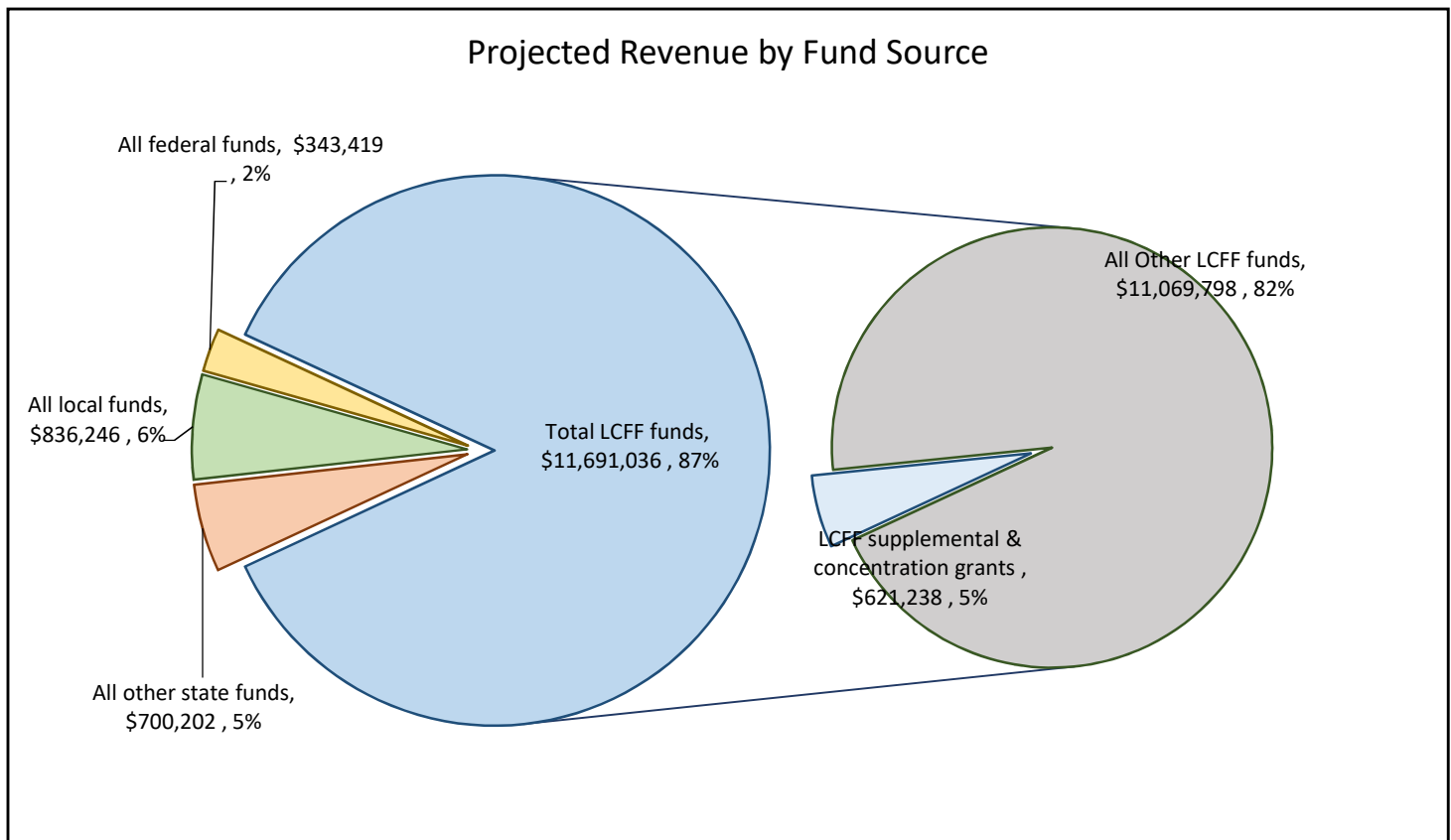


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gorman Learning Center San Bernardino/ Santa Clarita
CDS Code: 36 75051 0137794
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Denice Burchett**dburchett@gormanlc.org**(909) 307-6312

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 2019-20 LCAP Year

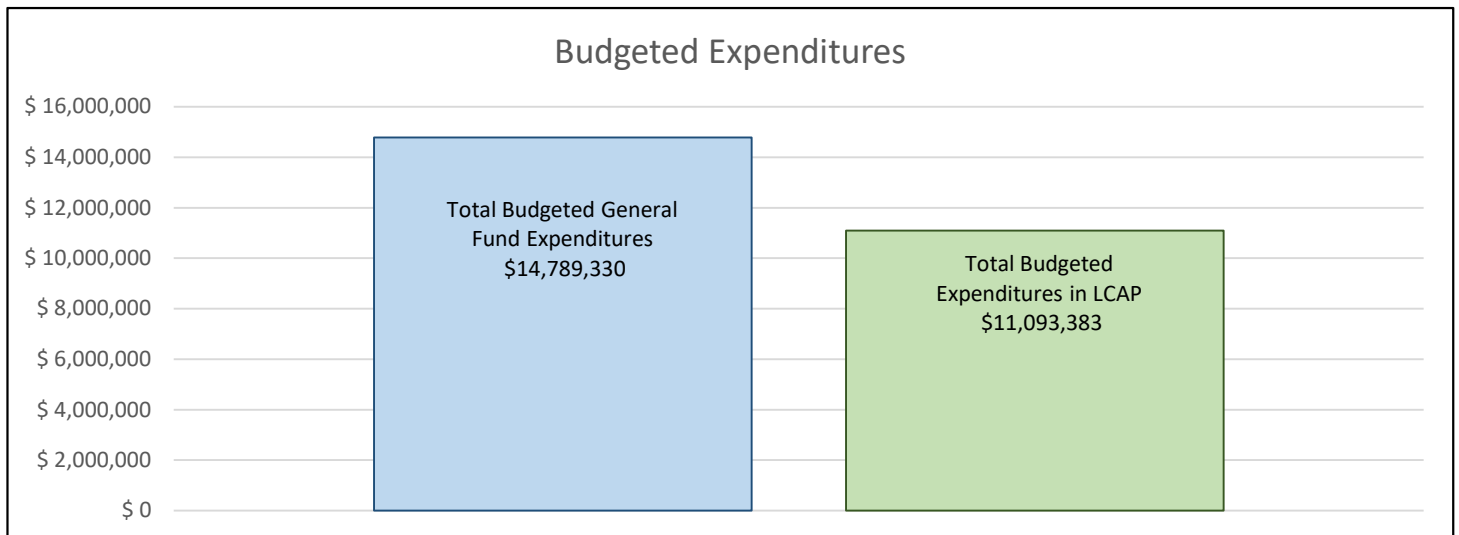


This chart shows the total general purpose revenue Gorman Learning Center San Bernardino/ Santa Clarita expects to receive in the coming year from all sources.

