

# Local Control and Accountability Plan

Gorman Elementary



July 1, 2016 - June 30, 2019

Introduction:

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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 108 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 average class size is 24 students. Gorman Joint School District is a District of Choice where any parent can chose to enroll their children during an enrollment period. Gorman remains committed to effective teaching and learning while providing children with a rigorous education supported by a safe and nurturing environment remains the forefront of our work for 2016.

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, collaborating, creative, and standards-based in all academics areas while providing enrichments and interventions support throughout the day

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
Gorman Joint School District hosted several informational sessions	Gorman Joint School district Stakeholders were again provided with

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 4, 2016. 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.

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 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 4, 2016. Those strategies formed the basis of the action we used for completing the 2016-19 LCAP.

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 2016-2019. 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.

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 2015/2016, 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 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

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:

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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.

The Superintendent of Gorman Joint School District shared the draft of the LCAP Plan during the regularly-scheduled board meeting on June 14, 2016. 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

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 14<sup>th</sup>, 2016. 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 21, 2016.

Stake holder input informed the District Advisory Committee planning for the next three years in our LCAP within the following themes:

- Continued interest in academic programs and supports for all students as well as individual groups of students based on their needs. For example, tutoring programs, and aide support preparing students for college and careers.
- Continued interest in providing Tier 2 support for students who struggle to meet grade level expectations and opportunities to challenge students who already met grade level standards and are excelling academically.
- School safety including continuing with Positive Behavior Interventions and Support (PBIS) and Character Counts training.
- Professional development programs for current and new teachers, classified staff and administrators to ensure they have the knowledge and skills needed to support student success.
- Instructional technology and training to use site technology for our students as well as teachers and other staff.
- Social emotional supports and programs to ensure students are well and able to learn including counseling services, rapid response teams to support students in crisis, and surveys of students to evaluate their feeling of safety and connecteness to school.
- Program to engage students including intra-mural sports, music, and arts

Staff will continue to develop necessary tools to aid in monitoring and

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 21, 2016. The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.

reporting out on the effectiveness of resources and strategies set in place. These tools will additionally aid in proving a clear picture of achievement that may not be reflected immediately based on the California Department of Education 's (CDE) mandatory metrics.

Gorman has listened to the stakeholder's responses including questions and concerns and general understanding of the LCAP and LCFF components. In response Gorman has wholeheartedly attempted to improve the quality and transparency of this document, the actions/services identified and proposed budget expenditures.

Annual Update:

During the 2015-16 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, 2016 at 9:30 AM, February 3, 2016 at 6:30 PM and February 29, 2015 at 3:00 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, 2016:** Gorman's Advisory Committee met and reviewed the Annual Update: metrics, actions and services and budgeted expenditures and revised as necessary to the 2015-16 LCAP Plan. Gorman's Advisory Committee received an update on Professional Development and Invention progress and services in Goal 2. 3 and 5.

**February 3, 2016:** Gorman's Advisory Committee met and reviewed all sections and

Annual Update:

The 2016 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 2016-19 LCAP. This information was used to revise the 2016-17 priorities in the LCAP.

Through the process, staff sought actual activity and budget data to respond to the identified Planned Actions/Services approved in the original and revised versions of the LCAP. Based on the data presented to Gorman's Advisory Committee at the mid-year update in February and the ongoing analysis of data and metrics in alignment with the LCAP metrics the district identified areas of bot promising practices as well as opportunities for improvement.

Following our cycle of continuous learning and improvement, LCAP metrics/targets were monitored at different points in the year by student subgroups, school, and grade levels to make progress over time.

components of the three year 2015-16 LCAP and Annual Update including budgeted expenditures and revised as necessary. Parents gave input on after school programs. The parents wanted to see intermural sports, arts and enrichment built into the LCAP

**February 29, 2016:** 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 14.

**June 1, 2016:** 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 14, 2016. 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 14, 2016. 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 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 21, 2016. The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.

For every action and service we monitored progress using the following scale:

- Making progress, on track at this time
- Making progress slower than desired
- Behind desired timeline, but still likely implemented
- Not started

For each target/metric, we used the following scale:

- Met target
- Close to meeting target
- Missed target
- No data at this time

This year, Gorman implemented Aeries a student's information system that gives the district and Gorman Elementary School the ability to track data and information for items such as attendance, discipline, suspensions, and assessment results. Aeries provides aggregate data for all students in the district or school for several metrics but allows staff to drill down to groups of students by ethnicity, EL status, SPED status, Foster Youth status, grade level, and gender. This tool empowers staff with real-time data to make decisions on behalf of student, staff, and school.

Following are areas where actions, services and expenditures making progress toward improving student success at Gorman:

- Implementation of the Common Core Math adoption
- Positive Behavior Interventions and Support (PBIS) training in May 2016
- Additional planning time was provided for districtwide implementation of initiatives and Common Core Lesson Development
- Intervention supports for all students
- English Learner reclassification rate data
- Training for EL students' parents, EL student supports, professional development for ELD teachers, reclassification and recognition for English Learners, and monitoring of /English Learner students.

