

# Local Control and Accountability Plan

Gorman Elementary



July 1, 2015 - June 30, 2018

07/22/2015

*revision in progress*

Introduction:

LEA: Gorman Elementary      Contact (Name, Title, Email, Phone Number):      Johannis (Joe) Andrews      LCAP Year: 2015  
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The Gorman Joint School District is located at the southern tip of the beautiful Tehachapi Mountains, 60 miles northwest of downtown Los Angeles. Gorman Joint School District has one K-8 school with 110 students and five teachers. The small size of Gorman Elementary School makes it possible to have an individualized, nurturing environment in each classroom where the maximum average class size is 24 students. Gorman Joint School District is a District of Choice where any parent can choose to enroll their children during an enrollment period. Student Achievement and providing children with a rigorous education, supported by a safe and nurturing environment, remains the forefront of our work for 2015-16.

One of our greatest resources is a staff that has dedicated themselves to helping students achieve great success at school and home. We consistently strive to provide our students with a high quality education that appropriately meets their academic needs, but acknowledge that a quality experience must go beyond just the classroom. With the goal of preparing students to succeed in the 21<sup>st</sup> century, Gorman provides educational lessons that are engaging, collaborative, creative, and standards-based in all academics areas while providing enrichment and intervention support throughout the day. Our District continues to be focused around the implementation of the Common Core State Standards and new state assessment system.

The Gorman School District is known for having a very supportive Board. The Board has adopted four guiding principles that will help to propel the District forward toward our vision of academic success for each student. The mission of our District is to provide a challenging and rigorous educational experience for each of our students.

#### Gorman School District Guiding Principles

We believe students, parents, staff and community have shared responsibility for:

- 1) Establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect
- 2) Recognizing the diverse learning styles and individual needs of students and ensuring all students meet high learning standards.
- 3) Creating a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.
- 4) Protecting and preserving the short and long-term financial well-being of the District.

### *Local Control and Accountability Plan and Annual Update Template*

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

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

*pupils with disabilities, for each of the state priorities and any locally identified priorities.*

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>In preparation for the 2015/2016 School Year, Gorman stakeholders were provided several opportunities to learn about the Local Control Accountability Plan (LCAP) and Local Control Accountability Plan (LCAP). Local Control Accountability Plan (LCAP) Advisory Committee was reconvened with representatives from each of the following groups: certificated bargaining unit, classified bargaining unit, District Advisory Council (DAC), District English Learners Advisory Committee (DELAC), and Community Members. During the 2014-15 school year, Gorman Joint School District hosted several Community Input Meetings on the LCFF/LCAP in various venues for the district. Communities meeting dates were: January 14, 2015 at 9:30 AM, February 18, 2015 at 3:00 PM and March 25, 2015 at 6:30 PM. The LCAP Community Input meetings met regularly updating each of the 8 State Priorities. The Community Input Meetings provided stakeholders with detailed information regarding the state's new funding formula and plan, and how that funding is impacting the district. Special emphasis was discussed on how the supplemental and concentration grants would impact Gorman's budget based on the percentages of Low Income, English Learner, and Foster Youth students. Input from stakeholders was incorporated at all stages of the update development process. Roles and responsibilities of the team members related to the development of the LCAP were discussed in length.</p> <p>The LCAP Committee met regularly working through each of the 8 State Priorities. The team reviewed published documentation, evaluated current practices, and reviewed current and historical data to provide input for goals, actions and accountabilities. The team discussed and validated priority needs and verified the strengths and weaknesses of potential strategies. LCAP updates were provided to the District Advisory Council, teachers and staff, District English Learner Advisory Committee, and community members, during the LCAP process. There were also regular updates to the Gorman Joint School Board of Trustees throughout the 2014/2015 School</p>	<p>Gorman Joint School district Stakeholders were again provided with detailed information regarding the state's new funding plan, and given an update on how that funding has impacted the district; special emphasis was again placed on how the supplemental and concentration grants would impact based on our high percentages of English Learner, Foster Youth and Low Income students. The 8 State Priorities were again described in detail to ensure the community was aware and understood the state's focus. Data presented to LCAP Stakeholders supported long-term student's achievement including Board goals. Current programs/services/actions were endorsed to be continued into LCAP year 2015-2016. New programs/services /actions were identified to support in closing the achievement gap. New programs/service/actions were identified to support local Board Goals as well as State Priorities. Changes, additions and refinements occurred each time the LCAP Advisory Committee and Community Members met such as defining metrics, identifying programs, establishing actions and services, and reviewing budgeted expenditures.</p> <p>New meetings conducted by school district staff provided multiple opportunities for critical questions and answers to ensure stakeholder understanding. Stakeholder feedback was again solicited on the website and devised and asked participants to prioritize/rank the actions and activities in which they would like to see the District invest. The LCAP Committee utilized research data and historical data, formative information from 2014/2015, as well as stakeholder feedback to address the actionable items that support the 8 State Priorities and focus on the three student sub-groups. LCAP Committee Meetings again included presentations from Gorman's Superintendent sharing vital information for the various departments including: Child Nutrition, Educational Services, Human Resources, Maintenance and Operations, Special Education and Student Services, and Technology. The Gorman Joint School District's LCAP was updated from the lens of a three-year strategic plan to address</p>



Year. The Superintendent and teachers regularly reviewed the current Gorman's LCAP to ensure that it addresses the Priority Areas. At the June 9th Board Meeting the LCAP Draft Document will be shared and presented for Public Comment.

Gorman Joint School District continued to follow a four-step process to engage with stakeholders in the development of our 2015-2016 LCAP: Step 1 Inform, Step 2 Listen and Record, Step 3 Draft, and Step 4 Refine.

#### Step 1: Inform

During this step in the process, Gorman Joint School District hosted several informational sessions on the LCFF/LCAP in various venues for the district. The goal of these sessions was to ensure that our community was informed about the new law and its impact on our school district finance and curriculum goals. All stakeholders were invited to attend these sessions including parents, students, school faculty, and community representatives. These engagements included three large community meetings hosted by the district office, and staff.

A District-wide Survey was given out at each session and sent home April 6, 2015. We also shared portions of the information contained within this PowerPoint in all subsequent meetings to ensure that new meeting attendees had a baseline level of information and understanding.

#### Step 2: Listen and Record

During this step in the process, Gorman Joint School District hosted two community meetings to collect feedback to address the eight priority areas. We hosted meetings with our DAC/DELAC in the morning, afternoon and evening to be inclusive to various parents, staff and community members' schedules. We hosted staff-only and teacher-only meetings to allow the focus of particular meetings to

student learning and achievement of targeted subgroups specifically: English Language Learners (EL), Foster Youth, and Low Income students. Members of the District Advisory Committee and District English Learner Advisory Committee provided the Superintendent with immediate feedback that helped guide the process. Multiple presentations at Board Meetings were again another means to update stakeholders about the progress of identified LCAP initiatives and targets. The Superintendent of Schools asked for public comments on the LCAP Draft Plan on June 9th. This information has been incorporated into the final draft. Subsequent to final receipt of written and oral comments solicited from the public and other groups, final edits to the LCAP were made prior to submission to the Board of Education for approval on June 16, 2015.

center on district employee needs.

During the meetings, we broke into small groups and participants were asked to respond to a series of questions related to the state's eight priority areas and the district's ideas about how to address them. Participants were asked to record their feedback on chart paper. Participants were asked to give feedback on the information recorded on chart paper about district ideas as well as to suggest new ideas for the district to consider.

Careful notes were taken during these meetings to capture both the feedback on the eight priority areas, as well as on the suggested strategies to improve conditions in our school district.

At the end of the meeting, we asked participants to rank both the eight priority areas and their suggested strategies. Participants were given colored dots and asked to place their dots in the areas of their priority. Parent's district –wide survey were also given during the meetings and sent home on April 6, 2015. Those strategies formed the basis of the action we used for completing the 2015-16 LCAP.

### Step 3: Draft

During this step in the process, Gorman Joint School District developed draft goals and strategies with a community-based LCFF/LCAP Advisory Group. The Advisory Group had staff, teacher representatives, parents, community members and district staff. The role of the Advisory Group was to develop SMART goals to correspond with the board adopted goals:

We believe students, parents, staff and community have shared responsibility for:

1. Establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.
2. Recognizing the diverse learning styles and individual needs of students and ensuring all students meet high learning standards.

3. Creating a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.

4. Protecting and preserving the short and long-term financial well-being of the District.

The district leadership reviewed the goals and strategies developed by the Advisory Group, aligned those goals with current district priorities and budget, and identified which goals and strategies to include in the LCAP Plan. Our team reviewed district data to identify needs around which to develop goals. After the needs were identified, the team developed goals to correspond with each of board goals above. The team also identified possible data and metrics to measure progress towards each goal. Finally, the team selected from the highest-priority strategies (identified during the Listening Phase described above) to use as suggested actions to realize each goal. If the strategies provided did not correspond with the goal that the team developed, they offered alternate actions for the district to employ.

#### Step 4: Refine

The Superintendent of Gorman Joint School District shared the draft of the LCAP Plan during the regularly-scheduled board meeting on June 9, 2015. Prior to the board meeting, the LCAP Plan was viewable on the district website and copies were made available for review at Gorman Elementary School. At the school site, the draft of the LCAP Plan was accompanied by comment cards and a comment box (located in the front office) if parents and community wanted to provide their feedback outside of the board meeting.

During the board meeting, following a district presentation of the LCAP Plan, public comments and suggestions were heard on the LCAP from board members and community members. District staff took careful notes of the comment collected and adjusted the LCAP Plan to align with that feedback.