The total revenue projected for Gorman Learning Center San Bernardino/ Santa Clarita is \$13,570,903.00, of which \$11,691,036.00 is Local Control Funding Formula (LCFF), \$700,202.00 is other state funds, \$836,246.00 is local funds, and \$343,419.00 is federal funds. Of the \$11,691,036.00 in LCFF Funds, \$621,238.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Gorman Learning Center San Bernardino/ Santa Clarita plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Gorman Learning Center San Bernardino/ Santa Clarita plans to spend \$14,789,330.00 for the 2019-20 school year. Of that amount, \$11,093,383.00 is tied to actions/services in the LCAP and \$3,695,947.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

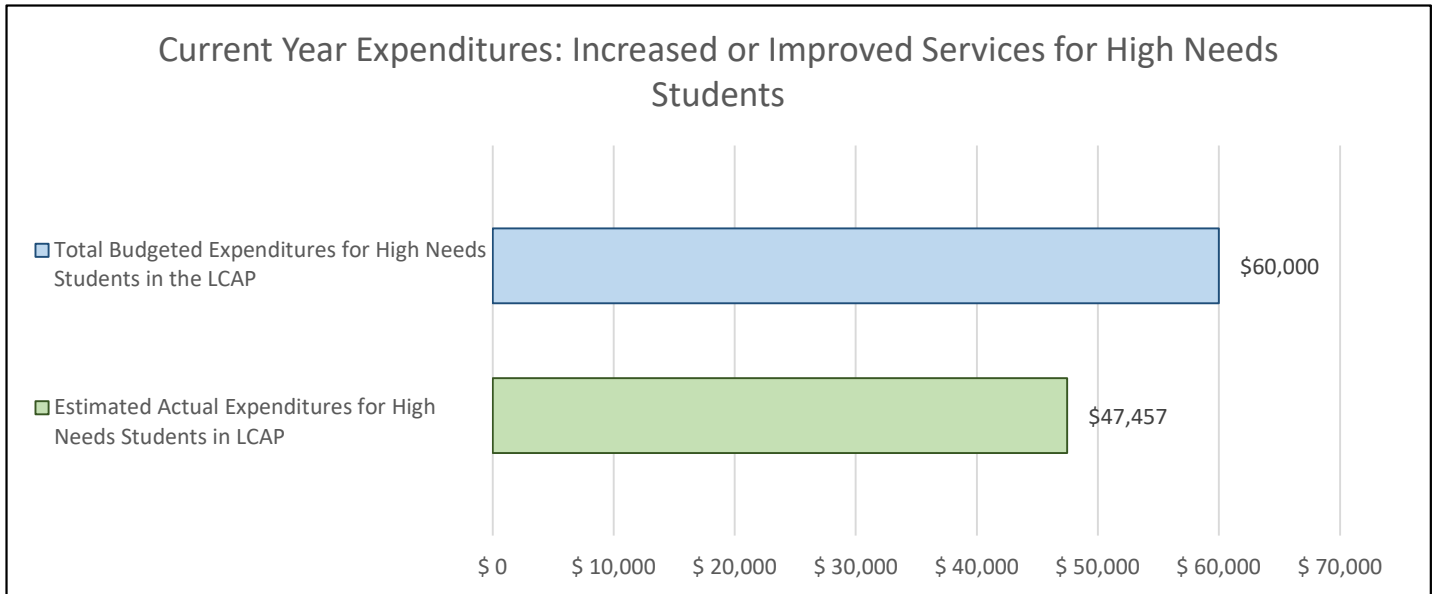
Expenditures from the General Fund not included in the LCAP are administrative overhead and non-certificated non-instructional staff, materials purchases that fall outside of the Box Set, Bundle, and core curriculum orders (EMR purchases), testing expenditures, information technology, human resources, fiscal services, and facilities and operations not included in the supplies, services, and lease expenditures for the resource centers. Special Education expenditures on contracted services are not included in the LCAP. Title I expenditures will be included in the LCAP Federal Addendum. Also not included are employee benefits, which can be found in the Object Code 3000 portion of the Adopted Budget.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Gorman Learning Center San Bernardino/ Santa Clarita is projecting it will receive \$621,238.00 based on the enrollment of foster youth, English learner, and low-income students. Gorman Learning Center San Bernardino/ Santa Clarita must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Gorman Learning Center San Bernardino/ Santa Clarita plans to spend \$0.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Gorman Learning Center San Bernardino/ Santa Clarita budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gorman Learning Center San Bernardino/ Santa Clarita estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Gorman Learning Center San Bernardino/ Santa Clarita's LCAP budgeted \$60,000.00 for planned actions to increase or improve services for high needs students. Gorman Learning Center San Bernardino/ Santa Clarita estimates that it will actually spend \$47,456.60 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$12,543.40 had the following impact on Gorman Learning Center San Bernardino/ Santa Clarita's ability to increase or improve services for high needs students:

Local Control Accountability Plan and Annual Update (LCAP)

LEA Name

Gorman Learning Center San
Bernardino/ Santa Clarita

Contact Name and Title

Denice Burchett
Executive Director

Email and Phone

dburchett@gormanlc.org
(909) 307-6312

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Gorman Learning Charter Network provides the Personalized Learning Public Charter School Model through its two charter schools, GLC and GLC SB/SC.

The schools serve a geographically widespread community of families who have chosen to enroll students in GLCN schools as an alternative to their local district school, a private school, other nearby charter schools, or homeschooling on their own.

Each student has his or her own needs, strengths, goals, interests, preferences, challenges, and personality. Our Personalized Learning Teachers and parents build a personalized learning plan for each student that takes all of that into consideration. This learning plan might emphasize independent study and include a couple of enrichment workshops at a resource center. It might be heavy on online classes and supplemental Vendor Course Instruction. It might include some resource center workshop support and additional tutoring for nearly every subject.

Students spend every day in a learning environment of one kind or another, with an adult instructor setting goals with them, guiding them, providing resources, and measuring their progress. Most days for most GLCN students, that means that they are at home with a parent who is following a lesson plan provided by a Personalized Learning Teacher. Many GLCN students are in other learning environments, as well. These include resource center workshops, where Resource Center Facilitators are setting goals with them, guiding them, providing resources, and measuring their progress. Resource Center Facilitators follow lesson plans that they developed with the help of curriculum specialists or Subject Expert Teachers. Each student in a resource center class has been assigned the work and activities of that class by his or her Personalized Learning Teacher.

This LCAP is for GLC SB/SC.

GLC SB/SC serves a population with two main clusters: Santa Clarita area and the southwestern San Bernardino County area. Since the change which divided the original GLC into two schools, this is the first LCAP which is informed specifically by the population which joined the new GLC SB/SC.

LCAP Highlights

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

In response to the 8 State Priorities, authorizing district, state, and agency guidance, and the input of our stakeholders, this year's LCAP includes the following four goals:

Goal 1: Implement the Personalized Learning Model with high quality, standards-aligned curriculum, highly effective instruction, and responsive assessment and intervention.

