

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

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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 2017-18.

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.

Goal 1: Parent Engagement

The district did not launch as many of parent training initiatives as wanted. District would like to increase number of parent trainings including seminars, parent vignettes, reading resources, and technology workshops to 10. Gorman will continue to have Back-to-School Night, Parent LCAP and CAASSP Night, Teacher-Parent Conferences, Open House to inform parents of student achievement.

Goal 2: Student Achievement

- Improve "School Connectedness" using data from Healthy Kids Surveys.
- Ensure that all teachers are trained in to implement Common Core State Standards using the new adopted curriculum as a resource.
- Maintain teacher misassignments to 0%.

The district will continue with:

- Purchase technology to increase student access to technology through the acquisition of Chromebooks, StoryMaker Media, and computers.
- Provide professional development to increase teacher and student use of technology.
- Unduplicated students and at-risks students will be offered tutoring outside of the day.

Goal 3: Professional Development and Professional Collaboration

The district will continue with:

- Providing staff development in implementation of core curriculum and effective use of Universal Access time.
- Provide systematic, comprehensive and ongoing profession opportunities that include: research-based best, first best practices, differentiated instruction, student engagement, and equitable access.
- Support new teachers through Induction
- Support Administrators with ASCA trainings

Goal 4: School Climate

The district will continue training is Aeries and assessments data collection. The district will continue training with Aeries the new information system that allows the district to track suspensions and expulsions but also student visits to the office. This system also allows the district to track attendance rates. Increase Gorman's SART Team improving current attendance practices and develop improvement for attendance.

The district will continue with:

- Physical Education support
- PBIS implementation and support
- Implementation of Visual and Performing Arts and support
- Aeries trainings and support

Goal 5: English Language Learners

The district will continue to:

- Continue to support and improve services for English Language Learner assessment, reclassification processes and materials.
- Use CAASPP baseline data in ELA and grades to identify students ready to be reclassified.

Goal 6: Facilities

The district will continue to:

- Ensure Williams' certification has no issues.
- 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).

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

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

GREATEST PROGRESS

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?

Gorman continues to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.

While Smarter Balanced Assessment 3-8 results in both ELA and Math showed overall increase, and the district is considered to be improving, results show the district needs to continue to provide intervention and professional development to narrow the gaps for all students.

We are continuing to invest in professional development for teachers regarding implementation of California Standard aligned curricula and pedagogy, especially for students with one or more risk factors with unduplicated students.

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?

We are continuing to invest in professional development for teachers regarding implementation of California Standard aligned curricula and pedagogy, especially for students with one or more risk factors with unduplicated students.

Socioeconomically Disadvantaged students suspension rates are two levels below all students. To address the Socioeconomically Disadvantaged group the District is reviewing performance gaps through the use of internal calculations. PBIS, counseling, and additional training for staff is being provided to positively intervene with students before utilizing suspension as the last resort.

Finally, the District is implementing new ELD and Math curriculum with more structured interventions to help all students including Students with Disabilities make progress towards the standards.

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.

The District will continue to improve services for unduplicated students through the following Actions and Services:

Actions and Services: Implement ELD strategies in all 3-5 grade classrooms.

Actions and Services: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development

Actions and Services: Monitor and refine the Response to Intervention program district-wide.

The District will continue to improve services for English learners through the following Actions and Services:

To address the first performance gap, the District is implementing ELD strategies in all classrooms, implementing a new ELD curriculum in the general education classrooms, providing professional development and coaching in ELD strategies, and continuing to provide extra instruction.

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

\$1,282,570

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$629,325

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.

Items not included in Gorman Joint School District LCAP is all staff salaries, cafeteria expenses, vehicles and transportation expenses, memberships and utilities expenses.

Administrative and operational costs are not specified in the LCAP. However, without these costs, the staff who perform these non-instructional services, and servicing the facility for the students, families and all staff - instructional and non-instructional - having a school district for students

would not happen. The following expenses are those that are not directly reported as instructional or student related services.

- Insurance
- Electricity
- Gas
- Water
- Waste
- Maintenance- Repairs
- Legal/Audit
- Leases
- Communication

\$803,756

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 support Gorman Elementary staff with professional development aligned to Common Core State Standards, First Best Practices, differentiated instruction, students' engagement and equitable access.

The District continues to host Gorman Parent Advisory Meetings for the LCAP development and revision, DELAC/ELAC committees and PTSO meetings.

The District continues to support to develop and implement parent training opportunities, including Parent Academies, DELAC/ELAC informational and trainings, and curriculum support trainings.

The District continues to provide staff development aligned to CCSS-aligned lessons, materials and textbooks, PLC meetings to develop lessons and curriculum, and resources, materials and textbooks needed for implementation.

The district continues to support technology for teachers, staff and students for Common Core State Standards implementation.

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>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 to an informational conference and entered into a Home-School Compact between parent, student, and teacher to help the students meet success.</p> <p>The District continues to host Gorman Parent Advisory Meetings for the LCAP development and revision.</p> <p>The District provided 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>The parents were 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>Expenditures</p>	<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>
<p>Actions/Services</p>	<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>
<p>Expenditures</p>	<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

PLANNED

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.

ACTUAL

Through Gorman's forums, meetings, interviews and various surveys, members suggestions on how funding could be utilized to increase services and salaries were discussed and reviewed. Overall, stakeholders want to see current services and spending to continue. Input gathered indicates the following priorities should be considered:

- Additional and varied professional development;
- Increasing electives and sports;
- Increasing school climate by increasing facility and cleanliness;
- Expanding transportation for after school programs;
- Expanding alternative education to lower grades and/or adding a counselor for social, emotional and academic support to both the student and the teacher in the classroom.

Expenditures

BUDGETED

Provide DELAC support (food, translations, child care)
- 4000-4999 Books and Supplies - LCFF S & C: \$500

ESTIMATED ACTUAL

Provide DELAC support (food, translations, child care)
- 4000-4999 Books and Supplies - LCFF S & C: \$125

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.

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.

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

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

The District continues to support Gorman Elementary School to support to develop and implement parent training opportunities.

The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and BrightArrow Communications).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to increase cost of copying and duplication.

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

The district will continue to implement the plan as written. The district believes that the actions will be effective and result in better student outcomes as it is fully implemented.

The following revisions and modifications will be made to the scope of services to provide a more effective plan that will support student outcomes:

The District will collect signed in sheets and training Sign-In-Sheets for data collection.

The District will increase the DELAC/ELAC meetings to four during the 2017-18 school year.

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 2017-2018, 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 the Williams's compliance and requirements.

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

Maintain 100% textbook sufficiency.

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 students recommended for retention by 5%.

ACTUAL

CAASPP 2015-16 ELA Test Results

Grade	Not Met	Nearly Met	Met	Exceeded
3	33	17	25	25
4	86	0	14	0
5	69	0	8	23
6	14	36	43	7
7	33	17	33	17
8	22	44	22	12
School	40	19	25	15

Current proficiency rates in ELA are listed: District-wide 10% increase.

