

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Gorman Joint

Contact Name and Title

Johannis L. Andrews II
Superintendent/Principal

Email and Phone

jandrews@lws.lacoe.edu
(661) 248-6441 123

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Gorman Joint School District is working together with students, teachers, staff, parents, and community partners, and Board of Education work to provide an educational environment whereby our students possess the personal and academic skills to be successful, responsible, respectful, and productive.

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 choose 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 21st 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.

LCAP HIGHLIGHTS

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

REVIEW OF PERFORMANCE

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

This year, Gorman continued the implemented of 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 ELA adoption

Positive Behavior Interventions and Support (PBIS) training in August 2016 and May 2017

Reducing suspensions for all students

GREATEST PROGRESS

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

Appropriately assigning teachers

Implementation of Robotic/Lego program

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or

where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

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

GREATEST NEEDS

- Implementation of a school –wide Physical Education Curriculum and Program
- Implementation of Read 180 in which the startup cost is over 20,000 for our school
- Implementation of Common Core Technology for the adopted ELA and 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
- Providing training for new staff on the Characters Counts Program

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	

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

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Goal 1: Engage parents and families to support student success in school
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Increase number of parents participation in parent trainings, seminars, reading resources, and workshops by 10%.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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 to host Gorman Parent Advisory Meetings for the LCAP development and revision.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>Increase Parent Academy topics to include:</p> <ul style="list-style-type: none"> • Engaging Parent to support student learning • Homework and study skills • Curriculum 	<p>ACTUAL</p> <p>The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and BrightArrow Communications).</p> <p>The District Advisory held two meetings this year to support Gorman Elementary School to support to develop and implement parent training opportunities.</p> <p>Parents of unduplicated students were invited to a beginning of the year informational conference and entered into a Home-School Compact between parent, student, and teacher too help the students meet success.</p> <p>The District continues to host Gorman Parent Advisory Meetings for the LCAP development and revision.</p> <p>Provide resources needed to encourage parents to become involved in site and district decision making such as P.T.S.O, District Advisory Committee, District Wellness, and DELAC.</p> <p>Ensure that parents are informed on a regular basis of their students' academic progress through a variety of means including parent-teacher conferences, progress report, students' planners, and Aeries.</p> <p>Review and updated school disaster preparedness plans.</p>
Expenditures	<p>BUDGETED</p> <p>Parent Academy supplies and duplicating - 4000-4999 Books and Supplies - LCFF S & C: \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>Reports and reference duplication costs - 4000-4999 Books and Supplies - LCFF S & C: \$200</p>
Actions/Services	<p>PLANNED</p> <p>Provide resources for parents to support student success at Gorman Elementary School.</p>	<p>ACTUAL</p> <p>Purchased a computer in the main office for parents to access student information and grades.</p>

Expenditures	<p>BUDGETED</p> <p>Provide a computer in the main office for parents to access student information - 4000-4999 Books and Supplies - LCFF S & C: \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>Purchased a computer in the main office for parents to access student information - 4000-4999 Books and Supplies - LCFF S & C: \$1,200</p>
Actions/Services	<p>PLANNED</p> <p>Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>Provide DELAC support (food, translations, child care) - 4000-4999 Books and Supplies - LCFF S & C: \$500</p>	<p>ESTIMATED ACTUAL</p>

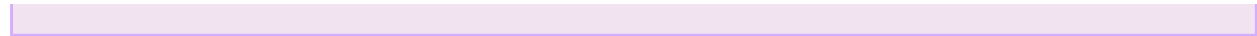
ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Parents had input into intervention and supplemental support materials that was 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 purchased new English Language Arts curriculum including ELD support during the 2016-2017 school year.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The District continues to host Gorman Parent Advisory Meetings for the LCAP development and revision.</p> <p>The District continues to support Gorman Elementary School to support to develop and implement parent training opportunities.</p> <p>The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and BrightArrow Communications).</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where</p>	

those changes can be found in the LCAP.



Goal 2

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 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.~~

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase SBAC proficiency levels in ELA using based line data.

Maintain 100% of teachers that are fully credentialed and appropriately assigned.

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.