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.

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.

Goal 4: Ensure all students have consistent access to standards-based courses and learning opportunities, and that standards mastery is tracked regularly.

Goals 1, 2, and 4 are slightly modified from last year's LCAP to integrate the key shift in GLC SB/SC's focus for 2019-2020, which is to fully integrate a standards-alignment approach to curriculum, instruction, and assessment. New Actions/Services are added to address assessment directly.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The most important progress made last year was sustained this year, including the availability of regional Guidance Counselors, Resource Center classes supporting life skills, new CTE pathways, improved access to technology, an established EL Program, maintained resource center facilities, and an expanded allotment of VCI funding. This year, parent communication was greatly improved with the use of ParentSquare, the EL Program yielded positive results in language development, the CTE program added the next year of the pathways it started last year, and a broad array of courses were developed by Subject Expert Teachers.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Academic performance as measured by the CAASPP is the greatest area of need. For the second year, overall performance was in the “Orange” category on both English Language Arts and Mathematics academic indicators. This year, Chronic Absenteeism and Suspension Rate fell into the “Orange” category due to non-reporting. The College/Career Indicator is in the “Orange” category, holding steady at 10% prepared and 18.9% approaching prepared, similar to last year’s rates and significantly improved from the rates two years ago.

GLC SB/SC has planned to address academic performance by integrating a standards-alignment approach between curriculum, instruction, and assessment for all students.

The 2019 Dashboard release will be the first which exclusively represents GLC SB/SC.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

No subgroups were two or more performance levels below “All Students.” However, Hispanic students, Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities are all significantly below “All Students” in Mathematics, and each is significantly below “All Students” in one or more other indicators. The Dashboard has not yet caught up to the impact of the English Learner program, which GLC SB/SC is confident is mitigating the challenges of English Learners. GLC SB/SC plans to provide training and set expectations for direct support of Low Income students. A Performance Improvement Plan has been developed to address specific issues impacting the achievement of Students with Disabilities.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Gorman Learning Center San Bernardino/Santa Clarita has not been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Goal 1, Action 4 provides for the key support to Unduplicated Pupils, which is the direct PLT support which the PLT deems necessary to ensure that these students are able to achieve at the same level as their non-UP peers.

Specifically for English Learners, Goal 1, Actions 5 through 7 provide for a meaningful English Language Development program

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 14,789,330
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 11,093,383

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures from the General Fund not included in the LCAP are administrative overhead and non-certificated non-instructional staff, materials purchases that fall outside of the Box Set, Bundle, and core curriculum orders (EMR purchases), testing expenditures, information technology, human resources, fiscal services, and facilities and operations not included in the supplies, services, and lease expenditures for the resource centers. Special Education expenditures on contracted services are not included in the LCAP. Title I expenditures will be included in the LCAP Federal Addendum.

Also not included are employee benefits, which can be found in the Object Code 3000 portion of the Adopted Budget.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 11,691,036

Annual Update

LCAP Year Reviewed: 2018–19

Goal 1

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

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 PLTs possess a clear credential, zero teachers without preliminary or clear credential	94.3% of PLTs possess a clear credential, zero teachers without preliminary or clear credential
100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials
CCSS aligned curriculum available for all subject areas TK-12	CCSS aligned curriculum is available for all subject areas TK-12
ELD Courses developed for English Learners	This was an expected outcome for 2019-2020, not 2018-2019
All English Learners to be provided direct support by English Language Development Teachers	English Learners were provided direct support by English Language Development Teachers (with the exception of families who opted out of offered service)
Between 75% and 85% of EL students will make progress in English proficiency as measured by CELDT	The CELDT is no longer used to measure proficiency. 35% of EL students of GLC SB/SC met Level 4 proficiency on the ELPAC, compared to 30% statewide.

Expected

Actual

22% Reclassification Rate

28% Reclassified Fluent English Proficient

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain the highest standard of Personalized Learning Teacher effectiveness, ensuring that all Personalized Learning Teachers are appropriately assigned and credentialed.

All Personalized Learning Teachers were appropriately assigned and credentialed.

\$3,339,908

\$3,100,905.83

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

All personnel with an impact on student achievement were appropriately trained and supported with resources for effective standards-based instruction, assessment, and intervention

\$2,115,442

Not yet Calculated

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase up-to-date standards-based curriculum to replace out-of-date curriculum and ensure materials available for students are aligned to learning objectives. In 2018-2019, adopt and - purchase Pearson Social Studies for grades 4-7.	Curriculum and materials available for students were aligned to learning objectives. Pearson Social Studies was purchased and adopted for grades 4-7.	\$355,300	\$355,300

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Coordinators for special populations provided guidance to PLTs with unduplicated pupils on resources and options for additional support strategies	Refer to 1.1	Refer to 1.1

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	EL Coordinator became full time to monitor compliance and three ELD teachers were hired part time for 15 hours a week to give direct ELD instructional services to the EL Students (split between two schools). Transition into the new assessment, ELPAC, Initial and Summative Assessments were successful and administered to ensure proper placement.	\$60,000	\$47,456.60

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and adopt English Language Development curriculum options.	ELD Standards aligned curriculum was accessible to all ELs.	Refer to 1.5	Refer to 1.5

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Annual professional development was given to the PLTs with limited time allotted for training on instructional strategies to support ELD Instruction. ELD teachers worked individually with parents and students over the course of the year in sessions to provide support to further develop language acquisition and language mastery.	Refer to 1.5	Refer to 1.5

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

All Actions and Services in Goal 1 were implemented largely as planned. GLC SB/SC continues to maintain a certificated instructional staff that is credentialed and appropriately assigned. Resource center-based and tutoring instruction was provided. Students were provided with sufficient up-to-date curriculum to be able to complete grade-level courses of study. The English Learner Program, established two years ago, completed its first year of full operation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

GLC SB/SC is implementing the Personalized Learning Model with Personalized Learning Teachers who are highly qualified and curriculum that is standards-based. Not specifically addressed in the goal, but also supporting the identified need and related State Priorities, GLC SB/SC has utilized regular, periodic assessment of student progress with online benchmarks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Budgeted Expenditures for Actions 1 and 2 are staffing expenses tied to student enrollment. The Adopted Budget for GLC SB/SC in 2018-2019 projected a student enrollment increase and relative staffing expenditure increase which did not materialize.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The text of Goal 1 has been modified to address assessment specifically. Metrics related to ELD were revised consistent with the implementation of the ELPAC to replace the CELDT. New Actions/Services were added: Actions 1.8 and 1.9 target efforts to increase student preparedness for and participation in state testing, and Actions 1.10 and 1.11 outline a standards-alignment approach to sustained student progress monitoring and grading.

