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 Golden Valley Charter School expects to receive in the coming year from all sources.

The total revenue projected for Golden Valley Charter School is $5,186,334.00, of which $4,618,364.00 is Local Control Funding Formula (LCFF), $250,188.00 is other state funds, $317,782.00 is local funds, and $0.00 is federal funds. Of the $4,618,364.00 in LCFF Funds, $242,012.00 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.
This chart provides a quick summary of how much Golden Valley Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley Charter School plans to spend $0.00 for the 2019-20 school year. Of that amount, $310,000.00 is tied to actions/services in the LCAP and $-310,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Instructional materials and services for individual pupil and schoolwide pupil needs.

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

In 2019-20, Golden Valley Charter School is projecting it will receive $242,012.00 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Charter School 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, Golden Valley Charter School plans to spend $310,000.00 on actions to meet this requirement.
This chart compares what Golden Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Charter School 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, Golden Valley Charter School's LCAP budgeted $270,446.00 for planned actions to increase or improve services for high needs students. Golden Valley Charter School estimates that it will actually spend $270,446.00 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

2017-20 Plan Summary

The Story

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

GVCS is a standards-based, personalized learning public school of choice and serves TK-12 students living in Ventura, Los Angeles, Kern, and Santa Barbara counties. We partner with parents to provide the optimal educational program for each student, with the parent or guardian taking responsibility for the education of the student and acting as the day-to-day teacher for the student. A GVCS Education Facilitator (EF) is assigned to each student. The EF is a fully credentialed teacher, and he/she oversees the general educational program of the student. The EF assists the parent/guardian with learning plans and documentation of the student's work, as well as selecting and securing appropriate curriculum, materials, and services.

We require an in-person, face-to-face meeting between the parent, student, and EF at least once every 20 school days where the student's work is carefully reviewed and discussed, necessary documentation and paperwork is collected, and plans are made for the next 20-day period.

As a public school, the content of each student's educational program is guided by the Common Core and state standards, however, GVCS allows for wide differences in student learning styles, abilities, and interests that are difficult to accommodate in a traditional classroom school setting. Unlike a traditional public school, parents tailor the learning environment and instructional delivery methods to the individual needs of their children. Because of our school's unique system, a "one-size-fits-all" curriculum is not mandated, and parents remain the authority on anything affecting their children's attitudes, values, and beliefs.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.
The key feature of the 2019-20 LCAP is to provide increased assistance to our low performing and our unduplicated pupils, as well as to rectify data pertaining to the participation rate for students with disabilities in Mathematics.

**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**

Last year: Overall scores of GVCS students meeting and exceeding standards in English Language Arts (ELA) increased by 1% from the previous year to 53%, surpassing Ventura County by 6% and the State of California by 3%. Golden Valley has exceeded state and county scores in ELA for the fourth year in a row.

Overall scores of GVCS students meeting or exceeding standards in Mathematics increased by 3% from the previous year to 38%. GVCS scored slightly higher than Ventura County by 2%.

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**

Last year: Our Socioeconomically Disadvantaged Students and Hispanic Students fell into the Orange Category in English Language Arts. Our plan is to ensure their allotment of Instructional Funds, SFP Funds (for those who qualify), and our Low Performing Student Block Funds (for those who qualify) is used to address this discrepancy in overall student achievement in English Language Arts. Further, our Socioeconomically Disadvantaged Students, Hispanic Students, and White Students fell into the Orange Category in percentage of students meeting or exceeding standards in Mathematics. In addition to using the strategy described above for ELA, students will participate in our math intervention program, which we refer to as “Math Path”. This program is designed for these students to utilize strategies which the school has identified as best practices to increase achievement in Mathematics, as used by students who have exited our Mathematics intervention program.

