

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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Email and Phone

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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, community partners, and the Board of Education 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 and staff. Students in the upper grades 5-8 were given the CHKS and took a 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 85 students and four 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 20 students. Gorman Joint School District is a District of Choice where any parent can choose to enroll their children during the open enrollment period. Gorman remains committed to effective teaching and learning while providing children with a rigorous education supported by a safe and nurturing environment as the forefront of our work in 2019-2020.

One of our greatest resources is a staff that has dedicated themselves to helping students achieve great success at school and at 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 the classroom. With a goal of preparing students to succeed in the 21st Century, Gorman provides educational lessons that are engaging, collaborative, creative, and standards-based in all academic areas while providing enrichments and intervention support throughout the day. The Gorman Joint School District is known for having a very supportive School 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 Joint School District Guiding Principles:

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

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

LCAP Highlights

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

Goal 1: Parent Engagement

The district did not launch as many of parent training initiatives as wanted. 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.

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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

Greatest Progress

Over the past three 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.

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.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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>2018-19 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 2018-19 school year by adding two additional parents to DELAC/ELAC and parent training increasing the participation rate to 30%. PTSO added two additional parents serving during the 2018-19 school year.</p>
Scheduled calendar of events.	<p>2018-19 Increase parent trainings.</p>	<p>The District continues in supporting, developing and implementing parent training opportunities, including Parent Academies, DELAC/ELAC informational and trainings, and curriculum support trainings.</p> <p>The district continued parents trainings during the 2018-19 school year. Gorman continues to host computer trainings in helping parents 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> <p>Engaging Parents to support student learning</p> <p>Homework and study skills</p> <p>Curriculum</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>\$750 - LCFF - 4000-4999 Books and Supplies - Parent Academy supplies and duplicating</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>Provide resources for parents to support</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>\$500 - LCFF - 4000-4999 Books and Supplies - Maintain computer in the main office for parents to access student information (repeated expenditure)</p>	

student success at Gorman Elementary School.	The District continues to support to develop and implement parent training opportunities, including Parent Academies, DELAC/ELAC informational and trainings, and curriculum support trainings.		
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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>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>\$750 - LCFF - 4000-4999 Books and Supplies - Provide DELAC support (food, translations, child care) (repeated expenditure)</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.

<p>The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and Aeries 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>

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 Aeries Communications).

The parents serving on-site committees and parent training increased during the 2018-19 school year by adding two additional parents to DELAC/ELAC and parent training. PTSO added two additional parents serving during the 2018-19 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 2018-2019 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-based 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.

Annual Measurable Outcomes

Expected

Actual

CAASPP state assessments results 2018-19

Increase SBAC proficiency levels in ELA and Math.

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

The District increased significantly in ELA by 23.6 points but remains 17 points below level 3 School-Wide.

The District increased significantly in Math by 23.9 points but remains 34.4 points below level 3 School-Wide.

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

During the 2018-2019 School Year 13% of the low income, foster and ELL students participated in higher courses offer in the classroom.

We ended the 2018-2019 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.

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

	<p>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. Overall 83% of the student showed growth in one or more areas.</p>
<p>Proficiency of standards aligned materials according Williams's compliance and requirements.</p>	<p>100% Textbook Sufficiency.</p>
<p>Fully credential and appropriately assigned teachres</p>	<p>100% of teachers fully credentialed.</p>

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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 textbooks, 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>\$12,500 - LCFF - 4000-4999 Books and Supplies - Purchase core subjects supplemental material</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, Low Income</p>	<p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development</p> <p>\$2,500 - LCFF - 5000-5999 Services and Other</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>	<p>Operating Expenses - Staff Conferences \$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Membership professional organizations</p>	
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Action 3

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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>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>	

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>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. (repeated expenditure) \$8,500 - LCFF - 4000-4999 Books and Supplies - Purchase intervention programs for targeted for student population \$350 - LCFF - 3000-3999 Employee Benefits - Teacher 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>\$270,000 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries \$93,643 - LCFF - 3000-3999 Employee Benefits - Teachers benefits</p>	