Goal 2

Ensure that the school is focused on its mission of delivering personalized 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
0% Suspension Rate	0% Suspension Rate
0% Expulsion Rate	0% Expulsion Rate
78% of Questionnaire Respondents who agree that GLC SB/SC involves parents in school decision-making	70% agree that GLC SB/SC involves parents in school decision-making
65% of Questionnaire Respondents agree and less than 10% disagree that GLC SB/SC provides necessary support to socioeconomically disadvantaged families	74% agree, 7% disagree that GLC SB/SC provides necessary support to socioeconomically disadvantaged families
70% of Questionnaire Respondents agree and less than 5% disagree that GLC SB/SC provides necessary support to parents of English Learners	73% agree, 11% disagree that GLC SB/SC provides necessary support to parents of English Learners
70% of Questionnaire Respondents agree and less than 5% disagree that GLC SB/SC provides necessary support to families with foster children	Not measured. Question was not included in questionnaire.
100 parents will participate in workshops offered by the school	Workshop participation was not tracked. Parents participated in Orientation

Expected

Actual

5 GLC SB/SC Parents will participate in LCAP Advisory Committee/SSC, 6 GLC SB/SC Parents will participate in SC local advisory group, 6 GLC SB/SC Parents will participate in SB local advisory group

School Site Council not yet constituted. 4 parents participated in SC local advisory group, 4 parents participated in SB local advisory group

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Design new parent workshops and offer multiple sessions throughout the school service area, addressing instructional methods, promoting an effective learning environment at home, and curriculum fluency.

RC orientations provided parents of RC students with guidance on curriculum choices and implementation. PLTs trained parents on personalizing learning for their student through the use of Personalized Learning Plans and Goal Setting Worksheets.

Refer to 1.2

Refer to 1.2

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

Opportunities for communication with parents were facilitated by the use of parent newsletters, Parent Square, posted flyers and social media. A general email account was created to allow parents direct communication with the resource centers.

Refer to 1.2

Refer to 1.2

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Invite parent participation in parent advisory groups in order to guide administrative action.	Parents were invited (via ParentSquare) to participate in new advisory groups for each location. Invitations were supplemented with flyers, and meetings were set up to include food and childcare to support parent participation	\$0 (Action Only)	\$0 (Action Only)

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

GLC SB/SC shifted its focus from targeted parent workshops, which in previous years had low participation which declined over the course of the year, to sustained and broad-based parent communication. The key changes allowing for greater direct contact with parents were the introduction of ParentSquare and the maintenance of GLC SB/SC social media profiles. GLC SB/SC continued to utilize previously existing methods of outreach, including GLC Notes (newsletter emailed to PLTs to forward to parents) and Resource Center orientations. Training for parents was not centrally developed, but PLTs participated in trainings related to Personalized Learning Plans and Goal Setting Worksheets, which they then went over with parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services came close to meeting annual measurable outcomes related to parent attitudes towards the school and its efforts to involve them. A standing parent/stakeholder decision-making body was not created, but parent participation in the LCAP Advisory Group did increase from previous years. Direct parent outreach via ParentSquare and social media has improved the consistency of accurate information being available to parents, and parents responded to requests to participate in surveys at a higher rate than in previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Actions/Services within Goal 2 are tied to job duties of positions covered in Goal 1, Actions 1 and 2.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal has been modified to add emphasis to the instructional role of the parent and the responsibility of the school to support parents in that role. GLC SB/SC is not changing the metrics but is planning to make more meaningful effort to improve school performance related to those metrics. For 2019-2020, GLC SB/SC plans to constitute a standing parent decision-making body and resume parent workshops with a focus on delivering daily instruction that is standards-based, with clear guidance for accessing instructional support resources (Goal 2, Action 1).

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 will be 30 points below or better, for a growth of 5 points from 2017	All Students Distance from Level 3 on ELA CAASPP was 36.3 points below, for a decline of 1.1 points from 2017
Socioeconomically Disadvantaged Students Distance from Level 3 on ELA CAASPP will be 43 points below or better, for a growth of 6 points from 2017	Socioeconomically Disadvantaged Students Distance from Level 3 on ELA CAASPP was 49.1 points below, for a decline of 1 point from 2017
Hispanic Students Distance from Level 3 on ELA CAASPP will be 52 points below or better, for a growth of 6 points from 2017	Hispanic Students Distance from Level 3 on ELA CAASPP was 55.4 points below, for a growth of 3.1 points from 2017
All Students Distance from Level 3 on Math CAASPP will be 59 points below or better, for a growth of 7 points from 2017	All Students Distance from Level 3 on Math CAASPP was 81.3 points below, for a decline of 15.3 points from 2017
Socioeconomically Disadvantaged Students Distance from Level 3 on Math CAASPP will be 81 points below or better, for a growth of 9 points from 2017	Socioeconomically Disadvantaged Students Distance from Level 3 on Math CAASPP was 106.3 points below, for a decline of 15.5 points from 2017
Hispanic Students Distance from Level 3 on Math CAASPP will be 80 points below or better, for a growth of 9 points from 2017	Hispanic Students Distance from Level 3 on Math CAASPP was 110.5 points below, for a decline of 21.3 points from 2017

Expected	Actual
15% of Pupils will be “Prepared” as measured by the College and Career Indicator	10% of Pupils are “Prepared” as measured by the College and Career Indicator
60% of High School students will have developed Post-Grad Plans	At least 60% of High School students have developed Post-Grad Plans
3 CTE Pathways will be offered	7 CTE Pathways were offered (Year 2 of implementation)
2 Hours of training will be 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 will be offered to parents and students in developing and supporting post-grad plans	At least 2 hours of training were offered to parents and students by their PLT in developing and supporting post-grad plans
50% of 8 th graders, 75% of 9 th -10 th graders, and 80% of 11 th -12 th graders will meet with a High School Counselor for the purpose of developing or improving a post-grad plan	All 8 th graders participating in SCRC attended an informational meeting with the High School Counselor for the purpose of developing post-grad plans. One-on-one meetings were made available to all students.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	SETs created comprehensive courses for all students with resource packets that enabled increased parent support and enriched resource center instruction at home.	\$34,000	\$102,564.55

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase updated curriculum for any a-g course tied to curriculum that is out of date.	No a-g curricula were replaced in 2018-2019, but items have been identified as out of date and needing to be replaced in 2019-2020.	Refer to 1.3	Refer to 1.3

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain High School Counselor accessibility to all eighth grade and high school students.	High school counselors visited 8th grade resource center classes to inform them of high school requirements and opportunities. They were available to meet one on one with high school students. High school counseling websites are updated regularly with information and resources. Information is distributed via email and Parent Square by the counseling department.	Refer to 1.2	Refer to 1.2

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Two professional development days in August provided information on post-graduation planning, a-g courses, and supporting students and parents through the financial aid, college application, and admissions processes. Additional information is shared via the GLCN monthly newsletter, the high school counseling website, emails and Parent Square.	Refer to 1.2	Refer to 1.2

