LCFF Budget Overview for Parents

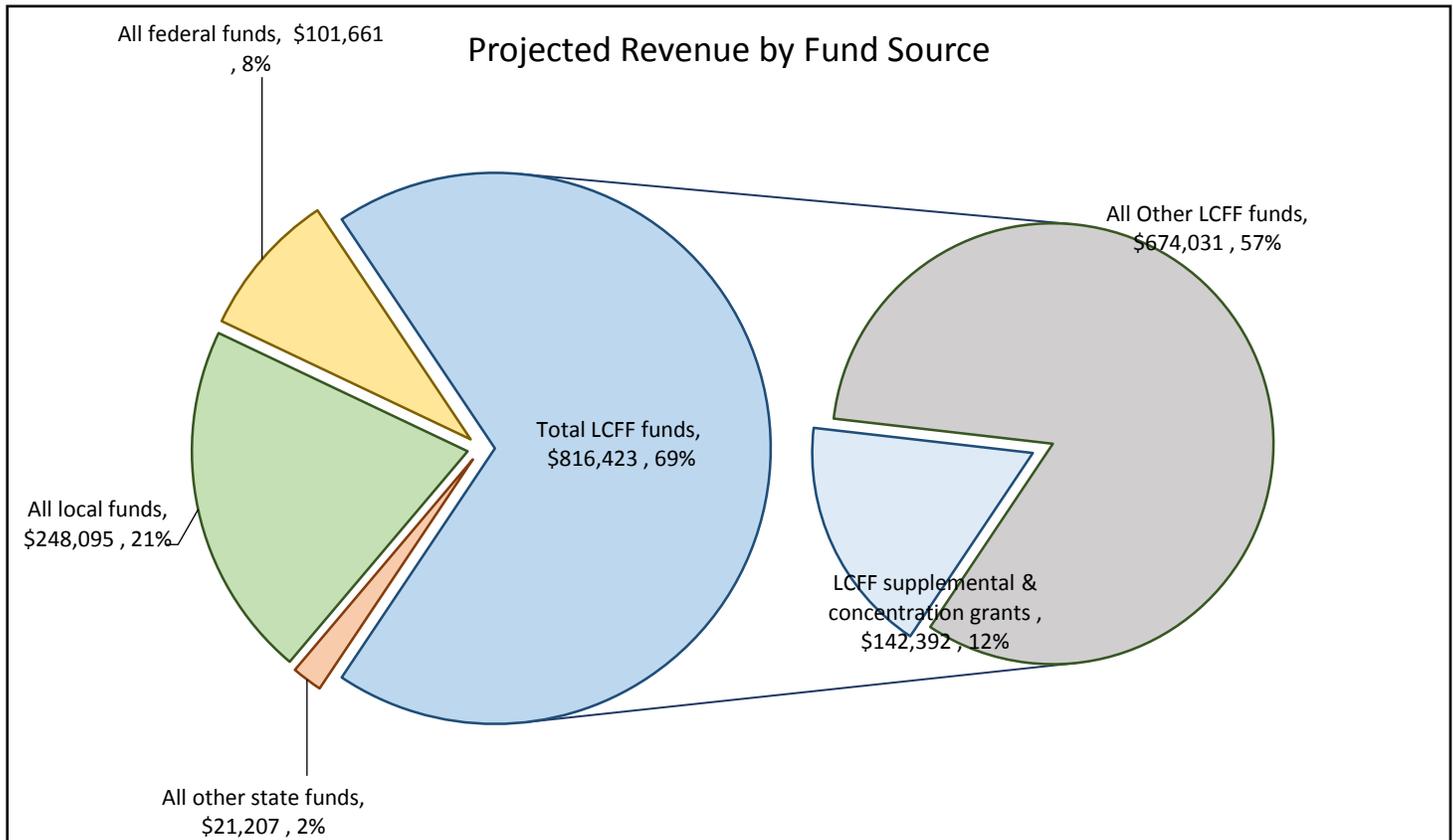Local Educational Agency (LEA) Name: Gorman Joint School District

CDS Code: 19645846013940

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Johannis L. Andrews

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

- All federal funds, $101,661 , 8%
- All Other LCFF funds, $674,031 , 57%
- Total LCFF funds, $816,423 , 69%
- All local funds, $248,095 , 21%
- LCFF supplemental & concentration grants , $142,392 , 12%
- All other state funds, $21,207 , 2%

This chart shows the total general purpose revenue Gorman Joint School District expects to receive in the coming year from all sources.