During the 2016-2017 school four of five teachers were fully credentialed. All teachers were appropriately assigned. Two teachers are completing course work for their induction program through on-line college course classes and one completed hers in January 2017.

100% Textbook Sufficiency.

Students were *provided instruction during school in the computer lab to learn basic skill. Students participated in the Read Naturally Program to*

increase ELA proficiency rates.

No students were retained during the 2016-17 school year.

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 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.	ACTUAL 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.
Expenditures	BUDGETED 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	ESTIMATED ACTUAL Purchase ELA Material - 4000-4999 Books and Supplies - LCFF Base: \$10,000 Purchase ELA Material - 4000-4999 Books and Supplies - LCFF S & C: \$24,000
Actions/Services	PLANNED 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.	ACTUAL 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.
Expenditures	BUDGETED Staff Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000	ESTIMATED ACTUAL Funds transferred to purchase supplemental ELA materials: \$0
Actions/Services	PLANNED Analyze CAASPP baseline data to determine measurable targets.	ACTUAL Staff development and copying cost to Analyze CAASPP baseline data to determine measurable targets.
Expenditures	BUDGETED Student Data Assessment Reporting System- Aeries	ESTIMATED ACTUAL 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	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-1800Reading A-Z/Learning A-Z-500Read 180-1500 - 4000-4999 Books and Supplies - LCFF S & C: \$4,500	ESTIMATED ACTUAL Funds were used to purchase ELA curriculum. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 Purchase intervention programs for targeted for student population:Greenfield Learning Lexia Reading Renaissance Reading/Star Reading-1800Reading A-Z/Learning A-Z-500Read 180-1500 - 4000-4999 Books and Supplies - LCFF S & C: \$4,500
Actions/Services	PLANNED Provide fully credentialed and appropriately assigned teachers with comparable compensation.	ACTUAL Teachers are fully credentialed and are appropriately assigned. 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 Teachers Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$267,266

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.

The district will continue to implement the plan as written. The district believes that the actions will be effective and result in better student outcomes as it is fully implemented.

The district has adopted and fully purchased Common Core instructional materials in ELA and Math. This action will be changed to maintain materials for the adoptions and purchase other instructional materials for Science and Social Studies.

Coach from Pivot Learner Partner has been discontinued and intervention teachers added to meet the needs of students. Teachers have the ability to work collaboratively around data and planning interventions.

Additional intervention teacher will be provided to the elementary to focus on the needs of targeted students in ELA and Math.

ELD training will focus on integrated and designated English Language Development.

Additional professional development will be added to include introduction and familiarization of the Next Generation Science Standards and materials as we look towards adoption.

Additional professional development will be added to assist teachers with the integration of technology, arts and science into ELA and Math.

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

Material differences in estimated actual and budgeted expenditures were primarily due to increase cost of district adopted Language Arts curriculum. Funds that were budgeted to analyze CAASPP baseline data to determine measurable targets were not spent during this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Review of progress indicated the need for staff to revisit the metrics used to measure progress.

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.

Additionally, the team identified a need for more metrics that are quantitative in nature. Metrics and baselines will be clearly defined to those collecting data to ensure comparability of data from grade to grade.

A severe shortage of substitute teachers hampered the district's ability to offer many of professional learning opportunities outlined in the plan. During 2016-2017 many of the professional learning opportunities will be offered during non-school hours and stipends paid to participants.

A report of progress made toward meeting goal will be presented to major stakeholder groups in December 2017 and March 2018.

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.
- Maintain the Williams's compliance and requirements.
Maintain 100% of teachers that are fully credentialed and appropriately assigned. Students will have access to highly trained staff for extended hours to address learning gaps.
- Maintain 100% textbook sufficiency.
- Increase the number of students participating in afterschool intervention, tutoring and technology intervention.
- Decrease the number of students recommended for retention by 5%.
- Decrease the number of students earning D's and F's by 5%.
- Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.

ACTUAL

Progress towards improvement Districtwide increased by 16.5 in Math.

Current proficiency rates in Math are listed: District-wide 11%

CAASPP 2015-16 Math Test Results

Grade	Not Met	Nearly Met	Met	Exceeded
3	25	33	42	0
4	57	29	14	0
5	69	8	0	23
6	21	57	8	14
7	42	33	17	8
8	44	22	22	12
School	42	31	16	11

During the 2016-2017 school FOUR of five teachers are HQT teachers. Two teachers are completing course work for their induction program through on-line college course classes and one completed hers in January 2017.

100% Textbook Sufficiency.

Students were provided instruction during school in the computer lab to learn basic skill. Students participated in the Read Naturally Program to increase ELA proficiency rates.

No students were retained during the 2016-17 school year.

Students D's and F's rates dropped from 37.2% in 2015-16 to 25.7% in 2016-17 school year.

No students were identified qualifying for advanced courses.

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>Gorman will provide intervention for students not performing at grade level in math with a focus on our target population.</p>	<p>ACTUAL</p> <p>Afterschool transportation is needed to increase intervention for students not performing at grade level in math with a focus on our target population.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF S & C: \$4,000</p>	<p>ESTIMATED ACTUAL</p> <p>Provide intervention for targeted students. - 1000-1999 Certificated Salaries - LCFF S & C: \$0</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Gorman will provide professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction.</p>	<p>ACTUAL</p> <p>Gorman provided professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction. Pivot Learning Partners Contract was not used during this school year. Teachers used time during staff meetings and after school staff development time to implement technology support for Math implementation.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Staff development with Math using technology in the classroom. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000</p>	<p>ESTIMATED ACTUAL</p> <p>Staff development with Math using technology in the classroom. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>Gorman provided 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. Gorman purchased STAR Math by Renaissance Learning and continued with IXL Math tutoring for students use.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>IXL Math Learning and Renaissance Star Math implementation and math manipulatives - 4000-4999 Books and Supplies - LCFF S & C: \$2,000</p>	<p>ESTIMATED ACTUAL</p> <p>IXL Math Learning and Renaissance Star Math implementation and math manipulatives - 4000-4999 Books and Supplies - LCFF S & C: \$2,000</p>

Actions/Services

PLANNED

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

ACTUAL

Gorman provided highly qualified teachers and certificated support staff to each school to ensure that all students achieve at their highest levels.

Expenditures

BUDGETED

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

ESTIMATED ACTUAL

Staff for after school invention - 1000-1999
Certificated Salaries - LCFF S & C: \$0

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 purchased 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.

After School Programs continue to be available at Gorman Elementary School.

Tutoring opportunities continue to be made available for eligible students during the school day. SBAC testing with scores (baseline data) will commence during the 2016-17 School Year and continue in the summer of 2017. The district purchased the IXL-Mathematics Program for all grade levels.