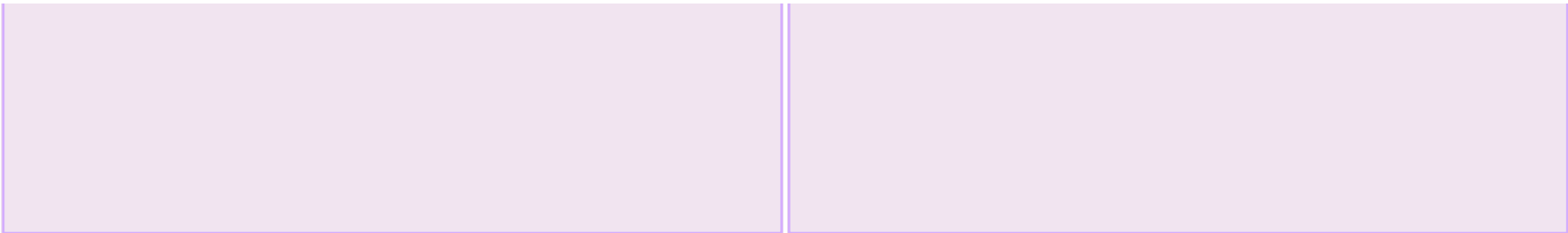
Decrease the number of student earning D's and F's by 5%.

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%.

Because of late implementation of Aeries, data on office referrals will be started in the 2106-2017 school year. Also data will be collected with PBIS tools.

ACTUAL



ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <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. 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>ACTUAL</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>Expenditures</p>	<p>BUDGETED</p> <p>Purchase ELA Material - 4000-4999 Books and Supplies - LCFF Base: \$10,000 Purchase ELA Material - 4000-4999 Books and Supplies - LCFF S & C: \$17,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$10,000 4000-4999 Books and Supplies - LCFF S & C: \$24,000</p>
<p>Actions/Services</p>	<p>PLANNED</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>ACTUAL</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.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Staff Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000</p>	<p>ESTIMATED ACTUAL</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Analyze CAASPP baseline data to determine measurable tragets.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	Student Data Assessment Reporting System- Aeries Multiple Measures, LLC - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500 Software to analyze CAASPP baseline data to determine measurable targets. - 4000-4999 Books and Supplies - LCFF S & C: \$3,500	
Actions/Services	PLANNED Implement school intervention models to provide targeted instruction to identified students.	ACTUAL 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 opportunities continued to be made available for eligible students during the school day.
Expenditures	BUDGETED Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF Base: \$3,600 Purchase intervention programs for targeted for student population: Greenfield Learning Lexia Reading Renaissance Reading/Star Reading-1800 Reading A-Z/Learning A-Z-500 Read 180-1500 - 4000-4999 Books and Supplies - LCFF S & C: \$4,500	ESTIMATED ACTUAL
Actions/Services	PLANNED Provide fully credentialed and appropriately assigned teachers with comparable compensation.	ACTUAL Teachers were given a 3% raise during the 2016-17 school year.
Expenditures	BUDGETED Teachers Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$269,086	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This specific action/service is principally directed towards, and is effective in, increasing or improving

services for unduplicated students.

- New ELA and ELL curriculum was purchase during the 2016-17 school.
- Coaches/Mentors mentored their colleagues, supported professional learning of teachers, and assisted teachers with designing instruction that is differentiated. Colleagues built capacity in teachers to address the instructional needs of unduplicated students, since the achievement data indicated there was an achievement gap for these students when compared to all students.
- Teachers employed technology in their instruction program to introduce and reinforce concepts and allow students to apply their learning to be better able to engage in instruction.
- The district provided after school tutoring for unduplicated students to acquire important study skills, academic skills, better attendance, and engagement.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 3

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 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.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase SBAC proficiency levels in Math.

Increase prior year's student data by additional 5% from 2015-16 data using CAASPP.

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 teachers are fully credentialed and appropriately assigned.

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

ACTUAL

ACTIONS / SERVICES

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

Actions/Services	PLANNED Gorman will provide intervention for students not performing at grade level in math with a focus on our target population.	ACTUAL
Expenditures	BUDGETED Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF S & C: \$4,000	ESTIMATED ACTUAL
Actions/Services	PLANNED Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction.	ACTUAL
Expenditures	BUDGETED Staff development with Math using technology in the classroom. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000	ESTIMATED ACTUAL
Actions/Services	PLANNED Gorman will provide additional math resources to increase student achievement in mathematics by 5% at students at grade level and decrease by 5% the students scoring below grade level.	ACTUAL
Expenditures	BUDGETED IXL Math Learning and Renaissance Star Math implementation and math manipulatives - 4000-4999 Books and Supplies - LCFF S & C: \$2,000	ESTIMATED ACTUAL
Actions/Services	PLANNED Students will have access to highly trained staff for extended hours to address learning gaps.	ACTUAL

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$4,000	

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This specific action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.

