

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gorman Learning Center SB/SC

CDS Code: 36750510137794

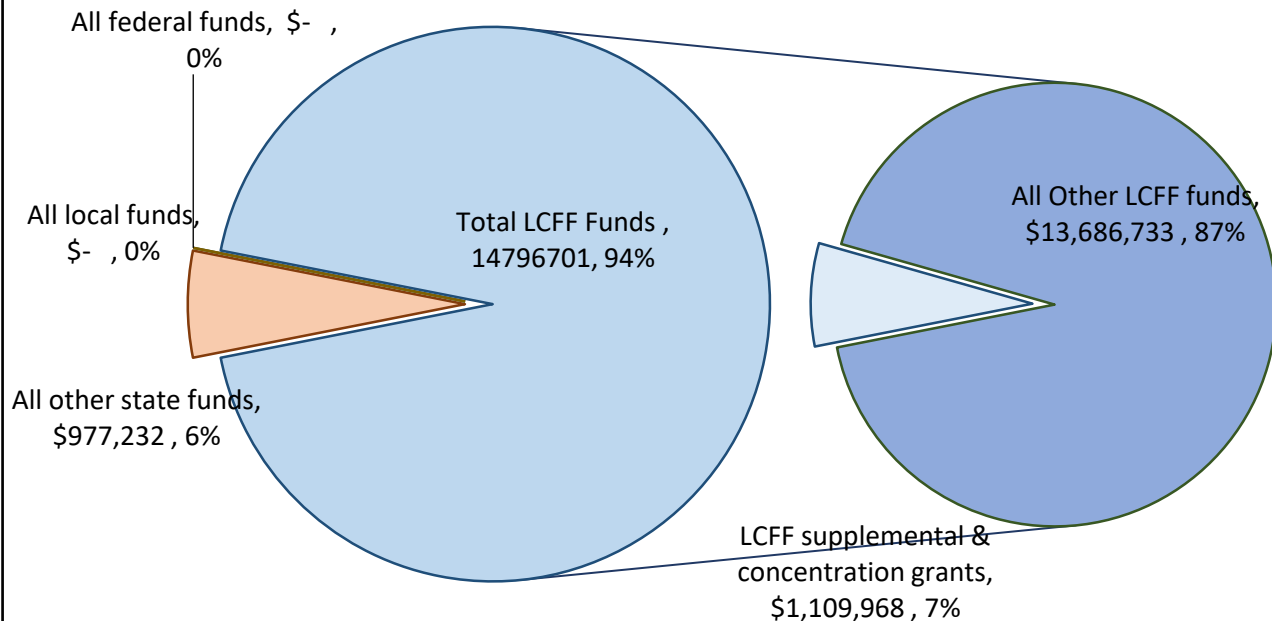
School Year: 2021 – 22

LEA contact information: dburchett@gormanlc.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

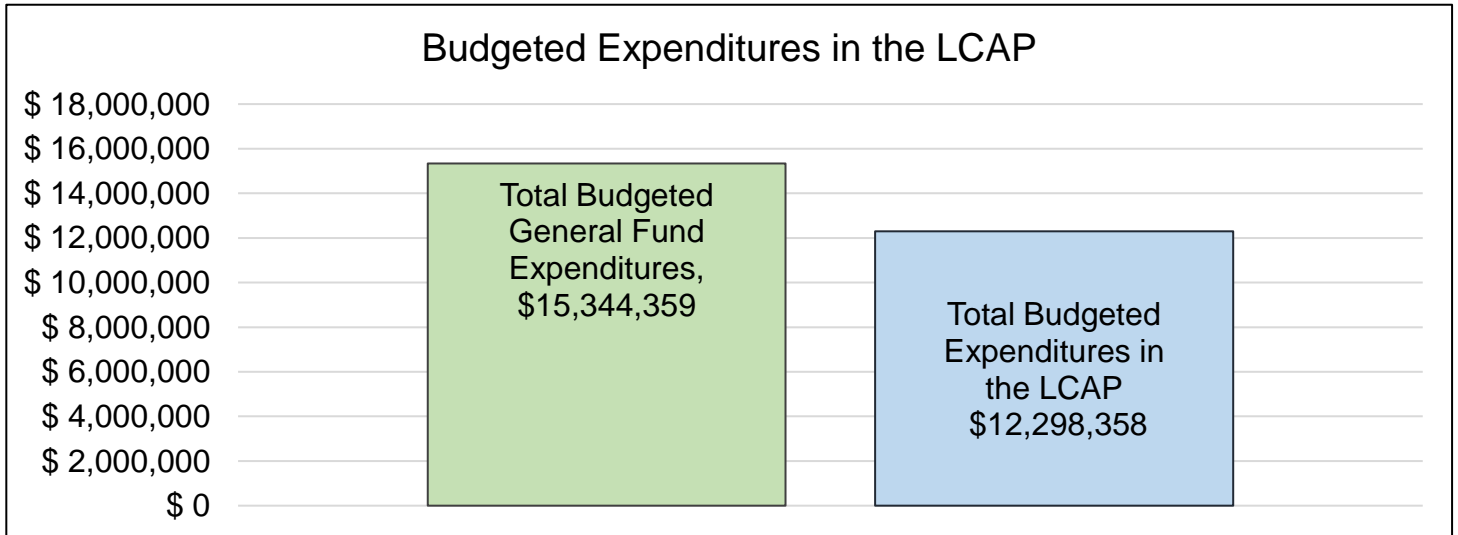


This chart shows the total general purpose revenue Gorman Learning Center SB/SC expects to receive in the coming year from all sources.