- Implementation of new district benchmark assessment system using STAR Reading and STAR Math.
- Use of social media, website, and other communication tools to engage families, students, and our community
- Reducing suspensions for all students
- Appropriately assigning teachers
- Implementation of Robotic/Lego program

Following are areas where actions, services and expenditures are making progress behind our timelines or where we have missed targets:

- Implementation of a school –wide Physical Education Curriculum and Program
- Implementation of Read 180
- Implementation of Common Core Technology for the adopted Math curriculum
- EL supports for English Learner students
- English Learner Master Plan revision
- Implementation of intermural sports
- Implementation of after school arts program- music and drama
- Provide training for new staff on the Characters Counts Program

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?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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: Engage parents and families to support student success in school</b>	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X COE Only: 9__ 10__ Local: <u>Increase number of parents participation in parent trainings, seminars, reading resources, and workshops by 10%.</u>
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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.</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>
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Goal Applies to:	Schools: <input type="checkbox"/> Elementary; <input type="checkbox"/> Middle Applicable Pupil Subgroups: <input type="checkbox"/> All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Develop professional development aligned with vision and mission and integrates Common Core State Standards.</p> <p>Increase the numbers of parents serving on site committees.</p> <p>Increase parent trainings .</p> <p>Increase CCSS-aligned lessons, materials and textbooks.</p> <p>Increase availability to technology use from teachers and students</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Parent Academy topics to include: <ul style="list-style-type: none"> <li>• Engaging Parent to support student learning</li> <li>• Homework and study skills</li> <li>• Curriculum</li> </ul>	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: _____	Parent Academy supplies and duplicating - 4000-4999 Books and Supplies - LCFF S & C: \$500

Provide resources for parents to support student success at Gorman Elementary School.	LEA-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	Provide a computer in the main office for parents to access student information - 4000-4999 Books and Supplies - LCFF S & C: \$1,000
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.	School-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	Provide DELAC support (food, translations, child care) - 4000-4999 Books and Supplies - LCFF S & C: \$500

LCAP Year 2: 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
Increase Parent Academy topics to include: <ul style="list-style-type: none"> <li>Engaging Parent to support student learning</li> <li>Homework and study skills</li> <li>Curriculum</li> </ul>	LEA-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	Parent Academy supplies and duplicating - 4000-4999 Books and Supplies - LCFF S & C: \$500
Provide resources for parents to support student success at Gorman Elementary	LEA-Wide	<u>X</u> All -----	Continue to maintain the

School.		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: _____	parent computer in the main office for parents to access student information - 4000-4999 Books and Supplies - LCFF S & C: \$500
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.	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: _____	Continue to provide DELAC support (food, translations, child care) - 4000-4999 Books and Supplies - LCFF S & C: \$500

LCAP Year 3: 2018-19

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
Increase Parent Academy topics to include: <ul style="list-style-type: none"> <li>• Engaging Parent to support student learning</li> <li>• Homework and study skills</li> <li>• Curriculum</li> </ul>	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: _____	Parent Academy supplies and duplicating - 4000-4999 Books and Supplies - LCFF S & C: \$500
Provide resources for parents to support student success at Gorman Elementary School.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR:	Continue to maintain the parent computer

		<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: _____	in the main office for parents to access student information - 4000-4999 Books and Supplies - LCFF S & C: \$500
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.	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: _____	Continue to provide DELAC support (food, translations, child care) - 4000-4999 Books and Supplies - LCFF S & C: \$500

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>By 2016-2017, all students, including English Learners and Foster Students, will demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in English Language Arts.</p>	<p>Related State and/or Local Priorities:  1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X  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>
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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 2015-16 school year.</p> <p>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 2016-17 and 2017-18 school years.</p> <p>2.1 Need: Purchase Language Arts curriculum aligned with the California Content Standards.</p> <p><b>2.2 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>2.3 Need:</b> Beginning in 2016-2017, growth will be measured using the CASSPP state assessments results. Increase CASSPP ELA based on baseline data</p> <p><b>2.3 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>2.4 Need:</b> Provide profession development and implementation and support for teachers to use the CCSS to provide First Best Instruction.</p> <p>Metrics: CASSPP state assessments results, District Benchmarks, Professional Learning Communities teacher conversations, Teachers Walk-through observations, Lessons plans and Students engagement observations.</p>
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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>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase SBAC proficiency levels in ELA using based line data.
- 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; Purchase ELA material</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>- 4000-4999 Books and Supplies - LCFF Base: \$28,000</p> <p>Purchase ELA material - 3000-3999 Employee Benefits - LCFF S &amp; C: \$5,000</p>
<p>Provide professional development and</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All</p>	<p>Staff Development</p>

<p>implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.</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>- 5000-5999  Services and Other  Operating  Expenses - LCFF  Base: \$7,000</p>
<p>Analyze CAASPP baseline data to determine measurable targets.</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>Student Data  Assessment  Reporting System-  Multiple Measures,  LLC - 5000-5999  Services and Other  Operating  Expenses - LCFF S  &amp; C: \$1,000</p>
<p>Implement school intervention models to provide targeted instruction to identified students.</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>Provide  intervention for  targeted students.  - 1000-1999  Certificated  Salaries - LCFF  Base: \$3,600</p> <p>Purchase  intervention  programs for  targeted for  student population:  Greenfield Learning  Lexia Reading  Renaissance  Reading/Star  Reading-1800  Reading  A-Z/Learning  A-Z-500</p>

Read 180-1500 -  
4000-4999 Books  
and Supplies -  
LCFF S & C:  
\$3,800

LCAP Year 2: 2017-18

Expected Annual  
Measurable  
Outcomes:

- Increase SBAC proficiency levels in ELA using based line data.
- 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
Continue allocating funds and resources to support district adopted Language Arts curriculum for instruction. The instruction and assessment will be aligned with the California Content Standards and	LEA-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	Support ELA curriculum- Purchase of ELA support curriculum - 4000-4999 Books and Supplies - LCFF Base: \$2,500

<p>continue to address 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><input type="checkbox"/> Other Subgroups: _____</p>	<p>Supplemental/Concentration Grant funds, Books and Supplies- \$2,500 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,500</p>
<p>Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.</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>Staff Development - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$7,000</p>
<p>Analyze CAASPP baseline data to determine measurable targets.</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>Student Data Assessment Reporting System - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000</p>
<p>Implement school intervention models to provide targeted instruction to identified students.</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>Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF Base: \$2,000</p>

LCAP Year 3: 2018-19

Expected Annual

Increase SBAC proficiency levels in ELA using based line data.

Measurable 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>Continue allocating funds and resources to support district adopted Language Arts curriculum for instruction. The instruction and assessment will be aligned with the California Content Standards and continue to address 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>Support ELA curriculum- Purchase of ELA support curriculum - 4000-4999 Books and Supplies - LCFF Base: \$2,500</p> <p>Supplemental/Concentration Grant funds, Books and Supplies- \$2,500 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,500</p>

<p>Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.</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>Staff Development - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>
<p>Analyze CAASPP baseline data to determine measurable tragets.</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>Student Data Assessment Reporting System - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000</p>
<p>Implement school intervention models to provide targeted instruction to identified students.</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>Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF Base: \$2,000</p>

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_X 3__ 4_X 5_X 6_X 7_X 8_X  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>3.4 Need: 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</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: 2016-17		
Expected Annual Measurable Outcomes:	<p>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%.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gorman will provide intervention for students not performing at grade level in math with a focus on our target 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF S & C: \$3,600
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: _____	Staff development in Math with using technology in the classroom. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000
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: _____	IXL Math Learning and Renaissance Star Math implementation - 4000-4999 Books and Supplies - LCFF S & C: \$2,000
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 <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000

LCAP Year 2: 2017-18

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
Gorman will provide intervention for students not performing at grade level in math with a focus on our target 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF S & C: \$3,600
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: _____	Staff development in Math with using technology ion the classroom. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000
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: _____	IXL Math Learning and Renaissance Star Math implementation - 4000-4999 Books and Supplies - LCFF S & C: \$2,000

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 <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Increase SBAC proficiency levels in Math.</p> <p>Students will have access to highly trained staff for extended hours to address learning gaps.</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>Maintain 100% of HQT.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gorman will provide intervention for students not performing at grade level in math with a focus on our target 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF S & C: \$3,600
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: _____	Staff development in Math with using technology ion the classroom. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500

<p>Increase student achievement in mathematics by 5% at students at grade level and decrease by 5% the students scoring below grade level.</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>IXL Math Learning and Renaissance Star Math implementation - 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,000</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>Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,000</p>

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 __ 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>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: 2016-17			
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 forma and informal assessments. Increase availability of CCSS-aligned materials and textbooks. 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	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners	Coaching from Pivot Learning - 5000-5999 Services and Other

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenses - LCFF S & C: \$4,000
Provide substitutes teachers for coaching days	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: _____	Substitutes salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$700

LCAP Year 2: 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> <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: _____	Coaching from Pivot Learning - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,500
Provide substitutes teachers for coaching days	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	Substitutes salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$700

LCAP Year 3: 2018-19

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 forma and informal assessments.
- Increase availability of CCSS-aligned materials and textbooks.
- 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: _____	Coaching from Pivot Learning - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,500
Provide substitutes teachers for coaching days	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: _____	Substitutes salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$700

GOAL:	Goal 5: Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Gorman school communities	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>Increase attendance rates to 95%, decrease suspension rates by 5%, keep expulsion rate at 0%, maintain drop out rate at 0%, and continue the implementation of PBIS.</u>
Identified Need:	<p>To ensure that Gorman continues to provide a positive, safe, and comfortable learning environment. I identify barriers to on-time attendance for improving school attendance practices to reduce chronic tradiness and absences</p> <p>5.1 Need: To maintain a positive and safe school and work environment.</p> <p>5.2 Need: Maintain student attendance above 95% average</p> <p>5.3 Need: Decrease suspension rates at Gorman Elementary School between 1 to 5 %</p> <p>5.4 Need: Implement Positive Behavior Intervention Supports (PBIS)</p> <p><b>5.5 Need:</b> Maintain expulsion rates at 0% at Gorman Elementary School</p> <p><b>5.5 Need:</b> Implement the California Healthy Kids Survey to assess the degree to which students fell safe and connected to their school</p> <p>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.</p> <p>Metrics: During the 2015-2016 school year, 61% of Gorman Elementary School students receive free/reduced price meals, 22% are English Language Learners, and )% are Foster Youth.. 55 % of the students passed the state physical fitness test a gain of 10%, dropout rates remained at 0 percent during, attendance rates were 94.2 a decrease from 94.7 from 2014-15 school year, and retention rates remained at 0%. During the 2013-14, 2014-15, and 2015-16 school years Gorman Elementary School had six students identified as chronic absentees. Four 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 and remained at 5.5% for the 2015-16 school year.</p> <p>2015-16 Suspension Data:</p> <p>Four student incidents warranted 1-3 days in-house suspension, or 3.7%</p>	