Action 6

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: Low Income</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>\$24,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Visiting artist, VAPA Coach/Coordinator and</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 release time teachers to provide VAPA Update Gorman's Arts Plan</p> <p>Year 2- Maintain 100% of students using VAPA depending on grants</p>	<p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>School-wide Visual and Performing Arts (VAPA) was continued at Gorman during the 2018-19 School Year. Visiting artists were provided and the staff continued to implement the VAPA Standards in their lessons.</p>	<p>release time for teachers \$6,000 - LCFF - 4000-4999</p> <p>Books and Supplies - VAPA supplies and resources. \$700 - Teacher Effectiveness - 3000-3999</p> <p>Employee Benefits - Benefits for Visiting Artists \$3,000 - LCFF - 1000-1999</p> <p>Certificated Salaries - Substitute teachers for VAPA training and coaching \$200 - LCFF - 1000-1999</p> <p>Certificated Salaries - Benefits for substitute teachers for VAPA training and 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.

Continued support for the ELA and ELL curriculum that was purchased during the 2016-17 school year.

Continued support for the math curriculum that was purchased during the 2015-16 school year.

Coaches/Mentors mentored their colleagues, supported the 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 2018-19 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 to 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 2018-2019 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 2018-2019 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	2018-19 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 CSNA COnference.</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 training.</p>	<p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Coaching and Staff Development</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>The District provided substitute teachers for release time for teachers in improving collaboration and articulation during the school day.</p>	<p>\$4,000 - LCFF - 1000-1999 Certificated Salaries - Substitutes 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>			
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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>Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.</p>	<p>The district updated Board Policies and Regulation and then posted them on the Gorman Websites for public assess.</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - Update Board Policies and Regulations</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 with previous three 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 2018-2019 School Year

	22.2	40
	Flexibility	
	66.7	100
	2017 7 th Grade	2018 7 th Grade
	Aerobic Capacity	
	78.6	63
	Body Composition	
	78.6	75
	Abdominal Strength	
	57.1	63
	Trunk Extension Strength	
	100.0	89
	Upper Body Strength	
	57.2	50
	Flexibility	
	78.6	100.0

Dropout Rates	2018-19 Maintain dropout rates at 0%.	Maintained dropout rate at 0% during the 2018-19 School Year
Attendance Rates	2018-19 Maintain attendance rates at/or above 95%.	Attendance rates for 2018-2019 went up to 91.97%
Chronic absenteeism rates	2018-19 Chronic absenteeism rate will decrease by 5%	Chronic absentees remains at % based on current data

<p>Suspension rates</p>	<p>2018-19 Maintain suspension rate not exceeding 5% of the total student population.</p>	<p>There were two suspensions during the 2018-19 school year.</p>
<p>Expulsion rates</p>	<p>2018-19 Maintain expulsion rate at 0%.</p>	<p>Expulsion rates remained at 0% during the 2018-19 School Year.</p>
<p>Heathy Kids Survey</p>	<p>2018-19 Maintain students that feel safe at school at 85%.</p>	<p>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.</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>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>Implementation of OPEN PE Curriculum</p>	<p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Provide an Physical Education curriculum for all teachers.</p> <p>\$2,000 - 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 students 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 continued the STEAM and Robotics Lego program during the 2018-19 school year. The Robotics program started during the 2016-17 school year, the district purchased Robotics equipment and one additional Lego Robotic Set was purchased during the</p>	<p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Entries fees to completions.</p> <p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Supplies for Robotics program</p> <p>\$2,500 - LCFF - 1000-1999 Certificated Salaries - Teacher salary for after- school program</p> <p>\$2,500 - LCFF - 1000-1999 Certificated Salaries - STEAM after-school teacher</p>	

2017-18 School Year. The district purchased a computer software and staff development to support StoryMaker and STEAM programs.