The total revenue projected for Gorman Learning Center SB/SC is \$15,773,933.00, of which \$14,796,701.00 is Local Control Funding Formula (LCFF), \$977,232.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$14,796,701.00 in LCFF Funds, \$1,109,968.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gorman Learning Center SB/SC plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Gorman Learning Center SB/SC plans to spend \$15,344,359.00 for the 2021 – 22 school year. Of that amount, \$12,298,358.00 is tied to actions/services in the LCAP and \$3,046,001.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures from the General Fund not included in the LCAP are administrative overhead and non-certificated non-instructional staff, information technology, human resources, fiscal services, and facilities and operations not included in the supplies, services, and lease expenditures for the resource centers.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

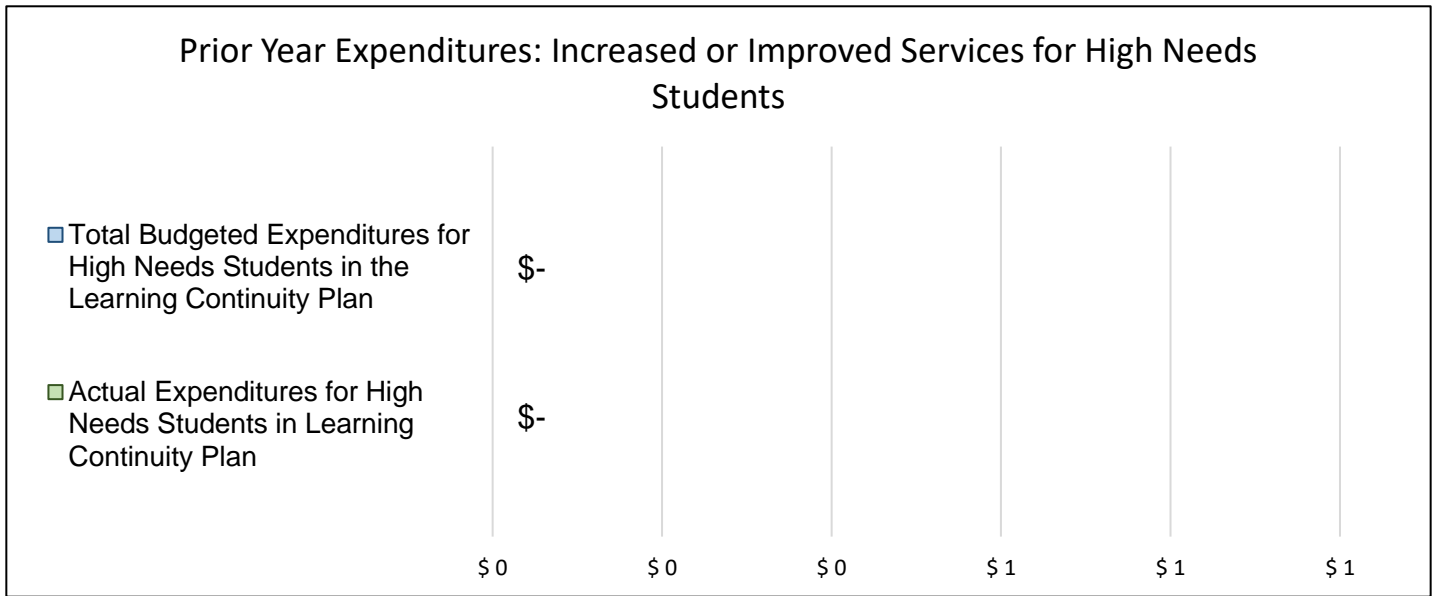
LCFF Budget Overview for Parents

In 2021 – 22, Gorman Learning Center SB/SC is projecting it will receive \$1,109,968.00 based on the enrollment of foster youth, English learner, and low-income students. Gorman Learning Center SB/SC must describe how it intends to increase or improve services for high needs students in the LCAP. Gorman Learning Center SB/SC plans to spend \$746,626.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

GLC SBSC is ensuring additional learning support services are in place for high needs students by providing professional development activities designed to support high needs students, providing supplemental curriculum and materials including standards aligned curriculum and online instructional supports to support English Learners, and providing English Language Development via Edmentum. GLC SBSC is ensuring direct assistance and support are provided to high needs students and their families by coordinating Foster Youth and Homeless student support, Low Income student support, and English Learner Support. GLC SBSC is ensuring the achievement of high needs students is supported by providing supplemental instructional support to Title I students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Gorman Learning Center SB/SC budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Gorman Learning Center SB/SC estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Gorman Learning Center SB/SC's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Gorman Learning Center SB/SC actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Learning Center SB/SC	Denice Burchett, Executive Director	dburchett@gormanlc.org (909) 307-6312

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Gorman Learning Center San Bernardino/Santa Clarita (GLC SBSC) is a personalized learning public charter school, authorized to provide an independent study program to all enrolled students. The community consists of families across San Bernardino County, Riverside County, Orange County, Los Angeles County, Kern County, and Inyo County, but its most significant population centers are Los Angeles County and San Bernardino County.

GLC SBSC is not a classroom-based school. All students are enrolled in an independent study program and are primarily learning in a remote, distance, online, or combination learning environment. Parents are equipped with instructional resources and the direct support and guidance of a Personalized Learning Teacher.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

GLC SBSC has not had to make any changes to its core curriculum and instruction as a result of the COVID-19 pandemic.

The pandemic had the effect of temporarily shifting some programs and services which address various learner needs from in-person to virtual. Programs and services which have gone virtual include Santa Clarita Resource Center and Redlands Resource Center workshops, Title I Academic Coaching, English Language Development Instruction, Community Provider Instruction (formerly Vendor Course Instruction), Personalized Learning Teacher, parent, and student learning period meetings, and Special Education services.

All federal programs, including the English Learner Program and Title I Targeted Assistance School Programs, transitioned to virtual support services. ELD instruction and supports were transitioned completely to virtual platforms where students engaged in online learning and instruction with their ELD Teacher. EL Students were already equipped with the necessary technology and resources (online software programs focusing on English Language Acquisition). Upon the determination of no in-person contact, Title I staff quickly transitioned supplemental instruction and services through an online platform.