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify and communicate opportunities for students and parents to participate in college fairs and college visitations.	Information on college fairs is shared via the GLCN monthly newsletter, high school counseling website, emails and Parent Square.	\$0 (Action Only)	\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Resources on college admissions processes are shared via the GLCN monthly newsletter, high school counseling website, emails and Parent Square. Guidance is offered on a one-on-one basis as well.	Refer to 1.2	Refer to 1.2

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular direct instruction by CTE certificated personnel.	<p>Direct instruction was provided by CTE Certificated Personnel in the following:</p> <ul style="list-style-type: none"> • Visual Art and Design (AME Year 2) • Graphic Arts (AME Year 2) • Photography (AME Year 2) • Band (AME Year 2) • Theater (AME Year 1, Year 2) • Business/Personal Finance (Business Year, Year 2) • Education/Working with Children 	\$30,400	Unable to parse using existing accounting system. Refer to 1.2

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase or license curriculum and courses for CTE Pathways.	<p>The following CTE curriculum was purchased or licensed:</p> <ul style="list-style-type: none"> • TestOut • Dave Ramsey Personal Finance • iCEV 	\$11,950	\$3,627.45

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify and connect students with field work, internship, apprenticeship, and other learning and training opportunities within CTE Program.	No field work, internship, apprenticeship, or other opportunities outside of CTE instruction was provided in 2018-2019	\$0 (Action Only)	\$0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Leadership workshop at SCRC, Dave Ramsey Personal Finance course offered. Adulting class offered at RRC.	Refer to 1.2	Refer to 1.2

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Advertise dual enrollment opportunities to students and parents.	Dual enrollment opportunities are listed on the dedicated GLC SB/SC high school counselor webpage	\$0 (Action Only)	\$0

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Actions/Services within Goal 3 were largely implemented as planned. Rigorous courses were developed, High School Counselors were available to all students, PLTs received training on post-graduation planning, information and resources pertaining to college admissions were made available to parents through multiple avenues, CTE pathways added their second year, leadership and personal finance classes were offered at SCRC and Adulting class offered at RRC, and dual enrollment opportunities were posted online.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The approach of GLC SB/SC in making resources available, sharing information, and providing for parent choice in how and when to use those resources is consistent with the Personalized Learning Model. The metrics related to academic performance and college- and career-readiness are based on prior year California Dashboard data, so it is unreliable to draw conclusions regarding the effectiveness of these actions/services in terms of their impact on student preparedness for college and career. However, the troubling declines in academic performance do prompt GLC SB/SC to reevaluate the structure within which the above listed opportunities are presented. GLC SB/SC has decided to implement a standards-based student assessment framework (which can be found in Goal 1, Actions 10 and 11) and address interfering factors in test performance, including lack of experience with the testing format, insufficient support and preparation for the assessment, and a perception of the assessment as not a high priority for the school (which can be found in Goal 1, Actions 8 and 9).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The development of a-g courses was fully regionalized in 2018-2019, so there was not cost sharing with GLC in this area. Subject Expert Teachers generated a-g courses with greater depth, including detailed resource packets and additional materials for courses, and they created projects and prompts to supplement courses, as well. The CTE curriculum actuals are lower than budgeted due to greater reliance on Designated Subjects Teacher expertise than third party products.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3 focuses on developing resources and options for students to become college- and career-ready. GLC SB/SC is making changes to other goals (Goal 1 and Goal 2) to establish higher expectations for students, provide better support to parents, and increase the focus on academic achievement, which the school expects will positively impact student participation in the offerings listed in Goal 3.

Goal 4

Ensure all students have consistent access to courses and learning opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:

5. Student Engagement

7. Course Access

Annual Measurable Outcomes

Expected	Actual
89% of Questionnaire respondents agree the facilities of the school are clean, safe, and in good repair	80% agree that the facilities of the school are clean, safe, and in good repair.
85% of Questionnaire respondents agree that GLC SB/SC delivers an effective learning environment at GLC SB/SC facilities and GLC SB/SC events	85% agree that GLC SB/SC delivers an effective learning environment at GLC SB/SC facilities and GLC SB/SC events
95% or greater Attendance Rate	To be reported
2.5% or lower Chronic Absenteeism Rate	To be reported
1% or lower Middle School Dropout Rate	To be reported
1.5% or lower High School Dropout Rate	To be reported
87% or greater Graduation Rate	To be reported
100% of students will have access to a broad course of study, including social science, science, health, PE, VAPA, and foreign language	100% of students have access to a broad course of study, including social science, science, health, PE, VAPA, and foreign language, in independent study. Options with resource center support have been inconsistent.

Expected

Actual

85% of Questionnaire respondents agree that the school provides sufficient access to Vendor Course Instruction

Not measured. Question was not included in questionnaire.

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Pilot a program through which to provide Chromebooks, Pen Tablets, Kajeet wireless internet access, and headsets for use by Unduplicated Pupils.

Program pilot resulted in consistently low utilization of technology and devices. Internal review concludes that insufficient direction was provided to teachers and parents regarding how to use the devices.

\$5,981

\$13,538.39

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain expanded resource center facilities in Santa Clarita.

Santa Clarita resource center facilities remain in place and in use.

\$1,074,572

Not yet calculated

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain increased allotment of funding towards VCI and increase allotment of funding for VCI services for students outside of resource center service areas.

The increased allotment of funding towards VCI was maintained. Students outside of resource center service areas were permitted to utilize an additional \$700 towards VCI. Few students utilized the full available allotment.

\$892,500

\$481,234.09

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The technology bundles program was piloted for students participating in the Virtual Resource Center, and devices were checked out to English Learners individually.

The expanded resource center facilities remained in place for the 2018-19 school year.

The per-student “VCI Budget” increase remained in place, and a process with internal controls was established and followed for PLTs to request additional allotments on a case-by-case basis.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Efforts to address varying levels of internet access for students largely failed. While devices were made available, direct training and support to PLTs in helping parents access, set up, use, and maintain devices was limited to voluntary supplemental training. The stakeholder population of GLC SB/SC prioritizes ensuring the quality of direct instruction over the development of online instruction and related technological support.

Stakeholder feedback reflected overall satisfaction with the condition of the resource center facilities in SCRC. There has been ongoing concern about the space available at the RRC.

There is considerable anecdotal evidence that while the availability of VCI funding had a positive impact on student access to learning opportunities, that impact was diminished by real and perceived procedural hurdles and impediments to providing those services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget for the tech bundle program was adjusted in the beginning of the year to include the ELD program in the purchase of devices.

