

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

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. Students attended the LCAP Community Meetings giving input with parents, community partners and staff. Students in the upper grades 5-8 were given the CHKS for the first time and took the district survey giving information on the LCAP.

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 2018-19.

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 educational environment 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 on 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. The district would like to increase the 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 CAASPP 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 newly adopted curriculum as a resource.
- Maintain teacher misassignment at 0%.

The district will continue to:

- 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-risk students will be offered tutoring outside of the school day.

Goal 3: Professional Development and Professional Collaboration

The district will continue to:

- Providing staff development in the implementation of a core curriculum and effective use of Universal Access time.
- Provide systematic, comprehensive and ongoing professional 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 in Aeries and assessment data collection. The district will continue training in 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. The district will increase Gorman's SART Team, improving current attendance practices and develop improvement of attendance.

The district will continue with:

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

Goal 5: English Language Learners

The district will continue to:

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

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.

Over the past two years, the District has made an effort to provide all students access to technology throughout the day. This was accomplished by increasing the number of Chromebooks to 30 in grades 6th through 8th grades during the 2017-2018 School Year. While the implementation of technology and Chromebooks are on track, the District realizes that more Chromebooks, an updated Computer Lab, and professional development need to be provided to help teachers with ways to integrate technology and devices into their instruction.

In the area of academic achievement and progress, the District is most proud of the increases in student performance on the CAASPP test with ELA and Math results showing steady progress. Central to our work in supporting students is having a process for teachers to collaborate together. Teachers have been trained in a process for building Professional Learning Communities. Student outcome data from STAR Reading and Math are used to guide the collaboration among teacher to ensure that our instruction is aligned with the common core standards and is accounting for individual student differences. Educational technology has been implemented by teachers to build student skills and create a more personalized learning environment for unduplicated pupils. Our classified staff reports that they have seen an increase in the use of technology tools in the classrooms and that this has improved student engagement. We find that our students with disabilities and our English Learners tend to have made the least progress towards meeting standards on the CAASPP. Furthermore, our math scores tend to lag behind the English Language Arts scores for similar groups. It is also important to note that when specific demographic groups are very small and scattered, we struggle in providing services to support them. Professional Learning Communities have increased the collaboration of their staff and helped teachers to target their instruction to meet the needs of unduplicated pupils.

Our teaching staff has embraced PBIS to ensure that all students are given direct support to improve behavior and academic achievement. PBIS training has worked on improving the relationships between students and staff by approaching learning with a positive growth mindset. We feel that creating positive interactions between teachers and students will help all our students be more successful in school. Our students report that they want to have teachers to whom they feel connected. When students feel more connected to teachers they are more motivated to do well in class. Students say they feel most connected to their teachers when the teachers relate to them as individuals and take time to understand them. Students also prefer to have lessons that use technology and project-based learning. Continued implementation of Positive Behavioral Interventions and Support (PBIS) has positively impacted the culture at the school site. Gorman has exceeded the target of 80% of students with zero to one office discipline referrals, and several boast over 90% of students with zero referrals. In addition, students in grades 5th through 8th grade participated in the California Healthy Kids Survey and overwhelmingly reported feeling safe at school "often" or "almost always" (an average of 3.5 on a scale of 4). Similar averages were obtained for the questions "There is an adult at my school who will help me if I need it" and "Teachers treat me with respect." Slightly higher averages were attained for the questions "My school wants me to do well" and "My school has clear rules for behavior" in grades 6th through 8th grades. PBIS continues to be a priority at Gorman School and is effectively implemented with the help of the PBIS Lead Coach. We will participate in the PBIS coaching network through the Los Angeles County Office of Education and have an active PBIS leadership team that will meet monthly and during the summer to design proactive strategies for ensuring a positive and safe school climate. This includes designing lessons to explicitly teach behavioral expectations, refining reward systems, delivering professional development, and utilizing the School Wide Information System subscription database to analyze office discipline referral data for problem solving. In the coming year, our District PBIS Leadership Team and PBIS Lead Coach will continue to build knowledge inappropriate interventions for students struggling to meet behavioral expectations. PBIS Leaders in our District will study best practices in Tier II interventions and build systems and supports to implement at our school site.

In order to address the areas of greatest needed improvement, Gorman has established local benchmarks to monitor the achievement of our students, especially those unduplicated who are also identified as special needs. Read Naturally increased 86% of the students reading levels. Furthermore, we find that our students struggle with math achievement. In order to support our unduplicated in improving their math skills and achievement, we will focus our work on building math skills and a growth mindset through our Math intervention throughout the school day. We will reduce class size as much as is feasible to ensure that our unduplicated students get more time to connect with their teachers in class. We will work to attract and retain the most effective and highly trained staff to work with our unduplicated students. We will continue to provide unduplicated students with technology devices and access to high-quality learning materials. We will continue to support and pay for our college and career readiness supports, provide specialized learning environments, provide training and time for collaboration for teachers and staff, provide access to technology devices, and additional human resources to unduplicated students.

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?

Greatest Needs

Gorman continues to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels. Interventions continue to be implemented during the school day. Afterschool transportation is one of Gorman's greatest needs for intervention implementation.

While Smarter Balanced Assessment 3-8 results in both ELA and Math showed an 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 the 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:

- Implementation of a school-wide Physical Education Curriculum and Program
- 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 inter mural sports Implementation of after-school arts program- music and drama
- Providing training for all staff on the Character Counts Program

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

Performance Gaps

Gorman has no performance gaps indicated on the Dashboard because of the limited numerically significant student groups. Some classes and groups have less than ten students and scores were not included in the Dashboard. Gorman is a small district that a strong core of teachers lead the way for change to increase achievement scores and help struggling English Language learners, Foster Youth, and Low-Income students.

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

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 and professional development.

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.

Increased or Improved Services

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.

Actions and Services: Staff development for Go-Math for all teachers with the use of technologies.

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	\$1,297,785
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$587,893

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

Total Projected LCFF Revenues for LCAP Year

\$811,655

Annual Update

LCAP Year Reviewed: 2017-18

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

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

Annual Measurable Outcomes

	Expected	Actual
Sign-In-Sheets	<p>2017-18 Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.</p>	<p>The District continues to host Gorman Parent Advisory Meetings for the LCAP development and revision, DELAC/ELAC committees and PTSO meetings.</p> <p>The parents serving on-site committees and parent training increased during the 2017-18 school year by adding two additional parents to DELAC/ELAC and parent training. PTSO added three additional parents serving during the 2017-18 school year.</p>
Scheduled calendar of events.	<p>2017-18 Increase parent trainings.</p>	<p>The District continues to support to develop and implement parent training opportunities, including Parent Academies, DELAC/ELAC informational and trainings, and curriculum support trainings.</p> <p>Two additional parents trainings were added to the DELAC/ELAC schedule. Additional computer trainings were added so parents could understand Aeries and intervention support for their student/students.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</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</p>	<p>\$500 - LCFF - 4000-4999 Books and Supplies - Parent Academy supplies and duplicating</p>	<p>\$100 - LCFF - 4000-4999 Books and Supplies - Parent Academy supplies and duplicating</p>

	<p>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>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide resources for parents to support student success at Gorman Elementary School.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintain a computer in the main office for parents to access student information and grades. Provide more use of computers to parents as needed by setting a schedule for computer lab access time.</p>	<p>\$500 - LCFF - 4000-4999 Books and Supplies - Maintain computer in the main office for parents to access student information (repeated expenditure)</p>	<p>\$200 - LCFF - 4000-4999 Books and Supplies - Maintain computer in main office for parents to access student records and internet</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$500 - LCFF - 4000-4999 Books and Supplies - Provide DELAC support (food, translations, child care) (repeated expenditure)</p>	<p>\$200 - LCFF - 4000-4999 Books and Supplies - Translations for DELAC meetings</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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:</p> <ul style="list-style-type: none"> • Additional and varied professional development in computer training; • 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 by having more aide time. 		
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Analysis

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

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

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

The District Advisory held two meetings this year to support Gorman Elementary School to support to develop and implement parent training opportunities.