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>We continue to use the Positive and Intervention Support (PBIS) model and staff development will resume with LACOE during the 2019-20 School Year.</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS professional development training \$4,000 - LCFF - 4000-4999 Books and Supplies - PBIS supplies and incentives</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>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>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>Gorman provided a teacher for the media and support teacher for science fair projects and fair.</p> <p>Gorman provided Basketball for after-school sports.</p> <p>Gorman provided afterschool homework help during the Arts Program.</p>	<p>\$2,000 - LCFF - 1000-1999 Certificated Salaries - Teacher hourly salaries \$5,000 - LCFF - 4000-4999 Books and Supplies - Supplies for the after school programs and Science Fair \$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Science Fair Fees \$150 - LCFF - 3000-3999 Employee Benefits - Staff benefits</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 provide advisors to clubs as needed.</p>	<p>\$4,650 - LCFF - 1000-1999 Certificated Salaries - Staffing for clubs and ASB Director. \$2,000 - LCFF - 4000-4999 Books and Supplies - Media production support \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Science Fair Materials \$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Media Production Software 2 years \$350 - LCFF - 3000-3999 Employee 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 2018-2019 school year. Analyze data to determine necessary actions and services.</p>	<p>The California Healthy Kids Survey was administrated during March of 2019.</p>	<p>\$300 - LCFF - 5000-5999 Services and Other Operating Expenses - Analyze data from the 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 2018-19 School Year.</p>	<p>\$2,500 - LCFF - 4000-4999 Books and Supplies - Nursing services for Gorman Elementary School \$1,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Training</p>	

Action 8

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>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: Schoolwide</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>	

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>Gorman leased 25 new computers to upgrade the computer lab.</p>	<p>\$20,000 - LCFF - 4000-4999 Books and Supplies - Computer equipment</p> <p>\$3,500 - LCFF - 4000-4999 Books and Supplies - Network equipment and resources</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 found equitable PE educational curriculum for the school. It will be implemented during the 2019-20 school year.

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 continued to implement STEAM and Robotics Lego program during the 2018-19 school year. We started the Robotics program during 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 continued staff development to support StoryMaker and STEAM programs.

Implementation of Positive and Intervention Support (PBIS) model and staff development will continue during the 2019-20 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 2018-19 school year.

The district will continue to analyze data to determine necessary actions and services for the 2019-2020 school year.

Gorman purchased 25 new computers for the computer lab to be used by all students during the 2019-20 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 three years to show growth in passing the State Physical Fitness Test. Students in the Healthy Fitness Zone increased from 2017 to 2018 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 a 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 2019-20 School Year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Physical educational equipment has been purchased during the 2018-19 school year. Professional development will be given to all teachers during the 2019-20 school year. Additional equipment will be purchased during the 2019-20 school year.

Professional development days for teachers were dedicated to the VAPA Standards and PBIS. We will continue Professional Development with the use of LA CountyTeam and/or other consultants.

The library support team will meet during the 2019-20 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 provided to the entire staff. LA County provided teachers and staff

with staff development and resources for the implementation of PBIS during the 2018-19 school year to continue into the 2019-2020 school year. The district used staff development time for the implementation of VAPA standards for the 2018-2019 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>2018-19 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 did not change during the 2018-19 School Year.</p> <p>The number of Long Term English Learners did not change during the 2018-19 School Year.</p>
CELDT Scores	<p>2018-19 Increase English Language learner's proficiency rates.</p> <p>Establish ELPAC baseline data scores.</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>Establish ELPAC baseline data.</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: Specific Schools:</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries - After school program support \$500 - LCFF - 4000-4999 Books and Supplies - Provide resources for ELL Learners</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</p> <p>Scope of Service: Schoolwide</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>\$200 - LCFF - 4000-4999 Books and Supplies - Staff development in ELA and ELD Standards</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>Location: Specific Schools:</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</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</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries - Staff for after school invention</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</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: LEA-wide</p> <p>Location: All Schools</p>	<p>\$500 - LCFF - 4000-4999</p> <p>Books and Supplies - Resource books and materials, copying and duplications costs</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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 6

Goal 6: 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. 2018-19 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 2018-19 included, well repairs, water connection to Golden Valley Municipal Water District, roof repairs, sidewalk repairs and some painting of the outside of the main building. Large facility improvements complete during the 2018-19 School Year upgrade to the kiln room and Art Room.</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 with a new main water line to Golden Valley Municipal Water Company. Gorman is in the process of applying to the State to qualify for the Financial Hardship Grant.</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>Large projects necessary for the 2018-19 School Year are roof replacement, kitchen drainage plumbing line replacement, and general painting of the 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>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 2018-19 included, water well repair and replacement, roof repairs, sidewalk repairs and some painting of the outside of the main building. Gorman was able during the 2018-19 school year to connect to the Golden Valley Municipal Water District on a short term solution. Large facility improvements that are required and in need of funds are a new connection line from the Golden Valley Municipal</p>	<p>\$75,000 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Yearly facilities repairs</p>	

	<p>Water District to the Gorman site, interior drainage lines, roof replacement on the section of the roof that was not replaced three year prior, blacktop repair throughout the school site, all ramps leading into portable rooms and facility upgrades</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>		
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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>Ensure Gorman Elementary School is</p>	<p>To ensure Gorman Elementary School is maintained completion of the monthly check sheets by the maintenance staff we will purchase the FIT Documentation Program. The</p>	<p>\$100 - LCFF - 4000-4999 Books and Supplies - Notebooks and monthly check sheets</p>	

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.