Some teachers made the decision to provide intervention within the school day meeting the needs of students that are not able to attend after school mathematics intervention programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Intervention was provided to student during the regular school hours. Funds allocated for after-school intervention were reallocated for intervention during the day. to Material differences in estimated actual and budgeted expenditures were primarily due to increase cost of district adopted Language Arts curriculum. Funds that were budgeted to analyze CAASPP baseline data to determine measurable targets were not spent during this year.

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.

Review of progress indicated the need for staff to revisit the metrics used to measure progress.

Additionally, the team identified a need for more metrics that are quantitative in nature. Metrics and baselines will be clearly defined to those collecting data to ensure comparability of data from grade to grade.

A severe shortage of substitute teachers hampered the district's ability to offer many of professional learning opportunities outlined in the plan. During the 2015-2016 many of the professional learning opportunities will be offered during non-school hours and stipends paid to participants.

A report of progress made toward meeting goal will be presented to major stakeholder groups in December 2017 and March 2018.

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 formal 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

Gorman didn't contract with Pivot Learning Partners for the additional coach this year during the 2016-17 school year.

Gorman teachers developed critical thinking lessons in reading, writing and math as reflected in formal and informal assessments during staff meetings.

Gorman maintained 100% or higher rate of teachers fully credentialed and appropriately assigned by Williams Act. All teachers were appropriately assigned. Two teachers are completing course work for their induction program through on-line college course classes and one completed hers in January 2017.

100% of students had access to CCSS-aligned materials and textbooks.

Gorman teachers analyzed student data during staff meetings and student CAASPP results increased 10% in ELA and 11% in math.

The district provided professional development in the implementation of First Best Instructional practice through the use of established PLC's. Gorman provided professional development and implementation support for teachers to use the California Common Core Standards to provide First Best Instruction. Gorman provided substitutes to promote Teacher Leadership Rounds. The Teacher Leadership Rounds process continued with rigor and lesson planning as a focal point for the 2016-17 school year.

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>Professional development in the implementation of First Best Instructional practice.</p>	<p>ACTUAL</p> <p>The District regularly provides professional development to teachers and staff members that will enable teachers to better scaffold daily lessons.</p>
Expenditures	<p>BUDGETED</p> <p>Coaching and Staff Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,000</p>	<p>ESTIMATED ACTUAL</p> <p>Gorman didn't use Pivot Learning Partners - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0</p>
Actions/Services	<p>PLANNED</p> <p>Provide substitutes teachers for coaching days</p>	<p>ACTUAL</p> <p>Gorman provided substitutes teachers for coaching days and administrators and teachers credential programs.</p>
Expenditures	<p>BUDGETED</p> <p>Substitutes salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$700</p>	<p>ESTIMATED ACTUAL</p> <p>Substitutes salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$700</p>
Actions/Services	<p>PLANNED</p> <p>Develop protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.</p>	<p>ACTUAL</p> <p>Gorman updated Board policies and Regulations for protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.</p>
Expenditures	<p>BUDGETED</p> <p>Update Board Policies and Regulations - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$4,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,500</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.

Continue previous year's work and add two additional areas of focus. Continue with an instructional coach as needed.

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

Increase availability of CCSS-aligned materials and textbooks.

Increase baseline student data by 5% using CAASPP.

Increase teachers attending First Best Instructional practices professional training.

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

The district provided professional development in the implementation of First Best Instructional practice through the use of established PLC's.

Gorman is in the process of updating Board Policies and Regulations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district didn't use Pivot Learning Partners for staff development and coaching for the 2016-17 school year. These additional funds allowed for the purchase of English Language Arts curriculum.

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

The district provided ongoing technology support through new data analysis assessments and curriculum supports during staff meetings.

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

Gorman provided PE equipment for the 2016-17 school year. Teachers collaborated and set PE schedules meeting the state minutes of 200 minutes every two weeks. Teachers collaborated to develop lesson the will increase educational instruction.

Gorman increased the number of extracurricular activities available for students including sports, art and music. Plans are to continue to increase extracurricular activities for students in 2017-18 school year. Robotics program continued during the 2016-17 school year. Sports will be a priority for the 2017-18 school year including soccer, basketball and volleyball for students.

Gorman decreased the number of office referrals and suspension by 5%. 2016-2017 set a data base of 27 referrals to the office and no suspension during the school year.

55% of the students passed the fitness test.

Maintain current expulsions rate of 0%.

Gorman maintained the dropout rate of 0%.

Attendance rates for 2016-2017 dropped to 92.3%. We plan on increasing the number of SART meetings during the 2017-2018 school year.

Gorman increased the number of students participating in research-based intervention programs. Students participated in intervention programs during the day lead by teachers.

Chronic absentees increased to 16% based on three more students increasing the student count to nine students for the 2016-2017 school

year from six the last three years.

Gorman increased prior year sense of safety and school connectedness using data based on responses from the internal survey. Gorman will start the Healthy Kids Surveys starting in the 2017-2018 school year.

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 PE education during PE instruction.</p>	<p>ACTUAL</p> <p>PE equipment was purchased during the 2016-17 school year..</p>
Expenditures	<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>Provide an Physical Education curriculum for all teachers. - 4000-4999 Books and Supplies - LCFF Base: \$0 Physical Educational Equipment - 4000-4999 Books and Supplies - LCFF Base: \$2,522</p>
Actions/Services	<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>
Expenditures	<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>Entries fees to completions. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$550 Supplies for Robotics program - 4000-4999 Books and Supplies - LCFF S & C: \$591</p>
Actions/Services	<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 August and 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

BUDGETED

PBIS professional development training for two days. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$4,000
Cost of teachers for a Saturday training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000

ESTIMATED ACTUAL

PBIS professional development training for two days. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000
Cost of teachers for a Saturday training - 1000-1999 Certificated Salaries - LCFF Base: \$2,856

Actions/Services

PLANNED

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.

ACTUAL

Gorman provided a teacher for the media and support teacher for science fair projects and fair.

Expenditures

BUDGETED

Teacher hourly salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$2,000
Supplies for the after school programs. Science Fair \$1500 - 4000-4999 Books and Supplies - LCFF S & C: \$3,500

ESTIMATED ACTUAL

Teacher hourly salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$350
Supplies for the after school programs. Science Fair \$1500 - 4000-4999 Books and Supplies - LCFF S & C: \$350

Actions/Services

PLANNED

Provide additional opportunities for students to participate in clubs and activities

ACTUAL

Gorman started the robotics program and will implement arts media for the students. ASB was increased during this year to include more students' participation.

Expenditures

BUDGETED

Staffing for clubs and ASB Director. - 1000-1999 Certificated Salaries - LCFF Base: \$2,000

ESTIMATED ACTUAL

Staffing for Robotics program - 1000-1999 Certificated Salaries - LCFF Base: \$2,000

Actions/Services

PLANNED

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.

ACTUAL

Gorman was not able to implement the California Healthy Kids Survey for the 2016-2017 school year. Will start earlier with the purchase of the materials and surveys. Analyze data to determine necessary actions and services for 2017-2018 and 2018-2019.