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.

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

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.

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.

Describe the overall effectiveness of the actions/services to achieve the articulated 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).

The parents serving on-site committees and parent training increased during the 2017-18 school year by adding two additional parents to DELAC/ELAC and parent training. PTSO added three additional parents serving during the 2017-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the estimated activities within this goal.

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.

There were no changes to Goal 1 during the 2017-2018 School Year.

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 Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities: 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	Actual
<p>CAASPP state assessments results 2017-18</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>The District increased significantly in ELA by 23.6 points but remains 17 points below level 3 School-Wide.</p> <p>The District increased significantly in Math by 23.9 points but remains 34.4 points below level 3 School-Wide.</p> <p>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.</p> <p>During the 2017-2018 School Year 13% of the low income, foster and ELL students participated in higher courses offer in the classroom.</p> <p>We ended the 2017/2018 school year with 18 students, in our Read Naturally Program. During the school year students spent approximately 30minutes 4 times a week, working on their reading fluency, reading comprehension, and writing skills, in which student would write age appropriate retell or summary of their story.</p> <p>14 of the 18 students are reading at a higher CWPM (Correct Word per Minute) fluency rate then when they began the supplemental reading program. 11 of those students also increased the percentile rating from their first initial assessment. 12 of the 14 students, which were assessed at the beginning of the school year, showed growth in their reading comprehension. 10 of those 12 students either maintained or increased their percentile rate.</p>

	Overall 83% of the student showed growth in one or more areas.
<p>Proficiency of standards aligned materials according Williams's compliance and requirements. 2017-18</p> <p>Maintain proficiency of standards aligned materials according Williams's compliance and requirements.</p>	100% Textbook Sufficiency.
<p>Fully credential and appropriately assigned teachres 2017-18</p> <p>Maintain 100% of teachers that are fully credentialed and appropriately assigned.</p>	<p>During the 2017-2018 school three of four teachers are fully credentialed and appropriately assigned teachers. One teacher is completing course work for her induction program through on-line college course classes and one completed hers in June 2018.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>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.</p> <p>Teachers will employ the use of additional content aligned texts supplemental curriculum for math.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>The District continues to allocate resources to support teachers in the implementation of the California Content Standards to address the Common Core State Standards. Teachers implemented the use of content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p>	<p>\$12,000 - LCFF - 4000-4999 Books and Supplies - Purchase core subjects supplemental material</p>	<p>\$1,700 - LCFF - 4000-4999 Books and Supplies - Purchase core subjects supplemental materials</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p>	<p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development</p>	<p>\$5,560 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers and staff received training for Common Core State Standards, ELD for English Learners students, First Best Instruction, and integrating 21st century skills at professional development and coaching.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Analyze CAASPP baseline data to determine measurable targets.</p> <p>Provide staff regular opportunities to analyze student work to ensure progress of achievement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Staff development and copying cost to Analyze CAASPP baseline data to determine measurable targets.</p> <p>District purchased Renaissance Star Reading and Math programs to monitor achievement and growth aligned to state core standards.</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Data Assessment Reporting System- Aeries Multiple Measures, LLC \$300 - LCFF - 4000-4999 Books and Supplies - Software to analyze CAASPP baseline data to determine measurable targets.</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Data Assessment Reporting System- Aeries \$2,860 - LCFF - 4000-4999 Books and Supplies - Software to analyze District baseline data</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement school intervention models to provide targeted instruction to identified students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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.</p>	<p>\$6,000 - LCFF - 1000-1999 Certificated Salaries - Provide after school intervention for targeted students.</p> <p>\$8,100 - LCFF - 4000-4999 Books and Supplies - Purchase intervention programs for targeted for student population</p> <p>\$350 - LCFF - 3000-3999 Employee Benefits - Teacher benefits for after school intervention</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Not enough students for after-school intervention programs.</p> <p>\$6,915 - LCFF - 4000-4999 Books and Supplies - Purchased intervention programs for targeted student population</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - Tewacher benefits for after school intervention</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide fully credentialed and appropriately assigned teachers with comparable compensation.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers are fully credentialed and are appropriately assigned.</p> <p>Induction program was provided for one teacher through a University of La Verne.</p>	<p>\$264,580 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries</p> <p>\$86,797 - LCFF - 3000-3999 Employee Benefits - Teachers benefits</p>	<p>\$243,356 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries</p> <p>\$77,417 - LCFF - 3000-3999 Employee Benefits - Teachers benefits</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase student access to Visual and Performing Arts (VAPA).</p> <p>Utilize visiting artists and upper grade release time teachers to provide VAPA Update Gorman's Arts Plan</p> <p>Year 1- 35% Increase</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>School-wide Visual and Performing Arts (VAPA) was introduced to Gorman during the 2017-18 School Year. Visiting Artist were provided and staff development introduced teachers to the VAPA Standards.</p>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Visiting artist, VAPA Coach and release time for teachers</p> <p>\$6,000 - LCFF - 4000-4999 Books and Supplies - VAPA supplies and resources.</p> <p>\$1,000 - LCFF - 3000-3999 Employee Benefits - Benefits for Visiting Artists</p> <p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Substitute teachers for VAPA training and coaching</p> <p>\$200 - LCFF - 1000-1999 Certificated Salaries - Benefits for substitute teachers for VAPA training and coaching</p>	<p>\$27,813 - LCFF - 5000-5999 Services and Other Operating Expenses - Visiting Artist, Project manager and realse time for teachers.</p> <p>\$6,095 - LCFF - 4000-4999 Books and Supplies - VAPA supplies and resources</p> <p>\$1,000 - LCFF - 3000-3999 Employee Benefits - Benefits for Visiting Artisits</p> <p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Substitute teachers for VAPA teaining, coaching and collaboration</p> <p>\$200 - LCFF - 1000-1999 Certificated Salaries - Benefits for substitute teachers for VAPA trainingand coaching</p>
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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.

Continued support for the 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 school tutoring for unduplicated students to acquire important study skills, academic skills, better attendance, and engagement during the school day.

Describe the overall effectiveness of the actions/services to achieve the articulated 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. 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.

Science and Social Science Core was not purchased during the 2017-18 School Year because the cost was too prohibitive to what was allocated for the purchase of the standards-aligned curriculum. General funds will be set aside for the next several years for allocation for standard aligned curriculum.