The final LCAP Plan and district budget were adopted in a regular

board meeting on June 16, 2015. The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.

Annual Update:

During the 2014-15 school year, Gorman Joint School District hosted several Community Input Meetings on the LCFF/LCAP in various venues for the district. Communities meeting dates were: January 14, 2015 at 9:30 AM, February 18, 2015 at 3:00 PM and March 25, 2015 at 6:30 PM. The LCAP Community Input meetings met regularly updating each of the 8 State Priorities. The 8 State Priorities were reviewed in detail to ensure the community was aware and understood the LCAP's focus. Meetings conducted by the district provided multiply opportunities for critical questions and answer to ensure stakeholders understanding. Stakeholders were provided with detailed information regarding the state's funding plan, and how that funding has impacted the district compare to other districts. Special emphasis was placed on how the supplemental and concentration grants impacted the student based on English learner, Foster and Low Income students.

January 14, 2015: Gorman's Advisory Committee met and reviewed the Annual Update: metrics, actions and services and budgeted expenditures and revised as necessary to the 2014-15 LCAP Plan. Gorman's Advisory Committee received an update on Professional

Annual Update:

The 2015 Community Input Meetings served as a way to inform, engage, and gather input and feedback from critical stakeholders: parents, students, teachers, staff, and community partners. The Superintendent provided an informative LCFF/LCAP presentation and then participants rotated through groups presentations. At the end of each meeting, participants voted for their top three priorities, which had been slated for addition or expansion in the 2015-16 LCAP. This information was used to revise the 2015-16 priorities in the LCAP.

- Teachers expressed a need for more professional development in Tier I of Positive Behavior Interventions and Support (PBIS), to continue to provide academic intervention within the school day. Look into the implementation of READ 180 for the students 4<sup>th</sup> through 8<sup>th</sup> grades, promote STEAM (Science, Technology, Engineering, Arts, and Mathematics) as an afterschool program for all students, and provide seven flexible days for teacher Professional Learning Communities staff development. Additional planning time is needed for districtwide implementation of initiatives and Common Core Lesson Development.
- Classified staff members have again expressed a need for professional development that is aligned to district initiatives.
- Stakeholders expressed concern with the socio-emotional needs of our students.

Development and Invention progress and services in Goal 2 and 3.

February 18, 2015: Gorman's Advisory Committee met and reviewed all sections and components of the three year 2014-15 LCAP and Annual Update including budgeted expenditures and revised as necessary.

March 25, 2015: Gorman's Advisory Committee met and recorded input from stakeholders via survey, Gorman's Website, written correspondence, district staff. Input will be reviewed, discussed and evaluated by the Gorman's Advisory Committee and develop a presentation to the Board on June 9.

June 1: Gorman's LCAP is posted on the district website with public access to all stakeholders for review, comment, and/or questions. Superintendent provides written responses to stakeholders before June 9, 2015. Public is also invited to mail Gorman's LCAP feedback to the Superintendent no computer is access.

The revised LCAP is presented to the Board of Gorman Joint School District for the first read and public comments on June 9, 2015. Prior to the board meeting, the LCAP plan was viewable on the district website and copies were made available for review at the Gorman Elementary School. At the school site, the draft of the LCAP Plan was accompanied by comment cards and comment box (located in the front office) if parents and community wanted to provide their feedback outside of the board meeting.

During the board meeting, following a district presentation of the LCAP Plan, public comments and any suggestions were heard

- Parent's stated that they would like more specific offerings as it relates to parent education, and expressed a desire to have Imagine Learning software available for all students, not only English Learners..
- All stakeholders expressed a desire to provide additional training for new staff on the Characters Counts Program, and Physical Educational program and training for the staff.

from board members and community members. District staff took notes of the comments and adjusted the LCAP Plan to align with that feedback.

The final LCAP Plan and district budget were adopted in a regular board meeting on June 16, 2015. The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.

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

### Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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



## Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 5 2 0 5 2?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<b>Goal 1:</b> Gorman Elementary School and the district will have a vision and mission that is aligned to the eight priority areas.		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Currently Gorman Elementary School and district vision and mission statements do not share key strategies or approach for all students.</u>
Identified Need:	<p><b>1.1 Need:</b> Parents, teachers, and community member requested the District create a climate that encourages stakeholders participation in the educational process. Currently, Gorman Elementary School and District vision and mission statement do not share key strategies or approach to the LCFF and LCAP.</p> <p><b>1.2 Need:</b> Gorman Joint School District would like to increase parent involvement of Site Council, DELAC, and PTSO in the alignment of district and school vision towards a CCSS implementation.</p> <p><b>1.3 Need:</b> Institute parent universities and additional parent educational opportunities at the school site.</p> <p><b>1.4 Need:</b> Teachers, parents, and administrators indicated that effective professional development in developing Common Core aligned lesson is one of Gorman's pressing needs. Input from certificated staff members reflected the desire and need for continued professional learning opportunities in this area.</p> <p><b>Metrics:</b> Surveys, Website, BrightArrow Communications, Newsletters, Press Releases, Monthly meetings, Feedback from parents, teachers and community.</p>		
Goal Applies to:	Schools: <input type="checkbox"/> Elementary; <input type="checkbox"/> Middle Applicable Pupil Subgroups: <input type="checkbox"/> All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Gorman Elementary School develops aligned mission/vision so that students receive equitable services and support. Increase the numbers of parents serving on site committees. Increase parent trainings . Increase CCSS-aligned lessons, materials and textbooks. Increase availability to technology use for teachers and students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gorman site mission and vision demonstrate alignment with district Guiding Principles, key strategies identified that support all students with a focus on the students below grade level.	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners	Meetings: \$500; Funding Source: Base; Note: District alignment

<p>Cost for meetings and materials \$1,000.</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>to Common Core State Standards lesson plans.</p>
<p>Executive leadership will work with Gorman Elementary Staff to look for areas of alignment with LCFF and then to develop a shared mission and vision including Gorman's Guiding Principles. In year two and three, Gorman Elementary Staff will conduct similar activities to align with school mission and action plans with the district Guiding Principles.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Mission and Vision: \$500;  Funding Source: Base; Note: The district will have a vision and mission that is aligned to the eight priority areas, and aligned to the District's Guiding Principals.</p>
<p>Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Development of Mission and Vision: \$500;  Funding Source: Base; Note: Develop a district mission and vision aligned with LCFF; \$500 to pay for meetings, materials and preparation.</p> <p>Align professional development and work in Common Core State Standards with the mission and vision and establish core</p>

strategies.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Develop professional development aligned with vision and mission and integrates Common Core State Standards.
- Increase the numbers of parents serving on site committees.
- Increase parent trainings .
- Increase CCSS-aligned lessons, materials and textbooks.
- Increase availability to technology use from teachers and students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Gorman site mission and vision demonstrate alignment with district Guiding Principles, key strategies identified that support all students with a focus on the students below grade level. Cost for meetings and materials \$1,000.</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Meetings: \$500; Funding Source: Base; Note: District alignment to Common Core State Standards lesson plans.</p>
<p>Executive leadership will work with Gorman Elementary Staff to look for areas of alignment with LCFF and then to develop a shared mission and vision including Gorman's Guiding Principles. In year two and three, Gorman Elementary Staff will conduct similar activities to align with school mission and action plans with the district Guiding Principles.</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Mission and Vision: \$500; Funding Source: Base; Note: The district will have a vision and mission that is aligned to the eight priority areas, and aligned to the District's Guiding Principals.</p>
<p>Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.</p>	<p>School-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth</p>	<p>Development of Mission and Vision: \$500; Funding Source: Base; Note:</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Develop a district mission and vision aligned with LCFF; \$500 to pay for meetings, materials and preparation.  Align professional development and work in Common Core State Standards with the mission and vision and establish core strategies.
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Develop professional development aligned with vision and mission and integrates Common Core State Standards. Increase the numbers of parents serving on site committees. Increase parent trainings . Increase CCSS-aligned lessons, materials and textbooks. Increase availability to technology use from teachers and students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gorman site mission and vision demonstrate alignment with district Guiding Principles, key strategies identified that support all students with a focus on the students below grade level. Cost for meetings and materials \$500.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Meetings: \$500; Funding Source: Base; Note: District alignment to Common Core State Standards lesson plans

<p>Executive leadership will work with Gorman Elementary Staff to look for areas of alignment with LCFF and then to develop a shared mission and vision including Gorman's Guiding Principles. In year two and three, Gorman Elementary Staff will conduct similar activities to align with school mission and action plans with the district Guiding Principles.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Mission and Vision: \$500; Funding Source: Base; Note: The district will have a vision and mission that is aligned to the eight priority areas, and aligned to the District's Guiding Principles.</p>
<p>Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Development of Mission and Vision: \$500; Funding Source: Base; Note: Develop a district mission and vision aligned with LCFF; \$500 to pay for meetings, materials and preparation.</p> <p>Align professional development and work in Common Core State Standards with the mission and vision and establish core strategies.</p>