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**

Last year: No student groups fell two or more performance levels than the “all student” performance.
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Enhance support systems for increased career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: All
Local Priorities: All

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of five courses that GVCS students may enroll in will be identified and reported to stakeholders.</td>
<td>GVCS identified and shared with stakeholders five courses that enhance support systems for career readiness that students could enroll in.</td>
</tr>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
</tbody>
</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and report to all stakeholders specific CTE/ROP courses that GVCS</td>
<td>[Add actual actions/services here]</td>
<td>$350.00</td>
<td>$350.00</td>
</tr>
</tbody>
</table>
students may participate in through districts within surrounding counties and/or through an online vendor.

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation included:

- College and career fairs advertised in High School Highlights newsletters;
- Information from VCOE Career Education Center disseminated to students via EFs, including an extensive listing of CTE course options and directions for accessing;
- and the GVCS High School Catalog includes an explanation of CTE, links to CDE website for additional info, ROP info and contacts, and online providers who offer CTE courses;
- GVCS has joined The California Coalition Dedicated to Dual Enrollment and will attend their summit in September, 2019.

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

The overall effectiveness of the actions to achieve the goal was adequate as determined by discussions with staff, and a survey of parents of high school students and teaching staff.

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

There is no material difference. Budgeted expenditures and estimated actual expenditures are aligned (re-printing high school catalogs).

**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.**

No changes were made to this goal.
Goal 2

Provide additional educational resources for Unduplicated Pupils and Pupils Schoolwide utilizing Supplemental Funding Program funds.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified pupils and their parents will receive additional educational supports according to their individual needs.</td>
<td>Identified pupils and their parents received additional educational supports to promote increased academic achievement and experiences that they may not have had access to otherwise.</td>
</tr>
</tbody>
</table>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Unduplicated pupils will be provided additional resources and supplies in the core academic areas. Some examples that the extra funding will provide include:  
  • Tutoring for the student  
  • Assisting the parent with lesson plan writing, teaching strategies, and navigating online parent development provided by GVCS  
  • Organizational skills for either the parent, student, or both | $235,000 | $235,000 |
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with the parent and student to understand new common core strategies and requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance with grading writing assignments using the new rubrics we are providing for this purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional curriculum and services to support learning for the student (i-ready)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
The overall implementation included providing additional funding on top of what all other students received for educational materials and instructional services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The overall effectiveness of the actions to achieve the goal was strongly appreciated and well-utilized used as determined by discussions with staff, and commentary from parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There is no material difference. Budgeted expenditures and estimated actual expenditures are aligned.

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.
No changes were made to this goal.
## Stakeholder Engagement

<table>
<thead>
<tr>
<th>LCAP Year: 2019-20</th>
</tr>
</thead>
</table>

### 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?

Beginning February, 2019 the Executive Director consulted with the Director of Education and the Support and Development Coordinator on the update of our annual goals and actions. Our Curriculum and Assessment Coordinator, who normally plays a large role in managing and carrying out academic goals related to her position unfortunately had to resign in February 2019 due to health concerns.

In March, 2019, we surveyed parents of students in grades 9-12 and all GVCS EFs to determine whether or not we achieved the Goal and Actions/Services for last year’s LCAP. Results indicated that the work we did for this goal was adequate. Further, in February 2019, we conducted an annual schoolwide survey for parents and staff to provide input into the needs and direction of the school overall.

### Impact on LCAP and Annual Update

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

The review and analysis of this goal had no impact on the LCAP for the upcoming year.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>New Goal</th>
</tr>
</thead>
</table>

Goal 1

Utilize $60,000 of our Low-Performing Students Block Grant (LPSBG) to provide our low-performing students with additional supports to increase their academic achievement as defined in the California Education Code (EC), Section 41570(d).

State and/or Local Priorities addressed by this goal:

| State Priorities: All |
| Local Priorities: All |

Identified Need:

Identified need is that the identified students demonstrate an increase in academic performance in ELA and Math.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide additional support for identified students that will promote an increase in academic achievement and</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>overall academic experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**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)

Pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code (EC) Section 41570(d).