Student's intervention was provided to students during the regular school hours. Funds attached for after-school intervention were reallocated for intervention support during the day and VAPA instruction. Material differences in estimated and budgeted expenditures were primarily due to an increase in the cost of providing VAPA to all students at Gorman Elementary School during the 2017-18 School year. Grants provided additional funds for the arts program.

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.

There were no changes to Goal 2 during the 2017-2018 School Year.

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 Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

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

Annual Measurable Outcomes

	Expected	Actual
Staff Sign-In-Sheet for professional development	2017-18 Number of teachers receiving formal trainings will increase by 5%.	<p>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, which was an increase over prior years. Teachers attended several profession development conferences this year including CUE, Aeries, Daily 5 Conferences and CASBO Records Workshop.</p> <p>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.</p> <p>The district continues to support technology for teachers, staff and students for Common Core State Standards implementation.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers attended professional development conferences improving instructional best practices, technology, and student engagement. The District provided professional development in Google, CPR, StoryMaker, and VAPA trainings.</p>	<p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Coaching and Staff Development</p>	<p>\$3,526 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development and Conferences</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$4,000 - LCFF - 1000-1999 Certificated Salaries - Substitutes salaries</p>	<p>\$2,780 - LCFF - 1000-1999 Certificated Salaries - Substitute teachers salaries</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>The District provided substitute teachers for release time for teachers in improving collaboration and articulation during the school day.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district updated Board Policies and Regulation and then posted them on the Gorman Websites for public assess.</p>	<p>\$100 - LCFF - 5000-5999 Services and Other Operating Expenses - Update Board Policies and Regulations</p>	<p>\$2,080 - LCFF - 5000-5999 Services and Other Operating Expenses - Update Baord Policies and Regulations to be posted on the website</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 two 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.

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

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

Providing release time for teachers to collaborate and articulate allow for the discussions about student data needed to help to drive lesson planning and instruction for continuous student improvement in reading and mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Board Policies and Regulations will be posted on the Gorman Website at a cost of 2080 per year for upkeep cost. It was not known at the time of the LCAP of this cost. This will continue each year to meet state requirements.

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.

There were no changes to Goal 3 during the 2017-2018 School Year.

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 Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities: 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	Actual																					
CA State Physical Fitness Test results	2017-18 Increase students that pass the State Physical Fitness Test at 57%	63% of students in grade 5th and 7th passed the State Physical Fitness Test in 4 or more areas. This is an increase over 57% goal for the 2017-18 school year. Student in Healthy Fitness Zone increased for 2016 to 2017 testing. Students showed growth in most areas. <table border="1"> <thead> <tr> <th></th> <th>2017 5th Grade</th> <th>2016 5th Grade</th> </tr> </thead> <tbody> <tr> <td>Aerobic Capacity</td> <td>77.8</td> <td>38.5</td> </tr> <tr> <td>Body Composition</td> <td>77.8</td> <td>69.2</td> </tr> <tr> <td>Abdominal Strength</td> <td>44.4</td> <td>46.2</td> </tr> <tr> <td>Trunk Extension Strength</td> <td>88.9</td> <td>46.2</td> </tr> <tr> <td>Upper Body Strength</td> <td>22.2</td> <td>38.5</td> </tr> <tr> <td>Flexibility</td> <td>66.7</td> <td>46.2</td> </tr> </tbody> </table>		2017 5 th Grade	2016 5 th Grade	Aerobic Capacity	77.8	38.5	Body Composition	77.8	69.2	Abdominal Strength	44.4	46.2	Trunk Extension Strength	88.9	46.2	Upper Body Strength	22.2	38.5	Flexibility	66.7	46.2
	2017 5 th Grade	2016 5 th Grade																					
Aerobic Capacity	77.8	38.5																					
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		2017 7 th Grade 2016 7 th Grade Aerobic Capacity 78.6 75.0 Body Composition 78.6 66.7 Abdominal Strength 57.1 58.1 Trunk Extension Strength 100.0 100.0 Upper Body Strength 57.2 66.7 Flexibility 78.6 100.0
Dropout Rates	2017-18 Maintain dropout rates at 0%.	Maintained dropout rate at 0% during the 2017-18 School Year
Attendance Rates	2017-18 Maintain attendance rates at/or above 95%.	Attendance rates for 2017-2018 dropped to 87.6%.
Chronic absenteeism rates	2017-18 Chronic absenteeism rate will decrease by 5%	Chronic absentees remains at 16% based on current data.
Suspension rates	2017-18 Maintain suspension rate at 0%.	There were two suspension during the 2017-18 School Year.

Expulsion rates

2017-18

Maintain expulsion rate at 0%.

Expulsion rates remained at 0% during the 2017-18 School Year.

Heathy Kids Survey

2017-18

Maintain students that feel safe at school at 85%.

85% of surveyed student or families indicated that their student feels safe at Gorman School. Majority of the surveys indicated that students were learning at Gorman School.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide equitable PE education during PE instruction.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The staff has not found equitable PE educational curriculum for the school.</p>	<p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Provide an Physical Education curriculum for all teachers. \$2,000 - LCFF - 4000-4999 Books and Supplies - Physical Educational Equipment</p>	<p>\$200 - LCFF - 4000-4999 Books and Supplies - Physical Education supplies \$4,967 - LCFF - 4000-4999 Books and Supplies - Physical Educational Equipment</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implementation of the STEAM and Robotics program for the Gorman targeted student's population.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district implemented STEAM and Robotics Lego program during the 2017-18 school year. To start the Robotics program for the 2016-17 school year, the district purchased Robotics equipment and one additional Lego Robotic Set was purchased during the 2017-18 School Year. The</p>	<p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Entries fees to completions. \$1,500 - LCFF - 4000-4999 Books and Supplies - Supplies for Robotics program \$2,500 - LCFF - 1000-1999 Certificated Salaries - Teacher salary for after- school program \$2,500 - LCFF - 1000-1999 Certificated Salaries - STEAM after-school teacher</p>	<p>\$225 - LCFF - 5000-5999 Services and Other Operating Expenses - Entries fees to completions \$554 - LCFF - 4000-4999 Books and Supplies - Supplies for Robotics program \$2,500 - LCFF - 1000-1999 Certificated Salaries - Teacher Salary for the Robotics program \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - STEAM after-school Teacher</p>

	district purchased a computer software and staff development to support StoryMaker and STEAM programs.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>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.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implementation of Positive and Intervention Support (PBIS) model and staff development will resume with LACOE during the 2018-19 School Year.</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS professional development training for two days.</p> <p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Cost of teachers for a Saturday training</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS professional development</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Salaries</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as	For Actions/Services included as	\$3,000 - LCFF - 1000-1999	\$3,000 - LCFF - 1000-1999