The total revenue projected for Gorman Joint School District is $1,187,386.00, of which $816,423.00 is Local Control Funding Formula (LCFF), $21,207.00 is other state funds, $248,095.00 is local funds, and $101,661.00 is federal funds. Of the $816,423.00 in LCFF Funds, $142,392.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures
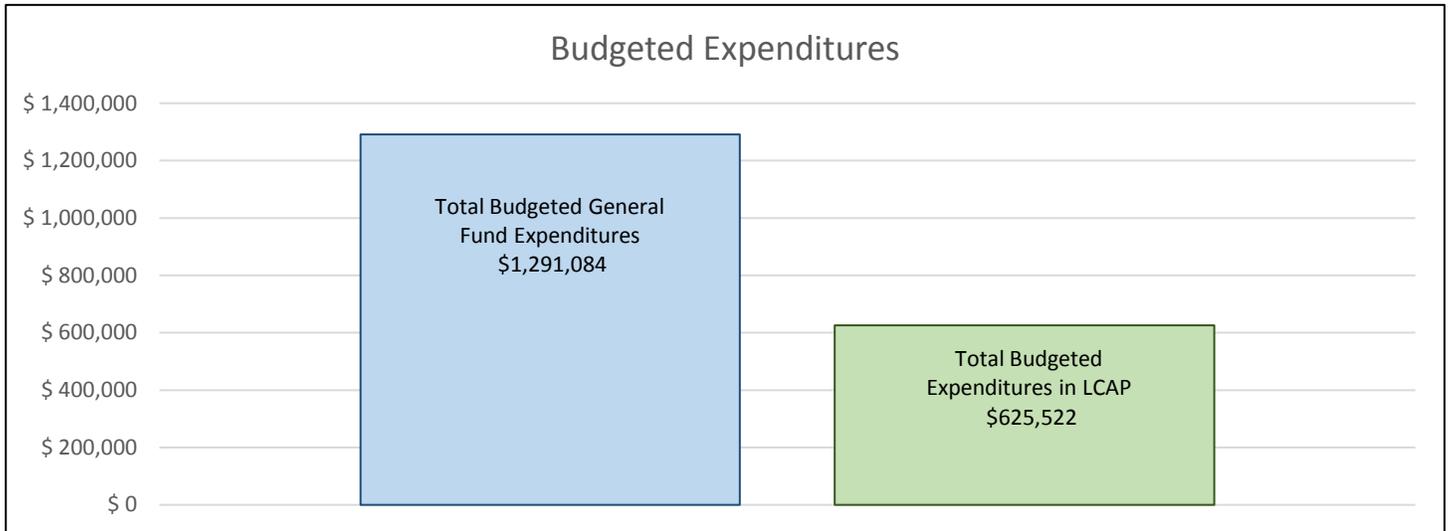
This chart provides a quick summary of how much Gorman Joint School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Gorman Joint School District plans to spend $1,291,084.00 for the 2019-20 school year. Of that amount, $625,522.00 is tied to actions/services in the LCAP and $665,562.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
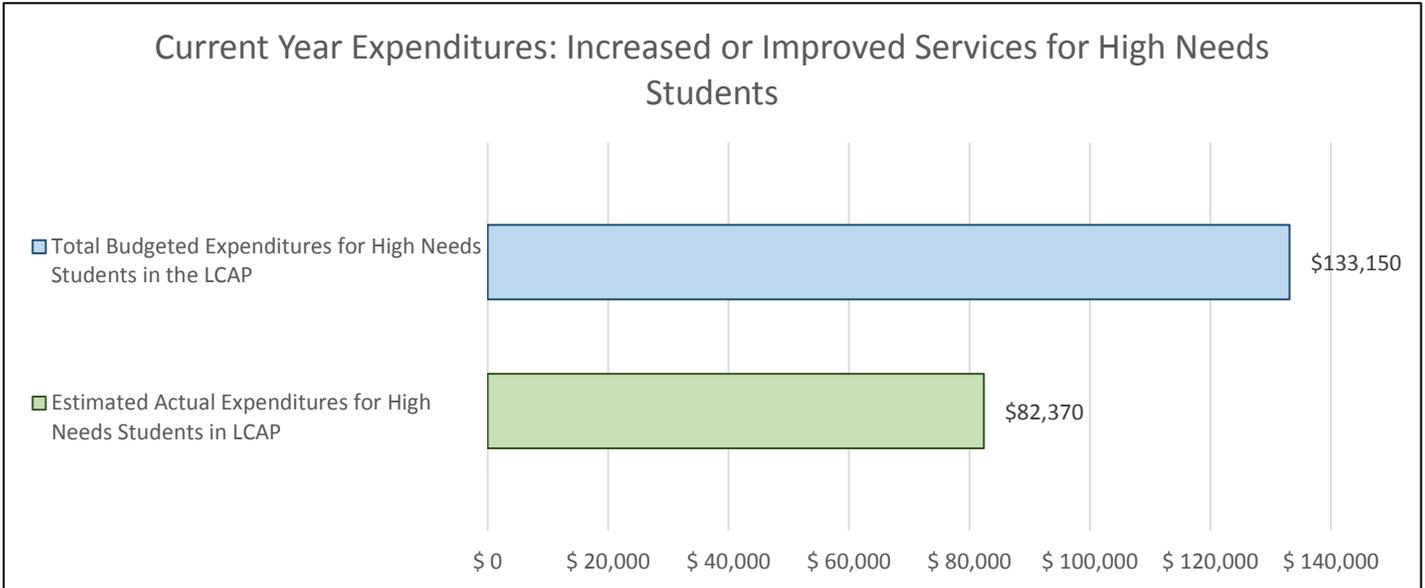
Expenditures not included in LCAP are Administrative salaries & benefits, facility utilities, consultants, legal and audit services, conferences, travel and district insurance.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Gorman Joint School District is projecting it will receive $142,392.00 based on the enrollment of foster youth, English learner, and low-income students. Gorman Joint School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Gorman Joint School District plans to spend $142,392.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP **$133,150**