- Continued support for new math curriculum that was purchase during the 2015-16 school.
- Coaches/Mentors mentored their colleagues, supported professional learning of teachers, and assisted teachers with designing instruction that is differentiated. Colleagues built capacity in teachers to address the instructional needs of unduplicated students, since the achievement data indicated there was an achievement gap for these students when compared to all students.
- Teachers employed technology in their instruction program to introduce and reinforce concepts and allow students to apply their learning to be better able to engage in instruction.
- The district provided after school tutoring for unduplicated students to acquire important study skills, academic skills, better attendance, and engagement.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL Implement District-wide Professional Learning Communities as a means to strengthen instruction and additional interventions.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue previous year's work and add two additional areas of focus. Continue with an instructional coach as needed at \$1500 per day.

Maintain 100% or higher rate of teachers fully credentialed and appropriately assigned by Williams Act.

Increase critical thinking lessons in reading, writing and math as reflected in forma and informal assessments.

100% of students will have access to 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.

ACTUAL

ACTIONS / SERVICES

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

Actions/Services	PLANNED Professional development in the implementation of First Best Instructional practice.	ACTUAL
Expenditures	BUDGETED Coaching and Staff Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,000	ESTIMATED ACTUAL
Actions/Services	PLANNED Provide substitutes teachers for coaching days	ACTUAL
Expenditures	BUDGETED Substitutes salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$700	ESTIMATED ACTUAL
Actions/Services	PLANNED Develop protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.	ACTUAL
Expenditures	BUDGETED Update Board Policies and Regulations - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$4,000	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 5

Goal 5: Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Gorman school communities

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 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.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Provide equitable PE educational instruction during Physical Education instruction.

Increase the number of extracurricular activities available for students including sports, art and music.

Decrease the number of office referrals and suspension by 5%.

Maintain current expulsions rate of 0%.

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 sense of safety and school connectedness using data based on responses from the Healthy Kids Surveys.

ACTUAL

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>Provide equitable PE education during PE instruction.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Provide an Physical Education curriculum for all teachers. - 4000-4999 Books and Supplies - LCFF Base: \$1,000 Physical Educational Equipment - 4000-4999 Books and Supplies - LCFF Base: \$3,000</p>	<p>ESTIMATED ACTUAL</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Implementation of the STEAM and Robotics program for the Gorman targeted student's population.</p>	<p>ACTUAL</p> <p>The district continued the implementation of the Lego Robotics program during the 2016-17 school year and will continue to enter into completions for the 2017-18 school year. The district purchased one Lego Challenge Set and has plans to purchase two sets for the 2017-18 school year.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>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 S & C: \$1,500</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$550 4000-4999 Books and Supplies - LCFF S & C: \$591</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Implementation of Positive Behavior and intervention Support (PBIS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during the 2016-17 school year.</p>	<p>ACTUAL</p> <p>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 2016-17 school year to continue into the 2017-2018 school year.</p>

Expenditures	<p>BUDGETED</p> <p>PBIS professional development training for two days. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,000</p> <p>Cost of teachers for a Saturday training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000</p>	ESTIMATED ACTUAL
Actions/Services	<p>PLANNED</p> <p>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.</p>	ACTUAL
Expenditures	<p>BUDGETED</p> <p>Teacher hourly salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$2,000</p> <p>Supplies for the after school programs. Science Fair \$1500 - 4000-4999 Books and Supplies - LCFF S & C: \$3,500</p>	ESTIMATED ACTUAL
Actions/Services	<p>PLANNED</p> <p>Provide additional opportunities for students to participate in clubs and activities</p>	ACTUAL
Expenditures	<p>BUDGETED</p> <p>Staffing for clubs and ASB Director. - 1000-1999 Certificated Salaries - LCFF Base: \$2,000</p>	ESTIMATED ACTUAL
Actions/Services	<p>PLANNED</p> <p>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.</p>	ACTUAL
Expenditures	<p>BUDGETED</p> <p>Analyze data from the California Healthy Kids Survey. - 5000-5999 Services and Other Operating Expenses -</p>	ESTIMATED ACTUAL