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implementation of after school academic support for targeted students, intramural sports programs, enrichment activities, Science Fair, arts, and tutoring and homework assistance for targeted students.</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Gorman provided a teacher for the media and support teacher for science fair projects and fair.</p> <p>Gorman provided Basketball and Soccer for after-school sports.</p>	<p>Certificated Salaries - Teacher hourly salaries \$1,000 - LCFF - 4000-4999</p> <p>Books and Supplies - Supplies for the after school programs and Science Fair \$500 - LCFF - 5000-5999</p> <p>Services and Other Operating Expenses - Science Fair Fees \$150 - LCFF - 3000-3999</p> <p>Employee Benefits - Staff benefits</p>	<p>Certificated Salaries - Teacher salaries for ASB and after-school activities \$949 - LCFF - 4000-4999</p> <p>Books and Supplies - Supplies for the after school programs, Science Fair, and Science Fair, and Science \$250 - LCFF - 5000-5999</p> <p>Services and Other Operating Expenses - LA County Science Fair Fee</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide additional opportunities for students to participate in clubs and activities.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District provided two ASB Advisors to support the opportunities for students to participate in clubs and activities. The District will continue to provides advisors to clubs as needed.</p>	<p>\$4,650 - LCFF - 1000-1999</p> <p>Certificated Salaries - Staffing for clubs and ASB Director. \$8,000 - LCFF - 4000-4999</p> <p>Books and Supplies - Media production support and staff development \$1,500 - LCFF - 4000-4999</p> <p>Books and Supplies - Science Fair Materials \$4,000 - LCFF - 5000-5999</p> <p>Services and Other Operating Expenses - Media Production Software 2 years \$350 - LCFF - 3000-3999</p> <p>Employee Benefits - Benefits for staffing for clubs and ASB Director.</p>	<p>\$4,650 - LCFF - 1000-1999</p> <p>Certificated Salaries - Salaries \$7,500 - LCFF - 4000-4999</p> <p>Books and Supplies - Media production support and staff development \$423 - LCFF - 4000-4999</p> <p>Books and Supplies - Science Fair materials and support \$4,000 - LCFF - 4000-4999</p> <p>Books and Supplies - Media StoryMaker Software \$350 - LCFF - 3000-3999</p> <p>Employee Benefits - ASB staff benefits</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of the California Healthy Kids Survey was administrated during March of 2018.</p>	<p>\$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Analyze data from the California Healthy Kids Survey.</p>	<p>\$168 - LCFF - 5000-5999 Services and Other Operating Expenses - California Healthy Kids Survey</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide nursing services for the school.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Nursing services were provided to students during the 2017-18 School Year.</p>	<p>\$2,400 - LCFF - 5000-5999 Services and Other Operating Expenses - Nursing services for Gorman Elementary School</p> <p>\$1,200 - LCFF - 5000-5999 Services and Other Operating Expenses - CPR and First Aid Training</p>	<p>\$2,400 - LCFF - 5000-5999 Services and Other Operating Expenses - Nursing services</p> <p>\$650 - LCFF - 5000-5999 Services and Other Operating Expenses - CPR and First Aid Training by School Nurse</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase library support books for classrooms.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchased library support books for classrooms.</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - Library books and support materials</p>	<p>\$4,176 - LCFF - 4000-4999 Books and Supplies - Library books and support materials</p>
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase computers equipment for school classroom and lab use and to provide services for program support.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Classroom set of 30 Chromebooks, one Laptop, Cart, and Licenses were purchased for grades 6th through 8th.</p>	<p>\$12,848 - LCFF - 4000-4999 Books and Supplies - Computer equipment</p>	<p>\$11,874 - LCFF - 4000-4999 Books and Supplies - Chromebooks, Laptop, Licenses and Cart</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.

The staff has not found equitable PE educational curriculum for the school.

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 implemented STEAM and Robotics Lego program during the 2017-18 school year. To start the Robotics program for the 2016-17 school year, the district purchased Robotics equipment and one additional Lego Robotic Set was purchased during the 2017-18 School Year. The district purchased a computer software and staff development to support StoryMaker and STEAM programs.

Implementation of Positive and Intervention Support (PBIS) model and staff development will continue during the 2018-19 School Year. Staff development, reward activities and events, and positive interventions will continue and be supported with the LCAP.

The district was able to implement the California Healthy Kids Survey during the 2017-18 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 for 6-8 grades students during the 2017-18 school year.

A media production computer software and training were purchased during the 2017-18 School Year.

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

Students continue for the last two years show growth in passing the State Physical Fitness Test. Students in Healthy Fitness Zone increased from 2016 to 2017 testing. Students showed growth in most areas. Areas of growth included Aerobic Capacity, Body Composition, Trunk Extension Strength, and Flexibility. Two areas that continue to need improvement are Abdominal Strength and Upper Body Strength.

Current data continues to show that Gorman maintains 0% dropout rate.

Gorman is working with the SART team to improve attendance. 65% of these families have improved student attendance. Gorman will work with other Districts to implement SARB meetings for the 2018-19 School Year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Physical educational equipment was not processed until the end of the year.

Professional development days for teachers were dedicated to the VAPA Standards. PBIS will continue with the used of LA Count Team.

Library support team will meet during the 2018-19 School Year to allocate funds towards Library support materials.

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 provide additional opportunities for students to participate in clubs and activities, (stated in Action 4.5).

The District continues to support the implementation of Positive Behavior and Intervention Support (PBIS) at Gorman Elementary School through monthly reward activities and events. The third year of staff development was not provided. Provided teachers and staff with staff development

and resources for the implementation of PBIS during the 2017-18 school year to continue into the 2018-2020 school years. The district used the PBIS staff development time for the implementation of VAPA standards for the 2017-2018 School Year.

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 Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
 Local Priorities: 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	Actual
Reclassification rates	<p>2017-18</p> <p>Increase in the number of reclassified English Learners by 5%.</p> <p>Decrease in the number of Long Term English Learners by 5%.</p>	<p>The number of reclassified English Learners was at 6% during the 2017-18 School Year.</p> <p>The number of Long Term English Learners were decreased for 20 to 16 at a rate of 20% during the 2017-18 School Year.</p>
CELDT Scores	<p>2017-18</p> <p>Increase English Language learner's proficiency rates.</p>	<p>Gorman will use the ELPAC scores to determine English Language learner's proficiency rates and District Baseline Data..</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Gorman Elementary School</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2017-18</p> <p>Baseline data will be collected from the spring 2018 ELPAC Assessments.</p> <p>76% of Gorman English Language learners are Proficient for the 2016-17 school year based on district CELDT results.</p> <p>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.</p> <p>Part of the LCAP process was meeting with the DELAC/ELAC committee members to gathers information on EL program development. Members of the committee indicated for the 2018-19 School Year to have computer trainings including basic word and excel, Aeries, and IXL Math Intervention Help.</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries - After school program support</p> <p>\$2,000 - LCFF - 4000-4999 Books and Supplies - Provide resources for ELL Learners</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - After school program support</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Resources and materials for EL leanrers</p>

	<p>72% of the English Language learners continued to have grades of 2.0 GPA which is an increase from 63% from two years before.</p> <p>Gorman is working on determining data for long term English Learners. We are gathering AMOs data from the last five year and 2016-17 data indicated that the rate is increasing from a range of 5% to 15%.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Gorman Elementary School</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Gorman Elementary School</p> <p>For Low Income, English Language Learners, Foster Youth, the district provided teacher and staff training. The district provided professional development on differentiated instruction. The district provided collaborative planning time to facilitate greater collaboration in the implementation of CCSS</p>	<p>\$200 - LCFF - 4000-4999 Books and Supplies - Staff development in ELA and ELD Standards</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Staff development materials</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>For low income, English Language Learners and Foster Youth the district extended the school day for students below grade level, developed a list of quality interventions that can be used across the district and provided early intervention for students below grade level. Interventions were build in the school day to address targeted students needs.</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries - Staff for after school invention</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Salaries</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>The district provided training in the English Learners (EL) master Plan for classroom teachers and support staff. ELPAC training was provided by the district for classroom teachers and support staff.</p>	<p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Resource books and materials, copying and duplications costs</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Resource books and materials, copying and duplications costs</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.