Estimated Actual Expenditures for High Needs Students in LCAP **$82,370**

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000 $ 140,000

This chart compares what Gorman Joint School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gorman Joint School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Gorman Joint School District's LCAP budgeted $133,150.00 for planned actions to increase or improve services for high needs students. Gorman Joint School District estimates that it will actually spend $82,370.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $50,780.00 had the following impact on Gorman Joint School District's ability to increase or improve services for high needs students:

Due to the staff changes, the programs planned for the 2018-19 year were not able to be implemented such as the After School tutoring. Due to the amount of work that is needed to have these programs be fully implemented, the administration was not able to find any more time without sacrificing other required duties.

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)

California School Dashboard: 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	Contact Name and Title	Email and Phone
Gorman Joint	Johannis Andrews Superintendent/Principal	jandrews@lws.lacoe.edu (661) 248-6441 123

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 at 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 enrichment 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.

Review of Performance

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

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 to provide appropriate 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 California School Dashboard, 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's greatest needs identified from the California Dashboard as Red and Orange:

Chronic Absenteeism - All Student Red

Gorman is correcting parents' mistaken beliefs about school attendance. Some parents do not consider elementary school attendance as important as high school attendance, the researchers write. Meanwhile, some parents underestimate the number of days their kids have missed. Gorman has increase letter and meetings with the parents of Chronic Absenteeism students.

Suspension - All students Orange- Due to the small percentage of students influencing the Gorman's Suspension color , Gorman's is maintain their Goals of less than .05% increase in suspension during the year. Gorman has maintained a Goal of .03% of suspension during the last four years.

Mathematics - All students Orange

Gorman continues to invest in targeted support and intervention programs to meets 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 California School Dashboard, 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	**2018-19** Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.	The District continues to host Gorman Parent Advisory Meetings for the LCAP development and revision, DELAC/ELAC committees and PTSO meetings. 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.
Scheduled calendar of events.	**2018-19** Increase parent trainings.	The District continues in supporting, developing and implementing parent training opportunities, including Parent Academies, DELAC/ELAC informational and trainings, and curriculum support trainings.

The district continued to increase 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.

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.

Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Increase Parent Academy topics to include: Engaging Parents to support student learning Homework and study skills Curriculum	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and BrightArrow Communications). The District Advisory held two meetings this year to support Gorman Elementary School to support to develop and implement parent training opportunities. Parents of unduplicated students were invited to a beginning of the year to an informational conference and entered into a Home-School Compact between parent, student, and teacher to help the students meet success. The District continues to host Gorman Parent Advisory Meetings for the LCAP	$750 - LCFF - 4000-4999 Books and Supplies - Parent Academy supplies and duplicating	$100 - LCFF - 4000-4999 Books and Supplies

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.

Goal 1, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide resources for parents to support student success at Gorman Elementary School.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The District continues to support to develop and implement parent training opportunities, including Parent Academies, DELAC/ELAC informational and trainings, and curriculum support trainings.	$500 - LCFF - 4000-4999 Books and Supplies - Maintain computer in the main office for parents to access student information (repeated expenditure)	$0

Goal 1, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or	**For Actions/Services included as contributing to meeting Increased or**	$750 - LCFF - 4000-4999 Books and Supplies -	$0

Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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.	**Improved Services Requirement** Students to be Served: Scope of Service: Location: The District continues to develop Mission and Vision of the District for the implementation of the CCSS. Through Gorman's forums, meetings, interviews and various surveys, members suggestions on how funding could be utilized to increase services and salaries were discussed and reviewed. Overall, stakeholders want to see current services and spending to continue. Input gathered indicates the following priorities should be considered: • Additional and varied professional development in computer training; • Increasing electives and sports; • Increased Spanish textbooks for parents support; • Expanding transportation for after-school programs; • Expanding alternative education to lower grades and/or adding a counselor for social, emotional and academic support to both the student and the teacher in the classroom by having more aide time.	Provide DELAC support (food, translations, child care) (repeated expenditure)	

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 California School Dashboard, as applicable.