Most students used less than the full allotment of their VCI Budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The language of Goal 4 has been modified to integrate the standards-alignment approach that weaves throughout all four Goals of the LCAP. The metrics have not been changed. It remains important that the school meet these targets. The Actions/Services have been

clarified to include attention to the issues which contributed to the unsatisfactory outcomes of 2018-19 efforts. Action 1 calls for training to support the use of devices and Action 3 calls for greater flexibility and equity in student budgets.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

On March 28th, GLC SB/SC released the annual LCAP Stakeholder Questionnaire via ParentSquare. Responses were accepted from March 28th until April 5th.

The questionnaire had 120 responses. At the time of its release, GLC SB/SC student enrollment was 1,338 students.

Advisory Groups were initiated in April, beginning with School Spending meetings network-wide. The Redlands advisory groups met on April 10th and 12th, and the Santa Clarita advisory group met on April 29th. These parent groups addressed each of the LCAP goals, identified local area needs, and adjusted the priorities of the plan going forward.

The Annual Update was developed by the GLCN Leadership Team based on a review of the year's events and activities and in consultation with coordinators, support staff, and other team members.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from stakeholders gathered quantitatively via the Questionnaire and qualitatively at the Advisory Groups, analyzed and compared to input gathered in the last two LCAP development processes, illustrated the primary issues of concern and challenges that GLC is facing or is likely to face in 2019-2020.

The issues of greatest concern are different depending on the area. The Redlands area is hoping to expand the Redlands Resource Center. Santa Clarita area parents are primarily concerned with the quality of instruction and ensuring that students have access to a broad course of study.

Both areas see a need to improve parent engagement efforts by the school.

The needs identified in this process are consistent with the needs which underlie much of the LCAP already.

Goals, Actions, & Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Identified Need:

To ensure that Gorman Learning Center provides effective instruction, standards-aligned, rigorous curriculum, and responsive assessment and intervention in order to support student achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.A Teachers fully credentialed and appropriately assigned	Not included in 2017-2018 LCAP	Baseline year: 94.4% of PLTs possess a clear credential 5.6% of PLTs are in process of clearing credential	95/5, zero teachers without preliminary or clear credential	95/5, zero teachers without preliminary or clear credential

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.B Students with access on demand to standards-aligned materials	Not included in 2017-2018 LCAP	Baseline year: 100%	100%	100%
2.A Content and performance standards implemented for students	Not included in 2017-2018 LCAP	Baseline year: CCSS aligned curriculum available for all subject areas TK-12	CCSS aligned curriculum available for all subject areas TK-12	CCSS aligned curriculum available for all subject areas TK-12
2.B ELD standards implemented for English Learners	Not included in 2017-2018 LCAP	Baseline year: ELD courses not yet developed for English Learners	ELD courses developed	ELD courses available for all English Learners developed
2.C English Learners with access to standards-aligned instruction	Not included in 2017-2018 LCAP	Baseline year: All English Learners provided direct support by English Language Development Teacher	All English Learners provided direct support by English Language Development Teacher	All English Learners provided direct support by English Language Development Teacher
4.I Percentage of English Learners who progress in English proficiency as measured by CELDT/ELPAC	Not included in 2017-2018 LCAP	Baseline year: 81.6% of ELs made progress (increased at least one CELDT level, maintained English proficiency in the Early Advanced or Advanced level, or were reclassified)	Between 75% and 85% of EL students will make progress	Between 75% and 85% 30% and 35% of EL students will make progress as measured by the ELPAC
4.J English Learner Reclassification Rate	Not included in 2017-2018 LCAP	Baseline year: 2.2% of EL students Redesignated Fluent English Proficient	22% Reclassification Rate	22% Reclassification Rate

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain the highest standard of Personalized Learning Teacher effectiveness, ensuring that all Personalized Learning Teachers are appropriately assigned and credentialed.

Maintain the highest standard of Personalized Learning Teacher effectiveness, ensuring that all Personalized Learning Teachers are appropriately assigned and credentialed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$3,208,932	\$3,413,545 \$4,656,278
Source		LCFF	LCFF
Budget Reference		All PLT Salaries GLC SB/SC Wide	All PLT Salaries GLC SB/SC Wide

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,202,245	\$2,212,245 \$2,719,320
Source		Special Ed Revenue (for SPED certificated staff), Title I, LCFF	Special Ed Revenue (for SPED certificated staff), Title I, LCFF
Budget Reference		All non-PLT Certificated Salaries, Facilitators, Tutors, and other student support staff	All non-PLT Certificated Salaries, Facilitators, Tutors, and other student support staff

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Allocate financial resources to purchase up-to-date curriculum in Math, ELA, Social Studies, Science, Visual and Performing Arts, and Foreign Language (Previously Goal 1, Action 1.2)

2018-19 Actions/Services

Purchase up-to-date standards-based curriculum to replace out-of-date curriculum and ensure materials available for students are aligned to learning objectives. In 2018-2019, adopt and - purchase Pearson Social Studies for grades 4-7.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130,000	\$355,300	\$355,300 \$1,240,600
Source	LCFF	LCFF	LCFF
Budget Reference		Student Materials Figure based on POs for new Boxed Set and Bundle materials for use in 2018-2019	Student Materials

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in Goal 1 Action 1	Included in Goal 1 Action 1
Source			
Budget Reference			

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$50,000	\$50,000 Included in Goal 1 Action 1
Source		LCFF	LCFF
Budget Reference		Federal Services/Programs Department Budget: EL Coordinator, ELD Teachers	Federal Services/Programs Department Budget: EL Coordinator, ELD Teachers

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop and adopt English Language Development curriculum options.

Develop and adopt English Language Development curriculum options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in Goal 1, Action 5	Included in Goal 1, Action 5
Source			
Budget Reference			

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in Goal 1, Action 5	Included in Goal 1, Action 5
Source			
Budget Reference			

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide support and preparation for assessment, including CAASPP, school benchmark assessments, and Interim Assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in Goal 1, Action 1
Source			
Budget Reference			

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

In order to improve state assessment participation, develop and implement teacher incentives towards higher rates of student testing participation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Not yet Calculated Removed from 2019-2020 Budget
Source			LCFF
Budget Reference			Certificated Staff Salaries

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement "I Can" Standards and integrate standards between Master Agreements, Report Cards, and Assignment and Work Records

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Action Only, No Cost
Source			
Budget Reference			

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in Goal 1, Action 1
Source			
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Identified Need:

To support and guide parents who are the primary instructors of their children in the Personalized Learning Model.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*6.A Suspension Rate	Not included in 2017-2018 LCAP	Baseline Year: 0%	0%	0%
*6.B Expulsion Rate	Not included in 2017-2018 LCAP	Baseline Year: 0%	0%	0%
Questionnaire Respondents who agree that GLC involves parents	67%	73%	78%	82%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in school decision-making				
Questionnaire Respondents who agree that GLC provides necessary support to socioeconomically disadvantaged families	Not included in 2017-2018 LCAP	Baseline Year: 55% (22% Neutral, 11% Disagreed)	65%, Less than 10% Disagree	75%, Less than 8% Disagree
Questionnaire Respondents who agree that GLC provides necessary support to parents of English Learners	Not included in 2017-2018 LCAP	Baseline Year: 62% (32% Neutral, 5% Disagreed)	70%, Less than 5% Disagree	75%, Less than 5% Disagree
Questionnaire Respondents who agree that GLC provides necessary support to families with foster children	Not included in 2017-2018 LCAP	Baseline Year: 62% (32% Neutral, 6% Disagreed)	70%, Less than 5% Disagree	75%, Less than 5% Disagree
Parents participating in workshops offered by the school	0	100 (GLCN)	100	110