A review of available data reveals that GLC SBSC successfully navigated the pandemic while continuing to provide a quality personalized learning education to all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified areas of need are: Increased academic performance in Math and ELA, especially among underserved student groups; increased college- and career-readiness for high school graduates; improved and strengthened support systems for students and parents; and improved administrative and procedural processes to gather, analyze, and report data.

The most recent full California School Dashboard as released in 2019, coinciding with GLC SBSC’s first full year. As such, no change has yet been measured using the Dashboard indicators.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP sets out to maintain progress in areas where the school has been making consistent and sustained improvements over the last several years (Goal 1), to shine a spotlight on parent and family involvement (Goal 2), and to add more emphasis to academic performance with new services and metrics to monitor improvement (Goal 3).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

GLC SBSC is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The GLC SBSC community was consulted in a broad survey called the GLC SBSC Satisfaction Survey, which collected responses to measure progress towards previous years' goals and to establish the key priorities of the new LCAP. The survey was released on April 14th, and collected responses until April 30th.

The Advisory Council/English Learner Advisory Council discussed the 8 State Priorities and determined the emphasis of each in the LCAP on March 9th, 2021. The Council reviewed and discussed the Goals and Actions developed by administration on May 11th, 2021. The Council approved the LCAP on June 8th, 2021. A Public Hearing was conducted on June 10th, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parent members of the Advisory Council/ELAC encouraged the school to make Parent Involvement a top priority, and to make sure that student academic success, college- and career-readiness, and valuable learning experiences were given appropriate attention.

Stakeholders responding to the Satisfaction survey responded positively to questions about the school's success in the areas of providing for safe and supportive learning environments, qualified teachers and instructors, standards-based books and materials, and communicating effectively. Stakeholders were still mostly positive, but there were more responses indicating concern or dissatisfaction in the areas of providing socio-emotional support, leadership opportunities, and extracurricular activities, and especially supporting both parents and students in preparing students for life after high school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the feedback provided by parent members of the Advisory Council/ELAC, the LCAP addresses Parent Involvement in a Focus Goal, Student Achievement, Student Engagement, and other pupil outcomes in a Broad Goal, and Basic Services, Implementation of Standards, School Climate and Course Access in a Maintenance Goal.

Based on the feedback of stakeholders broadly, the school is addressing college- and career-readiness together with academic achievement with multiple services and actions.

Goals and Actions

Goal

Goal #	Description
1	<p>GLC SBSC will continue to educate pupils in a Personalized Learning Model, which includes qualified Personalized Learning Teachers, quality additional instructional programs and services, standards-aligned and personalized curriculum across a broad array of courses, and a safe and effective learning environment.</p> <p>The actions described in this goal will be implemented to ensure that the progress made within Priority 1, Priority 2, Priority 6, and Priority 7 is maintained over the next three years. GLC SBSC will continue to monitor and evaluate these areas on a regular basis to determine whether any need to be elevated to a broad or focus goal.</p>

An explanation of why the LEA has developed this goal.

Available data and stakeholder input suggest that the areas contained within this goal are being successfully addressed by the actions and services already in place. Metrics below will be used to monitor these areas on a regular basis. The actions included with this goal are those which GLC SBSC has determined are effective in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers inappropriately assigned	0% of teachers inappropriately assigned				0% of teachers inappropriately assigned
Percentage of students with access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials				100% of students have access on demand to standards-aligned materials
Facilities in good repair	All facilities rated in good repair				All facilities rated in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets				100% of teachers implementing standards tracking sheets
ELD standards implemented for EL students	ELD Standards implemented to 100% English Learners in ELA K-12				ELD standards implemented for all EL students
Suspension Rate	0% suspension rate				0% suspension rate
Expulsion Rate	0% expulsion rate				0% expulsion rate
Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC SBSC providing a positive learning environment	95% of respondents responded positively to question regarding GLC SBSC providing a positive learning environment				90% or more respondents to respond positively to question regarding GLC SBSC providing a positive learning environment
Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC SBSC social and emotional support	83% of respondents responded positively to question regarding GLC SBSC social and emotional support				90% or more respondents to respond positively to question regarding GLC SBSC social and emotional support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC SBSC providing quality coursework and electives through independent study	91% of respondents responded positively to question regarding GLC SBSC providing quality coursework and electives through independent study				90% or more respondents to respond positively to question regarding GLC SBSC providing quality coursework and electives through independent study

Actions

Action #	Title	Description	Total Funds	Contributing
1	PLTs	Ensure basic services are in place by providing credentialed Personalized Learning Teachers	\$4,486,192	N
2	SPED Teachers	Ensure basic services are in place by providing credentialed Special Education teachers	\$717,182	N
3	SPED Staff	Ensure basic services are in place by providing qualified Special Education staff	\$519,663	N
4	Instructional Staff	Ensure basic services are in place by providing qualified instructional staff	\$2,280,983	N
5	Student Support Staff	Ensure basic services are in place by providing qualified student support staff	\$135,977	N
6	Curriculum and Materials	Ensure basic services are in place by providing curriculum and materials	\$1,041,805	N
7	Software, Subscriptions, and Licenses	Ensure basic services are in place by providing curriculum software, subscriptions, and licenses,	\$260,228	N
8	Devices and Internet	Ensure basic services are in place by providing devices and internet access	\$156,816	N

