 21st		Cost: $50,000 RS: 0000, 3010	• Purchased ASCEND Math curriculum • Professional development for strong student engagement		Cost: $44,577.13 RS: 3010

Century Learning.		21st Century Learning - CAASPP Digital Library - ERCW (expository reading and writing course) - PD to strengthen student engagement (all staff) - Get Focused Stay Focused – Teachers (4) - CATE – Teachers (2)	
Scope of service: LEA-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Remove barriers to graduation. - Identify 12th grade students in need of passing CAHSEE and provide targeted instruction - Develop after school tutoring service	Cost: $28,806 RS: 0000, 3010	- Teachers provided individualized instruction, including before school tutoring - CAHSEE LEA/CAHSEE Math: No data, State waived requirements - Provided instruction and proctored exams for HiSET and CHSPE eligible students	Cost: $14,564.50 RS: 0000, 3010, 9638
Scope of service: LEA-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Engage the National Guard, in loco parentis, as partners in education of all students. Meet regularly with the National Guard to discuss counseling, behavior, academic as well as overall program and policy issues	Cost: $71,181 RS: 0000, 3010	- Weekly Training meetings with NG staff – Project Specialist - Weekly Counseling meetings – Counselor - Weekly Staff Call – Principal/Director - Bi-weekly Executive Leadership meetings – Principal/Director	Cost: $114,348.84 RS: 0000, 3010, 9638

			• Daily meetings with NG staff – Principal/Director, Counselor, Project Specialist	
Scope of service: LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent Engagement • Provide access to student grades and daily assignments.	Cost: $5,075 RS: 0000		• Weekly digital progress reports to Cadre and Counselors. • Cadre were provided access to daily assignments via Aeries.net • Meet with parents eight times a year (4/cycle) • Seek input and success progress and goals for all students	Cost: $12,169.68 RS: 0000
Scope of service: LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide reading intervention instruction. • Identify and enroll students in Read 180 course	Cost: $14,927 RS: 0000, 3010		• Provide students in need of reading intervention instruction, with a TABE below 6.0 grade levels.	Cost: $14,836 RS: 0000
Scope of service: LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

				Cost: $64,253.75 RS: 6500, 3310
Support emotional well being of all students • Provide student access to on-site mental health staff (counselor, therapist, and school psychologist)	Cost: $59,335 RS: 6500	• Counselor, Mental Health Therapist and services, and School Psychologist provided to all students		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• Additional support of students' emotional wellbeing • Provide ELD staff development • Aligning curriculum, instruction and assessment

Original GOAL from prior year LCAP:	Prepare all students for college and careers.	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 _____
Goal Applies to:	Schools: Grizzly Youth Academy	
	Applicable Pupil Subgroups: ALL	

LCAP Year: 2015-2016

Expected Annual Measurable Outcomes:	• Measurable Outcomes: 50% of enrolled students will be enrolled in a CTE or Vocational Education course • 25% of enrolled students will successfully	Actual Annual Measurable Outcomes:	Actual Outcomes: • 65% enrolled in CTE or Vocational Education class • 30.5% successfully completed four-week