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents participating in advisory groups	Not included in 2017-2018 LCAP	Baseline Year: 9 Parent participants in LCAP Advisory Committee	5 GLC SB/SC Parent participants in LCAP Advisory Committee/SSC 6 GLC SB/SC Parent participants in SC local advisory group, 6 in SB local advisory group	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

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

Allocate staffing and financial resources to developing parent workshops, seminars, and online classes to support parents in establishing and improving home learning environments, teaching and tutoring methods, and understanding academic content which frequently challenges students

2018-19 Actions/Services

Design new parent workshops and offer multiple sessions throughout the school service area, addressing instructional methods, promoting an effective learning environment at home, and curriculum fluency.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	Included in Goal 1, Action 2	Included in Goal 1, Action 2
Source	LCFF		
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate staffing and financial resources to planning and executing parent events promoting community connections, guided exploration of independent study instruction practices, and exploration of curriculum and instruction options available through the school

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	Included in Goal 1, Action 2	Included in Goal 1, Action 2
Source	LCFF		
Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Invite parent participation in parent advisory groups in order to guide administrative action.

Invite parent participation in parent advisory groups in order to guide administrative action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$0 (Action Only)	\$0 (Action Only)
Source		LCFF	LCFF
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Identified Need:

To improve student college and career readiness, as measured by academic performance indicators, career preparation, and college-readiness indicators, and to close the achievement gaps that impact student subgroups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*4.A All Students Distance from Level 3 on ELA CAASPP	Not included in 2017- 2018 LCAP	Baseline Year: 35.2 points below Level 3	30 points below Level 3 (5 points growth)	25 points below Level 3 (5 points growth)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*4.B Socioeconomically Disadvantaged students Distance from Level 3 on ELA CAASPP	Not included in 2017-2018 LCAP	Baseline Year: 48.8 points below Level 3	43 points below Level 3 (6 points growth)	37 points below Level 3 (6 points growth)
*4.C Hispanic students Distance from Level 3 on ELA CAASPP	Not included in 2017-2018 LCAP	Baseline Year: 58.5 points below Level 3	52 points below Level 3 (7 points growth)	45 points below Level 3 (7 points growth)
*4.D All students Distance from Level 3 on Math CAASPP	Not included in 2017-2018 LCAP	Baseline Year: 66 points below Level 3	59 points below Level 3 (7 points growth)	52 points below Level 3 (7 points growth)
*4.E Socioeconomically Disadvantaged students Distance from Level 3 on Math CAASPP	Not included in 2017-2018 LCAP	Baseline Year: 90.8 points below Level 3	81 points below Level 3 (9 points growth)	72 points below Level 3 (9 points growth)
*4.F Hispanic students Distance from Level 3 on Math CAASPP	Not included in 2017-2018 LCAP	Baseline Year: 89.2 points below Level 3	80 points below Level 3 (9 points growth)	71 points below Level 3 (9 points growth)
*4.G Pupils that are "Prepared" as measured by the College and Career Indicator	Not included in 2017-2018 LCAP Class of 2016: 6.4%	Baseline Year: Data not Yet Available	15%	20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Post-Grad Plans Developed (% of HS students)	Not Counted	30%	60%	75%
CTE Pathways Offered	0	2	3	4
Hours of training provided to teachers in developing and supporting post-grad plans	0	2 All ISTs	2 All ISTs	2 All ISTs
Hours of training offered to parents and students in developing and supporting post-grad plans	0	2 Accessible to 80% of parents	2 Accessible to 90% of parents	2 Accessible to all parents
8 th -12 th grade students meeting with a High School Counselor for the purpose of developing or improving a post-grad plan	Not Counted	8 th 25% 9 th -10 th 60% 11 th -12 th 80%	8 th 50% 9 th -10 th 75% 11 th -12 th 80%	8 th 60% 9 th -10 th 80% 11 th -12 th 80%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate staffing resources to selection, research, design, and development of lesson plans and instructional materials to ensure that courses available to 9th- 12th grade students meet a-g criteria

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$60,000	\$60,000 Included in Goal 1, Action 1
Source	LCFF	LCFF	LCFF
Budget Reference		Extra Duty Hours for SETs, K-8 Curriculum Team	Extra Duty Hours for SETs, K-8 Curriculum Team

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate financial resources to purchase up-to-date curriculum in Math, ELA, Social Studies, Science, Visual and Performing Arts, and Foreign Language

2018-19 Actions/Services

Purchase updated curriculum for any a-g course tied to curriculum that is out of date.

2019-20 Actions/Services

Purchase updated curriculum for any a-g course tied to curriculum that is out of date.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,000	Included in Goal 1, Action 3	Included in Goal 1, Action 3
Source	LCFF		
Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

Allocate staffing resources to ensure that High School Counselors are accessible to all eighth grade and high school students, including incoming transfer students, during the school year

2018-19 Actions/Services

Maintain High School Counselor accessibility to all eighth grade and high school students.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,500	Included in Goal 1, Action 2	Included in Goal 1, Action 2
Source	LCFF		
Budget Reference			

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate resources to the planning and execution of professional development opportunities for ISTs regarding post-graduation planning, a-g courses, and supporting students and parents through the financial aid, college application, and admissions processes

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,500	Included in Goal 1, Action 2	Included in Goal 1, Action 2
Source	LCFF		
Budget Reference			

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate resources towards identification of and participation in college fairs and college visitation opportunities for high school students and parents

2018-19 Actions/Services

Identify and communicate opportunities for students and parents to participate in college fairs and college visitations.

2019-20 Actions/Services

Identify and communicate opportunities for students and parents to participate in college fairs and college visitations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$0 (Action Only)	\$0 (Action Only)
Source	LCFF		
Budget Reference			

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate resources to provide targeted support to students whose parents have not graduated from college, to educate the family about college application and admissions, planning for life after graduation, and the development of writing and interpersonal skills practical in the college setting

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	Included in Goal 1, Action 2	Included in Goal 1, Action 2
Source	LCFF		
Budget Reference			

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate staffing and financial resources to purchase/license curriculum and courses in high-need Career Technical Education pathways, to design CTE courses within those pathways, to provide access to devices, tools, and teaching and learning resources in support of student participation in CTE courses, and to provide regular direct instruction by CTE certificated personnel

2018-19 Actions/Services

Provide regular direct instruction by CTE certificated personnel.