Action #	Title	Description	Total Funds	Contributing
9	Learning Environments	Ensure basic services are in place by providing safe and supportive learning environments (facilities)	\$708,606	N
10	Assessment	Ensure basic services are in place by providing effective assessment.	\$73,668	N
11	PD for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing professional development activities designed to support Unduplicated Pupils	\$1,000	Y
12	Supplemental curriculum for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing supplemental curriculum and materials for Unduplicated Pupils including standard aligned curriculum and online instructional supports to support all English Learners to reach annual growth towards language proficiency	\$16,000	Y
13	Online resources for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing ELD via Edmentum	\$10,000	Y
14	Direct Assistance for UP	Ensure direct assistance and support are provided to Unduplicated Pupils and their families by coordinating Foster Youth/Homeless student support, Low Income student support, and English Learner Support	\$449,626	Y
15	Targeted Assistance	Ensure the achievement of at risk students is supported by providing supplemental instructional support to Title I students	\$270,000	Y

Goal

Goal #	Description
2	<p>GLC SBSC will transform the role of parents in the administrative decision-making process and hold itself accountable for strengthening parent participation in school events and empowering parent voices in school planning over the next 3 years.</p> <p>The actions and services described in this goal are being implemented to ensure that there is a strong focus on State Priority 3, Parent Involvement, and meaningful measures of progress towards improved parent involvement in the school, including the creation and sustaining of new forums for parent involvement.</p>

An explanation of why the LEA has developed this goal.

Stakeholder feedback over the past several years has indicated that while parents feel strongly involved in the education of their own children, parent involvement and input in the development of programs and the implementation of services, as well as administrative decision-making, is a consistent area of challenge.

In discussing the development of Focus, Broad, and Maintenance Goals, the Advisory Council supported the development of a Focus Goal on the priority of Parent Involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Share of Board of Directors representing parents	Majority of members of the Board of Directors are parents				Majority of members of the Board of Directors are parents
Share of Advisory Council/ELAC representing parents, including EL Parents	Majority of Advisory Council/ELAC are parents, 2 Advisory Council/ELAC members are EL Parents				Majority of Advisory Council/ELAC are parents, 2 or more members of Advisory Council/ELAC are EL parents.
Number of Parent Cultural Groups in place	None				Regularly meeting Parent Cultural Groups providing direct input on school planning, at least one per numerically significant student group
Number of Parent Seminars offered throughout the year	12 Parent Seminars Offered 20-21				Six or more Parent Seminars offered during the course of the academic year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents participating in Parent Seminars	60				A majority of parents have participated in at least one seminar within the last year
Percentage of parent respondents with a positive response to Satisfaction Survey question regarding GLC SBSC inclusion of parents in school decision-making	85% of parent respondents responded positively to question regarding GLC SBSC inclusion of parents in school decision-making				90% or more parent respondents to respond positively to question regarding GLC SBSC inclusion of parents in school decision-making
Percentage of respondents who indicate that including parents in schoolwide decision-making is a strength of the school	30.2% responded that including parents in schoolwide decision-making was a strength				75% or more respondents indicate that including parents in schoolwide decision-making is a strength of the school

Actions

Action #	Title	Description	Total Funds	Contributing
1	Advisory Council	Support parent participation in school decision-making by continuing to operate the Advisory Council	Action Only	N
2	Stakeholder Feedback Cycle	Support parent participation in school decision-making by operating a stakeholder feedback process of regular surveys and focus groups	\$138,832	N
3	GLC SBSC Parent Website	Support parent participation in school decision-making by maintaining the GLC SBSC Parent Website	Action Only	N
4	Parent Cultural Groups	Support parent inclusion in the school community by establishing Parent Cultural Groups	Action Only	N

Action #	Title	Description	Total Funds	Contributing
5	Community Co-ops	Support parent inclusion in the school community by establishing Community Co-ops	Action Only	N
6	Parent Seminars	Support parents in their Personalized Learning role by continuing to provide Parent Seminars and Drop-Ins/Q&A sessions	\$11,877	N
7	RC Parent Events	Support parents in their Personalized Learning role by recommencing in-person family and parent support events at Resource Center facilities	Included in Goal 1 Action 4	N
8	Standards Tracking	Support parents in their Personalized Learning role by utilizing Standards Tracking to keep parents informed of grade-level expectations and student progress	Action Only	N
9	Special Needs Training	Support parents in their Personalized Learning role by providing tailored learning activities, addressing managing difficult behaviors and strategies to assist parents to help their children with disabilities meet grade level standards	Included in Goal 1 Action 2	N
10	Cultural Awareness Training	Support personnel in developing effective communication, collaboration, and outreach strategies with parents by providing professional development and training in Cultural Awareness/Proficiency	Action Only	N

Goal

Goal #	Description
3	GLC SBSC will improve academic achievement and college and career readiness outcomes for all student groups. The actions and services described in this goal are being implemented to ensure consistent and sustained action to address academic achievement gaps and promote college and career readiness schoolwide. (Priority 4, Student Achievement; Priority 5, Student Engagement; Priority 8, Student Outcomes)

An explanation of why the LEA has developed this goal.

Available academic achievement data, including prior years' academic indicators and College and Career Readiness indicators, combined with internal review of the overall academic program outcomes and stakeholder survey responses, support the conclusion that GLC SBSC