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

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

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

Parents of unduplicated students were invited to a beginning of the year to an informational conference and entered into a Home-School Compact between parent, student, and teacher to help the students meet success.

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

The District provided resources needed to encourage parents to become involved in site and district decision making such as P.T.S.O, District Advisory Committee, District Wellness, and DELAC.

The parents were informed on a regular basis of their students academic progress through a variety of means including parent-teacher conferences, progress report, students planners, and Aeries.

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

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

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

The District continues to actively communicate with stakeholders (i.e. letters, memos, newsletters, website, and 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 California School Dashboard, 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-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.

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 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.
Proficiency of standards aligned materials according Williams's compliance and requirements.	**2018-19** Maintain proficiency of standards aligned materials according Williams's compliance and requirements.	100% Textbook Sufficiency.
Fully credential and appropriately assigned teachres	**2018-19** Maintain 100% of teachers that are fully credentialed and appropriately assigned.	100% of teachers fully credentialed and appropriately assigned.

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.

Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools 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.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools 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	$12,500 - LCFF - 4000-4999 Books and Supplies - Purchase core subjects supplemental material	$29 - LCFF - 4000-4999 Books and Supplies - Follett

Teachers will employ the use of additional content aligned texts supplemental curriculum for math.	Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.		

Goal 2, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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.	$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development $2,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Conferences $500 - LCFF - 5000-5999 Services and Other Operating Expenses - Membership professional organizations	$3,149 - LCFF - 5000-5999 Services and Other Operating Expenses - Go Math Staff Development $2,900 - LCFF - 5000-5999 Services and Other Operating Expenses - Daily Five Training $350 - LCFF - 5000-5999 Services and Other Operating Expenses - SSDA

Goal 2, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide	$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 -	$3,700 - LCFF - 5000-5999 Services and Other Operating Expenses - Aeries Student Data Assessment Reporting System purchased $230 - LCFF - 4000-4999 Books and Supplies - Brain

		Software to analyze CAASPP baseline data to determine measurable targets.	Pop
Location: All Schools Analyze CAASPP baseline data to determine measurable targets. Provide staff regular opportunities to analyze student work to ensure progress of achievement.	Location: All Schools Staff development and copying cost to analyze CAASPP baseline data to determine measurable targets. District purchased Renaissance Star Reading and Math programs to monitor achievement and growth aligned to state core standards		

Goal 2, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Implement school intervention models to provide targeted instruction to identified students.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Gorman provided intervention for students not performing at grade level in ELA and ELD with a focus on our target population. After school programs continued to be available and tutoring a opportunities continued to be made available for eligible students during the school day.	$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	$7,742 - LCFF - 4000-4999 Books and Supplies - Greenfield, Renaissance,

Goal 2, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or	**For Actions/Services not included as contributing to meeting Increased or**	$270,000 - LCFF - 1000-1999 Certificated	$264,660 - LCFF - 1000-1999 Certificated

Improved Services Requirement	Improved Services Requirement	Salaries - Teachers Salaries $93,643 - LCFF - 3000-3999 Employee Benefits - Teachers benefits	Salaries - Teachers Salaries $78,570 - LCFF - 3000-3999 Employee Benefits - Teachers benefits
Students to be Served: All Location: All Schools Provide fully credentialed and appropriately assigned teachers with comparable compensation.	Students to be Served: All Location: All Schools Teachers are fully credentialed and are appropriately assigned.		

Goal 2, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: Schoolwide Location: All Schools 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	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Low Income Scope of Service: Schoolwide Location: All Schools 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.	$24,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Visiting artist, VAPA Coach/Coordinator and release time for teachers $6,000 - LCFF - 4000-4999 Books and Supplies - VAPA supplies and resources. $700 - Teacher Effectiveness - 3000-3999 Employee Benefits - Benefits for Visiting Artists $3,000 - LCFF - 1000-1999 Certificated Salaries - Substitute teachers for VAPA training and coacing $200 - LCFF - 1000-1999 Certificated Salaries - Benefits for substitute teachers for VAPA training and coacing	$16,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Visiting Artist, VAPA Coordinator $9,015 - LCFF - 4000-4999 Books and Supplies - VAPA supplies $875 - LCFF - 1000-1999 Certificated Salaries - Substitute teachers for VAPA training and coaching $30 - LCFF - 1000-1999 Certificated Salaries - Benefits for substitute teachers for VAPA training and coaching

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 California School Dashboard, 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.

Action 1, Science and Social Science supplemental materials were not purchased during the 2018-19 school year. Supplemental materials are needed in the classrooms because the cost was of Core Material is 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 the 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 California School Dashboard, 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.

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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%.	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. The District continues to provide staff development aligned to CCSS-aligned lessons, materials and textbooks, PLC meetings to develop lessons and curriculum, and resources, materials and textbooks needed for implementation. The district continues to support technology for teachers, staff and students for Common Core State Standards implementation.