Common Core materials and supplemental materials were purchased to support the implementation of English language arts and Mathematics. Mathematics adoption was completed and ELA was purchased for the use in 2016-2017. Increase in funding was the cost of full adoption of Math.

Provided professional development for common core early literacy with critical thinking skills to address the needs of low-income students and English Language Learners.

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

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.

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.

Targeted intervention in identified areas based on data to Long Time English Learners to increase reclassification was provided during the day. Read Naturally was provided for the targeted students during the day for intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to the increased cost of the district adopted Language Arts curriculum. Curriculum for ELL's must be purchased as a complete set. The funds provided by LCFF will not cover the cost of the program. The district is in the process of carry-over the funds until there is enough to cover the cost of the program. Funds that were budgeted to analyze CAASPP baseline data to determine measurable targets were not spent during this year.

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 for the second 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.

Due to the absence of CELDT and the transition to ELPAC the District used the reclassification criteria in meeting this year's annual progress for English Language Learners towards learning English.

California English Language Development Test (CELDT) scores: Overall scaled in Early Advanced Proficiency or above and all sub-categories must be Intermediate (3) or higher.

Grades: A grade of C (C-, C, C+) or above in ALL areas of Reading if CAASSPP results are Met or Exceeded Standards. A grade of B (B-, B, B+) or above on most current grade in ALL areas of Reading if CAASSPP results are Nearly Met Standards

CAASPP Results- Met or Exceeded Standards in ELA and Grade of C (C-, C, C+) or above in all areas of Reading.

CAASPP Results- Nearly Met Standards in ELA and Grade of B (B-, B, B+) or above on most current grade in all areas of Reading.

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.

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities: Maintain facilities so they are in good repair.

Annual Measurable Outcomes

Expected	Actual
<p>District facilities maintenance and repair monthly check sheets. 2017-18 Maintain facilities inspection at a "Good" level and repair.</p>	<p>All facilities were maintained 100% and have safe working and learning environments as measured by District monthly check sheets.</p> <p>Facility repair projects for this year 2017-18 included roof repairs, sidewalk repairs and some painting of the outside of the main building. Large facility improvements complete during the 2017-18 School Year were HVAC replacement and light replacement using Prop 39 funds.</p> <p>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 roof replacement, kitchen drainage replacement and connecting the main water line to Golden Valley Municipal Water Company.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Some of the main building was painted during the 2017-2018 School Year. The backside of the main building is on the list to be painted after proper bidding is secured. Facility repair projects for this year 2017-18 and the coming years will include roof repairs, kitchen drainage line replacement, lighting system replacement, and HVAC replacements. In order to comply with the Williams requirements and to maintain safe, clean, and functional environments for students success the district will be setting aside funds from the Based Grant for general maintenance.</p> <p>Planter areas were trimmed and clean up.</p> <p>Information was secured on planning the expansion of the district facilities during 2019-2020.</p>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Yearly facilities repairs</p>	<p>\$12,620 - LCFF - 5000-5999 Services and Other Operating Expenses - Yearly facilities repairs</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Add separations in the dance room to create offices.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Gorman's main office expansion will be completed after funding becomes available.</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Office in Dance Room</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Office in Dance Room</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintenance supervisor maintained monthly check sheets until November when he became ill and not able to attend work on a regular basis.</p> <p>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.</p>	<p>\$100 - LCFF - 4000-4999 Books and Supplies - Notebooks and monthly check sheets</p>	<p>\$98 - LCFF - 4000-4999 Books and Supplies - Notebooks and monthly check sheets</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Replace the lighting systems and fixtures throughout district and site.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>During November 2017 all lighting systems and fixtures throughout the district and school site were replaced.</p>	<p>\$89,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Replacement of the lighting systems through the Prop 39 Grant Program</p>	<p>\$96,100 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Replacement of the lighting systems Prop 39 funds</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Replace HVAC Systems throughout the Gorman District Office main building.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Gorman replaced the HVAC Systems during the 2017-18 School year with approved Prop 39 funds from the state and additional general funds.</p>	<p>\$30,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Replace HVAC with Prop 39 State Funds</p>	<p>\$46,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Replace HVAC with Prop 39 State Funds and General Funds</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.

Facility repair projects for this year 2017-18 included roof repairs, sidewalk repairs, light replacements, HVAC replacements in main building, and some painting of the outside of the main building.

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

roof replacement, kitchen drainage repairs, and main building painting.

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

Specific facility projects were done to enhance and improve the standard safe school's 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 the cost of HVAC repairs until the complete replacement of four units in the main office. Funds were also needed in roof repairs throughout the district during this school year.

Updating services, kitchen drainage and replacements of the HVAC units were more expensive than anticipated.

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.

Due to staff changes, Gorman needs to continue to train staff to monitor implementation and provide stakeholders with more relevant information, resulting in all stakeholders and district staff to conduct the analysis of the effectiveness of planned projects. The process will continue to be refined using work order data and result. During the 2018-19 training opportunities will increase for the custodial and maintenance staff.

Stakeholder Engagement

LCAP Year: 2018-19

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 staff, parents, and community were informed about its impact on our school district's 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 with all students. We also shared portions of the information contained within a PowerPoint in all subsequent meetings to ensure that new meeting attendees had a baseline level of information and understanding.

Gorman Joint School District hosted three 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 of 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, the 2017 LCAP Plan was reviewed and the LCAP Advisory Committee 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. The eight priority were divided into three sub-groups. The first group was engagement, school climate, student engagement, and parental involvement and input were reviewed and discussed. The second group, pupil outcomes included student achievement and other student outcomes. The final group was conditions of learning where basic services, implementation of content and performance standards, and course access were reviewed and discussed. 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 was also given during the meetings and sent home on Wednesday, April 3, 2018. 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 12, 2018. 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 19, 2018. **The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.**

Annual Update:

During the 2017-18 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: February 6, 2018, at 10:30 AM, March 12, 2018, at 3:30 PM and April 18, 2018, at 3:00 PM. The LCAP Community Input meetings met regularly updating each of the 8 State Priorities under 3 sub-groups. 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 multiple 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.

February 6, 2018: 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 12, 2018: Gorman's Advisory Committee met and reviewed all sections and components of the three the 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 18, 2018: 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 12, 2018.

June 1, 2018: 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 12, 2018. The public is also invited to mail Gorman's LCAP feedback to the Superintendent if no computer is accessible.

The revised LCAP is presented to the Board of Gorman Joint School District for the first read and public comments on June 12, 2018. 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 19, 2018. 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 2018-2020. 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, 2016/17, and 2017-18, 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. Gorman's Superintendent asked for public comments on the LCAP Draft Plan on June 12, 2018. 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 19, 2018.

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

- Support of Chrome-books and computers for student academic and interventions programs.
- 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 connectedness 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 2018 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 2018-20 LCAP. This information was used to revise the 2018-2019 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 March 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.