	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 and fill out a FAFSA form • 100% of students will complete a job application, a resume, and participate in a mock interview • 100% of students will develop a plan with their parents stating educational and career goals • 100% of students will earn at least one employability certificate Metrics: • Number of enrollments in CTE/Vocational Ed course, job internships • Completion of Career Planning Course • MAP completion Number of certifications	internship • 100% participated in Career Day • 100% became knowledgeable in and filled out FAFSA • 100% completed a job application, resume and participated in mock interview • 100% developed a plan with their parents stating educational and career goals.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide instruction to all students exploring and connecting post secondary education to careers. • Enroll all students in Career Planning Course.	Cost: $14,927 RS: 0000, 3010	• All Students enrolled in and successfully completed Career Planning Course	Cost: $192,369.82 RS: 0000, 1400
Scope of service: LEA-wide		Scope of service: LEA-wide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners		OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Ensure all students have current TABE assessments, updated transcripts, and appropriate course placement. • Assess each student, perform credit analysis and create individual learning goals with each student.	Cost: $21,804 RS: 0000, 3010	• All students were TABE tested; this data was utilized by the counseling team along with updated transcripts to place students in appropriate courses.	Cost: $5,529.10 RS: 0000, 3010
Scope of service: LEA-wide		**Scope of service:** LEA-wide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide breadth of courses needed for high school diploma. • Implement distance learning courses.	Cost: $12,000 RS: 0000	• Apex distance learning courses were made available with updated elective and Common Core courses.	Cost: $43,983.93 RS: 0000, 3010
Scope of service: LEA-wide		**Scope of service:** LEA-wide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide exposure to vocational education. • Develop partnerships to provide vocational education classes and job internships in the community.	Cost: $49,612 RS: 0000	• Through a partnership with Cuesta College, 7 Vocational Ed. courses were offered • Additional Internship sites were added	Cost: $29,472.63 RS: 9637, 9382, 3010
Scope of service: LEA-wide		**Scope of service:** LEA-wide	

<table>
<tr><td colspan="2">x ALL</td><td></td><td colspan="2">x ALL</td><td></td></tr>
<tr><td colspan="2">OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td colspan="2">OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td><td colspan="5">• Provide employability certifications for all students
• Increase diversity in Career Day vendors</td></tr>
</table>

Original GOAL from prior year LCAP:	Support all students to successfully transition in the post residential phase.		Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5 X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Grizzly Youth Academy	
	Applicable Pupil Subgroups:	ALL	

LCAP Year: 2015-2016

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	Actual Annual Measurable Outcomes:	Actual Outcomes: • 92% of students engaged full time in high school, college, work or some combination 12 months after program completion

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Provide individual assistance to program completers that need help enrolling, forming a connection in high school, college registration, and the workforce • Provide Transitional Specialist for SLO County and Santa Barbara County. • Develop student support services for Kern, Santa Clara, and Ventura Counties	Cost: $19,951 RS: 0000	• All students residing in SLO and Santa Barbara counties provided access to Regional Mentor	Cost: $10,000 RS: 0000
Scope of service: LEA-wide		Scope of service: LEA-wide	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• Provide additional Transitional Specialists or other student support services for Kern, Ventura, and Santa Clara Counties.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

   Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$288,357

Grizzly Challenge Charter School receives $288,357 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 new Career Planning courses.
Cost: $209,820.40
RS: 0000, 1400

Provide extracurricular experiences and field trips.
Develop and implement school activity schedule and coordinate with National Guard.
Cost: $15,736
RS: 0000, 5861,

21st Century Learning skills.
Maintain a 1:1 technology environment and develop abilities in staff and students to be proficient users.
Cost: $58,228
RS: 0000

Provide reading intervention to EL students.
Implement Read 180 for students reading below a 7th grade level.
Cost: $16,823.47
RS: 0000

Student support in primary language.
Bilingual Instructional Assistant.
Cost $45,377.37
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: $30,258.15
RS: 0000, 3010

Empower students with the knowledge to complete redesignation requirements.
Implement process for EL students to gain knowledge into their classification status and requirements for redesignation.
Cost: $31,140.71
RS: 0000, 3010

Develop individual learning plans to support transition in post-residential placement.
Counseling Support Specialist.
Cost: $50,032.32
RS: 0000

Subtotal 16-17 = $399,722.42

NOTE: Grizzly Challenge Charter school does not receive concentration funds, although the unduplicated count is 71%, based on LCFF regulations require all charter schools to take on the unduplicated count of the district the charter school is physically located within. In this case, San Luis Coastal USD does not have an unduplicated count above 55% so there are no concentration funds available to our school. Funds will be used LEA/Charter-wide to address the goals of improving Academic Achievement, preparing students for college and careers, and to support students in their transitions from Grizzly.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

| 14.73 | % |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).