Expenditures

BUDGETED

ESTIMATED ACTUAL

	Analyze data from the California Healthy Kids Survey. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,000	Analyze data from the California Healthy Kids Survey. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0
Actions/Services	PLANNED Provide nursing services for the school.	ACTUAL 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 Aid and EpiPens.
Expenditures	BUDGETED Nursing services for Gorman Elementary School - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,400	ESTIMATED ACTUAL Nursing services for Gorman Elementary School - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,469
Actions/Services	PLANNED Increase library support books for classrooms.	ACTUAL Gorman purchased additional library books for students. Gorman also purchased online books for students to access during the next two years.
Expenditures	BUDGETED Library books - 4000-4999 Books and Supplies - LCFF S & C: \$2,000	ESTIMATED ACTUAL Library books - 4000-4999 Books and Supplies - LCFF S & C: \$1,200
Actions/Services	PLANNED Increase computer equipment for school classroom and lab use and to provide services for program support.	ACTUAL Gorman purchased a new computer for media production for the Computer Lap.
Expenditures	BUDGETED Computer equipment - 4000-4999 Books and Supplies - LCFF S & C: \$13,500	ESTIMATED ACTUAL Computer equipment - 4000-4999 Books and Supplies - LCFF S & C: \$5,000

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.

Provide equitable PE educational instruction including during recess, before/after school, and during Physical Education instruction.

Increase the number of extracurricular activities available for students.

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

Maintain current expulsions rate of 0%

60% of students will pass the fitness test.

Maintain the dropout 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%.

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

The district purchased PE education equipment used during recess before/after school and during PE instruction.

District provided staff development in August and 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 2017-2020 school years.

The district implemented STEAM and Robotics Lego program during the 2015-16 school year. To start the Robotics program for the 2016-17 school year, the district purchased Robotics equipment. The district purchased a computer to support StoryMaker and STEAM programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district was not able to implement the California Healthy Kids Survey during the 2016-17 school year.

Implement the California Healthy Kids Survey for the 2017-2018 school year. Analyze data to determine necessary actions and services for 2018-2019 and 2019-2020 schools years.

Gorman purchase of Chrome Books is delayed until the 2017-18 school year.

A media production computer was purchased for the computer lab.

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

The district will continue the 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.

The district will provide additional opportunities for students to participate in clubs and activities

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

2016-17

- 29% of Gorman English Language learners increased CELDT results by one level.
- 76% of Gorman English Language learners are Proficient for the 2016-17 school year based on district CELDT results.
- During staff professional learning opportunities Gorman teachers had staff development that included development of lessons to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards.
- Part of the LCAP process was meeting with the DELAC/ELAC committee members to gathers information on EL program development.
- 72% of the English Language learners had grades of 2.0 GPA which is an increase from 63% from the year before.
- During the 2016-17 Gorman reclassified two student from 18 students total. This is an 11% growth from the year before.
- Gorman is working on determining data for long term English Learners. We are gathering AMO’s data from the last five year and 2016-17 data indicated that the rate is increasing from a range of 5% to 15%.

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 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> <p>ELD resources were included this year in with the purchase of ELA/ELD curriculum.</p>
<p>Expenditures</p>	<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> <p>After school program support - 1000-1999 Certificated Salaries - LCFF S & C: \$0 Provide resources for ELL Learners - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0</p>
<p>Actions/Services</p>	<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> <p>For Low Income, English Language Learners, Foster Youth, district will invest in teacher and staff training. District professional development on differentiated instruction was included with the purchase of new ELA/ELD curriculum . District provided collaborative planning time to facilitate greater collaboration in implementation of CCSS.</p>
<p>Expenditures</p>	<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> <p>Staff development in ELD Standards - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$200</p>
<p>Actions/Services</p>	<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> <p>Transportation is needed for low income, English Language Learners and Foster Youth for students to extend the school day for students below grade level. Staff developed a list of quality interventions that can be used across the district will provide early intervention for students below grade level during the day for 2016-17 school year.</p>

Expenditures	BUDGETED Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$1,000	ESTIMATED ACTUAL Staff for after school invention - 1000-1999 Certificated Salaries - LCFF S & C: \$0
Actions/Services	PLANNED Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	ACTUAL Training in the English Learners (EL) Master Plan for district and site administration, support staff and classroom teachers was included in the new adoption of ELA curriculum.
Expenditures	BUDGETED Resource Books - 4000-4999 Books and Supplies - LCFF Base: \$1,000	ESTIMATED ACTUAL Resource Books - 4000-4999 Books and Supplies - LCFF Base: \$200

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.	<p>Common Core materials and supplemental materials were purchased to support the implementation of English language arts and Mathematics. Mathematic adoption was completed and ELA was purchased for the use in 2016-2017. Increase in funding was the cost of full adoption of Math.</p> <p>Provided professional development for common core early literacy with critical thinking skills to address the needs of low income students and English Language learners.</p> <p>The reduction in expenditures was due to providing some of the PD during the school day and paying substitutes rather than extra hourly after school to teachers.</p>
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	<p>Opportunities for collaboration was provided to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education, English Language learners) in specific subjects and for district leadership. This typically took place after school.</p> <p>Banked time was provided for five Wednesday to better address teacher collaboration, vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects for better student outcomes.</p> <p>Targeted intervention in identified areas based on data to Long Time English Learners to increase reclassification was provided.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated actual and budgeted expenditures were primarily due to increase cost of district adopted Language Arts curriculum. Funds that were budgeted to analyze CAASPP baseline data to determine measurable targets were not spent during this year.

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

The district has adopted and fully purchased Common Core instructional materials in ELA and Math. This action will be changed to maintain materials for the adoptions and purchase other instructional materials for Science and Social Studies.

Coach (Pivot Learning Partners) has been discontinued and an intervention teachers added to meet the needs of students. Teachers have the ability to work collaboratively around data ad planning interventions. Additional professional development will be added to include introduction and familiarization of the Next Generation Science Standards and materials as well look towards adoption. Additional professional development will be added to assist teachers with the integration of technology, arts and science into ELA and Math.

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

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.

ACTUAL

All facilities were maintained 100% and have safe working and learning environments as measured by District monthly check sheets.
Facility repair projects for this year 2016-17 included roof repairs, sidewalk repairs and painting of the restrooms.
In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for student's success the district set aside funds from the Based Grant for general maintenance. Large facility improvements planned for the coming year pending will be HVAC replacement and light replacement using Prop 39 funds.