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 Visual and Performing Arts program with Visiting Artists
- Implementation of Renaissance Reading and Math program
- Implementation of the Common Core ELA adoption
- Positive Behavior Interventions and Support (PBIS)
- Additional planning time was provided for districtwide implementation of initiatives and Common Core Lesson Development
- Intervention supports for all students implementation during the day
- 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 intermural sports
- 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 Common Core Technology for the adopted Math curriculum
- EL supports for English Learner students
- English Learner Master Plan revision
- 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.

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
 Local Priorities: 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/LCAP Advisory Committee, 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 including computer trainings.

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,	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP

	<p>Parent/Teacher Conferences (2), Open House, were about 82% participation for 2016-17 school year.</p> <p>LCAP Meetings (3) and DELAC/ELAC Meetings were about 16% for the 2016-17 school year.</p>	Advisory Committee, PTSO and Site Council.	Advisory Committee, PTSO and Site Council.	Advisory Committee, PTSO and Site Council.
Scheduled calendar of events.	<p>1 Parent Academy</p> <p>3 DELAC/ELAC trainings</p>	Increase parent trainings.	Increase parent trainings.	Increase parent trainings.

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase Parent Academy topics to include:

- Engaging Parent to support student learning
- Homework and study skills
- Curriculum

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase Parent Academy topics to include:

- Engaging Parents to support student learning
- Homework and study skills
- Curriculum

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase Parent Academy topics to include:

- Engaging Parents to support student learning
- Homework and study skills
- Curriculum

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500	\$750	\$750
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Parent Academy supplies and duplicating	4000-4999 Books and Supplies; Parent Academy supplies and duplicating	4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide resources for parents to support student success at Gorman Elementary School.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide resources for parents to support student success at Gorman Elementary School.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide resources for parents to support student success at Gorman Elementary School.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500 (repeat expenditure)	\$500 (repeat expenditure)	\$500 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget
Reference

4000-4999 Books and Supplies;
Maintain computer in the main office for
parents to access student information

4000-4999 Books and Supplies;
Maintain computer in the main office for
parents to access student information

4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$500 (repeat expenditure)	\$750 (repeat expenditure)	\$750 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Provide DELAC support (food, translations, child care)	4000-4999 Books and Supplies; Provide DELAC support (food, translations, child care)	4000-4999 Books and Supplies; Provide DELAC support (food, translations, child care)

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

Modified Goal

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 2019-2020, 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 Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities: 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:

Teachers work 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 2018-19 school year.

Teachers, parents and administration indicated that effective professional development around the CCSS is one of their most pressing needs. Gorman School staff has been using PLC's to address the CCSS and develop lesson. PLC's professional Development will continue during the 2018-19 and 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 teams 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 2018-19 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 on English learners and Special Education students.

2.3 Need: Utilize instructional coaching, additional professional minimum work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.

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 appropriately 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</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>

	in math District-wide 27%:			
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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

of additional content aligned texts supplemental curriculum for math.

Teachers will employ the use of additional content aligned texts supplemental curriculum for math.

Teachers will employ the use of additional content aligned texts supplemental curriculum for math.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,500	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Purchase core subjects supplemental material	4000-4999 Books and Supplies; Purchase core subjects supplemental material	4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Staff Development	5000-5999 Services and Other Operating Expenses; Staff Development	5000-5999 Services and Other Operating Expenses; Staff Development
Amount	\$0	\$2,500	\$2,500
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Staff Conferences	5000-5999 Services and Other Operating Expenses; Staff Conferences
Amount	\$0	\$500	\$500
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Membership professional organizations	5000-5999 Services and Other Operating Expenses; Membership professional organizations

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Analyze CAASPP baseline data to determine measurable targets.

Provide staff regular opportunities to analyze student work to ensure progress of achievement.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Analyze CAASPP baseline data to determine measurable targets.

Provide staff regular opportunities to analyze student work to ensure progress of achievement.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Analyze CAASPP baseline data to determine measurable targets.

Provide staff regular opportunities to analyze student work to ensure progress of achievement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,500	\$3,500	\$3,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Student Data Assessment Reporting System- Aeries Multiple Measures, LLC	5000-5999 Services and Other Operating Expenses; Student Data Assessment Reporting System- Aeries Multiple Measures, LLC	5000-5999 Services and Other Operating Expenses; Student Data Assessment Reporting System- Aeries Multiple Measures, LLC
Amount	\$300	\$300	\$300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.	4000-4999 Books and Supplies; Software to analyze CAASPP baseline data to determine measurable targets.	4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Implement school intervention models to provide targeted instruction to identified students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement school intervention models to provide targeted instruction to identified students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement school intervention models to provide targeted instruction to identified students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000 (repeat expenditure)	\$6,000 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Provide after school intervention for targeted students.	1000-1999 Certificated Salaries; Provide after school intervention for targeted students.	1000-1999 Certificated Salaries; Provide after school intervention for targeted students.
Amount	\$8,100	\$8,500	\$9,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Purchase intervention programs for targeted for student population	4000-4999 Books and Supplies; Purchase intervention programs for targeted for student population	4000-4999 Books and Supplies; Purchase intervention programs for targeted for student population
Amount	\$350	\$350	\$350
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teacher benefits for after school intervention	3000-3999 Employee Benefits; Teacher benefits for after school intervention	3000-3999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide fully credentialed and appropriately assigned teachers with comparable compensation.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide fully credentialed and appropriately assigned teachers with comparable compensation.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Provide fully credentialed and appropriately assigned teachers with comparable compensation.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$264,580	\$270,000	\$275,000

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers Salaries	1000-1999 Certificated Salaries; Teachers Salaries	1000-1999 Certificated Salaries; Teachers Salaries
Amount	\$86,797	\$93,643	\$93,643
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers benefits	3000-3999 Employee Benefits; Teachers benefits	3000-3999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Increase student access to Visual and Performing Arts (VAPA).
Utilize visiting artists and release time teachers to provide VAPA Update Gorman's Arts Plan
Year 2- Maintain 100% of students using VAPA depending on grants

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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- Maintain 100% of students using VAPA depending on grants

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$24,000	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Visiting artist, VAPA Coach and release time for teachers	5000-5999 Services and Other Operating Expenses; Visiting artist, VAPA Coach/Coordinator and release time for teachers	5000-5999 Services and Other Operating Expenses; Visiting artist, VAPA Coach/Coordinator and release time for teachers
Amount	\$6,000	\$6,000	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; VAPA supplies and resources.	4000-4999 Books and Supplies; VAPA supplies and resources.	4000-4999 Books and Supplies; VAPA supplies and resources.
Amount	\$1,000	\$700	\$700
Source	LCFF	Teacher Effectiveness	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits for Visiting Artists	3000-3999 Employee Benefits; Benefits for Visiting Artists	3000-3999 Employee Benefits; Benefits for Visiting Artists
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Substitute teachers for VAPA training and coacing
Amount	\$200	\$200	\$200
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing

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

Unchanged Goal

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 Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: 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.
3.1 Need: Utilize minimum Wednesdays for effective communications and school procedure planning. 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	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%.

of 2017.

Training and support to all staff supervising students on the playgrounds and cafeteria (Student Supervisors, teachers, and maintenance staff).