GOAL:	<p><b>Goal 2:</b> Ensure that all students have equal access to high quality textbooks, materials, first best instruction, Common Core aligned, standards-bases curriculum for English Language Arts (ELA) and a broad course of study.</p>	<p>Related State and/or Local Priorities:  1__ 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u>  COE Only: 9__ 10__  Local: <u>Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.</u></p>
Identified Need:	<p>For the last seven years, state and district budget and financial restrictions and constraints have prohibited the adoption of new instructional textbooks and instructional materials at Gorman School. While all students have access to standards-based textbooks, the last adoption of English Language Arts (ELA) materials was in 2001. Teachers have worked in a Professional Learning Community team to develop ELA units that are aligned to the Common Core State Standards and use our current textbooks as a resource. Teachers will continue their work in transition lessons to CCSS and will implement those lessons during the 2014-15 school year. Teachers, parents and administration indicated that effective professional development around the CCSS is one of their most pressing needs. Professional development around the CCSS began in 2012 and professional development began in 2013-14 school year. Gorman School staff has been using PLC's to address the CCSS and develop lesson. PLC's professional Development will continue during the 2015-16 and 2016-17 school years.</p> <p><b>2.1 Need:</b> Increase professional development for teachers on best practices to support students in ELD, foster youth, and low-income students with particular attention English learners and Special Education students.</p> <p><b>2.2 Need:</b> Provide intervention for students not performing at grade level in ELA and math with a focus on our targeted population.</p> <p><b>2.3 Need:</b> Provide profession development and implementation and support for teachers to use the CCSS to provide First Best Instruction.</p> <p>Metrics: District Benchmarks, Professional Learning Communities teacher conversations, Teachers Walk-through observations, Lessons plans and Students engagement observations.</p> <p>Current proficiency rates in ELA are listed: District-wide 37%: Hispanic 36%: White 36.5%: SES 37% and EL 6%.</p>	
Goal Applies to:	<p>Schools: Elementary; Middle</p> <p>Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</p>	
LCAP Year 1: 2015-16		
Expected Annual Measurable	<p>Increase SBAC proficiency levels in ELA.  Maintain 100% of HQT.</p>	

Outcomes:

- Low income, foster, and EL students will be provided instruction before/after school in the computer lab to learn basic skill.
- Increase the number of students participating in afterschool intervention, tutoring and technology intervention.
- Decrease the number of student earning D's and F's by 5%.
- Decrease the number of students recommended for retention by 5%.
- Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers will use the district adopted Language Arts curriculum for instruction. The instruction and assessment will be aligned with the California Content Standards and begin to address the shift to the Common Core State Standards.</p> <p>Teachers will employ the use of content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Resource Materials: Books and Supplies expense funded by LCFF Supplement Concentration Grant and Small Rural Schools Achievement Grant funds.</p> <p>Provide services and supplies- \$500</p> <p>On-line Renaissance Learning instructional software- \$1750</p> <p>Accelerated Reader- \$1400</p> <p>Lexia Instruction-</p>



			<p>\$1200  Reading A-Z-  \$200  Read 180- \$1500  Library Books-  \$2000.</p>
<p>Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction.  Gorman School will provide substitutes to promote Teacher Leadership Rounds.</p>	School-Wide	<p><u>  </u>All  -----  OR:  <u>  </u>X Low Income pupils    <u>  </u>X English Learners  <u>  </u>X Foster Youth  <u>  </u>X Redesignated fluent English proficient  <u>  </u>Other Subgroups: _____</p>	<p>Professional Development:  \$8,000 Services &amp; Operating Expense, funded by LCFF Supplemental and Concentration funds.  Substitutes for Teacher Leadership Rounds Base Grant Certificated Personnel Salaries \$1,000.</p> <p>Note: Provide professional development for all teachers to build capacity to design instruction aligned to CCSS with inclusion of relationships to the real world.</p> <p>ELD professional development:</p>

			\$5,000; Funding Source: District wide supplemental and concentration funds; Note: Provide professional development for teachers on best practices to support students in ELD.
Gorman will provide intervention for students not performing at grade level in ELA with a focus on our target population.	School-Wide	<u>  </u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	Intervention for targeted student population: \$3,600; Funding Source: Supplement Concentration Grant, Small Rural Schools Achievement Grant funds; Note: Provide intervention for students not performing at grade level in ELA and math with a focus on our target population.

LCAP Year 2: 2016-17

Expected Annual Measurable

Increase SBAC proficiency levels in ELA.

Outcomes:

- Maintain 100% of HQT.
- Low income, foster, and EL students will be provided instruction before/after school in the computer lab to learn basic skill.
- Increase the number of students participating in afterschool intervention, tutoring and technology intervention.
- Decrease the number of student earning D's and F's by 5%.
- Decrease the number of students recommended for retention by 5%.
- Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers will use the district adopted Language Arts curriculum for instruction. The instruction and assessment will be aligned with the California Content Standards and begin to address the shift to the Common Core State Standards.</p> <p>Teachers will employ the use of content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Purchase of ELA curriculum: Base Grant Books and Supplies \$25,000.</p> <p>Intervention for targeted student population: \$3,600; Funding Source: Supplement Concentration Grant funds; Note: Provide intervention for students not performing at grade level in ELA and math with a focus on our target</p>

population.  
Provide services  
and supplies-  
\$500  
On-line  
instructional  
software- \$1000  
Accelerated  
Reader- \$1400  
Lexia Instruction-  
\$1200  
Reading A-Z-  
\$200  
Read 180- \$1500  
Library Books-  
\$2000.

Teacher  
Professional  
Development:  
\$9,000; Funding  
Source:  
Districtwide  
supplemental and  
concentration  
funds; Note:  
Provide  
professional  
development for all  
teachers to build  
capacity to design  
instruction aligned  
to CCSS with  
inclusion of  
relationships to the  
real world.

			ELD professional development: \$5,000; Funding Source: Districtwide supplemental and concentration funds; Note: Provide professional development for teachers on best practices to support students in ELD.
Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELA Intervention: \$7,600; Funding Source: Supplemental Concentration Grant; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase SBAC proficiency levels in ELA. Maintain 100% of HQT.		

Low income, foster, and EL students will be provided instruction before/after school in the computer lab to learn basic skill.  
 Increase the number of students participating in afterschool intervention, tutoring and technology intervention.  
 Decrease the number of student earning D's and F's by 5%.  
 Decrease the number of students recommended for retention by 5%.  
 Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers will use the district adopted Language Arts curriculum for instruction. The instruction and assessment will be aligned with the California Content Standards and begin to address the shift to the Common Core State Standards.</p> <p>Teachers will employ the use of content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p>	<p>LEA-Wide</p>	<p><u>  </u>All            -----            OR:  <u>  </u>Low Income pupils   <u>  </u>English Learners  <u>  </u>Foster Youth  <u>  </u>Redesignated fluent English proficient  <u>  </u>Other Subgroups: _____</p>	<p>Intervention for targeted student population: \$3,600; Funding Source: Supplement Concentration Grant, Small Rural Schools Achievement Grant funds; Note: Provide intervention for students not performing at grade level in ELA and math with a focus on our target population. Provide services and supplies- \$500 On-line instructional software- \$1000</p>

Accelerated  
Reader- \$1400  
Lexia Instruction-  
\$1200  
Reading A-Z-  
\$200  
Read 180- \$1500  
Library Books-  
\$2000.

Teacher  
Professional  
Development:  
\$9,000; Funding  
Source:  
Districtwide  
supplemental and  
concentration  
funds; Note:  
Provide  
professional  
development for all  
teachers to build  
capacity to design  
instruction aligned  
to CCSS with  
inclusion of  
relationships to the  
real world.

ELD professional  
development:  
\$5,000; Funding  
Source:  
Districtwide  
supplemental and

			concentration funds; Note: Provide professional development for teachers on best practices to support students in ELD.
Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELA Intervention: \$7,600; Funding Source: Supplemental Concentration Grant; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.



GOAL:	<p><b>Goal 3:</b> Ensure all students have equal access to high quality materials, state standards, common core aligned curriculum and high quality materials, textbooks for Mathematics.</p>	<p>Related State and/or Local Priorities:  1__ 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u>  COE Only: 9__ 10__  Local: <u>Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.</u></p>
Identified Need:	<p><b>3.1 Need:</b> For the last seven years, state and district budget and financial restrictions and constraints have prohibited the adoption of new instructional textbooks and instructional materials at Gorman School. While all students have access to standards-based textbooks, the last adoption of Mathematics materials was in 2006/07 school year. Teachers have worked in Professional Learning Community team to develop math units that are aligned to the Common Core State Standards and use our current textbooks as a resource. Teachers will continue with their work in transition lessons to CCSS and will implement those lessons during the 2015-16 school year.</p> <p><b>3.2 Need:</b> Teachers, parents and administration indicated that effective professional development around the CCSS is their most pressing needs. Professional development around the CCSS began in 2012 and professional development began in 2013-14 school year. Gorman School staff have been used to address the CCSS and develop math lesson. This professional Development will continue during the 2014-15 and 2015-16 school years.</p> <p><b>3.3 Need:</b> School-wide achievement in mathematics has improved slightly over the past three years looking at the data from the CST's and school benchmarks. All student groups need to demonstrate growth in the number of student moving towards proficient and advanced. Studying the data, there is 46% of our 2-5 and 45% of our 6-8 student population that tested at Proficient or Advanced.</p> <p><b>3.4 Need:</b> Implementation and purchase of need mathematics curriculum.</p> <p>Metrics: District Benchmarks, Professional Learning Communities teacher conversations, Teachers Walk-through observations, Lessons plans and Students engagement observations.</p>	
Goal Applies to:	<p>Schools: Elementary; Middle  Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</p>	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Increase SBAC proficiency levels in Math.  Students will be provided instruction before/after school in the computer lab to learn basic skill.  Increase the number of students participating in afterschool intervention, tutoring and technology intervention.  Decrease the number of student earning D's and F's by 5%.  Decrease the number of students recommended for retention by 5%.  Maintain 100% of HQT.</p>	

Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Gorman will provide intervention for students not performing at grade level in math with a focus on our target population.</p>	<p>School-Wide</p>	<p><u>  </u> All            -----            OR:  <u>  </u> Low Income pupils    <u>  </u> English Learners  <u>  </u> Foster Youth  <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: _____</p>	<p>Intervention- Teachers: \$3,100, Certificated Salaries expense, funded by LCFF Supplemental and Concentration Grant funds; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.</p> <p>Technology Software, IXL Learning: \$1,300; Funding Source: Supplemental Concentration Grant; Note: Increase technology and technology software to enhance learning.</p> <p>Manipulatives: \$1,000; Funding Source: Supplemental</p>

			Concentration Grant; Note: Purchase manipulatives to support learning.
Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction. Gorman will provide substitutes to promote Teacher Leadership Rounds.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Professional Development, \$5,000 Services & Operating Expense, funded by LCFF Supplemental and Concentration funds. Substitutes for Teacher Leadership Rounds Base Grant Certificated Personnel Salaries \$1,000
Increase student achievement in mathematics by 5% for students at grade level and decrease by 5% the students scoring below grade level.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Implementation and purchase of Mathematics Curriculum Books and Supplies, \$2,500, Supplemental Books and Supplies funded by LCFF Supplemental and Concentration funds and \$22,500 Base funds
Students will have access to highly trained staff for extended hours to address learning gaps.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Mathematics Intervention: \$1,000; Funding Sources:

Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

Supplemental  
 Concentration Grant

LCAP Year 2: 2016-17

Expected Annual  
 Measurable  
 Outcomes:

- Increase SBAC proficiency levels in Math.
- Students will have access to highly trained staff for extended hours to address learning gaps.
- In crease the number of students participating in afterschool intervention, tutoring and technology intervention.
- Decrease the number of student earning D's and F's by 5%.
- Decrease the number of students recommended for retention by 5%.
- Maintain 100% of HQT.
- Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Gorman will provide intervention for students not performing at grade level in math with a focus on our target population.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All            -----            OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Intervention- Teachers: \$3,100, Certificated Salaries expense, funded by LCFF Supplemental and Concentration Grant funds; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards. Technology Software, IXL Learning: \$1,300;</p>

			Funding Source: Supplemental Concentration Grant; Note: Increase technology and technology software to enhance learning. Manipulatives: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Purchase manipulatives to support learning.
Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Professional Development in Lesson Design: \$5,000 Services & Operating Expense Funding Source, funded by LCFF Supplemental and Concentration funds. Note: Coaching support for the design of math lessons that are aligned to CCSS.
Increase student achievement in	School-Wide	<input type="checkbox"/> All	Intervention:

<p>mathematics by 5% at students at grade level and decrease by 5% the students scoring below grade level.</p>		<p>-----  OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$1,500; Funding Source: Supplemental Concentration Grant; Note: Students will be provided instruction before/after school in the computer lab to learn basic skills.</p>
<p>Students will have access to highly trained staff for extended hours to address learning gaps.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Mathematics Intervention: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Students will have access to highly trained staff for extended hours to address learning gaps.</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>· Increase SBAC proficiency levels in Math.</li> <li>· Students will have access to highly trained staff for extended hours to address learning gaps.</li> <li>· Increase the number of students participating in afterschool intervention, tutoring and technology intervention.</li> <li>· Decrease the number of student earning D's and F's by 5%.</li> <li>· Decrease the number of students recommended for retention by 5%.</li> </ul>
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Maintain 100% of HQT.

Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Gorman will provide intervention for students not performing at grade level in math with a focus on our target population.</p> <p>Gorman will provide support in the STEAM (Science, Technology, Engineering, Arts and Math ) program for our students.</p>	<p>School-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>Intervention: \$3,000; Funding Source: Supplemental Concentration Grant; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.</p> <p>Technology Software: Annual license for IXL Math Learning: \$1,500; Funding Source: Supplemental Concentration Grant; Note: Increase technology and technology software to enhance learning.</p>

			STEAM Supplies: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Purchase materials to support STEAM learning.
Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction, and the STEAM program.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Professional Development Base Grant Services & Operating Expenses \$5,000 Substitutes for Teacher Leadership Rounds Base Grant Certificated Personnel Salaries \$1,000
Increase student achievement in mathematics by 5% at students at grade level and decrease by 5% the students scoring below grade level.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Intervention: \$1,500; Funding Source: Supplemental Concentration Grant; Note: Students will be provided instruction before/after school in the computer lab to learn basic skills.



Students will have access to highly trained staff for extended hours to address learning gaps.

School-Wide

All

-----  
OR:

Low Income pupils  English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

Mathematics  
Intervention:  
\$1,000; Funding  
Sources:  
Supplemental  
Concentration  
Grant

GOAL:	<b>Goal 4:</b> Establish a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: <u>Implement District-wide Professional Learning Communities as a means to strengthen instruction and additional interventions.</u>
Identified Need:	4.1 Need: Implement District-wide Professional Learning Communities to promote authentic, timely assessment of student performance as a means to strengthen instruction and to identify students for additional interventions. 4.2 Need: Establish a structure and culture for continuous improvement by implementing best practices and providing professional development of teachers and staff. Provide mid-year and end-of -the year reviews of progress towards goals. Maintain regular contact with teachers to ensure effective project results. <b>Metrics:</b> Identify baseline data for student achievement using CAASPP, Implementation of students' informational system, Student and staff access to technology, Number of staff members participating in professional development.		
Goal Applies to:	Schools: <u>Elementary; Middle</u> Applicable Pupil Subgroups: <u>All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</u>		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Continue previous year's work and add two additional areas of focus. Continue with an instructional coach as needed at \$1500 per day. Increase critical thinking lessons in reading, writing and math as reflected in formal and informal assessments. Increase availability of CCSS-aligned materials and textbooks. Increase baseline student data by 5% using CAASPP. Increase teachers attending first best instructional practices professional training.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development in the implementation of First Best Instructional	School-Wide	<u>X</u> All -----	Staff Development: \$500; Funding

practice.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Source: Base; Note: Implementation of First Best Instructional practice.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Continue previous year's work and add two additional areas of focus. Continue with an instructional coach as needed at \$1500 per day.</p> <p>Increase critical thinking lessons in reading, writing and math as reflected in forma and informal assessments.</p> <p>Increase availability of CCSS-aligned materials and textbooks.</p> <p>Increase prior year's student data by additional 5% from 2015-16 data using CAASPP.</p> <p>Increase teachers attending first best instructional practices professional training.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development in the implementation of First Best Instructional practice.	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Staff Development: \$500; Funding Source: Base; Note: Implementation of First Best Instructional practice.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Continue previous year's work and add two additional areas of focus. Continue with an instructional coach as needed at \$1500 per day.</p> <p>Increase critical thinking lessons in reading, writing and math as reflected in forma and informal assessments.</p> <p>Increase availability of CCSS-aligned materials and textbooks.</p>
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Increase prior year's student data by additional 5% from 2015-16 data using CAASPP.

Increase teachers attending first best instructional practices professional training.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development in the implementation of First Best Instructional practice.	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Staff Development: \$500; Funding Source: Base; Note: Implementation of First Best Instructional practice.

GOAL:

Goal 5: The District and Gorman Elementary School will provide a safe and secure environment for all staff and students.

Related State and/or Local Priorities:  
1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X  
COE Only: 9\_\_ 10\_\_  
Local: Increase attendance rates to 95%, decrease suspension and expulsion rates, maintain drop out rate at 0%, and implement PBIS.

Identified Need:

5.1 Need: To maintain a positive and safe school and work environment.  
5.2 Need: To maintain and /or increase attendance to 95%.  
5.3 Need: Decrease, suspension and expulsion rates at Gorman Elementary School. maintain expulsion rates at 0%  
5.4 Need: Implement Positive Behavior Intervention Supports (PBIS).  
**Metrics:** Partner with parents and community to develop and implement schools programs that nurture and support students achievement, Create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive, Gorman Elementary School will provide tasty, healthy meals for students, Develop effective programs that address academic, behavioral, and social-emotional concerns that negatively impact student achievement and success, Establish safety school connectedness baseline data.  
Metrics: During the 2014-2015 school year, 63% of Gorman Elementary School students receive free/reduced price meals, only 45 % of the students passed the state physical fitness test, dropout rates remained at 0 percent during, attendance rates were 94.7 and increase from 93.6 from 2013-14 school year, and retention rates remained at 0%. During the 2013-14 and 2014-15 school years Gorman Elementary School had six students identified as chronic absentees. For of the six students were able to improve attendance by the end of each school year. Chronic absentee's rates decrease from 6.5% in the school year 2013-14 to 5.5% in 2014-15 school years.  
2014-15 Suspension Data:  
Four student incidents warranted 1-3 days in-house suspension.  
Three student incidents warranted 1-3 days out-of-school suspension.  
One student incident warranted 5 days out-of-school suspension.  
2014-15 Expulsion Data:  
No incidents warranted expulsion during the 2104-15 school year.

Goal Applies to:	Schools: <input type="checkbox"/> All; <input type="checkbox"/> Elementary; <input type="checkbox"/> Middle Applicable Pupil Subgroups: <input type="checkbox"/> All; <input type="checkbox"/> Ethnic Group: Black or African American; <input type="checkbox"/> Ethnic Group: Hispanic or Latino; <input type="checkbox"/> Ethnic Group: White; <input type="checkbox"/> Socioeconomically disadvantaged; <input type="checkbox"/> English learners; <input type="checkbox"/> Pupils with disabilities; <input type="checkbox"/> Foster youth
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Provide equitable PE educational instruction including during recess, before/after school, and during Physical Education instruction. Increase the number of extracurricular activities available for students. Decrease the number of office referrals and suspension by 5%. Maintain current expulsions rate of % 60% of students will; pass the fitness test. Maintain the drop out rate of 0%. Increase attendance rate to 95% or above. Increase the number of students participating in research-based intervention programs. Decrease chronic absentees by 5%. Increase safety school connectedness data based on responses from the Healthy Kids Surveys.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide equitable PE education including during recess before/after school and during PE instruction.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Physical Educational Supplies: \$1,000 Books and Supplies and \$5,100 Equipment and Supplies funded by Supplemental Concentration Grant; Note: Supplies and equipment is funded to support developing Physical Education.