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>Facility repair projects for this year 2016-17 included roof repairs, lower playground blacktop repair and replacement, and cistern repair and replacement of water lining. In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for student's success the district set aside funds from the Based Grant for general maintenance during the school year.</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>Sink hole, cistern repair, lining replacement and blacktop repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$24,075 Roof repair - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$88,956</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>Gorman plans on replacing the HVAC Systems during the 2017-2018 school year with approved Prop. 39 funds from the state. Funds were approved May 2017 and will be available August/September 2017.</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>Replace HVAC Systems using deferred maintenance funds - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 Replace HVAC Systems with Proposition 39 funds in 2017-18 school year. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$2,819</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 and SCE Retrofit LED program during the 2016-17 school year. Project completion is scheduled to occur after all approvals.</p>

Expenditures

BUDGETED

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

ESTIMATED ACTUAL

Replacement of the lighting system is through the Southern California Edison Energy Grant Program. - 6000-6999 Capital Outlay - Other State Revenues: \$0

Actions/Services

PLANNED

Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff.

ACTUAL

The planned actions/service identified were determined to be implemented over two-three years which lead the LCAP Advisory Team to begin devising a monitoring tool to obtain actual/services progress data on a more frequent time frame.

Expenditures

BUDGETED

Notebooks and monthly check sheets - 4000-4999 Books and Supplies - LCFF Base: \$100

ESTIMATED ACTUAL

Supplies and materials - 4000-4999 Books and Supplies - LCFF Base: \$67

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.

Facility repair projects for this year 2016-17 included roof repairs, sidewalk repairs and painting of the restrooms.

In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for student's success the district set aside funds from the Based Grant for general maintenance. Large facility improvements planned for the coming year pending will be HVAC replacement and light replacement using Prop 39 funds.

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

Specific facility projects were done to enhance and improve the standard safe schools students attend.

Gorman was maintained regularly to provide a safe environment where learning could take place due to routine facility maintenance.

Gorman was cleaned regularly enough to provide a safe environment where learning could take place due to routine cleaning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to increase cost of cistern repairs. Funds were also needed in HVAC repairs throughout the district during this school year.

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.

Updating services, sink hole and improving HVAC units were more expensive than anticipated.

Upgraded and enhanced secure and monitored facilities will be provided including additional cameras, fencing, and monitoring during the 2017-18 school year.

Gorman needs to allow for staff to monitor implementation and provide stakeholders with more relevant information, resulting in all stakeholders and district staff to conduct analysis of the effectiveness of planned projects. The process will continue to be refined using work order data and result.

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.

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

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

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

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

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 LEAs goals. Duplicate the table as needed.

New
 Modified
 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 Academy 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
Sign-In-Sheets	School site participation data: Back to School Night, Parent/Teacher Conferences (2), Open House, were about 82% participation for	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC,	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP AdvisoryCommittee, PTSO and Site Council.	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP AdvisoryCommittee, PTSO and Site Council.

	<p>2016-17 school year.</p> <p>LCAP Meetings (3) and DELAC/ELAC Meetings were about 16% for the 2016-17 school year.</p>	<p>LCAP Advisory Committee, PTSO and Site Council.</p>		
<p>Scheduled calendar of events.</p>	<p>1 Parent Academy</p> <p>3 DELAC/ELAC trainings</p>	<p>Increase parent trainings.</p>	<p>Increase parent trainings.</p>	<p>Increase parent trainings.</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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:	<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 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 (repeat expenditure)	Amount: \$500 (repeat expenditure)	Amount: \$500 (repeat expenditure)
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 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 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 (repeat expenditure)	Amount	\$500 (repeat expenditure)	Amount	\$500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Provide DELAC support (food, translations, child care)	Budget Reference	Books and Supplies; Provide DELAC support (food, translations, child care)	Budget Reference	Books and Supplies; Provide DELAC support (food, 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 2017-18 school year.

2.2 Need: Provide professional 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: CAASPP 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
CAASPP state assessments results	<p>Current proficiency rates in ELA District-wide is 46%:</p> <p>Hispanic 41%: White 47%: SES 37% and EL 43%.</p> <p>Current proficiency rates in math District-wide 27%:</p>	<p>Increase SBAC proficiency levels in ELA and Math.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>	<p>Increase SBAC proficiency levels in ELA and Math.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>	<p>Increase SBAC proficiency levels in ELA and Math.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>
Proficiency of standards aligned materials according Williams's compliance and requirements.	100% Textbook Sufficiency	Maintain proficiency of standards aligned materials according Williams's compliance and requirements.	Maintain proficiency of standards aligned materials according Williams's compliance and requirements.	Maintain proficiency of standards aligned materials according Williams's compliance and requirements.
Fully credential and appropriately assigned teachres	During the 2016-2017 school four of five were fully credentialed teachers. All teachers are appropriately assigned. Two teachers are completing course work for their induction program through on-line college course classes and one completed hers in January 2017.	Maintain 100% of teachers that are fully credentialed and appropriately assigned.	Maintain 100% of teachers that are fully credentialed and appropriately assigned.	Maintain 100% of teachers that are fully credentialed and appropriately assigned.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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
Teachers will employ the use of additional 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. Teachers will employ the use of additional content aligned texts supplemental curriculum for math.	Teachers will employ the use of additional 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. Teachers will employ the use of additional content aligned texts supplemental curriculum for math.	Teachers will employ the use of additional 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. Teachers will employ the use of additional content aligned texts supplemental curriculum for math.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$12,000
Source	LCFF
Budget Reference	Books and Supplies; Purchase core subjects supplemental material

Amount	\$25,000
Source	LCFF
Budget Reference	Books and Supplies; Purchase core subjects supplemental material

Amount	\$10,000
Source	LCFF
Budget Reference	Books and Supplies; Purchase core subjects supplemental material

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 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
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

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

Expenses;
Staff Development

Expenses;
Staff Development

Expenses;
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

	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 Expenses; Student Data Assessment Reporting System- Aeries Multiple	Budget Reference	Services and Other Operating Expenses; Student Data Assessment Reporting System- Aeries Multiple	Budget Reference	; Student Data Assessment Reporting System- Aeries Multiple Measures, LLC

	Measures, LLC
Amount	\$300
Source	LCFF
Budget Reference	Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.

	Measures, LLC
Amount	\$300
Source	LCFF
Budget Reference	Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.