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Coaching and Staff Development	5000-5999 Services and Other Operating Expenses; Coaching and Staff Development	5000-5999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Unchanged Action	Unchanged Action
<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>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>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>

Staff attend workshops, conferences or release time for collaboration

Staff attend workshops, conferences or release time for collaboration

Staff attend workshops, conferences or release time for collaboration

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Substitutes salaries	1000-1999 Certificated Salaries; Substitutes salaries	1000-1999 Certificated Salaries; Substitutes salaries

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Develop protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100	\$3,000	\$3,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Update Board Policies and Regulations	4000-4999 Books and Supplies; Update Board Policies and Regulations	4000-4999 Books and Supplies; Update Board Policies and Regulations

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

Unchanged Goal

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 Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
 Local Priorities: 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 (CHKS) 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 through CHKS and Gormans Survey.

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 at 0 percent during 2016-2017.	Maintain dropout rates at 0%.	Maintain dropout rates at 0%.	Maintain dropout rates at 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 not exceeding 5% of the total student population.	Maintain suspension rate not exceeding 5% of the total student population.

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide equitable PE education during PE instruction.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide equitable PE education during PE instruction.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide equitable PE education during PE instruction.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Provide an Physical Education curriculum for all teachers.	4000-4999 Books and Supplies; Provide an Physical Education curriculum for all teachers.	4000-4999 Books and Supplies; Provide an Physical Education curriculum for all teachers.
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Physical Educational Equipment	4000-4999 Books and Supplies; Physical Educational Equipment	4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Implementation of the STEAM and Robotics program for the Gorman targeted student's population.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of the STEAM and Robotics program for the Gorman targeted students population.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implementation of the STEAM and Robotics program for the Gorman targeted students population.

Budgeted Expenditures

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

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Entries fees to completions.	5000-5999 Services and Other Operating Expenses; Entries fees to completions.	5000-5999 Services and Other Operating Expenses; Entries fees to completions.
Amount	\$1,500	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplies for Robotics program	4000-4999 Books and Supplies; Supplies for Robotics program	4000-4999 Books and Supplies; Supplies for Robotics program
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher salary for after-school program	1000-1999 Certificated Salaries; Teacher salary for after-school program	1000-1999 Certificated Salaries; Teacher salary for after-school program
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; STEAM after-school teacher	1000-1999 Certificated Salaries; STEAM after-school teacher	1000-1999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Empty text box for student selection]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty text box for location selection]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

resources for the implementation of PBIS during school year.

resources for the implementation of PBIS during school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$5,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; PBIS professional development training for two days.	5000-5999 Services and Other Operating Expenses; PBIS professional development training	6000-6999 Capital Outlay; PBIS professional development training
Amount	\$1,000	\$4,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; PBIS supplies and incentives	4000-4999 Books and Supplies; PBIS supplies and incentives	4000-4999 Books and Supplies; PBIS supplies and incentives

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$3,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher hourly salaries	1000-1999 Certificated Salaries; Teacher hourly salaries	1000-1999 Certificated Salaries; Teacher hourly salaries
Amount	\$1,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplies for the after school programs and Science Fair	4000-4999 Books and Supplies; Supplies for the after school programs and Science Fair	4000-4999 Books and Supplies; Supplies for the after school programs and Science Fair
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Science Fair Fees	5000-5999 Services and Other Operating Expenses; Science Fair Fees	5000-5999 Services and Other Operating Expenses; Science Fair Fees
Amount	\$150	\$150	\$150
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Staff benefits	3000-3999 Employee Benefits; Staff benefits	3000-3999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide additional opportunities for students to participate in clubs and activities.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide additional opportunities for students to participate in clubs and activities.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide additional opportunities for students to participate in clubs and activities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,650	\$4,650	\$4,650
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries; Staffing for clubs and ASB Director.	1000-1999 Certificated Salaries; Staffing for clubs and ASB Director.	1000-1999 Certificated Salaries; Staffing for clubs and ASB Director.
Amount	\$8,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Media production support and staff development	4000-4999 Books and Supplies; Media production support	4000-4999 Books and Supplies; Media production support
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Science Fair Materials	5000-5999 Services and Other Operating Expenses; Science Fair Materials	5000-5999 Services and Other Operating Expenses; Science Fair Materials
Amount	\$4,000	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Media Production Software 2 years	5000-5999 Services and Other Operating Expenses; Media Production Software 2 years	5000-5999 Services and Other Operating Expenses; Media Production Software 2 years
Amount	\$350	\$350	\$350
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits for staffing for clubs and ASB Director.	3000-3999 Employee Benefits; Benefits for staffing for clubs and ASB Director.	3000-3999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500	\$300	\$300

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Analyze data from the California Healthy Kids Survey.	5000-5999 Services and Other Operating Expenses; Analyze data from the California Healthy Kids Survey.	5000-5999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide nursing services for the school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide nursing services for the school.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide nursing services for the school.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,400	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF

Budget Reference	5000-5999 Services and Other Operating Expenses; Nursing services for Gorman Elementary School	4000-4999 Books and Supplies; Nursing services for Gorman Elementary School	4000-4999 Books and Supplies; Nursing services for Gorman Elementary School
Amount	\$1,200	\$1,200	\$1,200
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CPR and First Aid Training	5000-5999 Services and Other Operating Expenses; Training	5000-5999 Services and Other Operating Expenses; Training

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase library support books for classrooms.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase library support books for classrooms

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase library support books for classrooms

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$2,000
Source	LCFF	LCFF	LCFF

Budget
Reference

4000-4999 Books and Supplies;
Library books and support materials

4000-4999 Books and Supplies;
Library books and support materials

4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase computers equipment for school classroom and lab use and to provide services for program support.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase computers equipment for school classroom and lab use and to provide services for program support.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase computers equipment for school classroom and lab use and to provide services for program support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$12,848	\$20,000	\$20,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Computer equipment	4000-4999 Books and Supplies; Computer equipment	4000-4999 Books and Supplies; Computer equipment
Amount	\$0	\$3,500	\$3,500
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Network equipment and resources	4000-4999 Books and Supplies; Network equipment and resources

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

Unchanged Goal

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 Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities: 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.

2017-18- Establish Base-line Data using the new State Testing ELPAC for English Language learners. Gorman continues to see growth among our English Language learners. There is still a need to provide Read Naturally to the student population.