Four student incidents warranted 1-3 days out-of-school suspension, or 3.7 %  
 One student incident warranted 5 days out-of-school suspension, or 1%  
 2015-16 Expulsion Data:  
 No incidents warranted expulsion during the 2015-16 school year, or 0%

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

LCAP Year 1: 2016-17

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 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 an Physical Education curriculum for all teachers. - 4000-4999 Books and Supplies - LCFF S & C: \$1,400

			Physical Educational Equipment - 4000-4999 Books and Supplies - LCFF Base: \$3,000
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: _____	Entries fees to completions. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,000  Supplies for Robotics program - 4000-4999 Books and Supplies - LCFF Base: \$500
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: _____	PBIS professional development training for two days. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$2,700  Cost of teachers for a Saturday training - 5000-5999 Services and Other Operating

			Expenses - LCFF Base: \$3,000
Implementation of after school academic support for targeted students, intramural sports programs, enrichment activities, Science Fair, Arts, and tutoring and homework assistance for targeted students.	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 checked="" type="checkbox"/> Other Subgroups: <u>Targeted Students</u>	Teacher hourly salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$5,000  Supplies for the after school programs. Science Fair \$1500 - 4000-4999 Books and Supplies - LCFF Base: \$3,500
Provide additional opportunities for students to participate in clubs and activities	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: _____	Staffing for clubs and ASB Director. - 1000-1999 Certificated Salaries - LCFF Base: \$2,000
Implement the California Healthy Kids Survey for the 2016-2017 school year. Analyze data to determine necessary actions and services for 2017-2018 and 2018-2019.	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: _____	Analyze data from the California Healthy Kids Survey. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,000
Provide nursing services for the school.	School-Wide	<input checked="" type="checkbox"/> All	Nursing services

		----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	for Gorman Elementary School - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,400
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LCAP Year 2: 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.
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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	___ All ----- OR: ___ X Low Income pupils ___ X English Learners ___ X Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	Physical Education curriculum - 4000-4999 Books and Supplies - LCFF S & C: \$3,000
Implementation of the STEAM and Robotics program for the Gorman targeted student's population.	School-Wide	___ All ----- OR:	Entries fees to completions. - 5000-5999

		<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: _____	Services and Other Operating Expenses - LCFF S & C: \$1,000
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.	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: _____	Awards, supplies, posters, continued trainings - 4000-4999 Books and Supplies - LCFF S & C: \$2,000

LCAP Year 3: 2018-19

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.
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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	School-Wide	<input type="checkbox"/> All -----	Physical Education curriculum -

PE instruction.		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: _____	4000-4999 Books and Supplies - LCFF S & C: \$3,000
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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Entries fees to completions. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,000
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.	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: _____	Awards, supplies, posters, continued tranings - 4000-4999 Books and Supplies - LCFF S & C: \$2,000

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_X 3_X 4_X 5_X 6_X 7__ 8_X 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:	Schools: Elementary; Middle Applicable Pupil Subgroups: English learners	
LCAP Year 1: 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.          Gather information from PTSO, School site Council, and DELAC meetings to address accountability and progress with ELL students.          Decrease in the number of students receiving below a 2.0 GPA by 5%          Increase the number of reclassified English Learners by 5%.</p>	

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
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: _____	After school program support - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000
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.	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 in ELD Standards - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000
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: _____	Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000
Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	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: _____	- 4000-4999 Books and Supplies - LCFF Base: \$1,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 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.
- Gather information from PTSO, School site Council, and DELAC meetings to address accountability and progress with ELL students.
- 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
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: _____	After school program support - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000
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.	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 in ELD Standards - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000
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: _____	Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000
Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom	School-Wide	<input type="checkbox"/> All ----- OR:	- 4000-4999 Books and Supplies - LCFF

teachers.		<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: _____	Base: \$1,000
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LCAP Year 3: 2018-19

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: _____	After school program support - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000
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.	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 in ELD Standards - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000
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	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Staff for after school invention - 1000-1999 Certificated

<p>be used across the district will provide early intervention for students below grade level.</p>		<p><input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Salaries - LCFF S &amp; C: \$1,000</p>
<p>Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.</p>	<p>School-Wide</p>	<p><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: _____</p>	<p>- 4000-4999  Books and Supplies - LCFF Base: \$1,000</p>

GOAL:	Goal 7: Maintain facilities so they are in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> 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:	<p>Schools: Elementary; Middle</p> <p>Applicable Pupil Subgroups: All; English learners</p>
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LCAP Year 1: 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 2016-17 and the coming years will include roof repairs, lower playground blacktop repair and replacement. 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; Scope of Work	<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: _____	Blacktop repair - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$8,000  Roof repair - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$85,000

<p>Replace HVAC Systems throughout the Gorman Elementary School and District Office.</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>Replace HVAC Systems using deferred maintenance funds - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,000</p> <p>Replace HVAC Systems with Proposition 39 funds. - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$16,000</p>
<p>Replace the lighting system and fixtures throughout the district.</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>Replacement of the lighting system is through the Southern California Edison Energy Grant Program. - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$0</p>
<p>Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Notebooks and monthly check sheets - 4000-4999 Books</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	and Supplies - LCFF Base: \$100
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LCAP Year 2: 2017-18

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
Add separations in the dance room to create offices.	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: _____	Office in Dance Room - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000
Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff.	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: _____	Notebooks and monthly check sheets - 4000-4999 Books and Supplies - LCFF Base: \$100 (repeated expenditure)