Amount	\$300
Source	LCFF
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:	<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
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	\$6,000	Amount	\$6,000	Amount	\$6,000
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
Amount	\$350	Amount	\$350	Amount	\$350
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Teacher benefits for after school intervention	Budget Reference	Employee Benefits; Teacher benefits for after school intervention	Budget Reference	Employee Benefits; Teacher benefits for after school intervention

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
Amount	\$86,797	Amount	\$93,643	Amount	\$93,643
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Employee Benefits;
Teachers benefits

Budget
Reference

Employee Benefits;
Teachers benefits

Budget
Reference

Employee Benefits;
Teachers benefits

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 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
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: \$15,000	Amount: \$12,000	Amount: \$12,000
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;

	Visiting artist, VAPA Coach and release time for teachers		Visiting artist, VAPA Coach and release time for teachers		Visiting artist, VAPA Coach and release time for teachers
Amount	\$6,000	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.
Amount	\$1,000	Amount	\$700	Amount	\$700
Source	LCFF	Source	Teacher Effectiveness	Source	LCFF
Budget Reference	Employee Benefits; Benefits for Visiting Artists	Budget Reference	Employee Benefits; Benefits for Visiting Artists	Budget Reference	Employee Benefits; Benefits for Visiting Artists
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Substitute teachers for VAPA training and coacing	Budget Reference	Certificated Salaries; Substitute teachers for VAPA training and coacing	Budget Reference	Certificated Salaries; Substitute teachers for VAPA training and coacing
Amount	\$200	Amount	\$200	Amount	\$200
Source	LCFF	Source	LCFF	Source	
Budget Reference	Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing	Budget Reference	Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing	Budget Reference	; Benefits for substitute teachers for VAPA training and coacing

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
Staff Sign-In-Sheet for professional development	Gorman 2016-17 Data Professional Development PBIS training provided in August 2016 and May 2017. CUE conference in March of 2017. Training and support to all staff supervising students on the playgrounds and cafeteria (Student	Number of teachers receiving formal trainings will increase by 5%.	Number of teachers receiving formal trainings will increase by 5%.	Number of teachers receiving formal trainings will increase by 5%.

	Supervisors, teachers, and maintenance staff).			
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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 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: \$4,000	Amount: \$4,000	Amount: \$4,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Services and Other Operating
Expenses;
Coaching and Staff Development

Budget
Reference

Services and Other Operating
Expenses;
Coaching and Staff Development

Budget
Reference

Services and Other Operating
Expenses;
Coaching and Staff
Development

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 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

Amount

\$4,000

Source

LCFF

Budget
ReferenceCertificated Salaries;
Substitutes salaries**2018-19**

Amount

\$4,000

Source

LCFF

Budget
ReferenceCertificated Salaries;
Substitutes salaries**2019-20**

Amount

\$4,000

Source

LCFF

Budget
ReferenceCertificated Salaries;
Substitutes salaries

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 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
Develop protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.	Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.	Revise 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: \$100	Amount: \$100	Amount: \$100
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; Update Board Policies and Regulations	Budget Reference: Books and Supplies; Update Board Policies and Regulations	Budget Reference: Books and Supplies; Update Board Policies and Regulations

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 feel 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
CA State Physical Fitness Test results	55 % of the students passed the state physical fitness test a gain of 10%	Increase students that pass the State Physical Fitness Test at 57%	Increase students that pass the State Physical Fitness Test at 59%	Increase students that pass the State Physical Fitness Test at 61%
Dropout Rates	Dropout rates remained	Maintain dropout rates at	Maintain dropout rates at	Maintain dropout rates at

	at 0 percent during 2016-2017.	0%.	0%.	0%.
Attendance Rates	<p>Attendance rates were 94.2 for 2016-17 stayed the same as the 2015-16 school year.</p> <p>During the 2016-17 school year Gorman Elementary School had fourteen students identified as chronic absentees. Six of the fourteen students were able to improve attendance by the end of each school year.</p> <p>Chronic absentee's rates increase from 5.5% for the 2015-16 school year to 17% this school year.</p>	Maintain attendance rates at/or above 95%.	Maintain attendance rates at/or above 95%.	Maintain attendance rates at/or above 95%.
Chronic absenteeism rates	Chronic absentee's rates increase from 5.5% for the 2015-16 school year to 17% for the 2016-17 school year.	Chronic absenteeism rate will decrease by 5%	Chronic absenteeism rate will decrease by 5%	Chronic absenteeism rate will decrease by 5%
Suspension rates	<p>2016-17 Suspension Data: 0%</p> <p>0 student incidents warranted any suspension, or 0%</p> <p>2016-17 Incidents sent to the Principal : 27</p>	Maintain suspension rate at 0%.	Maintain suspension rate at 0%.	Maintain suspension rate at 0%.
Expulsion rates	2016-17 Expulsion Data: 0%	Maintain expulsion rate at 0%.	Maintain expulsion rate at 0%.	Maintain expulsion rate at 0%.

Heathy Kids Survey

Will identify base data during the 2017-18 Healthy Kids Survey.

Maintain students that feel safe at school at 85%.

Maintain students that feel safe at school at 85%.

Maintain students that feel safe at school at 85%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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; Provide an Physical Education curriculum for all teachers.	Budget Reference: Books and Supplies; Provide an Physical Education curriculum for all teachers.	Budget Reference: Books and Supplies; Provide an Physical Education curriculum for all teachers.

Amount	\$2,000
Source	LCFF
Budget Reference	Books and Supplies; Physical Educational Equipment

Amount	\$2,000
Source	LCFF
Budget Reference	Books and Supplies; Physical Educational Equipment

Amount	\$2,000
Source	LCFF
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	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Entries fees to completions.	Budget Reference	Services and Other Operating Expenses; Entries fees to completions.	Budget Reference	Services and Other Operating Expenses; Entries fees to completions.
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books and Supplies; Supplies for Robotics program	Budget Reference	Books and Supplies; Supplies for Robotics program	Budget Reference	Books and Supplies; Supplies for Robotics program
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Teacher salary for after-school program	Budget Reference	Certificated Salaries; Teacher salary for after-school program	Budget Reference	Certificated Salaries; Teacher salary for after-school program
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; STEAM after-school teacher	Budget Reference	Certificated Salaries; STEAM after-school teacher	Budget Reference	Certificated Salaries; STEAM after-school teacher

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

2018-19

2019-20

Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; PBIS professional development training for two days.	Budget Reference	Services and Other Operating Expenses; PBIS professional development training for two days.	Budget Reference	Capital Outlay; PBIS professional development training for two days.
Amount	\$3,000	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Cost of teachers for a Saturday training	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:	<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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" 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.	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.	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: \$3,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; Teacher hourly salaries	Budget Reference: Certificated Salaries; Teacher hourly salaries	Budget Reference: Certificated Salaries; Teacher hourly salaries
Amount: \$1,000	Amount: \$1,000	Amount: \$1,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Supplies for the after school programs and Science Fair	Budget Reference	Books and Supplies; Supplies for the after school programs and Science Fair	Budget Reference	Books and Supplies; Supplies for the after school programs and Science Fair
Amount	\$500	Amount	\$500	Amount	\$500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Science Fair Fees	Budget Reference	Services and Other Operating Expenses; Science Fair Fees	Budget Reference	Services and Other Operating Expenses; Science Fair Fees
Amount	\$150	Amount	\$150	Amount	\$150
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Staff benefits	Budget Reference	Employee Benefits; Staff benefits	Budget Reference	Employee Benefits; Staff benefits

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 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	\$4,650	Amount	\$4,650	Amount	\$4,650
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	\$8,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books and Supplies; Media production support and staff development	Budget Reference	Books and Supplies; Media production support	Budget Reference	Books and Supplies; Media production support
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Science Fair Materials	Budget Reference	Services and Other Operating Expenses; Science Fair Materials	Budget Reference	Services and Other Operating Expenses; Science Fair Materials
Amount	\$4,000	Amount	\$0	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Media Production Software 2 years	Budget Reference	Services and Other Operating Expenses; Media Production Software 2 years	Budget Reference	Services and Other Operating Expenses; Media Production Software 2 years
Amount	\$350	Amount	\$350	Amount	\$350
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits for staffing for clubs and ASB Director.	Budget Reference	Employee Benefits; Benefits for staffing for clubs and ASB Director.	Budget Reference	Employee Benefits; Benefits for staffing for clubs and ASB Director.