Director of Maintenance will walk the site monthly to develop a list of maintenance items to be completed using the FIT Program. A focus of these walks will be on-site safety.

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Impact on LCAP and Annual Update

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

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:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign-In-Sheets	<p>School site participation data:</p> <p>Back to School Night, 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>	<p>Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.</p>	<p>Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.</p>	<p>Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.</p>

Scheduled calendar of events.

1 Parent Academy

3 DELAC/ELAC trainings

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)

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 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:

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:

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)

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:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP state assessments results	<p>Current proficiency rates in ELA District-wide is 46%:</p> <p>Hispanic 41%: White 47%: SES 37% and EL 43%.</p> <p>Current proficiency rates in math District-wide 27%:</p>	<p>Increase SBAC proficiency levels in ELA and Math.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>	<p>Increase SBAC proficiency levels in ELA and Math.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>	<p>Increase SBAC proficiency levels in ELA and Math.</p> <p>Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.</p>

<p>Proficiency of standards aligned materials according Williams's compliance and requirements.</p>	<p>100% Textbook Sufficiency</p>	<p>Maintain proficiency of standards aligned materials according Williams's compliance and requirements.</p>	<p>Maintain proficiency of standards aligned materials according Williams's compliance and requirements.</p>	<p>Maintain proficiency of standards aligned materials according Williams's compliance and requirements.</p>
<p>Fully credential and appropriately assigned teaches</p>	<p>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.</p>	<p>Maintain 100% of teachers that are fully credentialed and appropriately assigned.</p>	<p>Maintain 100% of teachers that are fully credentialed and appropriately assigned.</p>	<p>Maintain 100% of teachers that are fully credentialed and appropriately assigned.</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))

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 of additional content aligned texts supplemental

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.

Teachers will employ the use

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.

Teachers will employ the use

curriculum for math.	of additional content aligned texts supplemental curriculum for math.	of additional content aligned texts supplemental curriculum for math.
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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)

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:

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:

2018-19

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

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 1- 35% Increase

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

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

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:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff Sign-In-Sheet for professional development	Gorman 2016-17 Data Professional Development PBIS training provided in August 2016 and May 2017. CUE conference in March of 2017. Training and support to all staff supervising students on the playgrounds and cafeteria (Student Supervisors, teachers, and	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%.

	maintenance staff).			
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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:

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	Attendance rates were 94.2 for 2016-17 stayed the same as the 2015-16 school year. During the 2016-17 school year Gorman Elementary School had	Maintain attendance rates at/or above 95%.	Maintain attendance rates at/or above 95%.	Maintain attendance rates at/or above 95%.

	<p>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>			
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)

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:

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:

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

2019-20

Select from New Action, Modified Action, or 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)

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:

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:

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:

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)

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:

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:

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:

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)

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:

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)

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
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)

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:

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

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:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rates	Gorman was able to reclassify two student during the 2016-17 school year.	Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners by 5%.	Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners by 5%.	Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners by 5%.
CELDT Scores	2016-17 Using CELDT results, 06% of Gorman English Language learners decreased CELDT results	Increase English Language learner's proficiency rates.	Increase English Language learner's proficiency rates. Establish ELPAC baseline data scores.	Increase English Language learner's proficiency rates. Increase ELPAC scores by 5%.

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.

76% of Gorman English Language learners (13 students out of 17) are Proficient for the 2016-17 school year based on district CELDT results.

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:

2018-19

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

2019-20

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

Unchanged Action	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.	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.	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. Increase ELPAC baseline data by 5%.

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)

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:

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:

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:

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

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:

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	\$135,500
Source	LCFF	Other Local Revenues	Other State Revenues
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: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$131,500

Percentage to Increase or Improve Services:

6.00%

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](#)).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$133,150

Percentage to Increase or Improve Services:

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 emphasis 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 ELD 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.

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