LCAP Year 3: 2018-19

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
Painting and repairs of classrooms	School-Wide	<input checked="" type="checkbox"/> All	Repairs of

		<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>	<p>classrooms -</p> <p>5000-5999</p> <p>Services and Other</p> <p>Operating</p> <p>Expenses - LCFF</p> <p>Base: \$30,000</p>
<p>Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff.</p>	<p>School-Wide</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</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Notebooks and</p> <p>monthly check</p> <p>sheets -</p> <p>4000-4999 Books</p> <p>and Supplies -</p> <p>LCFF Base: \$100</p>

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_X 3__ 4_X 5_X 6_X 7_X 8_X 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:	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	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: 2015-16

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.	Aligned Mission Statement, Guiding Principles, and PBIS Postive Behavioral Intervention and Supports Mission to district goals.	PBIS Training on May 21, 2016-#3,400 from Supplemental and Concentration Grant
Scope of Service:	LEA-Wide	Scope of Service:	

<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: _____	
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.	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.	PLC and Staff meetings material: \$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	
<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: _____	
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.	Development of Mission and Vision: \$500; Funding Source: Base; Note: Develop a district mission and vision	Administrators and teacher Professional Learning Communities aligned professional development and work in Common Core State Standards with the mission and vision and establish core strategies. Work was completed with staff development with Pivot Learning Partners.	Align professional development and work in Common Core State Standards with the mission and vision and establish core

	<p>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>strategies. Work was completed with staff development with Pivot Learning Partners.</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</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 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 district did not launch as many of parent training initiatives as wanted. District would like to increase number of parent training including seminars, parent vignettes, reading resources, and technology workshops by 10%. In 2016-17 school year the district will update all District Policies and Regulations.</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 (ELA) and a broad course of study.</p>	<p>Related State and/or Local Priorities:  1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X  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>
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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>
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Expected Annual Measurable Outcomes:	<p>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%.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>	Actual Annual Measurable Outcomes:	<p>Current proficiency rates in ELA are listed: District-wide 43%: Hispanic 39%: White 46%: SES 37% and EL 43%.</p> <p>100% Textbook Sufficiency</p> <p>During the 2015-2016 school three of five teachers are HQT teachers. Two teachers are completing course work for their induction program through on-line college course classes.</p> <p>CAASPP 2014-15 ELA Test Results</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Not Met</th> <th>Nearly Met</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>75</td> <td>25</td> <td>0</td> <td>0</td> </tr> <tr> <td>4</td> <td>60</td> <td>15</td> <td>25</td> <td>0</td> </tr> <tr> <td>5</td> <td>52</td> <td>24</td> <td>18</td> <td>6</td> </tr> <tr> <td>6</td> <td>44</td> <td>36</td> <td>18</td> <td>0</td> </tr> <tr> <td>7</td> <td>50</td> <td>13</td> <td>37</td> <td>0</td> </tr> <tr> <td>8</td> <td>8</td> <td>42</td> <td>42</td> <td>8</td> </tr> <tr> <td>School</td> <td>55</td> <td>22</td> <td>18</td> <td>5</td> </tr> </tbody> </table>	Grade	Not Met	Nearly Met	Met	Exceeded	3	75	25	0	0	4	60	15	25	0	5	52	24	18	6	6	44	36	18	0	7	50	13	37	0	8	8	42	42	8	School	55	22	18	5
Grade	Not Met	Nearly Met	Met	Exceeded																																							
3	75	25	0	0																																							
4	60	15	25	0																																							
5	52	24	18	6																																							
6	44	36	18	0																																							
7	50	13	37	0																																							
8	8	42	42	8																																							
School	55	22	18	5																																							

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>Resource Materials: Books and Supplies expense funded by LCFF Supplement Concentration Grant and Small Rural Schools Achievement Grant funds. Provide services and supplies- \$500                      On-line Renaissance Learning instructional software- \$1750                      Accelerated Reader- \$1400                      Lexia Instruction- \$1200                      Reading A-Z- \$200                      Read 180- \$1500                      Library Books- \$2000.</p>	<p>The District continues to allocate resources to support teachers in the implementation of the California Content Standards to address the Common Core State Standards. Teachers implemented 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>Resource Materials: Books and Supplies expense funded by LCFF Supplement Concentration Grant and Small Rural Schools Achievement Grant funds. Provide services and supplies- \$500                      On-line Renaissance Learning instructional software- \$1750                      Accelerated Reader- \$1400</p>

Scope of Service: LEA-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: _____	
<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>	<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</p>	<p>Teachers and staff received training for Common Core State Standards, ELD for English Learners students, First Best Instruction, and integrating 21st century skills at professional development and coaching with Pivot Learning.</p>	<p>Professional Development with Pivot Learning for Common Core and First Best Instruction: \$8,000 Services &amp; Operating Expense funded by Supplemental and Concentration funds.</p> <p>Teacher instruction coaching and substitutes for Leadership Rounds: \$3000 Services &amp; Operating Expense funded by Supplemental and Concentration funds.</p> <p>Professional</p>