2019-20 Actions/Services

Provide regular direct instruction by CTE certificated personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$76,000	\$30,400	Included in Goal 1, Action 1 and Goal 1, Action 2
Source	LCFF	LCFF	
Budget Reference		Extra Duty Hours for: CTE DSTs, VRC CTE Facilitators, RC CTE Facilitators	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

Purchase or license curriculum and courses for CTE Pathways.

2019-20 Actions/Services

Purchase or license curriculum and courses for CTE Pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$11,950	\$11,968 \$8,045
Source		LCFF	LCFF
Budget Reference		CTE Department Object Codes 4100, 4310, 4340, 5831, and 5870	CTE Department Object Codes 4100, 4310, 4340, 5831, and 5870

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate staffing and financial resources to identify and partner with businesses for internship, apprenticeship, and workplace exposure opportunities.

2018-19 Actions/Services

Identify and connect students with field work, internship, apprenticeship, and other learning and training opportunities within CTE Program.

2019-20 Actions/Services

Identify and connect students with field work, internship, apprenticeship, and other learning and training opportunities within CTE Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000	\$0 (Action Only)	\$0 (Action Only)
Source	LCFF		
Budget Reference			

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Allocate staffing and financial resources to adopting, developing, and offering in-person and online classes, workshops, and seminars to high school students to teach practical living skills including budget, credit, and debt management, interpersonal and communication skills, and seeking, gaining, and maintaining gainful employment

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	Included in Goal 1, Action 2	Included in Goal 1, Action 2
Source	LCFF		
Budget Reference			

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Advertise dual enrollment opportunities to students and parents.

Advertise dual enrollment opportunities to students and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$0 (Action Only)	\$0 (Action Only)
Source			
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Identified Need:

To invest in the infrastructure that underlies equitable access to courses, programs, and services.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*1.C Questionnaire Respondents who agree that the facilities of the school are clean, safe, and in good repair	Not included in 2017-2018 LCAP 2016-2017 Data: 89%	Baseline Year: 73%	89%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Questionnaire Respondents who agree that GLC SB/SC delivers an effective learning environment at GLC SB/SC facilities and GLC SB/SC events	Not included in 2017-2018 LCAP	Baseline Year: 83%	85%	87%
*5.A Attendance Rate	Not included in 2017-2018 LCAP	Baseline Year: Data not yet available for 2017-2018 Greater than 95%	Greater than 95%	Greater than 95%
*5.B Chronic Absenteeism Rate	Not included in 2017-2018 LCAP 2016-2017 Rate: 3.3%	Baseline Year: Data not yet available for 2017-2018 Less than 3%	Less than 2.5%	Less than 2.2%
*5.C Middle School Dropout Rate	Not included in 2017-2018 LCAP 2016-2017 Rate: 1.5%	Baseline Year: Data not yet available for 2017-2018 Less than 1%	Less than 1%	Less than 1%
*5.D High School Dropout Rate	Not included in 2017-2018 LCAP 2016-2017 Rate: 2.2%	Baseline Year: Data not yet available for 2017-2018 Less than 2%	Less than 1.5%	Less than 1%
*5.E High School Graduation Rate	82.8%	85%	87%	89%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*7.A Students with access to a broad course of study, including social science, science, health, PE, VAPA, and foreign language	Not included in 2017-2018 LCAP	Baseline Year: 100%	100%	100%
Questionnaire Respondents who agree that the school provides sufficient access to Vendor Course Instruction	74%	80%	85%	90%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Pilot a program through which to provide Chromebooks, Pen Tablets, Kajeet wireless internet access, and headsets for use by Unduplicated Pupils.

Continue to pilot a program through which to provide Chromebooks, Pen Tablets, Kajeet wireless internet access, and headsets for use by Unduplicated Pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,981	\$5,981 \$2,800
Source		LCFF	LCFF
Budget Reference		Information Technology department budget Object Code 4310	Information Technology department budget Object Code 4310

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Allocate staffing and financial resources to obtaining new or upgrading existing facilities to enable the full participation, within policy parameters, of enrolled students in resource center instructional offerings, including core subject supplemental support, elective enrichment class support, extracurricular activities, and athletic activities

2018-19 Actions/Services

Maintain expanded resource center facilities in Santa Clarita.

2019-20 Actions/Services

Maintain expanded resource center facilities in Santa Clarita.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,160,000	\$1,074,572	\$1,117,199 \$756,698
Source	Unrestricted Reserve Fund Balance	LCFF Unrestricted Reserve Fund Balance	LCFF
Budget Reference	Facilities Expenditures for AVRC expansion <u>only</u> (4000s, 5000s) Maintenance expenditures at RCs not represented in 2017-2018 LCAP	Facilities Expenditures for SCRC and RRC (4000s, 5000s)	Facilities Expenditures for SCRC (4000s, 5000s)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Increase allotment of funding towards individual student Vendor Course Instruction opportunities in order to improve the variety and stability of tailored tutoring, instruction, lessons, and enrichment activities

2018-19 Actions/Services

Maintain increased allotment of funding towards VCI and increase allotment of funding for VCI services for students outside of resource center service areas.

2019-20 Actions/Services

Maintain increased allotment of flexible and equitable funding towards VCI and EMR resources for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$833,000	\$892,500 \$1,709,642
Source	LCFF	LCFF	LCFF
Budget Reference	Intended to reflect increase in VCI usage only	Contracted Services Expenditures in GLC SB/SC Wide	Contracted Services Expenditures in GLC SB/SC Wide

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 621,238

[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Unduplicated Pupils made up 27% of the GLC SB/SC student population. The following actions/services are principally directed to Unduplicated Pupils:

Goal 1, Action 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.

This service is expected to be effective in meeting the goal of improved student achievement for these subgroups. Using the Personalized Learning Plan and Goal-Setting Worksheet which PLTs implement with all students, it formalizes the expectation that PLTs personalize the support and resources provided to families based on identified need. This service does not add administrative infrastructure or create new expenditures more broadly. Rather, it entrusts PLTs and parents with the choice and flexibility to provide the best support to students. The increased services to Unduplicated Pupils can be qualitatively measured by establishing a guiding principle that PLTs conduct more frequent and targeted direct instruction and informal assessment of progress for these students.

Goal 1, Action 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.

Goal 1, Action 6: Develop and adopt English Language Development curriculum options.

Goal 1, Action 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.

Taken together, these three actions develop and maintain an English Learner Program which provides direct English Language Development instruction to students and professional development to those responsible for supporting those students in accessing a broad course of study.

Goal 4, Action 1: Continue to pilot a program through which to provide Chromebooks, Pen Tablets, Kajeet wireless internet access, and headsets for use by Unduplicated Pupils, providing necessary training and support to PLTs and parents.

GLC SB/SC is seeking to measure the impact of improved internet access on student achievement within Unduplicated Pupil student groups.