must address academic performance in a broad way, with attention to all significant student groups, in English Language Arts, Mathematics, and measures of college and career-readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Distance from Level 3 on ELA CAASPP	No data is available				Average distance from level 3 on ELA CAASPP: 0 or better for all student groups
Average Distance from Level 3 on Math CAASPP	No data is available				Average distance from level 3 on Math CAASPP: 0 or better for all student groups
Percentage of students who have completed a-g requirements	Unknown due to incorrect a-g qualifiers in Student Information System				50% or more
Percentage of students who have completed a CTE pathway	No data is available				20% or more
Percentage of students who have passed an AP exam with a 3 or higher	67% of testers passed with a 3 or higher				90% of testers pass with a 3 or higher
Percentage of English Learners who progress in English proficiency as measured by ELPAC	52.6%, compared to State at 48.3% in 2019-2020				Exceed State result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners who Reclassify as Fluent English Proficient (RFEP)	36.4%, compared to State at 17%				Exceed State result
Four-Year Cohort Graduation Rate	84.4%				100% graduation rate
Cohort dropout rate	2.6% of 2020 5-Year Cohort				0% dropout rate
Attendance rate	18% of students recorded 1 or more absence in 2018-2019				100% attendance rate
Chronic absenteeism rate	0% in 2019				0% chronic absenteeism rate
Percentage of 7 th -12 th grade students taking core academic and elective courses as needed to fulfill graduation requirements (English, Social Sciences, Science, Mathematics, Physical Education, World Languages, VAPA, Applied Arts, CTE)	No data is available				100% of 7 th -12 th grade students taking core academic and elective courses as needed to fulfill graduation requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners served by the English Language Development program	100% served ELD Program unless opted out				100% of students in the group have been provided designated services
Percentage of Foster Youth provided specific services for foster youth students	No data for 2020-21 school year				100% of students in the group have been provided designated services

Actions

Action #	Title	Description	Total Funds	Contributing
1	AP Courses	Support all students in improving academic achievement with direct services and programs by continuing to offer AP courses at Resource Centers, on the Virtual Resource Center, and with online programs	Included in Goal 1 Actions 4 and 7	N
2	i-Ready	Support all students in improving academic achievement with direct services and programs by continuing to utilize i-Ready for diagnostic assessments and interventions	\$20,585	N
3	Community Partner Services	Support all students in improving academic achievement with direct services and programs by continuing to offer Community Partner services	\$659,975	N
4	CTE Pathways	Support all students in improving academic achievement with college- and career-readiness learning opportunities by offering complete CTE pathways	\$74,375	N
5	College and Career Workshops	Support all students in improving academic achievement with college- and career-readiness learning opportunities by offering college and career workshops at resource centers	Included in Goal 1 Action 4	N

Action #	Title	Description	Total Funds	Contributing
6	Career Presentations	Support all students in improving academic achievement with college- and career-readiness learning opportunities by hosing career presenters for GLC SBSC students	Included in Goal 1 Action 5	N
7	Curriculum Development	Support all students in improving academic achievement by revising curriculum bundles, developing Standards Mastery materials and resources, adopting standards-aligned online curriculum options, and implementing Curriculum Plan to assure standards-aligned curriculum	\$168,975	N
8	Direct Shipping	Support student access to curriculum by implementing direct shipping from vendors and parent ordering of curriculum with PLT approval	Action Only	N
9	Professional Development	Improve processes to support effective implementation of Personalized Learning Plans by training teachers and staff towards professional improvement, including on best grading practices for general education and special education students and Missing Assignment Reports and when and how to withdraw students to reflect correct absences	\$13,950	N
10	MTSS Program	Implement effective and responsive schoolwide student and family engagement and support efforts by developing and coordinating an effective Multi-Tiered System of Support (MTSS) program, including Positive Behavioral Intervention and Support (PBIS) and the Student Study Team (SST) process	\$69,309	N
11	SEL Curriculum	Implement effective and responsive schoolwide student and family engagement and support efforts by providing Social-Emotional Learning Curriculum	Included in Goal 1 Actions 6 and 7	N
12	GLCares	Implement effective and responsive schoolwide student and family engagement and support efforts by maintaining the GLCares website	Included in Goal 3 Action 7	N
13	Post-Pandemic Support	Implement effective and responsive schoolwide student and family engagement and support efforts by providing resources and supporting the development of skills for both students and parents to navigate the socio-emotional challenges resulting from the pandemic	\$12,734	N

Action #	Title	Description	Total Funds	Contributing
14	DOR Collaboration	Implement effective and responsive schoolwide student and family engagement and support efforts by collaborating with the Department of Rehabilitation to assist SPED students with vocational skills, options, and support	Program provided by State, no cost	N
15	Engagement Data Analysis	Implement effective and responsive schoolwide student and family engagement and support efforts by proactively gathering data and conducting analysis on measures of student and family engagement to develop meaningful strategies to address root causes of withdrawal, dropping out, and chronic absenteeism	Included in Goal 2 Action 2	N
16	Strength and Support for Success	Adopt the motto “Strength and Support for Success!” to help focus on strengthening and supporting people, programs, and processes	Action Only	N

Goal Analysis of the 2021-22 LCAP Goals

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.72%	\$1,109,968

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All actions included in this LCAP as contributing to the increased or improved services requirement for unduplicated pupils are provided on a limited basis to the student groups identified.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

This LCAP provides for 5 distinct increased or improved services for Unduplicated Pupils (Goal 1, Actions 11-15). These actions include training for teachers specifically to improve support provided to Low Income, Foster Youth, and English Learner students and supplemental curriculum and online resources to ensure English Learners reach annual growth towards language proficiency. They also provide for a significant investment in staffing positions designed to coordinate services specific to these student groups. Between these actions, Unduplicated Pupils are provided service and support that can be described as increased by at least the percentage to increase or improve services stated above, compared to other students in the school.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Learning Center San Bernardino/Santa Clarita	Denice Burchett Executive Director	dburchett@gormanlc.org (909) 307-6312

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Implement the Personalized Learning Model with high quality, standards-aligned curriculum, highly effective instruction, and responsive assessment and intervention.