	LCFF Base: \$1,000	
Actions/Services	<p>PLANNED</p> <p>Provide nursing services for the school.</p>	<p>ACTUAL</p> <p>The district provided nursing services to all students during the 2016-17 school year. At the beginning of the 2017-18 school year the district provided staff development and training in CPR, First Aide and EpiPens.</p>
Expenditures	<p>BUDGETED</p> <p>Nursing services for Gorman Elementary School - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,400</p>	<p>ESTIMATED ACTUAL</p>
Actions/Services	<p>PLANNED</p> <p>Increase library support books for classrooms.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>Library books - 4000-4999 Books and Supplies - LCFF S & C: \$2,000</p>	<p>ESTIMATED ACTUAL</p>
Actions/Services	<p>PLANNED</p> <p>Increase computers equipment for school classroom and lab use and to provide services for program support.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>Computer equipment - 4000-4999 Books and Supplies - LCFF S & C: \$13,500</p>	<p>ESTIMATED ACTUAL</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 6

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 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.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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, LCAP Advisory Committee, 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%.

ACTUAL

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <p>Provide more ELL Learners resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>After school program support - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000 Provide resources for ELL Learners> - 4000-4999 Books and Supplies - LCFF S & C: \$5,642</p>	<p>ESTIMATED ACTUAL</p>
Actions/Services	<p>PLANNED</p> <p>For Low Income, English Language Learners, Foster Youth, district will invest in teacher and staff training. District will provide professional development on differentiated instruction. District will provide collaborative planning time to facilitate greater collaboration in implementation of CCSS.</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>Staff development in ELD Standards - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000</p>	<p>ESTIMATED ACTUAL</p>
Actions/Services	<p>PLANNED</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>ACTUAL</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000	
Actions/Services	PLANNED Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	ACTUAL
Expenditures	BUDGETED 4000-4999 Books and Supplies - LCFF Base: \$1,000	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Goal 7

Goal 7: Maintain facilities so they are in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL Maintain facilities so they are in good repair.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Decrease prior year's data for facilities maintenance and repairs by 5%.

Maintain 100% of Gorman Elementary School and District facilities that they are maintained and have safe working and learning environments as measured by District monthly check sheets.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>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>	<p>ESTIMATED ACTUAL</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Replace HVAC Systems throughout the Gorman Elementary School and District Office.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Replace HVAC Systems using deferred maintenance funds - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,000 Replace HVAC Systems with Proposition 39 funds. - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$16,000</p>	<p>ESTIMATED ACTUAL</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Replace the lighting system and fixtures throughout the district.</p>	<p>ACTUAL</p> <p>The district applied to the California Energy Commission ans SCE Retrofit LED program during he 2016-17 school year. Project completion is scheduled to occur after all approvals.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</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	California Energy Commission - 6000-6999 Capital Outlay - Other State Revenues: \$135,000
Actions/Services	PLANNED Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff.	ACTUAL
Expenditures	BUDGETED Notebooks and monthly check sheets - 4000-4999 Books and Supplies - LCFF Base: \$100	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

--

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

--

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

--

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

--

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

A District-wide Survey was given out at each session and sent home

April 3, 2017. 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 3, 2017. Those strategies formed the basis of the action we used for completing the 2017-20 LCAP.

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

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

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

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

The Superintendent of Gorman Joint School District shared the draft of the LCAP Plan during the regularly-scheduled board meeting on June 13, 2017. Prior to the board meeting, the LCAP Plan was viewable on the district website and copies were made available for review at Gorman Elementary School. At the school site, the draft of the LCAP Plan was accompanied by comment cards and a comment box (located in the front office) if parents and community wanted to provide their feedback outside of the board meeting.

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

The final LCAP Plan and district budget were adopted in a regular board meeting on June 20, 2017. **The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.**

Annual Update:

During the 2016-17 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 25, 2017 at 9:30 AM, March 1, 2017 at 6:30 PM and April 12, 2017 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 25, 2017: Gorman's Advisory Committee met and reviewed the Annual Update: metrics, actions and services and budgeted expenditures and revised as necessary to the 2016-19 LCAP Plan. Gorman's Advisory Committee received an update on Professional Development and Invention progress and services in Goal 2. 3 and 5.

March 1, 2017: Gorman's Advisory Committee met and reviewed all sections and 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 intramural sports, arts and enrichment built into the LCAP

April 12, 2017: 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 13, 2017.

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 13, 2017. 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 13, 2017. 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 20, 2017. The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Gorman Joint School district Stakeholders were again provided with detailed information regarding the state's 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, and actions were endorsed to be continued into LCAP year 2017-2020. New programs, services, and actions were identified to support in closing the achievement gap. New programs, service, and 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.