	development: \$5,000; Funding Source: District wide supplemental and concentration funds; Note: Provide professional development for teachers on best practices to support students in ELD.		development for teachers to build capacity to design instruction aligned to CCSS and ELD support: \$5000 Services & Operating Expense funded by Supplemental and Concentration funds.
Scope of Service:	School-Wide	Scope of Service:	
<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: _____	
Gorman will provide intervention for students not performing at grade level in ELA with a focus on our target population.	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	Gorman provided intervention for students not performing at grade level in ELA and ELD with a focus on our target population. After school programs continued to be available and tutoring a opportunities continued to be made available for eligible students during the school day.	Provided intervention for targeted student population: \$3,600; Funding Source: Supplement Concentration Grant, Small Rural Schools Achievement Grant funds; Note: Provide intervention for students not

	grade level in ELA and math with a focus on our target population.		performing at grade level in ELA and ELD with a focus on our target population.
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?	Improve "School Connectedness" using data from Healthy Kids Surveys Ensure that all teachers are trained in to implement Common Core State Standards using the new adopted curriculum as a resource. Maintain teacher misassignments to %		

Original GOAL from prior year LCAP: **Goal 3:** Ensure all students have equal access to high quality materials, state standards, common core aligned curriculum and high quality materials, textbooks for Mathematics.

Related State and/or Local Priorities: 1\_\_ 2\_X 3\_\_ 4\_X 5\_X 6\_X 7\_X 8\_X  
 COE Only: 9\_\_ 10\_\_  
 Local: Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.

Goal Applies to: 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

Expected Annual Measurable Outcomes:

- Increase SBAC proficiency levels in Math. Students will be provided instruction before/after school in the computer lab to learn basic skill.
- 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%.

Actual Annual Measurable Outcomes:

During the 2015-2016 school three of five teachers are HQT teachers. Two teachers are completing course work for their induction program through on-line college course classes.

100% Textbook Sufficiency

CAASPP 2014-15 Math Test Results

Grade	Not Met	Nearly Met	Met	Exceeded
3	50	37	13	0
4	70	30	0	0
5	64	24	6	6
6	73	9	19	0
7	25	50	25	0
8	33	33	26	8
School	57	29	12	3

LCAP Year: 2015-16

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- 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 Concentration Grant; Note: Purchase manipulatives to support learning.</p>	<p>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. SBAC testing with scores (baseline data) will commence during the 2014-15 School Year and continue in the summer of 2015-2016. The district purchase the IXL-Mathematics Program for all grade levels.</p> <p>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.</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. Note: Instructional support to provide targeted students skill practice for student success with grade level California Common Core Standards.</p> <p>IXL- \$1300 funded by LCFF Supplemental and Concentration Grant funds.</p>

Scope of Service: School-Wide		Scope of Service:	
<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: _____	
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, \$5,000 Services & Operating Expense, funded by LCFF Supplemental and Concentration funds. Substitutes for Teacher Leadership Rounds Base Grant Certificated Personnel Salaries \$1,000	Gorman provided professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction. Gorman provided substitutes to promote Teacher Leadership Rounds. The Teacher Leadership Rounds process continued with Rigor and lesson planning as a focal point for the 2015-16 school year.	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
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: _____	
Increase student achievement in mathematics by 5% for students at grade level and decrease by 5% the students scoring below grade level.	Implementation and purchase of Mathematics Curriculum Books and Supplies, \$2,500, Supplemental Books and Supplies funded by LCFF	The District continues to allocate resources to support teachers in the implementation of Common Core State Standards. The district purchase Houghton Mifflin Go-Math for TK-8 grades during the 2015-16 school year. The district provided professional development on Houghton Mifflin Go-Math.	Purchase of Mathematics Curriculum Books and Supplies, \$2,500, Supplemental Books and Supplies funded by LCFF Supplemental and

	Supplemental and Concentration funds and \$22,500 Base funds		Concentration funds and \$22,500 Base funds
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: _____	
Students will have access to highly trained staff for extended hours to address learning gaps.	Mathematics Intervention: \$1,000; Funding Sources: Supplemental Concentration Grant	Gorman provided professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction. Gorman provided substitutes to promote Teacher Leadership Rounds. The Teacher Leadership Rounds process continued with Rigor and lesson planning as a focal point for the 2015-16 school year.	Mathematics Intervention: \$1,000; Funding Sources: Supplemental Concentration Grant. IXL- \$1300 funded by LCFF Supplemental and Concentration Grant funds.
Scope of Service:	School-Wide	Scope of Service:	
<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?	Improve "School Connectedness" using data from Healthy Kids Surveys Ensure that all teachers are trained in to implement Common Core State Standards using the new adopted Math curriculum as a resource Maintain teacher misassignments to %		



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 __ 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>Implement District-wide Professional Learning Communities as a means to strengthen instruction and additional interventions.</u>
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Goal Applies to:	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
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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 formal and informal assessments.</p> <p>Increase availability of CCSS-aligned materials and textbooks.</p> <p>Increase baseline student data by 5% using CAASPP.</p> <p>Increase teachers attending first best instructional practices professional training.</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: 2015-16

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 Source: Base; Note: Implementation of First Best Instructional practice.	The district provided professional development in the implementation of First Best Instructional practice through the use of established PLC's.	Implementation of First Best Instructional practice through the use of established PLC's and Staff Development

			through Pivot Learning Partners: \$500; Funding Source: Base, Services and Operating Expenses
Scope of Service:	School-Wide	Scope of Service:	
<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?	The district will provide ongoing technology support through new data analysis assessments and curriculum supports. The district will continue deployment to common core technology for ELA, math, and ELD teachers of laptops and tablets		