State and/or Local Priorities addressed by this goal:

State Priorities:

1. Basic Services
2. Implementation of Common Core State Standards

Annual Measurable Outcomes

Expected	Actual
95% of teachers fully credentialed and appropriately assigned, zero teachers without preliminary or clear credential	100% of teachers fully credentialed and appropriately assigned
100% of students to have access on demand to standards-aligned curriculum	100% of students have access on demand to standards-aligned curriculum
CCSS aligned curriculum available for all subject areas TK-12	CCSS aligned curriculum available for all subject areas TK-12
ELD courses developed	ELD Courses developed
All English Learners provided direct support by English Language Development Teacher	All English Learners provided direct support by English Language Development Teacher
Between 30% and 35% of EL students will make progress as measured by the ELPAC	ELPAC was not administered due to COVID.
22% Reclassification Rate	36.4%

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 Maintain the highest standard of Personalized Learning Teacher effectiveness, ensuring that all Personalized Learning Teachers are appropriately assigned and credentialed.	\$4,656,278	\$4,060,713
1.2 Maintain the highest standard of effectiveness of support staff, instructors, and facilitators, ensuring that all personnel with an impact on student achievement are appropriately trained and supported with resources for effective standards-based instruction, assessment and intervention.	\$2,719,320	\$2,544,890
1.3 PLT Growth Group to find replacements for out of print or out of date curricula for school to purchase and ensure materials available for students are aligned to learning objectives.	\$1,240,600	\$719,583
1.4 Provide increased direct PLT support to Unduplicated Pupils, including guiding parents through the tools and strategies of providing instruction in the home learning environment and modeling of teaching methods.	Refer to 1.1	Refer to 1.1
1.5 Maintain EL Program, including EL Coordinator and English Language Development (ELD) Teachers, in order to support English Language Development and Multi-Literacy instruction by identifying ELs in school population, assessing, ensuring proper placement and service provision, providing instruction, and monitoring progress.	Refer to 1.1	Refer to 1.1
1.6 Develop and adopt English Language Development curriculum options.	Refer to 1.5	Refer to 1.5
1.7 Provide professional development for PLTs, ELD Teachers, and parents on effective instructional strategies to support language mastery and development of home language, with emphasis on supporting a culture of multi-literacy for all students.	Refer to 1.5	Refer to 1.5
1.8 Provide support and preparation for assessment, including CAASPP, school benchmark assessments, and Interim Assessments	Refer to 1.1	Refer to 1.1
1.9 In order to improve state assessment participation, develop and implement teacher incentives towards higher rates of student testing participation	Removed from Budget	Removed from Budget
1.10 Implement "I Can" Standards and integrate standards between Master Agreements, Report Cards, and Assignment and Work Records	Action Only	Action Only

1.11 In order to increase standards mastery, develop systems and provide training for teaching, assessing, tracking and promoting reteaching of CCSS.

Refer to 1.1

Refer to 1.1

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services listed and budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services listed were implemented as planned.

Goal 2

Ensure that the school is focused on its mission of delivering personalized, standards-based learning by involving and supporting families in school decision-making, including training of parents in instructional methods, parent networking forums and volunteer opportunities, and initiating parent advisory groups to guide administrative action.

State and/or Local Priorities addressed by this goal:

State Priorities:

3. Parental Involvement

6. School Climate

Annual Measurable Outcomes

Expected	Actual
Suspension Rate 0%	0%
Expulsion Rate 0%	0%

Expected	Actual
Questionnaire Respondents who agree that GLC involves parents in school decision-making 82%	LCAP questionnaire was replaced by COVID questionnaire.
Questionnaire Respondents who agree that GLC provides necessary support to socioeconomically disadvantaged families 75%	LCAP questionnaire was replaced by COVID questionnaire.
Questionnaire Respondents who agree that GLC provides necessary support to parents of English Learners 75%	LCAP questionnaire was replaced by COVID questionnaire.
Questionnaire Respondents who agree that GLC provides necessary support to families with foster children 75%	LCAP questionnaire was replaced by COVID questionnaire.
Parents participating in workshops offered by the school 110	60
Parents participating in advisory groups: 5 GLC SB/SC Parent participants in LCAP Advisory Committee/SSC 7 GLC SB/SC Parent participants in SC local advisory group, 7 in SB local advisory group	Advisory groups scheduled to convene in March 2020 were canceled due to COVID

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 Design new parent workshops and offer multiple sessions throughout the school service area, addressing instructional methods, accessing instructional support resources, promoting an effective learning environment at home, and curriculum fluency.	Refer to 1.2	Refer to 1.2
2.2 Invite parent participation in resource center-based volunteer efforts, including parent volunteer assistant roles in resource center classrooms, parent support with planning and executing student events hosted at resource centers. Train parent volunteers. Increase opportunities for communication with parents at the resource center level.	Refer to 1.2	Refer to 1.2
2.3 Invite parent participation in parent advisory groups in order to guide administrative action.	Action Only	Action Only

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services listed and budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent advisory groups were scheduled to convene in March and April of 2020. Due to the spread of COVID, the school did not proceed with those groups, and turned its stakeholder engagement apparatus towards gathering information about student and family needs specific to the pandemic. Due to this disruption, the school has developed a modified version of this goal for the 2021-22 LCAP.

Goal 3

Foster a culture focused on student readiness to succeed in college and begin a career, by investing in a comprehensive program of curriculum, instruction, and support, including a-g coursework options, dual enrollment opportunities, CTE Pathways, academic proficiency, and development of life-readiness learning opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:

4. Student Achievement

8. Student Outcomes

Annual Measurable Outcomes

Expected	Actual
All Students Distance from Level 3 on ELA CAASPP 25 points below Level 3 (5 points growth)	CAASPP was not administered in the State of California in 2019-2020
Socioeconomically Disadvantaged students Distance from Level 3 on ELA CAASPP 37 points below Level 3 (6 points growth)	CAASPP was not administered in the State of California in 2019-2020