Actions / Services

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

Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Teachers attended professional development conferences improving instructional best practices, technology, and student engagement. The District provided professional development in Google, StoryMaker, and VAPA training.	$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Coaching and Staff Development	$5,345 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development-Staff Conferences

Goal 3, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide substitutes teachers for coaching days. Improve collaboration and articulation among and between grade levels by providing professional development in	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The District provided substitute teachers for release time for teachers in improving collaboration and articulation during the school day. Due to the limited substitute teachers not as much release time was available for teachers to improve	$4,000 - LCFF - 1000-1999 Certificated Salaries - Substitutes salaries	$750 - LCFF - 1000-1999 Certificated Salaries - Sub salaries

Professional Learning Communities (PLCs)	collaboration and articulation during the school day. Teachers were able to improve collaboration and articulation during early out days.		
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			

Goal 3, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The district updated Board Policies and Regulation and then posted them on the Gorman's Website for public access.	$3,000 - LCFF - 4000-4999 Books and Supplies - Update Board Policies and Regulations	$2,935 - LCFF - 4000-4999 Books and Supplies - Gumut online and Board Policies and Regulations posted to website

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 California School Dashboard, 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.

Action 2: Due to the limited substitute teachers available not as much release time was available for teachers to improve collaboration and articulation during the day. It was completed during professional development time after school.

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 California School Dashboard, 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

Goal 4

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Increase attendance rates to 95%, decrease suspension rates by 5%, keep expulsion rate at 0%, maintain drop out rate at 0%, and continue the implementation of PBIS.

Annual Measurable Outcomes

Expected		Actual
CA State Phyiscal Fitness Test results	**2018-19** Increase students that pass the State Physical Fitness Test at 59%	60% of students in grade 5 passed the State Physical Fitness Test in 4 or more areas. 100% of students in grade 7 passed the State Physical Fitness Test in 5 or more areas. This is an increase over 57% goal for

the 2018-19 school year.

100% of EL students in grades 5 & 7 passed the State Physical Fitness Test with 5 or more areas passed.

Student in Healthy Fitness Zone increased for 2018 to 2019 testing. Students showed growth is most areas.

2018 5th Grade   2019 5th Grade

Aerobic Capacity

77.8   54

Body Composition

77.8   60

Abdominal Strength

44.4   34

Trunk Extension Strength

88.9   100

Upper Body Strength

22.2   40

Flexibility

66.7   100

2017 7th Grade   2018 7th 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 13% based on current data. On Gorman's Dashboard this is identified as Red needing improvement. Because Gorman is a rural school district this provides issues that the school has been addressing with parents doing this school year.
Suspension rates	**2018-19** Maintain suspension rate not exceeding 5% of the total student population.	There were two suspensions during the 2018-19 school year. On Gorman's Dashboard this is Orange needing to be addressed by the district. This is a .03% present suspension rate for the school which continues not to exceed the goal of .05% that the school has set.
Expulsion rates	**2018-19** Maintain expulsion rate at 0%.	Expulsion rates remained at 0% during the 2018-19 School Year.
Heathy Kids Survey	**2018-19** Maintain students that feel safe at school at 85%.	85% of surveyed student or families indicated that their student feels safe at Gorman School. Majority of the surveys indicated that students

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.

Goal 4, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide equitable PE education during PE instruction.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Implementation of OPEN PE Curriculum	$1,000 - LCFF - 4000-4999 Books and Supplies - Provide an Physical Education curriculum for all teachers. $2,000 - LCFF - 4000-4999 Books and Supplies - Physical Educational Equipment	

Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Implementation of the STEAM and Robotics program for the Gorman targeted students population.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The district continued the STEAM and Robotics Lego program during the 2018-19 school year. The Robotics program started during the 2016-17 school	$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Entries fees to completions. $1,000 - LCFF - 4000-4999 Books and Supplies - Supplies for Robotics program $2,500 - LCFF - 1000-1999 Certificated Salaries - Teacher salary for after-school program $2,500 - LCFF - 1000-1999	$200 - LCFF - 4000-4999 Books and Supplies - LA County Science $106 - LCFF - 4000-4999 Books and Supplies - MPLC $1,882 - LCFF - 1000-1999 Certificated Salaries $357 - LCFF - 3000-3999 Employee Benefits

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		year, the district purchased Robotics equipment and one additional Lego Robotic Set was purchased during the 2017-18 School Year. The district purchased a computer software and staff development to support StoryMaker and STEAM programs.	Certificated Salaries - STEAM after-school teacher	

Goal 4, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools We continue to use the Positive and Intervention Support (PBIS) model and staff development will resume with LACOE during the 2019-20 School Year.	$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	$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS cost for one day of training

Goal 4, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Gorman provided a teacher for the media and support teacher for science fair projects and fair. Gorman provided Basketball for after-school sports. Gorman provided afterschool homework help during the Arts Program.	$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	$200 - LCFF - 4000-4999 Books and Supplies - LA County

Goal 4, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide additional opportunities for students to participate in clubs and activities.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 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.	$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	$1,230 - LCFF - 1000-1999 Certificated Salaries $1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Wonder Media $445 - LCFF - 5000-5999 Services and Other Operating Expenses - IVS $246 - LCFF - 3000-3999 Employee Benefits

		$350 - LCFF - 3000-3999 Employee Benefits - Benefits for staffing for clubs and ASB Director.	