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 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
Implement the California Healthy Kids Survey for the 2017-2018 school year. Analyze data to determine necessary actions and services for 2018-2019 and 2019-2020.	Implement the California Healthy Kids Survey for the 2018-2019 school year. Analyze data to determine necessary actions and services.	Implement the California Healthy Kids Survey for the 2019-2020 school year. Analyze data to determine necessary actions and services.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$500	Amount	\$500	Amount	\$500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Analyze data from the California Healthy Kids Survey.	Budget Reference	Services and Other Operating Expenses; Analyze data from the California Healthy Kids Survey.	Budget Reference	Services and Other Operating Expenses; Analyze data from the California Healthy Kids Survey.

Action **7**

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 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.

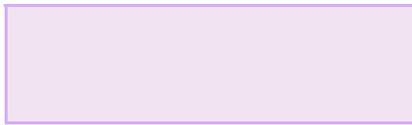
BUDGET EXPENDITURES

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
Amount	\$1,200	Amount	\$0	Amount	\$1,200
Source	LCFF	Source		Source	LCFF

Budget
Reference

Services and Other Operating
Expenses;
CPR and First Aid Training

Budget
Reference



Budget
Reference

Services and Other Operating
Expenses;
CPR and First Aid Training

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	\$5,000	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:	<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 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	\$12,848	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
Reclassification rates	Gorman was able to reclassify two student during the 2016-17 school year.	Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners	Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners by 5%.	Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners by 5%.

		by 5%.		
CELDT Scores	<p>2016-17</p> <p>Using CELDT results, 06% of Gorman English Language learners decreased CELDT results by one level. 65% of Gorman English Language learners made adequate progress without moving up one level with CELDT results. 29% of Gorman English Language learners increased CELDT results by one level.</p> <p>76% of Gorman English Language learners (13 students out of 17) are Proficient for the 2016-17 school year based on district CELDT results.</p>	Increase English Language learner's proficiency rates.	Increase English Language learner's proficiency rates.	Increase English Language learner's proficiency rates.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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 type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Gorman Elementary School</u>
	<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
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.	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.	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: \$1,000	Amount: \$1,000	Amount: \$1,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference

Certificated Salaries;
After school program support

Budget Reference

Certificated Salaries;
After school program support

Budget Reference

Certificated Salaries;
After school program support

Amount

\$2,000

Amount

\$2,000

Amount

\$2,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Books and Supplies;
Provide resources for ELL
Learners

Budget Reference

Books and Supplies;
Provide resources for ELL
Learners

Budget Reference

Books and Supplies;
Provide resources for ELL
Learners

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 checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input 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 type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Gorman Elementary School</u>
	<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
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.	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.	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

Amount

\$200

Source

LCFF

Budget
Reference

Books and Supplies;
Staff development in ELA and
ELD Standards

2018-19

Amount

\$200

Source

LCFF

Budget
Reference

Books and Supplies;
Staff development in ELA and
ELD Standards

2019-20

Amount

\$200

Source

LCFF

Budget
Reference

Books and Supplies;
Staff development in ELA and
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 checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input 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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" 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.	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.	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	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Staff for after school invention	Budget Reference	Certificated Salaries; Staff for after school invention	Budget Reference	Certificated Salaries; Staff for after school invention

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 checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input 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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	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	\$1,000	Amount	\$500	Amount	\$500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Resource books and materials, copying and duplications costs	Budget Reference	Books and Supplies; Resource books and materials, copying and duplications costs	Budget Reference	Employee Benefits; Resource books and materials, copying and duplications costs

New

Modified

Unchanged

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.	Maintain FIT (Facilities Inspection Tool) rating of 'Exemplary' or 'Good' at school site: 2016-2017 Good	Maintain facilities inspection at a "Good" level and repair.	Maintain facilities inspection at a "Good" level and repair.	Maintain facilities inspection at a "Good" level and repair.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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 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;
Yearly facilities repairs

Budget
Reference

Services and Other Operating
Expenses;
Yearly facilities repairs

Budget
Reference

Services and Other Operating
Expenses;
Yearly facilities repairs

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 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 Expenses; Office in Dance Room	Budget Reference: Services and Other Operating Expenses; Office in Dance Room	Budget Reference:

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
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 completed. 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 completed. 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 completed. A focus of these walks will be on site safety.

BUDGET EXPENDITURES

2017-18

Amount

\$100

Source

LCFF

Budget
Reference

Books and Supplies;
Notebooks and monthly check
sheets

2018-19

Amount

\$100

Source

LCFF

Budget
Reference

Books and Supplies;
Notebooks and monthly check
sheets

2019-20

Amount

\$100

Source

LCFF

Budget
Reference

Books and Supplies;
Notebooks and monthly check
sheets

Action 4

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 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	2018-19	2019-20
Amount: \$89,000	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source:	Source:
Budget Reference: Services and Other Operating Expenses; Replacement of the lighting systems through the Prop 39 Grant Program	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:	<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 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:

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: 17.59%

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](#)).

The district will focus on providing additional instructional time and support for all English learners (EL, Foster Youth (FY), Low Income (LI), and At-Risk (AR) students. Response to Intervention, and after school intervention will be provided during the 2017-18 school year for EL, FY, LI and AR students at all grades levels. The district will purchase formative assessments and staff will meet each month to monitor EL, FY, LI and AR student's progress toward CCSS and SBAC achievement. The district will look into Guided Language Acquisition and Development (GLAD) strategies in all grades for later implementation. Teachers will be trained on the new EL standards and continue Teacher Rounds process to monitor best first instruction meeting the needs of all students at Gorman.

The district will implement Arts into the school day during the 2017-18 school year. Visiting Artists will help coach and demonstrate integrated arts lessons.

Professional development opportunities are aimed at increasing facilitated and cross curricular lesson design to improve student achievement on Next Generation Assessments as well as making our teachers better prepared to use 21st century tools in delivering challenging content to our unduplicated students (i.e. Google certified teachers and improve technology).

All supplemental funds will go directly to students that were identified low income, foster youth, English learner or At-Risk student.

Unduplicated Students

Goal 1: Action 2- Provide resources for parents to support students success at Gorman Elementary School. This increased service provides a direct way of communications that works with all stakeholders to better communicate the opportunities that are afforded to students due to the actions developed out of the LCAP process and to build relationships throughout the community with an emphasis on meeting the unique needs of our unduplicated students. This increased action is a service principally directed at our unduplicated students' population by providing a computer access in the main office. The actions and services is associated will increase or improve services for unduplicated pupils and families with the skills and strategies for all to be successful in the academic process.