Expected	Actual
Hispanic students Distance from Level 3 on ELA CAASPP 45 points below Level 3 (7 points growth)	CAASPP was not administered in the State of California in 2019-2020
All students Distance from Level 3 on Math CAASPP 52 points below Level 3 (7 points growth)	CAASPP was not administered in the State of California in 2019-2020
Socioeconomically Disadvantaged students Distance from Level 3 on Math CAASPP 72 points below Level 3 (9 points growth)	CAASPP was not administered in the State of California in 2019-2020
Hispanic students Distance from Level 3 on Math CAASPP 71 points below Level 3 (9 points growth)	CAASPP was not administered in the State of California in 2019-2020
Pupils that are "Prepared" as measured by the College and Career Indicator 20%	The College and Career Indicator was not released on the California Dashboard in 2019-2020
75% of HS students Grad Plans developed	Pending
4 CTE Pathways offered	7 CTE Pathways were offered
2 Hours of training provided to teachers in developing and supporting post-grad plans	2.5 hours of training were provided to all teachers in developing and supporting post-grad plans
2 Hours of training offered to parents and students in developing and supporting post-grad plans	PLTs provided direct instruction to parents and students in developing and supporting post-grad plans
8th-12th grade students meeting with a High School Counselor for the purpose of developing or improving a post-grad plan: 8th 60% 9th-10th 80% 11th-12th 80%	One-on-one meetings were available to all students. Rate of utilization was not calculated.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1 Develop a-g courses based in independent study. Develop alternate course designs which augment independent study with resource center instruction. Develop alternate course designs which augment independent study with online instruction.	Refer to 1.1	Refer to 1.1
3.2 Purchase updated curriculum for any a-g course tied to curriculum that is out of date.	Refer to 1.3	Refer to 1.3
3.3 Maintain High School Counselor accessibility to all eighth grade and high school students and uniformly schedule counselor meetings so that all students have a meeting with the counselor before the end of 11th grade	Refer to 1.2	Refer to 1.2
3.4 Plan and execute professional development opportunities for PLTs regarding post-graduation planning, a-g courses, and supporting students and parents through the financial aid, college application, and admissions processes.	Refer to 1.2	Refer to 1.2
3.5 Identify and communicate opportunities for students and parents to participate in college fairs and college visitations.	Action Only	Action Only
3.6 Provide training and resources to families to educate them about college applications and admissions processes and to teach students how to write the documents related to those processes. Develop and offer elective courses which take a projects-based approach to learning about college applications and admissions, entrance essay writing, and succeeding in the college environment.	Refer to 1.2	Refer to 1.2
3.7 Provide regular direct instruction by CTE certificated personnel.	Refer to 1.2	Refer to 1.2
3.8 Purchase or license curriculum and courses for CTE Pathways.	\$8,045	\$1,402.56
3.9 Identify and connect students with field work, internship, apprenticeship, and other learning and training opportunities within CTE Program.	Action Only	Action Only
3.10 Offer classes to high school students to teach practical living skills including budget, credit, and debt management, interpersonal and communication skills, and applying for and keeping employment.	Refer to 1.2	Refer to 1.2
3.11 Advertise dual enrollment opportunities to students and parents.	Action Only	Action Only

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as budgeted. The CTE licenses cost less than was expected, as CTE participation remained low.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services were implemented as planned. The biggest challenge for optional opportunities has been getting students and parents to participate.

Goal 4

Ensure all students have consistent access to instructional support, electives, extracurricular activities, and other high-quality learning opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:

5. Student Engagement

7. Course Access

Annual Measurable Outcomes

Expected	Actual
Questionnaire Respondents who agree that the facilities of the school are clean, safe, and in good repair 90%	LCAP questionnaire was replaced by COVID questionnaire.
Questionnaire Respondents who agree that GLC delivers an effective learning environment at GLC facilities and GLC events 87%	LCAP questionnaire was replaced by COVID questionnaire.

Expected	Actual
Attendance Rate Greater than 95%	Pending
Chronic Absenteeism Rate Less than 2.2%	Data not available
Middle School Dropout Rate Less than 1%	Pending
High School Dropout Rate Less than 1%	2.6% of 2020 5-Year Cohort
High School Graduation Rate 89%	84.4% cohort graduation rate
Students with access to a broad course of study, including social science, science, health, PE, VAPA, and foreign language 100%	100% of students have access to a broad course of study, including social science, science, health, PE, VAPA, and foreign language, in independent study.
Questionnaire Respondents who agree that the school provides sufficient access to Vendor Course Instruction 90%	LCAP questionnaire was replaced by COVID questionnaire.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4.1 Continue to pilot a program through which to provide Chromebooks, Pen Tablets, Kajeet wireless internet access, and headsets for use by Unduplicated Pupils.	\$2,800	\$13,122
4.2 Maintain expanded resource center facilities in the Antelope Valley. Proactively address facilities disrepair and safety concerns.	\$756,698	\$629,607
4.3 Maintain increased allotment of flexible and equitable funding towards VCI and EMR resources for all students.	\$1,709,642	\$837,695

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services listed and budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID, the Resource Centers had to shift to remote learning, and all in-person VCI services had to be either suspended or moved online. However, students were able to continue to implement their Personalized Learning Plans via Independent Study without interruption.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
No additional expenditures will be made related to in-person instructional offerings	\$ 0.00	\$ 0.00	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No additional expenditures were planned or implemented.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

GLC SBSC was able to implement its Personalized Learning Model without interruption in the 2020-21 school year. GLC is a personalized learning public charter school. Our program allows for our personalized learning teachers (PLTs), to work directly with their students and their families on a regular basis. Since we are not a classroom-based school, school closures did not impede student access to the instructional program. Our PLTs as well as EL, Title I, and SPED teams used online methods of communication such as

email, Facetime, Google Hangouts, and Zoom to continue working alongside students and their parents. Our PLTs also increased the amount of contact with their families to provide them with both instructional and socio-emotional support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
No additional expenditures will be made related to the Distance Learning Program	\$ 0.00	\$ 0.00	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No additional expenditures were planned or implemented.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our program already provided both in-person and distance learning as a regular model of instruction. PLTs work directly with their students and families on a regular basis whether in-person or remotely. Teachers, already well-versed in collaboration and personalization of their students' education, continued to provide the same levels of support to families on their rosters. GLC SBSC students experienced instructional continuity during this school year, and have had access to a full curriculum through a variety of delivery models.