Goal 4, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement the California Healthy Kids Survey for the 2018-2019 school year. Analyze data to determine necessary actions and services.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The California Healthy Kids Survey was administrated during March of 2019.	$300 - LCFF - 5000-5999 Services and Other Operating Expenses - Analyze data from the California Healthy Kids Survey.	$168 - LCFF - 5000-5999 Services and Other Operating Expenses - Cost of the California Healthykids Survey

Goal 4, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide nursing services for the school.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Nursing services were provided to students during the 2018-19 School Year.	$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	$2,750 - LCFF - 5000-5999 Services and Other Operating Expenses - Nursing services for Gorman Elementary School $600 - LCFF - 5000-5999 Services and Other Operating Expenses - CPR Verification Training after on-line training from Red Cross

Goal 4, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Increase library support books for classrooms	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Purchased library support books for classrooms.	$5,000 - LCFF - 4000-4999 Books and Supplies - Library books and support materials	$867 - LCFF - 4000-4999 Books and Supplies - Book Systems, Art Books, and Library supplies

Goal 4, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Increase computers equipment for school classroom and lab use and to provide services for program support.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Gorman leased 25 new computers to upgrade the computer lab.	$20,000 - LCFF - 4000-4999 Books and Supplies - Computer equipment $3,500 - LCFF - 4000-4999 Books and Supplies - Network equipment and resources	$15,700 - LCFF - 6000-6999 Capital Outlay - Computer equipment lease and purchase for the school $4,393 - LCFF - 4000-4999 Books and Supplies - Curriculum development for the Arts, and surveillance system

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 California School Dashboard, 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 leased 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.

The district implemented after school academic supports and VAPA after school lessons through Grants the District was awarded.

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.

4.4 Action, a after school science teacher was not use during the school year.

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 California School Dashboard, 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	2018-19 Increase in the number of reclassified English Learners by 5%. Decrease in the number of Long Term English Learners by 5%.	The number of reclassified English Learners did not change during the 2018-19 School Year. Two student were reclassified during the 2018-19 school year. The number of Long Term English Learners did not change during the 2018-19 School Year.
CELDT Scores	2018-19 Increase English Language learner's proficiency rates. Establish ELPAC baseline data scores.	Gorman will use the ELPAC scores to determine English Language learner's proficiency rates and District Baseline Data. **2017-18**-Baseline data was collected from the spring 2018 ELPAC Assessments. 63% of Gorman's English Language learners were at Level 4 on the new ELPAC State Test. 25% of Gorman's English Language learners were at Level 3 on the new ELPAC State Test. 12% of Gorman's English Language learners were at Level 2 on the new ELPAC State Test, requiring moderate linguistic support in the classrooms. 87% of the Gorman's English Language learners were at the Bridging level requiring light linguistic support. 13% of the Gorman's English Language learners were at the Expanding level requiring moderate linguistic support.

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.

Goal 5, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as	**For Actions/Services included as**	$1,000 - LCFF - 1000-1999	$0

contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Gorman Elementary School 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.	**contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: During staff professional learning opportunities Gorman teachers had staff development that included the development of lessons to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Part of the LCAP process was meeting with the DELAC/ELAC committee members to gathers information on EL program development. Members of the committee indicated for the 2018-19 School Year to have computer training including basic word and excel, Aeries, and IXL Math Intervention Help. 72% of the English Language learners continued to have grades of 2.0 GPA which is an increase from 63% from two years before. Gorman is working on determining data for long term English Learners. We are gathering AMOs data from the last five year and 2016-17 data indicated that the rate is increasing from a range of 5% to 15%.	Certificated Salaries - After school program support $500 - LCFF - 4000-4999 Books and Supplies - Provide resources for ELL Learners	$0

Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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

Goal 5, Action 3

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

	school day to address targeted students needs.		

Goal 5, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools The district provided training in the English Learners (EL) master Plan for classroom teachers and support staff. ELPAC training was provided by the district for classroom teachers and support staff.	$500 - LCFF - 4000-4999 Books and Supplies - Resource books and materials, copying and duplications costs	

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 California School Dashboard, as applicable.

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

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

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

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

Opportunities for collaboration was provided to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education, English Language Learners) in specific subjects and for district leadership. This typically took place after school.