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 and 2016/17, 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 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 13th, 2017. 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 20, 2017.

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.
- Programs to engage students including intra-mural sports, music, and arts.

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

The 2017 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 2017-20 LCAP. This information was used to revise the 2017-2018 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 top 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. At the end of the meetings, participants voted for their top three priorities, which had been slated for addition or expansion in the 2016-2017 LCAP. All materials were provided in English and Spanish.

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

Gorman continues the implementation of 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 ELA adoption
- Positive Behavior Interventions and Support (PBIS) training in August 2016, January and May 2017.
- 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
- 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
- Appropriately assigning teachers
- 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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal 1	Goal 1: Engage parents and families to support student success in school		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Increase number of parents participation in parent trainings, seminars, reading resources, and workshops by 10%.

Identified Need:

1.1 Need: Parents, teachers, and community member requested the District create a climate that encourages stakeholders' participation in the educational process.

1.2 Need: 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.

1.3 Need: Institute parent universities and additional parent educational opportunities at the school site.

1.4 Need: 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.

Metrics: Surveys, Website, BrightArrow Communications, Newsletters, Press Releases, Monthly meetings, Feedback from parents, teachers and community.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Surveys, Website: School site participation data promotion of parental participation				

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase Parent Academy topics to include: <ul style="list-style-type: none"> Engaging Parent to support student learning Homework and study skills Curriculum 	Increase Parent Academy topics to include: <ul style="list-style-type: none"> Engaging Parent to support student learning Homework and study skills Curriculum 	Increase Parent Academy topics to include: <ul style="list-style-type: none"> Engaging Parent to support student learning Homework and study skills Curriculum

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$500	Amount	\$500	Amount	\$500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Parent Academy supplies and duplicating	Budget Reference	Books and Supplies; Parent Academy supplies and duplicating	Budget Reference	Books and Supplies; Parent Academy supplies and duplicating

Action **2**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide resources for parents to support student success at Gorman Elementary School.	Provide resources for parents to support student success at Gorman Elementary School.	Provide resources for parents to support student success at Gorman Elementary School.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount: \$500	Amount: \$500
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; Maintain computer in the main office for parents to access student information	Budget Reference: Books and Supplies; Maintain computer in the main office for parents to access student information	Budget Reference: Books and Supplies; Maintain computer in the main office for parents to access student information

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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..	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.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$500	Amount	\$500	Amount	\$500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Provide DELAC support (food,	Budget Reference	Books and Supplies; Provide DELAC support (food,	Budget Reference	Books and Supplies; Provide DELAC support (food,

translations, child care)

translations, child care)

translations, child care)

New

Modified

Unchanged

Goal 2

Goal 2: Increase student achievement and ensure that all students have equal access to high quality textbooks, materials, first best instruction, Common Core aligned, standards-bases curriculum for all core .

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 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.

Identified Need:

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

Science materials was in 2005. Teachers have worked in a Professional Learning Community team to develop ELA, Math, Social Science, and Science 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 2017-18 school year.

Teachers, parents and administration indicated that effective professional development around the CCSS is one of their most pressing needs. Professional development around the CCSS began in 2012 and professional development began in 2013-14 school year. Gorman

School staff has been using PLC's to address the CCSS and develop lesson. PLC's professional Development will continue during the 2017-18 and 2018-19, 2019-2020 school years.

2.1 Need: Support Language Arts and Math curriculum aligned with the California Content Standards. 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.

2.2 Need: Provide profession development and implementation and support for teachers to use the CCSS to provide First Best Instruction. 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.

2.3 Need: Beginning in 2016-2017, growth will be measured using the CASSPP state assessments results. Increase CASSPP ELA and Math based on baseline data.

2.4 Need: Provide intervention for students not performing at grade level in ELA and math with a focus on our targeted population.

2.5 Need: Provide fully credentialed and appropriate assigned teachers with comparable compensation.

2.6 Need: Increase student access to Visual and Performing Arts (VAPA).

Metrics: CASSPP state assessments results, District Benchmarks, Professional Learning Communities teacher conversations, Teachers Walk-through observations, Lessons plans and Students engagement observations.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CASSPP state assessments results, District Benchmarks, Professional Learning Communities teacher conversations, Teachers Walk-through observations, Lessons plans and Students engagement observations.				

