Get Focused Stay Focused and

Your Local Control Accountability Plan (LCAP)

Below are three examples of the type of language you might use when including Get Focused Stay Focused in your Local Control Accountability Plan (LCAP).

Additional detail and resources are provided by Donna Wyatt, Executive Director of the Get Focused Stay Focused National Resource Center, in the webinar: **Funding Strategies: Accessing California State and Federal Funds for Implementation of Get Focused Stay Focused –** [**http://bit.ly/funding-webinar-feb2020**](http://bit.ly/funding-webinar-feb2020)**.**

**Example #1**

* **LCAP Goal:** All students will graduate from high school ready for post-secondary education and/or careers, prepared to be economically self-sufficient with self-advocacy skills.
* **Action:** Fully implement Get Focused Stay Focused program with fidelity and its prerequisites in 8th grade through the Bridge Program.
* **Effectiveness:** Get Focused Stay Focused (GFSF) program has been fully implemented for the last X years at X school. Students in GFSF develop a 10-year plan that is updated annually when students complete the follow up modules. Students use the 10-year plan to select courses, internships and CTE pathways. The 10-year plan increased the knowledge base students have about college and career readiness. X% of the graduating seniors completed GFSF and X% of the students completed the follow up modules.

**Example #2**

* **LCAP Goal:** All students will graduate from high school ready for post-secondary education and/or careers, prepared to be economically self-sufficient with self-advocacy skills.
* **Action:** The district will continue to offer (list all CTE pathways). Completion of the CTE Pathway was emphasized and internship opportunities were presented to students. Additional CTE courses were added to each pathway with student input.
* **Effectiveness:** CTE courses were promoted to all students and we were (able/unable) to establish an internship program (with X% of students participating/due to staffing limitations. Students identified interest in CTE pathways via their GFSF 10-year plan. CTE course offerings increased student participation in CTE pathways by X% as compared to previous year.

**Example #3**

* **LCAP Goal:** All students will graduate from high school ready for post-secondary education and/or careers, prepared to be economically self-sufficient with self-advocacy skills.
* **Action:** X High School will actively recruit students from all subgroups to enroll in college credit courses and will monitor student progress.
* **Effectiveness:** X High School supported students through the college application process in their Get Focused course, analyzed students’ 10-year plans and actively recruited students from all subgroups to enroll in additional college credit courses. Counselors emphasized the college credit courses at parent and student presentations. Administration worked with X City College to identify additional college credit courses. The number of students taking college credit courses have increased X% or X students each year. Our goal is for 100% of students to earn college credits upon graduation.