Purchase of color printers, high power digital microscope, and science fair materials to enhance the learning environment.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Color printers,high power digital microscope, and science fair materials : \$4,500 Books and Supplies, funded by LCFF Supplemental and Concentration funds.
Implementation of Positive Behavior and intervention Support (PBIS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during the 2015-16 school year.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Implementation Of PBIS- \$4,000 Services & Operating expense,funded by LCFF Supplemental and Concentration funds. Implementation Of PBIS- \$2,000 Books and Supplies expense, funded by LCFF Supplemental and Concentration funds.
Provide staff development and training in CPR, First Aide and EpiPens.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Staff Development-\$3,400 Services & Operating expense, funded by Supplemental and Concentration funds.
Implementation of the STEAM and Robotics	School-Wide	<input type="checkbox"/> All	STEAM and

program for the Gorman targeted students population.		<p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	Robotics afterschool program- \$2,000 Services and supplies, funded by LCFF Supplemental and Concentration funds.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Provide equitable PE educational instruction including during recess, before/after school, and during Physical Education instruction.</p> <p>Increase the number of extracurricular activities available for students.</p> <p>Decrease the number of office referrals and suspension by 5%.</p> <p>Maintain current expulsions rate of %.</p> <p>65% of the students will pass the fitness test.</p> <p>Maintain the drop out rate of 0%.</p> <p>Increase attendance rate to 95% or above.</p> <p>Increase the number of students participating in research-based intervention programs.</p> <p>Decrease chronic absentees by 5%.</p> <p>Increase prior year safety school connectedness data based on responses from the Healthy Kids Surveys.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide equitable PE education including during recess before/after school and during PE instruction.	School-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	Physical Educational Supplies: \$1,000 Books and Supplies and \$5,100 Equipment and Supplies funded by Supplemental



			Concentration Grant; Note: Supplies and equipment is funded to support developing Physical Education.
Implementation of the STEAM and Robotics program for the Gorman targeted student's population.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	STEAM and Robotics afterschool program- \$2,000 Services and supplies, funded by LCFF Supplemental and Concentration funds.
Implementation of Positive Behavior and intervention Support (PBIS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during the 2016-17 school year.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Implementation of PBIS- \$4,000 Services & Operating expense, funded by LCFF Supplemental and Concentration funds. Implementation of PBIS- \$2,000 Books and Supplies expense, funded by LCFF Supplemental and Concentration funds.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Provide equitable PE educational instruction including during recess, before/after school, and during Physical Education instruction.
- Increase the number of extracurricular activities available for students.
- Decrease the number of office referrals and suspension by 5%.
- Maintain current expulsions rate of %.
- 65% of the students will pass the fitness test.
- Maintain the drop out rate of 0%.
- Increase attendance rate to 95% or above.
- Increase the number of students participating in research-based intervention programs.
- Decrease chronic absentees by 5%.
- Increase prior year safety school connectedness data based on responses from the Healthy Kids Surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide equitable PE education including during recess before/after school and during PE instruction.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Physical Educational Supplies: \$1,000 Books and Supplies and \$5,100 Equipment and Supplies funded by Supplemental Concentration Grant; Note: Supplies and equipment is funded to support developing Physical Education.

<p>Implementation of the STEAM and Robotics program for the Gorman targeted student's population.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>STEAM and Robotics afterschool program- \$2,000 Services and supplies, funded by LCFF Supplemental and Concentration funds.</p>
<p>Implementation of Positive Behavior and intervention Support (PBIS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Implementation of PBIS- \$4,000 Services &amp; Operating expense, funded by LCFF Supplemental and Concentration funds. Implementation of PBIS- \$2,000 Books and Supplies expense, funded by LCFF Supplemental and Concentration funds.</p>

GOAL:	Goal 6: All English Language Learners (ELL) will demonstrate significant growth in language ability as measured by the CELDT test and ongoing district and classroom assessments.	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.</u>
Identified Need:	<p>6.1 Need: Increase reclassification rates for English Language learners. 6.2 Need: Increase English Language learners that are English Proficient. Metrics: English Language learners reclassification rates, CELDT scores. Studying the data, there is 50% of our student population that tested at the intermediate, Early Development, or Beginning levels. Their math skill levels are at or above proficiency, but need more support with reading comprehension and writing. Classroom teachers will use ongoing data CELDT results and re-designation benchmark and growth target assessments to support identified English Language Learners with researched based programs that support vocabulary, reading comprehension as it pertains to ELA, math, and writing in all subjects areas. AMAO 1: Using CELDT results,</p> <ul style="list-style-type: none"> <li>• 14% of Gorman English Language learners decreased CELDT results by one level.</li> <li>• 48% of Gorman English Language learners made adequate progress without moving up one level with CELDT results.</li> <li>• 38% of Gorman English Language learners increased CELDT results by one level.</li> </ul> <p>AMAO 2: 50% of Gorman English Language learners are Proficient for the 2014-15 school year based on district CELDT results.</p>	
Goal Applies to:	<p>Schools: <u>Elementary; Middle</u> Applicable Pupil Subgroups: <u>English learners</u></p>	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Increase AMAO Proficiency Levels 1 and 2 as measured by the CELDT. After school intervention for ELL students to assist with homework four days per week for grades 1-5. After school reading intervention program to support phonemic awareness, reading fluency, reading comprehension, and key vocabulary through Read Naturally or Read 180.</p>	

Decrease in the number of students receiving below a 2.0 GPA by 5%

Increase the number of reclassified English Learners by 5%.

Decrease the number of long term English Learners by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide more bilingual resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement.</p>	<p>School-Wide</p>	<p><u>_</u>All ----- OR: <u>_</u>Low Income pupils <u>_X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_</u>Other Subgroups: _____</p>	<p>ELL Support: \$1,000 Certificated Salaries expense, funded by LCFF Supplemental Concentration Grant; Note: Teacher professional development, extended school day for students below grade level, develop a list of quality interventions that can be used, and early intervention for students below grade level is needed to improve achievement.</p>
<p>For Low Income, English Language Learners, Foster Youth, district will invest in teacher and staff training. District will provide professional development on differentiated</p>	<p>School-Wide</p>	<p><u>_</u>All ----- OR: <u>X</u>Low Income pupils <u>X</u>English Learners</p>	<p>Curriculum: \$500 Books and supplies expense, funded by LCFF Base Funding</p>

instruction. District will provide collaborative planning time to facilitate greater collaboration in implementation of CCSS.

Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

Note: Develop curriculum that teachers will use and deliver classroom instruction utilizing differentiation strategies and materials that allow access to core curriculum for English Language Learners. Support education at home through the use of parent educational classes to increase parent understanding of the education system.

ELD professional development: \$5,000 Services and Expenses, funded by LCFF Supplemental and Concentration funds; Note: Provide professional development for teachers on best practices to support students in

			ELD.
For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELL Intervention: \$500 Books and Supplies, funded by LCFF Supplemental Concentration; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Increase English Language learner's proficiency by using CELDT  Staff development will be provided for all teachers during regularly scheduled staff meetings and professional development days.</p> <p>Gather information from PTSO, School site Council, and DELAC meetings to address accountability and progress with ELL students.</p> <p>Decrease in the number of students receiving below a 2.0 GPA by 5%</p> <p>Increase the number of reclassified English Learners by 5%.</p> <p>Decrease the number of long term English Learners by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide more bilingual resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELL Support: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Teacher

			<p>professional development, extended school day for students below grade level, develop a list of quality interventions that can be used, and early intervention for students below grade level is needed to improve achievement.</p>
<p>For Low Income, English Language Learners, Foster Youth, district will invest in teacher and staff training. District will provide professional development on differentiated instruction. District will provide collaborative planning time to facilitate greater collaboration in implementation of CCSS.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Curriculum: \$500; Funding Source: Base; Note: Develop curriculum that teachers will use and deliver classroom instruction utilizing differentiation strategies and materials that allow access to core curriculum for English Language Learners. Support education at home through the use of parent educational classes to increase parent understanding of</p>



			the education system.
For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELL Intervention: \$500; Funding Source: Supplemental Concentration; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase English Language learner’s proficiency by using CELDT</p> <p>Staff development will be provided for all teachers during regularly scheduled staff meetings and professional development days.</p> <p>Gather information from PTSO, School site Council, and DELAC meetings to address accountability and progress with ELL students.</p> <p>Decrease in the number of students receiving below a 2.0 GPA by 5%</p> <p>Increase the number of reclassified English Learners by 5%.</p> <p>Decrease the number of long term English Learners by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide more bilingual resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	ELL Support: \$1,000; Funding Source: Supplemental

<p>relationships between staff and parent to increase parent involvement.</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Concentration Grant; Note: Teacher professional development, extended school day for students below grade level, develop a list of quality interventions that can be used, and early intervention for students below grade level is needed to improve achievement.</p>
<p>For Low Income, English Language Learners, Foster Youth, district will invest in teacher and staff training. District will provide professional development on differentiated instruction. District will provide collaborative planning time to facilitate greater collaboration in implementation of CCSS.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Curriculum: \$500; Funding Source: Base; Note: Develop curriculum that teachers will use and deliver classroom instruction utilizing differentiation strategies and materials that allow access to core curriculum for English Language Learners. Support education at home through the use of parent educational</p>

			classes to increase parent understanding of the education system.
For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELL Intervention: \$500; Funding Source: Supplemental Concentration; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.