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Teachers will continue to use the 2016-17 district adopted language arts and 2105-16 math 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. 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>Teachers will continue to use the 2016-17 district adopted language arts and 2105-16 math 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. 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>Teachers will continue to use the 2016-17 district adopted language arts and 2105-16 math 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. 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>

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$8,000	Amount	\$25,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Purchase ELA Material	Budget Reference	Books and Supplies; Purchase ELA Material	Budget Reference	Books and Supplies; Purchase ELA Material

Action **2**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.	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, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.	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, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$4,000"/>	Amount <input type="text" value="\$3,000"/>	Amount <input type="text" value="\$3,000"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
ELA and Math Adoption Staff
Development

Budget
Reference

Services and Other Operating
Expenses;
ELA and Math Adoption Staff
Development

Budget
Reference

Services and Other Operating
Expenses;
ELA and Math Adoption Staff
Development

Action **3**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Analyze CAASPP baseline data to determine measurable targets. Provide staff regular opportunities to analyze student work to ensure progress of achievement.	Analyze CAASPP baseline data to determine measurable targets. Provide staff regular opportunities to analyze student work to ensure progress of achievement.	Analyze CAASPP baseline data to determine measurable targets. Provide staff regular opportunities to analyze student work to ensure progress of achievement.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,500	Amount: \$3,500	Amount: \$3,500
Source: LCFF	Source: LCFF	Source:
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: ;

	Expenses; Student Data Assessment Reporting System- Aeries Multiple Measures, LLC		Expenses; Student Data Assessment Reporting System- Aeries Multiple Measures, LLC		Student Data Assessment Reporting System- Aeries Multiple Measures, LLC
Amount	\$200	Amount	\$200	Amount	\$200
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.	Budget Reference	Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.	Budget Reference	Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.

Action 4

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement school intervention models to provide targeted instruction to identified students.	Implement school intervention models to provide targeted instruction to identified students.	Implement school intervention models to provide targeted instruction to identified students.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,000	Amount: \$7,000	Amount: \$7,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; Provide after school intervention for targeted students.	Budget Reference: Certificated Salaries; Provide after school intervention for targeted students.	Budget Reference: Certificated Salaries; Provide after school intervention for targeted students.

Amount	\$8,100	Amount	\$8,500	Amount	\$9,000
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Purchase intervention programs for targeted for student population	Budget Reference	; Purchase intervention programs for targeted for student population	Budget Reference	; Purchase intervention programs for targeted for student population

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide fully credentialed and appropriately assigned teachers with comparable compensation.	Provide fully credentialed and appropriately assigned teachers with comparable compensation.	Provide fully credentialed and appropriately assigned teachers with comparable compensation.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$264,580	Amount	\$270,000	Amount	\$275,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Teachers Salaries	Budget Reference	Certificated Salaries; Teachers Salaries	Budget Reference	Certificated Salaries; Teachers Salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase student access to Visual and Performing Arts (VAPA). Utilize visiting artists and upper grade release time teachers to provide VAPA Update Gorman's Arts Plan Year 1- 35% Increase	Increase student access to Visual and Performing Arts (VAPA). Utilize visiting artists and upper grade release time teachers to provide VAPA Update Gorman's Arts Plan Year 2- 65% Increase	Increase student access to Visual and Performing Arts (VAPA). Utilize visiting artists and upper grade release time teachers to provide VAPA Update Gorman's Arts Plan Year 3- 100% Increase

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$9,000	Amount: \$9,000	Amount: \$9,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Services and Other Operating Expenses; Visiting artist and release time for teachers	Budget Reference	Services and Other Operating Expenses; Visiting artist and release time for teachers	Budget Reference	Services and Other Operating Expenses; Visiting artist and release time for teachers
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; VAPA supplies and resources.	Budget Reference	Books and Supplies; VAPA supplies and resources.	Budget Reference	Books and Supplies; VAPA supplies and resources.

New

Modified

Unchanged

Goal 3

Goal 3: Establish a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Implement District-wide Professional Learning Communities as a means to strengthen instruction and additional interventions.

Identified Need:

3.1 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.

3.2 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.

Metrics: 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.				