GLC SBSC provided Chromebooks and mobile hotspots on demand. Students took the i-Ready local assessments 3 times during the year, even while state mandated assessments were suspended. The local assessments helped us to identify any learning loss or academic weaknesses. As a result of the i-Ready diagnostic, we were able to provide specific instructional support to our students.

GLC supported pupils with unique needs.

For Special Education students, in addition to meeting all requirements as stated per the IEPs, additional trainings were provided to SPED teachers and staff to improve the quality of virtual instruction and assistance with social-emotional well-being during the pandemic. The Special Education Department has been able to provide adequate support to students with exceptional needs through the implementation of the IEP, the purchase of additional equipment/programs when determined appropriate by the IEP team, as well as the provision of additional services when determined necessary by the IEP team to provide FAPE.

For English Learners, assessments were provided by trained ELD Teachers through remote access. EL students were provided with Chromebook devices and internet hotspots as needed. Each English Learner continued to have their own ELD Teacher to support them and monitor their needs and progress through weekly instruction in reading, writing, oral language, and communication.

For Homeless students, GLC SBSC's Homeless Education Program begins upon enrollment. Students and families were in immediate contact with the LEA's Homeless Liaison. Services and referrals were given based on each student's unique needs including but not limited to referrals to counseling services, medical/dental/vision, assistance with housing authorities, and resources for food and clothing. Academic support services were expedited and prioritized for students facing homelessness, from access to technology/devices/internet hotspots to curricular and academic support as determined upon enrollment. Additional check-ins and follow-up was provided to ensure that students experiencing homelessness had a safe place to live, food, and clothing. Donations were also distributed to students experiencing homelessness.

For students in foster care, GLC SBSC provided expedited technology access, curricular and academic supports, and additional support from the charter's Foster Youth Liaison. Additional resources and counseling support was provided to help support the social emotional needs of our Foster Youth.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
GLC SBSC has added the i-Ready Diagnostic assessment for all students.	\$ 27,000	\$30,250	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The difference between the planned budgeted expense and the actual expense was not substantive.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

GLC SBSC used its local assessments to identify students' learning needs in math and ELA and used that data to track student growth throughout the year. As of the end of the 2020-21 school year, GLC SBSC has a high rate of participation in the i-Ready diagnostic (89% completed Reading diagnostic, 92% completed Math diagnostic).

Due to the nature of our program, we were able to transition in-person services and supports smoothly to remote or online methods, and our students' access to education was not affected. GLC SBSC maintained continuous communication and support for our families throughout the school year. The Special Education Department was able to offer compensatory time to students who have experienced significant learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

GLC SBSC provided employees with comprehensive support for their mental health and well-being. The Employee Assistance Program provided free services to help promote well-being and enhance the quality of life of our employees, including resources to address Stress Management, Mental Health, Child and Elder Care resources, and Overall Health.

In addition to the Employee Assistance Program, GLC SBSC ensured employee engagement remained a part of our culture. Through regular ongoing all staff meetings, employees were able to continue to engage and have meaningful discussions regarding the remote work environment. New all staff "Town Hall" meetings also provided an opportunity for staff to stay connected and maintain relationships.

Personalized Learning Teachers met with students regularly and monitored participation in educational programs. They also distributed resources for mental health that our school psychologists have made available. GLC SBSC's August Professional Development event addressed these issues as well and provided training on tracking social and emotional well-being of pupils and how to direct families if a need arises. Weekly staff meetings were held to address the impact on school staff.

GLC SBSC was able to launch GLCares, a website of resources selected to support students and families' social and emotional well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

GLC SBSC was able to maintain regular contact between families and Personalized Learning Teachers via teleconference and videoconference. In addition, instructional staff at resource centers were able to continue to work with students via videoconference. Because Personalized Learning Teachers are in close and frequent contact with each of their pupils, any attendance or compulsory education requirements were monitored and addressed as necessary. PLTs continued to meet virtually with families at least every 20 school days and tracked work completion and academic progress.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-site-based charter school, GLC SBSC was not required to provide meals unless students were attending a site that offered educational enrichment for more than two hours in a day. While Resource Centers were closed, with no students attending in person, meals were not distributed. When Resource Centers reopened, meal distribution resumed as normal.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	No additional actions were taken to implement the Learning Continuity Plan	\$ 0.00	\$ 0.00	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No additional expenditures were planned or implemented.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

GLC SBSC was able to continue to implement the Personalized Learning Model even during the pandemic. The goals and actions in the 2021-24 LCAP seek to maintain the actions, expenditures, systems and processes which the school relied on during this time while strengthening areas related to student achievement and parent involvement, not directly related to the pandemic. One key takeaway, however, was that high participation in local assessments is crucial, because dependence on state assessments and Dashboard indicators to measure success of the school is insufficient when the State is not able to implement those assessments or publish those indicators.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is measured by local assessment, each student's personalized learning plan is developed to support students in making grade-level progress every year, Liaisons and Coordinators for services for high-need student groups ensure access to services and resources, and the Special Education department provides compensatory time for SPED students experiencing learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No actions or services were identified as contributing towards meeting the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-21 Learning Continuity and Attendance Plan highlighted areas of need which GLC SBSC has sought to address with new, more effective strategies each year. The 21-22 through 23-24 LCAP invests in the areas which allowed GLC SBSC to weather the pandemic with minimal interruption of services, while

working to strengthen its supports for student well-being and access to learning opportunities. It also strengthens the tools at the school's disposal to monitor, analyze, and respond to student achievement and stakeholder perception data throughout the year.