GOAL:	Goal 7: Maintain facilities so they are in good repair.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>  </u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: <u>Maintain facilities so they are in good repair.</u>
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Identified Need:	<p>7.1 Need: Implement a District plan to support the knowledge and training of all stakeholders to ensure safe work and school environment.</p> <p>7.2 Need: Ensure Gorman Elementary School and District facilities are maintained and are safe working and learning environments.</p> <ul style="list-style-type: none"> <li>• District facilities maintenance and repair monthly check sheets.</li> <li>• Upgrade equipment and facilities as needed.</li> <li>• Evaluate cleaning schedules (daily cleaning).</li> </ul>
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Goal Applies to:	Schools: <u>Elementary; Middle</u> Applicable Pupil Subgroups: <u>All; English learners</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Decrease baseline data for facilities maintenance and repairs by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Facility repair projects for this year 2015-16 and the coming years will include roof repairs, sidewalk repairs and painting of the restrooms. In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for student's success the district will be setting aside funds from the Based Grant for general maintenance.</p> <p>Large facility improvements planned for the coming year pending will be HVAC</p>	School-Wide	<u>X</u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	<p>General maintenance repairs-\$5,000- Services &amp; Other Operating Expense by funding source by Base funds</p> <p>Large facility improvements-\$80,000 - Other Operating Expense</p>

replacement and district office roof replacement.			by funding source Deferred Maintenance funds
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Decrease prior year's data for facilities maintenance and repairs by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility repair projects for this year 2015-16 and the coming years will include roof repairs, sidewalk repairs and painting of the restrooms. In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for student's success the district will be setting aside funds from the Based Grant for general maintenance.	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	General maintenance repairs-\$5,000-Services & Other Operating Expense by funding source by Base funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Decrease baseline data for facilities maintenance and repairs by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility repair projects for this year 2015-16 and the coming years will include roof repairs, sidewalk repairs and painting of the restrooms. In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	General maintenance repairs-\$5,000-Services & Other Operating Expense by funding source

student's success the district will be setting aside funds from the Based Grant for general maintenance.

Other Subgroups: \_\_\_\_\_

by Base funds

## Annual Update

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

### Guiding Questions:

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

Original GOAL from prior year LCAP:	<b>Goal 1</b> Gorman Elementary School and the district will have a vision and mission that is aligned to the eight priority areas.	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Currently Gorman Elementary School and district vision and mission statements do not share key strategies or approach for all students.</u>
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Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Develop district-wide mission/vision aligned to LCFF and in support of student achievement. Increase the numbers of parents serving on site committees. Increase parent trainings . Increase CCSS-aligned lessons, materials and textbooks. Increase availability to technology use from teachers and students.	Actual Annual Measurable Outcomes:	The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and BrightArrow Communications).  The District continues to support Gorman Elementary School to support to develop and implement parent training opportunities.  The District continues continues to host Gorman Parent Advisory Meetings for the LCAP development and revision.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Gorman site mission and vision demonstrate alignment with district Guiding Principles, key strategies identified that support all students with a focus on the students below grade level. Cost for meetings and materials \$1,000.	Meetings: \$500; Funding Source: Base; Note: District alignment to Common Core State Standards lesson plans.	District established advisory and/or articulation groups for programs that met at least three times per year to monitor and evaluate program implementation and effectiveness. Teacher and Parent participation will be representative of all grades from T-K to 8th grade.	Meetings: \$500; Funding Source: Base; Note: District alignment to Common Core State Standards lesson plans.



Scope of Service:		LEA-Wide	Scope of Service:		LEA-Wide
<u>X</u> All			<u>X</u> All		
-----			-----		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: _____			<input type="checkbox"/> Other Subgroups: _____		
Executive leadership will work with Gorman Elementary Staff to look for areas of alignment with LCFF and then to develop a shared mission and vision including Gorman's Guiding Principles. In year two and three, Gorman Elementary Staff will conduct similiar activities to align with school mission and action plans with the district Guiding Principles.	Mission and Vision: \$500; Funding Source: Base; Note: The district will have a vision and mission that is aligned to the eight priority areas, and aligned to the District's Guiding Principals.		Administrators worked with teacher Professional Learning Communities to identify strategies and activities that increase access to specialized programs to all students at their site. Students enrolled in specialized programs will be accurately identified (as appropriate) in the student information system and identified as a group in the student data management system to regularly monitor academic progress.	Mission and Vision: \$500; Funding Source: Base; Note: The district will have a vision and mission that is aligned to the eight priority areas, and aligned to the District's Guiding Principals.	
Scope of Service:		LEA-Wide	Scope of Service:		LEA-Wide
<u>X</u> All			<u>X</u> All		
-----			-----		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: _____			<input type="checkbox"/> Other Subgroups: _____		
Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the	Development of Mission and Vision: \$500; Funding Source:		Administrators worked with teacher Professional Learning Communities to identify strategies and activities that increase access to specialized programs to all students at their site. Students	Development of Mission and Vision: \$500; Funding Source:	

CCSS.	<p>Base; Note: Develop a district mission and vision aligned with LCFF; \$500 to pay for meetings, materials and preparation.</p> <p>Align professional development and work in Common Core State Standards with the mission and vision and establish core strategies.</p>	<p>enrolled in specialized programs will be accurately identified (as appropriate) in the student information system and identified as a group in the student data management system to regularly monitor academic progress.</p>	<p>Base; Note: Develop a district mission and vision aligned with LCFF; \$500 to pay for meetings, materials and preparation.</p> <p>Align professional development and work in Common Core State Standards with the mission and vision and establish core strategies.</p>
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Gorman Joint School District and Gorman Elementary School will better target present means of communicating with Stakeholders (i.e. letters, Emails, memos, newsletters, website, and BrightArrow Communications).</p> <p>Gorman Elementary School will develop Parent Training Initiatives and Classes.</p>		

Original GOAL from prior year LCAP:	<p><b>Goal 2</b> Ensure that all students have equal access to high quality textbooks, materials, first best instruction, Common Core aligned, standards-bases curriculum for English Language Arts.</p>		<p>Related State and/or Local Priorities:  1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u>  COE Only: 9 <u>  </u> 10 <u>  </u>  Local: <u>Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.</u></p>
Goal Applies to:	<p>Schools: <u>Elementary; Middle</u>  Applicable Pupil Subgroups: <u>All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</u></p>		
Expected Annual Measurable Outcomes:	<p>Maintain 100% HQT.  Students below grade level will receive targeted instruction during the school day to support student mastery of standards.</p> <p>Students will be provided after school homework help with the mastery of standards. Flexible grouping within the classroom and grade levels which allows for focus on targeted student growth based on student achievement and mastery of content standards.</p> <p>Teachers will use technology to support student proficiency in all ELA areas and the technology shifts and expectations in the Common Core State Standards.</p> <p>Teachers will use in-class support during core subjects to support students below proficiency which include targeted support in RTI (Response to Intervention) Tier 2 and 3 students.</p> <p>Increase the number of students participating in afterschool intervention, tutoring and technology intervention.</p> <p>Decrease the number of student earning D's and F's by 5%.</p> <p>Decrease the number of students recommended for retention by 5%.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>	Actual Annual Measurable Outcomes:	<p>The District continues to allocate resources to support teachers and administrators in the implementation of Common Core State Standards.</p> <p>After School Programs continue to be available at Gorman Elementary School</p> <p>Tutoring opportunities continue to be made available for eligible students during the school day.</p>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Teachers will use the district adopted Language Arts curriculum for instruction. The instruction and assessment will be aligned with the California Content Standards and begin to address the shift to the Common Core State Standards.</p> <p>Teachers will employ the use of content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p>	<p>Intervention for targeted student population: \$3,600; Funding Source: Supplement Concentration Grant, Small Rural Schools Achievement Grant funds; Note: Provide intervention for students not performing at grade level in ELA and math with a focus on our target population. Provide services and supplies- \$500 On-line instructional software- \$1000 Accelerated Reader- \$1400 Lexia</p>	<p>Content Standards and begin to address the shift to the Common Core State Standards. Teachers will employ the use of content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p>	<p>Intervention for targeted student population: \$3,500; Funding Source: Supplement Concentration Grant, Small Rural Schools Achievement Grant funds; Note: Provide intervention for students not performing at grade level in ELA and math with a focus on our target population. Provide services and supplies- \$500 On-line instructional software- \$1000 Accelerated Reader- \$1750 Lexia</p>

Instruction-  
\$1200  
Read 180-  
\$1500  
Library Books-  
\$2000.

Teacher  
Professional  
Development:  
\$9,000; Funding  
Source:  
Districtwide  
supplemental and  
concentration  
funds; Note:  
Provide  
professional  
development for  
all teachers to  
build capacity to  
design instruction  
aligned to CCSS  
with inclusion of  
relationships to  
the real world.

ELD professional  
development:  
\$5,000; Funding  
Source:  
Districtwide  
supplemental and  
concentration  
funds; Note:  
Provide

Instruction-  
\$4500  
Read 180-  
\$1500  
Library Books-  
\$2000.

Teacher  
Professional  
Development:  
\$8,000; Funding  
Source:  
Districtwide  
supplemental and  
concentration  
funds; Note:  
Provide  
professional  
development for  
all teachers to  
build capacity to  
design instruction  
aligned to CCSS  
with inclusion of  
relationships to  
the real world.