Goal 4: Action 9- Increase computers equipment for the school classroom and lab use and to provide services for program support.

This increased service is principally directed towards students by addressing their need for increased access to computers, chrome books, media and technology expressed through stakeholders' input and surveys. Increasing access to computer resources gives students the opportunity to access all core subjects and expand learning in all content areas. Low income students in our community often do not have access to computers and technology due to their disadvantaged home environment and rural location, this increase service allows these students to have improved access to technology needed for achievement.

LEA-Wide

Goal 1: Action 1- Increase Parent Academy topics to include: • Engaging Parent to support student learning • Homework and study skills • Curriculum

Goal 2: Action 2- 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. This improved service, principally directed at our EL students, allows for the dissemination of information, workshops for non-English speaking parents of EL students. This additional information is available to all of our students. This increased and improved service provides an app for parents and students to use to receive important information and push notifications like grades, attendance, activities and events. This service enhances the information that is provided on the Gorman web-page. This increased action is a service directed at our students in an effort to share various activities.

Goal 2: Action 3- Analyze CAASPP baseline data to determine measurable targets. Provide staff regular opportunities to analyze student work to ensure progress of achievement. This increased service works with Gorman staff to understand multiple metrics (California School Dashboard, District Bench Marks, grade level assessments, etc.) to make informed decisions in building programs for our students to find success. This resource provides students with supplemental (increased) curriculum and tutorials that would not normally be available for core subjects, test prep and positive behavior intervention and support.

Goal 2: Action 4- Implement school intervention models to provide targeted instruction to identified students. This resource provides students with supplemental (increased) curriculum, intervention and tutorials that would not normally be available for core subjects, test prep and positive behavior intervention and support curriculum.

Goal 3: Action 1- Professional development in the implementation of First Best Instructional Practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement. Stakeholder feedback and a review of data showed that our unduplicated students struggle the most with math and science. This increased service would provide targeted professional development on the most effective (First Best Instructional Practice) ways to teach math, science and ELA. This should make the quality of teaching that our students receive significantly better than prior years.

Goal 3: Action 2- Provide substitutes teachers for coaching days. Improve collaboration and articulation among and between grade levels by providing professional development in Professional Learning Communities (PLCs). Develop the support and structure needed for site-level PLCs by effective use of data to drive instruction. Staff attend workshops, conferences or release time for collaboration. This increased service (professional development) ensures that Gorman has roving substitute teachers available for Gorman teachers to participate in "real time" PLC collaborative opportunities, mentoring to new teachers about the unique needs of our unduplicated students as well as hours for teachers to participate in professional development directed at improving outcomes for our students. Professional development is directed at improving outcomes for our students.

Goal 4: Action 2- Implementation of the STEAM and Robotics program for the Gorman targeted student's population. This action increased and improved opportunities for our unduplicated students to participate in STEAM and Robotics education through local and regional STEAM and Robotics expos and competitions. This service was not provided prior to LCFF and our LCAP and came out of stakeholder feedback that these benefits should be made available to students outside of specialized programs. Therefore, this curriculum was developed with our unduplicated students in mind, but for all students at improving outcomes and achievement.

Goal 4: Action 3- 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. This increased service will provide targeted professional development on PBIS school strategies at improving cultural awareness on campuses and relationships with students and staff as revealed through stakeholder input. A majority of training that teachers receive typically does not focus on the soft skills of understanding relationships and culture and so the proportionate increase in benefit far exceeds the expectations. This increased service will provide additional Professional Development opportunities for classified employees to participate in training's on PBIS, de-escalation techniques and staff

appropriate relationships and corrections. These programs are principally directed at improving outcomes for our students and has been directed at certificated staff in the past.

Goal 4: Action 7- Provide nursing services for the school. The primary role of the school nurse is to support student learning. The nurse accomplishes this by implementing strategies that promote student and staff health and safety, providing education and counseling in a variety of health and wellness topics, to serve as a medical resource in the development of policies and procedures in the school. These services improve the health and welfare of student increasing school achievement and attendance.

Goal 5: Action 1- Provide more EL 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. This resource provides English Language learners students with supplemental (increased) curriculum, intervention and tutorials that would not normally be available for core subjects, test prep and positive behavior intervention and support curriculum.

Goal 5: Action 3- 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. This resource provides unduplicated students with increased intervention and tutorials that would not normally be available for core subjects, test prep to support common core standards curriculum. Extended afterschool learning also provides additional opportunity to reinforce skills and support EL's, foster youth and low-income with opportunities to accelerate successfully in core curriculum that are below grade level.

(During the 2016-17 school year intervention was provided to students during the regular school hours. Afterschool services are provided for intervention academic programs and support for English Language learners, Fosters Youth and Low Income students, preparing students for academic achievement. Extended afterschool learning provides additional opportunity to reinforce skills and support EL's, foster youth and low-income who struggle to meet grade level expectations and give opportunities to challenge students who already meet grade level standards to excel academically.)

Goal 5: Action 4- Provide training in the English learners (EL) master Plan for district and site administration, support staff and classroom teachers. These professional development opportunities are aimed at increasing facilitated high quality professional learning opportunities for all educators to ensure that every English learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. These services will provide CA ELA/ELD standards-aligned instructional resources designed to meet the diverse needs of all English Language learners.

Schoolwide

Goal 2: Action 1- Teachers will employ the use of additional 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. Teachers will employ the use of additional content aligned texts supplemental curriculum for math. This resource provides students with supplemental exemplary literary curriculum and tutorials aligned with ELA curriculum that would not normally be available for core subjects, test prep and positive behavior intervention and support curriculum.

Goal 2: Action 6- 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. This increased service provides students' access to Visual and Performing Arts curriculum during the day. By addressing students' needs for increased access to Visual and Performing Arts curriculum and services expressed through stakeholders' input and surveys, teachers will have additional supplies, time and professional development to expand the Arts curriculum. Increasing access to the Visual and Performing Arts curriculum and services is key to developing access to all core content, providing students in our community access to Visual and Performing Arts that may not due to their disadvantaged home environment.

Goal 4: Action 8- Increase library support books for classrooms. This increased service is principally directed towards low income students by specifically addressing their need for increased access to library media, literary works, materials and books that are aligned to the new Language Arts

curriculum which supports the transition to the CCSS with balanced fiction and nonfiction literature for unduplicated students. In the Gorman area, Low Income, Foster, and EL's students often do not have readily access to libraries and technology due to their disadvantaged home environment.

Goal 5: Action 2- For Low Income, English Language Learners, Foster Youth, the 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. These professional development opportunities are aimed at increasing facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments as well as making our teachers better prepared to use Common Core State Standards in delivering challenging content to our unduplicated students.

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