Banked time was provided for five Wednesdays to better address teacher collaboration, vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects for better student outcomes.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Material differences in estimated actual and budgeted expenditures were primarily due to the increased cost of the district adopted Language Arts curriculum. Curriculum for ELL's must be purchased as a complete set. The funds provided by LCFF will not cover the cost of the program. The district is in the process of carry-over the funds until there is enough to cover the cost of the program. Funds that were budgeted to analyze CAASPP baseline data to determine measurable targets were not spent during this year.

Action 2: No funds were spent on this action because the district provided professional development and collaborative planning time to facilitate the implementation of the CCSS.

Action 3: The district was not able to hire an after school teacher with the implementation of an intervention program. Interventions were built into the school day to address targeted student needs.

Action 4: The district continued with a reduction in expenditures due to providing some of the PD during the school day and paying substitutes rather than extra hourly after school to teachers for the third year. The district provided resources through the adopted Language Arts curriculum.

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

There were no changes to Goal 5 during the 2018-2019 School Year.

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

| District facilities maintenance and repair monthly check sheets. | 2018-19 Maintain facilities inspection at a "Good" level and repair. | All facilities were maintained 100% and have safe working and learning environments as measured by District monthly check sheets.

Facility repair projects for this year 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.

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. |

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.

Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Large projects necessary for the 2018-19 School Year are roof replacement, kitchen drainage plumbing line replacement, and general painting of the main building. | **For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement**

Students to be Served: All

Location: All Schools

All facilities were maintained 100% and have safe working and learning environments as measured by District monthly | $75,000 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Yearly facilities repairs | $69,641 - Other State Revenues - 5000-5999 Services and Other Operating Expenses |

check sheets.

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 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

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.		

Goal 6, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **To ensure Gorman Elementary School is maintained completion of the monthly check sheets by the custodian, the district will purchase the FIT Documentation Program. The custodian will walk the site monthly and receive from staff maintenance request forms to develop a list of maintenance concerns that will be needed to be corrected. A focus of these walks will be on-site safety.**	$100 - LCFF - 4000-4999 Books and Supplies - Notebooks and monthly check sheets	$100

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 California School Dashboard, as applicable.

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

Due to cost in repairs to the well major projects were placed on hold for the 2018-19 school year; kitchen drainage line, replacement of the well, and

roof repairs

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

Specific facility projects were done to enhance and improve the standard safe school's students attend.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in estimated actual and budgeted 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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

Updating services, connection to Golden Valley Municipal Water District, kitchen drainage and roof repairs were more expensive than anticipated.

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?

Gorman Joint School District hosted several informational sessions on the LCFF/LCAP in various venues for the district. The goal of these sessions was to ensure that our staff, parents, and community were informed about its impact on our school district's finance and curriculum goals. All stakeholders were invited to attend these sessions including parents, students, school faculty, and community representatives. These engagements included three large community meetings hosted by the district office and staff. In accordance with Education Code Section 52062, Johannis Andrews, the Superintendent and/or designee of Gorman Joint School District consulted with Benay Loftus, the Special Education Local Plan Area Program Administrator, to determine that specific actions for individuals with exceptional needs will be included in the local control and accountability plan or annual update to the local control and accountability plan and will be consistent with the strategies to be included in the annual assurances support plan for the education of individuals with exceptional needs effective July 1, 2020.

A District-wide Survey was given out at each session and sent home with all students. We also shared portions of the information contained within a PowerPoint in all subsequent meetings to ensure that new meeting attendees had a baseline level of information and understanding.

Gorman Joint School District hosted three community meetings to collect feedback to address the eight priority areas. We hosted meetings with our DAC/DELAC in the morning, afternoon and evening to be inclusive of various parents, staff and community members' schedules. We hosted staff-only and teacher-only meetings to allow the focus of particular meetings to center on district employee needs.

During the meetings, the 2018 LCAP Plan was reviewed and the LCAP Advisory Committee broke into small groups and participants were asked to respond to a series of questions related to the state's eight priority areas and the district's ideas about how to address them. The eight priority was divided into three sub-groups. The first group was the engagement. school climate, student engagement, and parental involvement and input were reviewed and discussed. The second group, pupil outcomes included student achievement and other student outcomes. The final group was conditions of learning where basic services, implementation of content and performance standards, and course access were reviewed and discussed. Participants were asked to record their feedback on chart paper. Participants were asked to give feedback on the information recorded on chart paper about district ideas as well as to suggest new ideas for the district to consider.

Careful notes were taken during these meetings to capture both the feedback on the eight priority areas, as well as on the suggested strategies to improve conditions in our school district. At the end of the meeting, we asked participants to rank both the eight priority areas and their suggested strategies. Participants were given colored dots and asked to place their dots in the areas of their priority. Parent's district-wide survey was also given during the meetings and sent home on Wednesday, April 3, 2019. Those strategies formed the basis of the action we used for completing the 2017-20 LCAP.