ELD professional  
development:  
\$5,000; Funding  
Source:  
Districtwide  
supplemental and  
concentration  
funds; Note:  
Provide

	professional development for teachers on best practices to support students in ELD.		professional development for teachers on best practices to support students in ELD.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide professional development and implementation support for Gorman School and teachers to use the Common Core State Standards to provide First Best Instruction.  Gorman will provide substitutes to promote Teacher Leadership Rounds.	ELA Intervention: \$4,600; Funding Source: Supplemental Concentration Grant; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.	The district provided professional development to instructional staff to enable teachers and instructional aides to better scaffold daily lessons.  The District continues to allocate resources to support teachers in the implementation of Common Core State Standards.  The Teacher Leadership Rounds process continued with Rigor and lesson planning as a focal point.	Professional Development with Pivot Learning Partners: Services & Operations Base Grant- \$16,800  Substitutes Costs: Base Grant Certificated Personnel Salaries \$1,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All -----		<input checked="" type="checkbox"/> All -----	

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Implement the READ 180 Program for 6th through 8th grade students.

After School Programs will continue to be available for eligible students especially Low Income students, English Language learners and Foster Youth.

New Language Art curriculum will be purchased during the 2016-17 school year.

Original GOAL from prior year LCAP:	<p><b>Goal 3</b> Ensure all students have equal access to high quality materials, state standards, common core aligned curriculum and high quality materials, textbooks for Mathematics. All student groups will demonstrate growth toward proficiency in mathematics as being provided a targeted instructional program to meet the of each student and is aligned to the California State Grade Level Standards and expectations while transitioning towards the Common Core State Standards.</p>		<p>Related State and/or Local Priorities:  1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u>  COE Only: 9 <u>  </u> 10 <u>  </u>  Local: <u>Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.</u></p>
Goal Applies to:	<p>Schools: <u>Elementary; Middle</u>  Applicable Pupil Subgroups: <u>All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</u></p>		
Expected Annual Measurable Outcomes:	<p>All student groups will demonstrate growth toward proficiency in mathematics as being provided a targeted instructional program to meet the of each student and is aligned to the California State Grade Level Standards and expectations while transitioning towards the Common Core State Standards.  Students below grade level will receive targeted instruction during the school day to support student mastery of standards.  Students will be provided after school homework help with the mastery of standards. Flexible grouping within the classroom and grade levels which allows for focus on targeted student growth based on student achievement and mastery of content standards.  Teachers will use technology to support student proficiency in all Math areas and the technology shifts and expectations in the Common Core State Standards.  Teachers will use in-class support during core subjects to support students below proficiency which include targeted support in RTI (Response to Intervention) Tier 2 and 3 students.  In crease the number of students participating in afterschool</p>	Actual Annual Measurable Outcomes:	<p>The District continues to allocate resources to support teachers and administrators in the implementation of Common Core State Standards.  After School Programs continue to be available at Gorman Elementary School  Tutoring opportunities continue to be made available for eligible students during the school day.</p>



intervention, tutoring and technology intervention.  
 Decrease the number of student earning D's and F's by 5%.  
 Decrease the number of students recommended for retention by 5%.  
 Maintain 100% of HQT.  
 Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Gorman will provide intervention for students not performing at grade level in math with a focus on our target population.	<p>Intervention: \$3,000; Funding Source: Supplemental Concentration Grant; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.</p> <p>Technology Software: \$1,100; Funding Source:</p>	After School Programs continue to be available for eligible students especially Low Income, English Learners, and Foster Youth students.	After school intervention: Supplemental and Concentration Grant, Certificated Salaries- \$4,964

	<p>Supplemental Concentration Grant; Note: Increase technology and technology software to enhance learning.</p> <p>Manipulatives: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Purchase manipulatives to support learning.</p>		
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction.	Professional Development in Lesson Design: \$5,000; Funding Source: Supplemental; Note: Coaching support for the design of math	Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction. Gorman will provide substitutes to promote Teacher Leadership Rounds.	Professional Development Base Grant Services & Operating Expenses \$5,000 Substitutes for Teacher Leadership

	lessons that are aligned to CCSS.		Rounds Base Grant Certificated Personnel Salaries \$1,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Increase student achievement in mathematics by 5% at students at grade level and decrease by 5% the students scoring below grade level.	Intervention: \$1,500; Funding Source: Supplemental Concentration Grant; Note: Students will be provided instruction before/after school in the computer lab to learn basic skills.	SBAC testing with scores (baseline data) will commence during the 2014-15 School Year. The district purchase the IXL-Mathematics Program for all grade levels. Some teachers made the decision to provide intervention within the school day meeting the needs of students that are not able to attend after school mathematics intervention programs.	Intervention: \$1,500; Funding Source: Supplemental Concentration Grant; Note: Students will be provided instruction before/after school in the computer lab to learn basic skills.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Students will have access to highly trained staff	Intervention:	The district provided professional development	Intervention:

for extended hours to address learning gaps.	\$1,500; Funding Source: Supplemental Concentration Grant; Note: Students will be provided instruction before/after school in the computer lab to learn basic skills.	to instructional staff to enable teachers and aides to better scaffold mathematics lessons.	\$1,500; Funding Source: Supplemental Concentration Grant; Note: Students will be provided instruction before/after school in the computer lab to learn basic skills.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After School Programs will continue to be available for eligible students especially Low Income students, English Language learners and Foster Youth.  Teachers will receive initial orientation in the STEAM Process.  New mathematics curriculum will be purchased during the 2015-16 school year.		

Original GOAL from prior year LCAP:	<b>Goal 4.</b> Establish a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: _____
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Goal Applies to:	Schools: <u>  </u> Elementary; <u>  </u> Middle Applicable Pupil Subgroups: <u>  </u> All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth
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Expected Annual Measurable Outcomes:	<p>Provide professional development and implementation support for Gorman teachers to use California Common State Standards to provide First Best Instruction.</p> <p>Determine 1-2 focus areas for training and collaboration. Provide on-site coaching for teachers to establish PLC's and to gain support to transition to CCSS.</p> <p>Provide six days of coaching at \$1500 per day.</p> <p>Increase critical thinking lessons in reading, writing and math as reflected in formal and informal assessments.</p> <p>Increase availability of CCSS-Aligned materials and textbooks.</p> <p>Establish base line data on student achievement using CAASPP.</p>	Actual Annual Measurable Outcomes:	The District regularly provides professional development to teachers and staff members that will enable teachers to better scaffold daily lessons.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development in the implementation of First Best Instructional practice.	Staff Development: \$500; Funding	The district provided professional development in the implementation of First Best Instructional	Staff Development:

	Source: Base; Note: Implementation of First Best Instructional practice.	practice through the use of established PLC's.	\$500; Funding Source: Base, Services and Operating Expenses
Scope of Service:	School-Wide	Scope of Service:	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Gorman Elementary School will continue to recognize and implement First Best Practices and will continue with vigor (rigor) as a focal point. Increase availability of CCSS-Aligned materials and textbooks.		

Original GOAL from prior year LCAP:	<p><b>Goal 5</b> Partner with parents and community to develop and implement schools programs that nurture and support students achievement.</p> <p>Create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.</p> <p>Gorman Elementary School will provide tasty, healthy meals for students.</p> <p>Develop effective programs that address academic, behavioral, and social-emotional concerns that negatively impact student achievement and success.</p> <p>Establish safety school connectedness baseline data.</p>	<p>Related State and/or Local Priorities:  1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u>  COE Only: 9__ 10__  Local: _____</p>	
Goal Applies to:	<p>Schools: All; Elementary; Middle</p> <p>Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</p>		
Expected Annual Measurable Outcomes:	<p>Provide equitable PE educational instruction including during recess, before/after school, and during Physical Education instruction.</p> <p>Increase the number of extracurricular activities available for students.</p> <p>Decrease the number of office referrals and suspension by 5%.</p> <p>Maintain current expulsions rate of %.</p> <p>55% of students will pass the fitness test.</p> <p>Maintain the drop out rate of 0%.</p> <p>Increase attendance rate to 95% or above.</p> <p>Increase the number of students participating in research-based intervention programs.</p> <p>Decrease chronic absentees by 5%.</p> <p>Establish safety school connectedness baseline data using the Healthy Kids Surveys.</p>	Actual Annual Measurable Outcomes:	<p>a. Williams Audit: 100 Compliant.</p> <p>b. Maintain or increase attendance rates to 95%.</p> <p>c. Decrease suspension and expulsion rates.</p> <p>d. Maintain drop out rate in Junior High Schools grades at 0%.</p> <p>During the 2014-2015 school year, 63% of Gorman Elementary School students receive free/reduced price meals, only 45 % of the students passed the state physical fitness test, dropout rates remained at 0 percent during, attendance rates were 94.7 and increase from 93.6 from 2013-14 school year, and retention rates remained at 0%. During the 2013-14 and 2014-15 school years Gorman Elementary School had six students identified as chronic absentees. For of the six students were able to improve attendance by the end of each school year. Chronic absentee's rates decrease from 6.5% in the school year 2013-14 to 5.5% in 2014-15 school years.</p>

			<p>2014-15 Suspension Data:</p> <p>Four student incidents warranted 1-3 days in-house suspension.</p> <p>Three student incidents warranted 1-3 days out-of-school suspension.</p> <p>One student incident warranted 5 days out-of-school suspension.</p> <p>2014-15 Expulsion Data:</p> <p>No incidents warranted expulsion during the 2104-15 school year.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide equitable PE education including during recess before/after school and during PE instruction.	Physical Educational Supplies: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Supplies to support developing	The District provided equitable PE education including during recess before/after school and during PE instruction.	Physical Educational Supplies: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Supplies to support developing