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.	Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.	Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$4,000"/>	Amount <input type="text"/>	Amount <input type="text"/>

Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Coaching and Staff Development	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Provide substitutes teachers for coaching days.</p> <p>Improve collaboration and articulation among and between grade levels by providing professional development in Professional Learning Communities (PLCs)</p> <p>Develop the support and structure needed for site-level PLCs by effective use of data to drive instruction</p> <p>Staff attend workshops, conferences or release time for collaboration</p>	<p>Provide substitutes teachers for coaching days.</p> <p>Improve collaboration and articulation among and between grade levels by providing professional development in Professional Learning Communities (PLCs)</p> <p>Develop the support and structure needed for site-level PLCs by effective use of data to drive instruction</p> <p>Staff attend workshops, conferences or release time for collaboration</p>	<p>Provide substitutes teachers for coaching days.</p> <p>Improve collaboration and articulation among and between grade levels by providing professional development in Professional Learning Communities (PLCs)</p> <p>Develop the support and structure needed for site-level PLCs by effective use of data to drive instruction</p> <p>Staff attend workshops, conferences or release time for collaboration</p>

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$700	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; Substitutes salaries	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating Expenses; Update Board Policies and	Budget Reference:	Budget Reference:

New

Modified

Unchanged

Goal 4

Goal 4: Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Gorman school communities

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10

LOCAL 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.

Identified Need:

To ensure that Gorman continues to provide a positive, safe, and comfortable learning environment. Identify barriers to on-time attendance for improving school attendance practices to reduce chronic tardiness and absences

4.1 Need: To maintain a positive and safe school and work environment.

4.2 Need: Maintain student attendance above 95% average

4.3 Need: Decrease suspension rates at Gorman Elementary School between 1 to 5 %

4.4 Need: Implement Positive Behavior Intervention Supports (PBIS)

4.5 Need: Maintain expulsion rates at 0% at Gorman Elementary School

4.5 Need: Implement the California Healthy Kids Survey to assess the degree to which students felt safe and connected to their school

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance reports, suspension/expulsion reports, Healthy Kids Surveys, office referrals,				

student dropout data and school connectedness data.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide equitable PE education during PE instruction.	Provide equitable PE education during PE instruction.	Provide equitable PE education during PE instruction.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$1,000	Amount: \$1,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;

	Provide an Physical Education curriculum for all teachers.		Provide an Physical Education curriculum for all teachers.		Provide an Physical Education curriculum for all teachers.
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Physical Educational Equipment	Budget Reference	Books and Supplies; Physical Educational Equipment	Budget Reference	Books and Supplies; Physical Educational Equipment

Action **2**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implementation of the STEAM and Robotics program for the Gorman targeted student's population.	Implementation of the STEAM and Robotics program for the Gorman targeted student's population.	Implementation of the STEAM and Robotics program for the Gorman targeted student's population.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000 Source: LCFF Budget Reference: Books and Supplies; Entries fees to completions.	Amount: \$1,000 Source: LCFF Budget Reference: Books and Supplies; Entries fees to completions.	Amount: \$1,000 Source: LCFF Budget Reference: Services and Other Operating Expenses; Entries fees to completions.

Amount	\$1,500	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Supplies for Robotics program	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. 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 school year.	Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. 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 school year.	Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. 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 school year.

BUDGET EXPENDITURES

2017-18

Amount	\$2,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; PBIS professional development training for two days.
Amount	\$3,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Cost of teachers for a Saturday training

2018-19

Amount	\$2,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; PBIS professional development training for two days.
Amount	
Source	
Budget Reference	

2019-20

Amount	\$2,000
Source	LCFF
Budget Reference	Capital Outlay; PBIS professional development training for two days.
Amount	
Source	
Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Teacher hourly salaries	Budget Reference:	Budget Reference:

Amount	\$3,500	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Supplies for the after school programs. Science Fair \$1500	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide additional opportunities for students to participate in clubs and activities.	Provide additional opportunities for students to participate in clubs and activities.	Provide additional opportunities for students to participate in clubs and activities.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Staffing for clubs and ASB Director.	Budget Reference	Certificated Salaries; Staffing for clubs and ASB Director.	Budget Reference	Certificated Salaries; Staffing for clubs and ASB Director.
Amount	\$6,000	Amount	\$2,000	Amount	\$2,000

Source

LCFF

Source

Source

Budget
Reference

Books and Supplies;
Media production support

Budget
Reference

;
Media production support

Budget
Reference

;
Media production support

Action 6

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating Expenses; Analyze data from the California Healthy Kids Survey.	Budget Reference:	Budget Reference:

Action **7**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide nursing services for the school.	Provide nursing services for the school.	Provide nursing services for the school.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,400	Amount: \$2,400	Amount: \$2,400
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; Nursing services for Gorman Elementary School	Budget Reference: Books and Supplies; Nursing services for Gorman Elementary School	Budget Reference: Books and Supplies; Nursing services for Gorman Elementary School