Original GOAL from prior year LCAP:	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 <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>Increase attendance rates to 95%, decrease suspension and expulsion rates, maintain drop out rate at 0%, and implement PBIS.</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>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 % 60% 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>Increase safety school connectedness data based on responses from the Healthy Kids Surveys.</p>	Actual Annual Measurable Outcomes:	<p>Metrics: During the 2015-2016 school year, 61% of Gorman Elementary School students receive free/reduced price meals, 22% are English Language Learners, and 0% are Foster Youth..</p> <p>55 % of the students passed the state physical fitness test a gain of 10%</p> <p>Dropout rates remained at 0 percent during</p> <p>Attendance rates were 94.2 a decrease from 94.7 from 2014-15 school year, and retention rates remained at 0%. During the 2013-14, 2014-15, and 2015-16 school years Gorman Elementary School had six students identified as chronic absentees. Four 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 and remained at 5.5% for the 2015-16 school year.</p> <p>2015-16 Suspension Data:</p> <p>Four student incidents warranted 1-3 days in-house suspension, or 3.7%</p>

			<p>Four student incidents warranted 1-3 days out-of-school suspension, or 3.7 %</p> <p>One student incident warranted 5 days out-of-school suspension, or 1%</p> <p>2015-16 Expulsion Data:</p> <p>No incidents warranted expulsion during the 2015-16 school year, or 0%</p>
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LCAP Year: 2015-16

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 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.	The district purchased PE education equipment used during recess before/after school and during PE instruction.	Purchased physical educational equipment: \$5,100 Equipment and Supplies funded by Supplemental Concentration Grant; Note: Supplies and equipment was purchased to support developing Physical Education.
Scope of Service:	School-Wide	Scope of Service:	

<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: _____	
Purchase of color printers, high power digital microscope, and science fair materials to enhance the learning environment.	Color printers,high power digital microscope, and science fair materials : \$4,500 Books and Supplies, funded by LCFF Supplemental and Concentration funds.	District purchased five color printers, high power digital microscope, and science fair materials to enhance the learning environment at Gorman.	Color printers,high power digital microscope, and science fair materials : \$4,500 Books and Supplies, funded by LCFF Supplemental and Concentration funds.
Scope of Service:		Scope of Service:	
School-Wide		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: _____	
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	Implementation Of PBIS- \$4,000 Services & Operating expense,funded by LCFF Supplemental and Concentration funds. Implementation Of PBIS- \$2,000	District provided staff development in May on Positive Behavior and intervention Support (PBIS). Provided teachers and staff with staff development and resources for the implementation of PBIS during the 2015-16 school year to continue into the 2016-2017 school year.	Provided staff development and training in PBIS in May: \$43,400 Services & Operating expense,funded by LCFF Supplemental and Concentration funds.

the 2015-16 school year.	Books and Supplies expense, funded by LCFF Supplemental and Concentration funds.		
Scope of Service:	School-Wide	Scope of Service:	
<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: _____	
Provide staff development and training in CPR, First Aide and EpiPens.	Staff Development- \$3,400 Services & Operating expense, funded by Supplemental and Concentration funds.	At the beginning of the school year the district provided staff development and training in CPR, First Aide and EpiPens.	Staff Development- \$3,400 Services & Operating expense, funded by Supplemental and Concentration funds.
Scope of Service:	School-Wide	Scope of Service:	
<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: _____	
Implementation of the STEAM and Robotics program for the Gorman targeted students population.	STEAM and Robotics afterschool program- \$2,000 Services and supplies, funded	The district implemented Lego program during the 2015-16 school year to start the Robotics program for the 2016-17 school year. The district purchased a laptop computer to support the Robotics program.	STEAM and Robotics after-school program- Purchase of a laptop computer: \$1,800 Services

	by LCFF Supplemental and Concentration funds.		and supplies, funded by LCFF Supplemental and Concentration funds.
Scope of Service:	School-Wide	Scope of Service:	
<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?	The district will continue training is Aeries and assessments data collection. The district will continue training with Aeries the new information system that allows the district to track suspensions and expulsions but also student visits to the office. This system also allows the district to track attendance rates. Increase Gorman's SART Team improving current attendance practices and develop improvement for attendance.		

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.	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7__ 8_X 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>
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Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: English learners
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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.</p> <p>After school reading intervention program to support phonemic awareness, reading fluency, reading comprehension, and key vocabulary through Read Naturally or Read 180.</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>2014-15 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> <p>2015-16 AMAO 1: Using CELDT results,</p> <ul style="list-style-type: none"> <li>• 15% of Gorman English Language learners decreased CELDT results by one level.</li> <li>• 55% of Gorman English Language learners made adequate progress without moving up one</li> </ul>
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		<p>level with CELDT results.</p> <ul style="list-style-type: none"> <li>• 30% of Gorman English Language learners increased CELDT results by one level.</li> </ul> <p>AMAO 2: 75% of Gorman English Language learners are Proficient for the 2015-16 school year based on district CELDT results.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	<p>ELL Support: \$1,000</p> <p>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</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. District will purchasing new English Language Arts curriculum including ELD support during the 2016-2017 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</p>

	achievement.		achievement.
Scope of Service:	School-Wide	Scope of Service:	
<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: _____		<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>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>Curriculum: \$500 Books and supplies expense, funded by LCFF Base Funding  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.</p>	<p>The district hired Pivot Learning Partners to coach teachers and help support our instructional programs and implementation of the California Common Core Standards. The district emphasis was on the academic progress of English Learners, Foster Youth, and Low Income students intervention and Common Core State Standard Implementation.</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.</p> <p>Teacher coaching with Pivot Learning Partners- \$4500 from Supplemental and Concentration Grant</p>