	Physical Education.		Physical Education.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Purchase of color printers to enhance the learning environment.	Color Printers: \$2,000; Funding Source: Base; Note: Purchase color printers to enhance learning environment.	The district was not able to purchase color printers to enhance the learning environment during the 2014-15 school year..	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Identify and develop programs that support the emotional and physical well-being of all students and staff. <ul style="list-style-type: none"> <li>• Implement Positive Behavior Intervention Supports (PBIS)</li> <li>• Continue Bullying and Cyber-bullying training and education.</li> </ul> Promote opportunities and incentives to increase attendance rates at Gorman Elementary School. <ul style="list-style-type: none"> <li>• Saturday School Opportunity Attendance Recovery (SSOAR)</li> </ul>		

- School Attendance Review Board (SARB)

Original GOAL from prior year LCAP:	Goal 6 All English Language Learners (ELL) will demonstrate significant growth in language ability as measured by the CELDT test and ongoing district and classroom assessments. Studying the data, there is 50% of our student population that tested at the intermediate, Early Development, or Beginning levels. Their math skill levels are at or above proficiency, but need more support with reading comprehension and writing.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students' mastery of standards.</u>
Goal Applies to:	Schools: All; Elementary; Middle Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth		
Expected Annual Measurable Outcomes:	<p>Classroom teacher will refer to English Language Development standards to individuals instruction for students requiring additional support.</p> <p>Students will be immersed in English Language instruction for most of their day.</p> <p>Students will work in small development groups with ELD teacher to receive further language development instruction, including oral language skills, reading comprehension, and vocabulary development. Peer assistance will be used in class as well.</p> <p>Students will have access to a variety of software programs for technology application to facilitate acquisition of English language skills, primarily in the area of reading.</p> <p>Decrease in the number of students receiving below a 2.0 GPA by 5%</p> <p>Increase the number of reclassified English Learners by 5%.</p> <p>Decrease the number of long term English Learners by 5%.</p>	Actual Annual Measurable Outcomes:	<p>The District English Language Advisory Committee continues to work to identify practices that will support English Language learners.</p> <p>AMAO 1: Using CELDT results,</p> <ul style="list-style-type: none"> <li>• 14% of Gorman English Language learners decreased CELDT results by one level.</li> <li>• 48% of Gorman English Language learners made adequate progress without moving up one level with CELDT results.</li> <li>• 38% of Gorman English Language learners increased CELDT results by one level.</li> </ul> <p>AMAO 2: 12% of Gorman English Language learners with proficient in English Language Arts (ELA) for the 2014-15 school year based on district assessments.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide more bilingual resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement.</p>	<p>ELL Support: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Teacher professional development, extended school day for students below grade level, develop a list of quality interventions that can be used, and early intervention for students below grade level is needed to improve achievement.</p>	<p>Intervention and supplemental support materials were purchased for English Learners, At Risk Students and Students with Disabilities. Extra Lexia Online Reading Learning licenses were purchased along with the supplemental support materials that supported the technology intervention during the school day. The District was not able to purchase the Read 180 program during the 2-14-15 school year. The program will be purchased during the 2015-16 school year.</p>	<p>ELL Support: Lexia Online Reading Learning: \$1,000; Funding Source: Supplemental Concentration Grant; Note: Teacher professional development, extended school day for students below grade level, develop a list of quality interventions that can be used, and early intervention for students below grade level is needed to improve achievement.</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		

For Low Income, English Language Learners, Foster Youth, district will invest in teacher and staff training. District will provide professional development on differentiated instruction. District will provide collaborative planning time to facilitate greater collaboration in implementation of CCSS.

Curriculum: \$500; Funding Source: Base; Note: Develop curriculum that teachers will use and deliver classroom instruction utilizing differentiation strategies and materials that allow access to core curriculum for English Language Learners. Support education at home through the use of parent educational classes to increase parent understanding of the education system.

The District hired Pivot Learning Partners as a coach to support our instructional programs and implementation of the California Common Core Standards. Their emphasis was on the academic progress of English Learners, Foster Youth, and Low Income students intervention and Common Core State Standard Implementation.

Curriculum: \$500; Funding Source: Base; Note: Develop curriculum that teachers will use and deliver classroom instruction utilizing differentiation strategies and materials that allow access to core curriculum for English Language Learners.

Scope of Service:

School-Wide

Scope of Service:

School-Wide

All

OR:

Low Income pupils  English Learners  Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

All

OR:

Low Income pupils  English Learners  Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

For low income, English Language Learners and

ELL Intervention:

Intervention and supplemental support materials

ELL Intervention:

<p>Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.</p>	<p>\$500; Funding Source: Supplemental Concentration; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.</p>	<p>were purchased for English Learners, At Risk Students and Students with Disabilities.</p>	<p>\$500; Funding Source: Supplemental Concentration; Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.</p>		
<p>Scope of Service:</p>		<p>School-Wide</p>	<p>Scope of Service:</p>		<p>School-Wide</p>
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Increase Proficiency Rates by 5% over the base year 2013-14 each continuing year. Increase Reclassification Rates by 5% over the base year 2013-14 each continuing year.</p>			

Original GOAL from prior year LCAP:	Goal 7 Maintain facilities so they are in good repair.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Maintain facilities so they are in good repair.</u>	
Goal Applies to:	Schools: All; Elementary; Middle Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			
Expected Annual Measurable Outcomes:	Establish baseline data from facilities maintenance and repair monthly check sheets.	Actual Annual Measurable Outcomes:	The District continues to be in compliance with Williams Legislation by allocating and purchasing the resources necessary to maintain adequate facilities.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>All facility needs will be identified and prioritized to revise the Facilities Master Plan and a project list will be developed to leverage all available state, local, and federal funding. A semi-annual survey will be conducted to identify concerns and solicit input from all school stakeholder groups.</p> <p>Facility needs that may affect student achievement will be addressed throughout each school year.</p>		<p>All facility needs will be identified and prioritized to revise the Facilities Master Plan and a project list will be developed to leverage all available state, local, and federal funding. A semi-annual survey will be conducted to identify concerns and solicit input from all school stakeholder groups.</p> <p>Facility needs that may affect student achievement will be addressed throughout each school year.</p>		
Scope of Service:	School-Wide	Scope of Service:		
<u>X</u> All		<u>X</u> All		

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district will utilize the LACOE Facility Inspection Tool to quantify compliance with LACOE and Williams Facility requirements.

The district will utilize self inspection program with internal corrective follow-up system.



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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$82,297
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Gorman Joint School District's unduplicated count of 66 students, which includes the low income, foster youth and English Learners, is 63.16% of the student population. The rolling 3-year average Unduplicated Counts is 64 due to the change in student population which results in a 3-year average 61.74% of enrollment eligible for supplemental add-on to the target LCFF. The eligible enrollment for concentration add-on is 6.74% to the target LCFF. The Supplemental and Concentration Grants are 10.02% and 2.73% of the LCFF Target calculations. This is approximately \$82,000 of the total current year LCFF funding to enhance educational and instructional programs for these student. *Gorman Elementary School plans to use Supplemental and Concentration Grants funds for all students due to the small size of our district. The additional resources that are planning to be provided this 2015-16 school year will be made available to the unduplicated students first. If the other students and families request to participate in these additional activities, they will be allowed to participate in these programs.* Included in the additional resources to be provided for the students are After School Enrichment programs such as: Robotics, Science-Technology-Engineering-Math (STEM) and Math Enrichment. Professional development resources for the certificated staff will be provided through programs for classroom management, student documentation, Positive Behavior Interventions and Support (PBIS), Pivot Learning and Character Counts. Purchase of additional instructional resources for CCSS needs as well as enhanced on-line software as Lexia, Reading A-Z, Read 180, Brain Pop, eZcat Book System and Renaissance Learning, resource supplies and equipment for math and science such as: math manipulatives, microscopes, student resources/equipment, library and science fair materials will also be resources for the students.

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

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

11.14 %

It is expected that the teachers and the staff will help facilitate the learning environment for the students to be more engaged in instructional activities. With the exposure of the new student activities and after school programs to be available to these students, Gorman Elementary School is planning to continue with more parental and student participation to exceed the previous year of 25%. Also with the enhanced teacher professional development for classroom management, the teachers will be able to identify and use alternative and more efficient ways to engage these students both in the classroom and in outside activities. It is expected that the resources and services for these students will help achieve continued educational goals as will be set in the District's assessments and benchmarks.

Based on the District's LCFF calculation using both the FCMAT LCFF worksheets and the County's LCFF calculation worksheets, the proportional percentage of funding for the Unduplicated Pupils was calculated at 11.14% of the LCFF base funding for 2015-2016. Gorman Elementary School plans to use Supplemental and Concentration Grants funds for all students do to the small size of our district. Projected budgeted expenditures for the Supplemental and Concentration are projected at slightly more than 10% of the total LCFF projected budgeted revenues. A higher emphasis is being placed on engaging the students both in the classroom and after school programs and training for the staff to provide these new resources.

As outlined throughout the LCAP, the funds being focused for these programs resources are:

- \$38,450 for materials and supplies which include math manipulatives, reading materials, library resource materials, new equipment for science research, science fair projects and PE equipment.
- \$30,900 for staff professional development, professional services and After School programs that include enrichment activities, and STEM program and robotics. Additional professional development and student software is being provided for classroom enhancement and

management, and development of instructional methods.

\$6,200 for the staff costs in providing the intervention assistance with after-school programs

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.