Action **8**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase library support books for classrooms.	Increase library support books for classrooms	Increase library support books for classrooms

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; Library books and support materials	Budget Reference: Books and Supplies; Library books and support materials	Budget Reference: Books and Supplies; Library books and support materials

Action 9

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase computers equipment for school classroom and lab use and to provide services for program support.	Increase computers equipment for school classroom and lab use and to provide services for program support.	Increase computers equipment for school classroom and lab use and to provide services for program support.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,000	Amount: \$25,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; Computer equipment	Budget Reference: Books and Supplies; Computer equipment	Budget Reference: Books and Supplies; Computer equipment

New

Modified

Unchanged

Goal 5

Goal 5: All English Language Learners (ELL) will demonstrate significant growth in language ability as measured by the CELDT test and ongoing district and classroom assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 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.

Identified Need:

5.1 Need: Increase reclassification rates for English Language learners.

5.2 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,

14% of Gorman English Language learners decreased CELDT results by one level.

48% of Gorman English Language learners made adequate progress without moving up one level with CELDT results.

38% of Gorman English Language learners increased CELDT results by one level.

AMAO 2: 50% of Gorman English Language learners are Proficient for the 2014-15 school year based on district CELDT results.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide more ELL Learners 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.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1,000		

Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries; After school program support	Budget Reference		Budget Reference	
Amount	\$5,642	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Provide resources for ELL Learners>	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Services and Other Operating	Budget Reference:	Budget Reference:

Expenses;
Staff development in ELD
Standards

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries; Staff for after school invention	Budget Reference:	Budget Reference:

Action **4**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$1,000"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text" value="LCFF"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text" value="Books and Supplies"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Goal 6

Goal 6: Maintain facilities so they are in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Maintain facilities so they are in good repair.

Identified Need:

6.1 Need: Implement a District plan to support the knowledge and training of all stakeholders to ensure safe work and school environment.
6.2 Need: Ensure Gorman Elementary School and District facilities are maintained and are safe working and learning environments.
 District facilities maintenance and repair monthly check sheets.
 Upgrade equipment and facilities as needed.
 Evaluate cleaning schedules (daily cleaning).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District facilities maintenance and repair monthly check sheets, upgrade equipment and facilities as needed, and evaluate cleaning schedules (daily cleaning).				

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Add separations in the dance room to create offices.	Add separations in the dance room to create offices.	

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$5,000	Amount: \$0
Source: LCFF	Source: LCFF	Source:
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference:

Expenses;
Office in Dance Room

Expenses;
Office in Dance Room



Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff. The Director of Maintenance will walk the site monthly to develop a list of maintenance items to be complete. A focus of these walks will be on site safety.	Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff. The Director of Maintenance will walk the site monthly to develop a list of maintenance items to be complete. A focus of these walks will be on site safety.	Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff. The Director of Maintenance will walk the site monthly to develop a list of maintenance items to be complete. A focus of these walks will be on site safety.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$100	Amount: \$100	Amount: \$500
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Books and Supplies;
Notebooks and monthly check
sheets

Budget
Reference

Books and Supplies;
Notebooks and monthly check
sheets

Budget
Reference

Books and Supplies;
Notebooks and monthly check
sheets

Action **3**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Replace HVAC Systems throughout the Gorman District Office main building.		

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,000	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source:	Source:
Budget Reference: Services and Other Operating Expenses; Replace HVAC with Prop 39 State Funds	Budget Reference:	Budget Reference:

Action **4**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Replace the lighting systems and fixtures throughout district and site.		

BUDGET EXPENDITURES

2017-18

Amount

\$89,000

Source

Other State Revenues

Budget
Reference

Services and Other Operating
Expenses;
Replacement of the lighting
systems through the Prop 39
Grant Program

2018-19

Amount

\$0

Source

Budget
Reference

2019-20

Amount

\$0

Source

Budget
Reference

Action 5

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Facility repair projects for this school year includes painting of the outside district main building, cutting down a tree in the front of the main building, planning of district facilities expansion.	Plan of district facilities expansion.	Plan of district facilities expansion.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$10,000	Amount: \$10,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses;	Budget Reference: Services and Other Operating Expenses;	Budget Reference: Services and Other Operating Expenses;

Yearly facilities repairs

Yearly facilities repairs

Yearly facilities repairs

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$112,370

[Percentage to Increase or Improve Services:](#)

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

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

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