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

Specific School: Golden Valley Charter School

**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 Span(s))

[Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

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

[Add 2018-19 selection here]

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

Provide resources beyond what all students receive to improve academic performance. Resources will include one-on-one or small group tutoring and remedial and extra grade-level curriculum and materials as determined by the GVCS teacher, parent (day-to-day teacher), and student.

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$0.00</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>Source</td>
<td>[Add source here]</td>
<td>[Add source here]</td>
<td>LPSBG</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Add budget reference here]</td>
<td>[Add budget reference here]</td>
<td>1100,4310</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 2
State and/or Local Priorities addressed by this goal:

| State Priorities: All |
| Local Priorities: All |

Identified Need:
Work towards meeting the performance value identified as “failed” in the Performance Indicator Review (PIR) 2018-19.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve a 95% participation rate for students with disabilities in Mathematics.</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
</tbody>
</table>

Planned Actions / Services
Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>Golden Valley Charter School</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Schoolwide</td>
<td>Golden Valley Charter School</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- [Add 2017-18 selection here]

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

- [Add 2018-19 selection here]

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

- Verify that all students reported on TOMS are actually enrolled in the charter during testing window. If not, call CALPAC to remove them.
  - Prior to testing starting, run reports from TOMS to ensure agreement of enrolled special education students
  - Create and continually update master spreadsheet of identified special education students with their accommodations listed, and match these data to CALPADS and TOMS
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

Use TOMS Export List in SIRAS to upload test settings and supports to verify agreement of data.

Use TOMS to verify all identified students attending the charter completed the CAASP.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
<tr>
<td>Source</td>
<td>[Add source here]</td>
<td>[Add source here]</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Add budget reference here]</td>
<td>[Add budget reference here]</td>
<td></td>
</tr>
</tbody>
</table>

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

New Goal
Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities: All
Local Priorities: All

Identified Need: Identified need is to provide additional educational resources for Unduplicated Pupils and Pupils Schoolwide utilizing Supplemental Funding Program funds.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide additional support for identified students that will promote an increase in academic achievement and overall academic experiences.</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>Unduplicated Pupils</td>
<td>Specific School: Golden Valley Charter School</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

- Select from New, Modified, or Unchanged for 2017-18
  - [Add 2017-18 selection here]

- Select from New, Modified, or Unchanged for 2018-19
  - [Add 2018-19 selection here]

- Select from New, Modified, or Unchanged for 2019-20
  - Unduplicated pupils will be provided additional resources and supplies in the core academic areas. Some examples that the extra funding will provide include:
    - Tutoring for the student
    - Assisting the parent with lesson plan writing, teaching strategies, and navigating online parent development provided by GVCS
    - Organizational skills for either the parent, student, or both
    - Working with the parent and student to understand new common core strategies and requirements
    - Assistance with grading writing assignments using the new rubrics we are providing for this purpose
    - Additional curriculum and services to support learning for the student (I-ready)
Any remainder of this year’s estimated supplemental and concentration grant funds will be used for specific school-required online curricular and assessment services to support students school-wide.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>$250,000</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>Supplemental/Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>1100,4310</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year: 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$249,066</td>
</tr>
</tbody>
</table>

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).

All students are allotted a certain amount of funding based on grade level and entrance date to use as the GVCS EF, parent, and student see fit to personalize the education for each student. Unduplicated pupils are provided an additional sum to provide additional resources and supplies in the core academic areas. Some examples that the extra funds can be used for include:

- Tutoring for the student
- Assisting the parent with lesson plan writing, teaching strategies, and navigating online parent development provided by GVCS
- Organizational skills for either the parent, student, or both
- Working with the parent and student to understand new common core strategies and requirements
- Assistance with grading writing assignments using the new rubrics we are providing for this purpose
- Additional curriculum and services to support learning for the student

Any remainder of this year’s estimated supplemental and concentration grant funds will be used for specific school-required online curricular and assessment services to support students schoolwide.