	<p>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.</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 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>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.</p>	<p>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</p>	<p>After school programs provided additional instructional time in ELD, ELA, and /or math to English Learner students.</p>	<p>ELL Intervention: \$1000; Funding Source: Supplemental Concentration; Note: Instructional support to provide EL targeted students skill practice for student success with grade level</p>

	California Common Core Standards.		California Common Core Standards.
Scope of Service:	School-Wide	Scope of Service:	
<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?	<p>The most current data made available by CDE regarding the district's progress in reclassifying students from English Learner to fluent English proficient is from the 2015-16 school year. Need to purchase a data system to track achievement of all students in all core subject area.</p> <p>Update reclassification form to align with EL Master Plan.</p> <p>Use CAASPP baseline data in ELA and grades to identify students ready to be reclassified.</p>		

Original GOAL from prior year LCAP:	Goal 7: Maintain facilities so they are in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: <u>Maintain facilities so they are in good repair.</u>
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Goal Applies to:	Schools: Elementary; Middle	Applicable Pupil Subgroups: All; English learners
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Expected Annual Measurable Outcomes:	Decrease baseline data for facilities maintenance and repairs by 5%.	Actual Annual Measurable Outcomes:	The planned actions/service identified were determined to be implemented over two-three years which lead the LCAP Advisory Team to begin devising a monitoring tool to obtain actual/services progress data on a more frequent time frame.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 replacement and district office roof replacement.</p>	<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 by funding source Deferred Maintenance funds</p>	<p>Completed work orders and priority projects as identified for 2015-16 school year.</p> <p>Received bids for replace and repair of the district roof.</p>	<p>General maintenance repairs- \$5,000- Services and Other Operating Expense funding from Base Grant</p>
Scope of Service:	School-Wide	Scope of Service:	School-Wide;

			Completed sidewalk repair, repairs to ramp to classrooms, painting of the student restrooms, repair to back entry door of the main building, and removal of rotted over cover to the back door of the computer lab.
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<input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed #000;"/> 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 <hr style="border-top: 1px dashed #000;"/> 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: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Gorman needs to allow for staff to monitor implementation and provide stakeholders with more relevant information, resulting in all stakeholders and district staff to conduct analysis of the effectiveness of planned projects. The process will continue to be refined using work order data and result.
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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
<p>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. <i>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.</i> 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 Naturally, 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.</p>	

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.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$222,300	\$61,300	\$79,900
1000-1999 Certificated Salaries	17,900	9,300	9,300
3000-3999 Employee Benefits	5,000	0	0
4000-4999 Books and Supplies	45,300	14,500	14,600
5000-5999 Services and Other Operating Expenses	154,100	37,500	56,000

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$222,300	\$61,300	\$79,900
LCFF Base	162,400	27,500	45,600
LCFF S & C	43,900	33,800	34,300
Other State Revenues	16,000	0	0
Other Local Revenues	0	0	0

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$222,300	\$61,300	\$79,900
1000-1999 Certificated Salaries	LCFF Base	5,600	2,000	2,000
1000-1999 Certificated Salaries	LCFF S & C	12,300	7,300	7,300
3000-3999 Employee Benefits	LCFF S & C	5,000	0	0
4000-4999 Books and Supplies	LCFF Base	36,100	3,500	3,600
4000-4999 Books and Supplies	LCFF S & C	9,200	11,000	11,000

5000-5999 Services and Other Operating Expenses	LCFF Base	120,700	22,000	40,000
5000-5999 Services and Other Operating Expenses	LCFF S & C	17,400	15,500	16,000
5000-5999 Services and Other Operating Expenses	Other State Revenues	16,000	0	0
5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	0	0

Expenditures by Goal and Funding Source

Funding Source

Year 1

Year 2

Year 3

**Goal 1: Engage parents and families to support student success in school**

All Funding Sources	2,000	1,500	1,500
LCFF S & C	2,000	1,500	1,500

**Goal 2:** 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.  
By 2016-2017, all students, including English Learners and Foster Students, will demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in English Language Arts.

All Funding Sources	48,400	15,000	18,000
LCFF Base	38,600	11,500	14,500
LCFF S & C	9,800	3,500	3,500

**Goal 3:** Ensure all students have equal access to high quality materials, state standards, common core aligned curriculum and high quality materials, textbooks for Mathematics.

All Funding Sources	13,600	13,600	14,100
LCFF S & C	13,600	13,600	14,100

**Goal 4:** Establish a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.

All Funding Sources	4,700	5,200	5,200
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LCFF S & C	4,700	5,200	5,200
Goal 5: Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Gorman school communities			
All Funding Sources	25,500	6,000	6,000
LCFF Base	15,700	0	0
LCFF S & C	9,800	6,000	6,000
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.			
All Funding Sources	5,000	5,000	5,000
LCFF Base	1,000	1,000	1,000
LCFF S & C	4,000	4,000	4,000
Goal 7: Maintain facilities so they are in good repair.			
All Funding Sources	123,100	15,000	30,100
LCFF Base	107,100	15,000	30,100
Other State Revenues	16,000	0	0
Other Local Revenues	0	0	0