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

<p>Reclassification rates</p>	<p>Gorman was able to reclassify two student during the 2016-17 school year.</p>	<p>Increase in the number of reclassified English Learners by 5%.</p> <p>Decrease in the number of Long Term English Learners by 5%.</p>	<p>Increase in the number of reclassified English Learners by 5%.</p> <p>Decrease in the number of Long Term English Learners by 5%.</p>	<p>Increase in the number of reclassified English Learners by 5%.</p> <p>Decrease in the number of Long Term English Learners by 5%.</p>
<p>CELDT Scores</p>	<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>	<p>Increase English Language learner's proficiency rates.</p>	<p>Increase English Language learner's proficiency rates.</p> <p>Establish ELPAC baseline data scores.</p>	<p>Increase English Language learner's proficiency rates.</p> <p>Increase ELPAC scores by 5%.</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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gorman Elementary School

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

	Establish ELPAC baseline data.	Increase ELPAC baseline data by 5%.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; After school program support	1000-1999 Certificated Salaries; After school program support	1000-1999 Certificated Salaries; After school program support
Amount	\$2,000	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Provide resources for ELL Learners	4000-4999 Books and Supplies; Provide resources for ELL Learners	4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gorman Elementary School

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Staff development in ELA and ELD Standards	4000-4999 Books and Supplies; Staff development in ELA and ELD Standards	4000-4999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Staff for after school invention	1000-1999 Certificated Salaries; Staff for after school invention	1000-1999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000	\$500	\$500

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Resource books and materials, copying and duplications costs	4000-4999 Books and Supplies; Resource books and materials, copying and duplications costs	3000-3999 Employee Benefits; Resource books and materials, copying and duplications costs

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

Unchanged Goal

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities: 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Large projects necessary for the 2018-19 School Year are roof replacement, kitchen drainage plumbing line replacement, and general painting of the main building.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Plan of district facilities expansion.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$75,000	\$10,000
Source	LCFF	Other Local Revenues	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Yearly facilities repairs	5000-5999 Services and Other Operating Expenses; Yearly facilities repairs	5000-5999 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100	\$100	\$100
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Notebooks and monthly check sheets	4000-4999 Books and Supplies; Notebooks and monthly check sheets	4000-4999 Books and Supplies; Notebooks and monthly check sheets

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$133,150

12.00%

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](#)).

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 1: Action 3- 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. This increased service provides a direct way of communication 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 emphases on meeting the unique needs of our low income, English learners, and foster youth students. This increased action is a service principally central to our work in supporting students and having a process for our leadership team, staff, parent and community to collaborate together. The actions and service are associated with the increased or improved services for low income, English learners, and foster youth pupils and families with the skills and strategies for those groups to be successful in the academics process.

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. These professional development opportunities are aimed at increasing facilitated high-quality professional learning opportunities for all educators to ensure that every Low-Income, English learner, and Foster students have access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELA and Math Standards. These services will provide CA ELA/ELD and Math standards-aligned instructional resources designed to meet the diverse needs of all students.

Goal 2: Action 3- Analyze CAASPP baseline data to determine measurable targets. Provide staff with 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 occur. Provide teachers and staff with staff development and resources for the implementation of PBIS during the school year. This increased service will provide targeted professional development on PBIS school strategies for 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 have been directed at certificated staff in the past.

Goal 4: Action 4- 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.

This increased service is principally directed towards students by addressing their need for increased access to a safe and supervised environment after each school day for students to receive academic support and enrichment. Increasing access to afterschool programs and resources gives students the opportunity to access all core subjects and expand learning in all content areas while receiving academic support consists of tutoring in subjects required for graduation and grades achievement. Academic enrichment includes a variety of activities and mini-workshops designed to help

students attain the California standards in all subject areas. Low-income students in our community often do not have access to after-school programs due to their disadvantaged home environment and rural location, this increased service allows these students to have improved access to technology, academic support, and enrichment needed for the achievement.

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 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 increased service allows these students to have improved access to technology needed for achievement.

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 the 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. The district will provide professional development on differentiated instruction. The district will provide collaborative planning time to facilitate greater collaboration in the 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.

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$112,370

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 addition 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.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2019
All Budget Categories	\$629,325	\$591,956	\$514,393
1000-1999 Certificated Salaries	292,430	259,486	295,850
3000-3999 Employee Benefits	88,647	78,767	95,693
4000-4999 Books and Supplies	63,048	52,811	66,350
5000-5999 Services and Other Operating Expenses	185,200	200,892	52,500
6000-6999 Capital Outlay	0	0	4,000

Expenditures by Funding Source			
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2019
All Funding Sources	\$629,325	\$591,956	\$514,393
Teacher Effectiveness	0	0	0
Other State Revenues	119,000	142,100	0
Other Local Revenues	0	0	0
LCFF Base/Not Contributing to Increased or Improved Services	398,577	358,029	394,043
LCFF S & C/Contributing to Increased or Improved Services	111,748	91,827	120,350

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2019

All Budget Categories	All Funding Sources	\$629,325	\$591,956	\$587,893	\$514,393
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	269,230	248,006	274,650	279,650
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	23,200	11,480	16,200	16,200
3000-3999 Employee Benefits	Teacher Effectiveness	0	0	700	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	87,147	77,767	93,993	93,993
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	1,500	1,000	500	1,700
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	12,600	17,388	8,100	8,100
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	50,448	35,423	70,250	58,250
5000-5999 Services and Other Operating Expenses	Other State Revenues	119,000	142,100	0	0
5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	0	75,000	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	29,600	14,868	2,300	12,300
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	36,600	43,924	46,200	40,200
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	0	0	4,000

Expenditures by Goal and Funding Source

Funding Source	2019
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Goal 1: Engage parents and families to support student success in school

All Funding Sources	\$750	\$750
LCFF S & C/Contributing to Increased or Improved Services	750	750

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 2019-2020, all students, including English Learners and Foster Students, will demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in English Language Arts.

All Funding Sources	\$429,693	\$428,193
Teacher Effectiveness	700	0
LCFF Base/Not Contributing to Increased or Improved Services	363,643	368,643
LCFF S & C/Contributing to Increased or Improved Services	65,350	59,550

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

All Funding Sources	\$11,000	\$11,000
LCFF Base/Not Contributing to Increased or Improved Services	3,000	3,000
LCFF S & C/Contributing to Increased or Improved Services	8,000	8,000

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

All Funding Sources	\$68,150	\$61,150
LCFF Base/Not Contributing to Increased or Improved Services	12,300	12,300
LCFF S & C/Contributing to Increased or Improved Services	55,850	48,850

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.

All Funding Sources	\$3,200	\$3,200
LCFF S & C/Contributing to Increased or Improved Services	3,200	3,200

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

All Funding Sources	\$75,100	\$10,100
Other Local Revenues	75,000	0
LCFF Base/Not Contributing to Increased or Improved Services	100	10,100

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
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Goal 1: Engage parents and families to support student success in school

All Funding Sources	\$500	\$500
LCFF Base/Not Contributing to Increased or Improved Services	0	200
LCFF S & C/Contributing to Increased or Improved Services	500	300

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.

All Funding Sources	\$410,827	\$379,416
LCFF Base/Not Contributing to Increased or Improved Services	351,377	320,773
LCFF S & C/Contributing to Increased or Improved Services	59,450	58,643

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

All Funding Sources	\$8,100	\$8,386
LCFF Base/Not Contributing to Increased or Improved Services	100	2,080
LCFF S & C/Contributing to Increased or Improved Services	8,000	6,306

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

All Funding Sources	\$60,598	\$48,836
LCFF Base/Not Contributing to Increased or Improved Services	22,000	22,258
LCFF S & C/Contributing to Increased or Improved Services	38,598	26,578

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.

All Funding Sources	\$5,200	\$0
LCFF S & C/Contributing to Increased or Improved Services	5,200	0

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

All Funding Sources	\$144,100	\$154,818
Other State Revenues	119,000	142,100
LCFF Base/Not Contributing to Increased or Improved Services	25,100	12,718

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