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

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

1. Establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.

2. Recognizing the diverse learning styles and individual needs of students and ensuring all students meet high learning standards.

3. Creating a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.

4. Protecting and preserving the short and long-term financial well-being of the District.

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

The Superintendent of Gorman Joint School District shared the draft of the LCAP Plan during the regularly-scheduled board meeting on June 11, 2019. Prior to the board meeting, the LCAP Plan was viewable on the district website and copies were made available for review at Gorman Elementary School. At the school site, the draft of the LCAP Plan was accompanied by comment cards and a comment box (located in the front office) if parents and community wanted to provide their feedback outside of the board meeting.

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

The final LCAP Plan and district budget were adopted in a regular board meeting on June 20, 2019.

Annual Update:

During the 2018-19 school year, Gorman Joint School District hosted several Community Input Meetings on the LCFF/LCAP in various venues for the district. Communities meeting dates were: March 12, 2019, at 3:00 PM and May 8, 2019, at 3:00 PM. The LCAP Community Input meetings met regularly updating each of the 8 State Priorities under 3 sub-groups. The 8 State Priorities were reviewed in detail to ensure the community was aware and understood the LCAP's focus. Meetings conducted by the district provided multiple opportunities for critical questions and answer to ensure stakeholders understanding. Stakeholders were provided with detailed information regarding the state's funding plan, and how that funding has impacted the district compare to other districts. Special emphasis was placed on how the supplemental and concentration grants impacted the student based on English learner, Foster, and Low-Income students.

February 6, 2019: Gorman's Advisory Committee met and reviewed the Annual Update: metrics, actions and services and budgeted expenditures and revised as necessary to the 2018-20 LCAP Plan. Gorman's Advisory Committee received an update on Professional Development and Invention progress and services in Goal 2. 3 and 5.

March 12, 2019: Gorman's Advisory Committee met and reviewed all sections and components of the year 2019 LCAP and Annual Update including

budgeted expenditures and revised as necessary. Parents gave input on after-school programs. The parents wanted to see intramural sports, arts, and enrichment built into the LCAP. EL parents asked for a curriculum in Spanish so they can help their students.

May 8, 2019: Gorman's Advisory Committee met and recorded input from stakeholders. Input will be reviewed, discussed and evaluated by the Gorman's Advisory Committee and develop a presentation to the Board on June 11, 2019.

June 1, 2019: Gorman's LCAP is posted on the district website with public access to all stakeholders for review, comment, and/or questions. Superintendent provides written responses to stakeholders before June 11, 2019. The public is also invited to mail Gorman's LCAP feedback to the Superintendent if no computer is accessible.

The revised LCAP is presented to the Board of Gorman Joint School District for the first read and public comments on June 11, 2019. Prior to the board meeting, the LCAP plan was viewable on the district website and copies were made available for review at the Gorman Elementary School. At the school site, the draft of the LCAP Plan was accompanied by comment cards and comment box (located in the front office) if parents and community wanted to provide their feedback outside of the board meeting.

During the board meeting, following a district presentation of the LCAP Plan, public comments and any suggestions were heard from board members and community members.

District staff took notes of the comments and adjusted the LCAP Plan to align with that feedback.

The final LCAP Plan and district budget were adopted in a regular board meeting on June 20, 2019. The agenda for that board meeting and resolution adopting the LCAP Plan and budget are attached.

Impact on LCAP and Annual Update

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

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

Gorman Joint School district Stakeholders were again provided with detailed information regarding the state's funding plan, and given an update on how that funding has impacted the district; special emphasis was again placed on how the supplemental and concentration grants would impact based on our high percentages of English Learner, Foster Youth and Low Income students. The 8 State Priorities were again described in detail to ensure the community was aware and understood the state's focus. Data presented to LCAP Stakeholders supported long-term student's achievement including Board goals. Current programs, services, and actions were endorsed to be continued into LCAP year 2019-2020. The committee purpose was to identify supports in closing the achievement gap. New and continuing programs, service, and actions were identified to support local Board Goals as well as State Priorities. Changes, additions, and refinements occurred each time the LCAP Advisory Committee and Community Members met such as defining metrics, identifying programs, establishing actions and services, and reviewing budgeted expenditures.

Meetings conducted by school district staff provided multiple opportunities for critical questions and answers to ensure stakeholder understanding. Stakeholder feedback was again solicited on the website and devised and asked participants to prioritize/rank the actions and activities in which they would like to see the District invest. The LCAP Committee utilized research data and historical data, formative information from 2015/2016, 2016/17, 2017/18 and 2018/19 as well as stakeholder feedback to address the actionable items that support the 8 State Priorities and focus on the three student subgroups. LCAP Committee Meetings again included presentations from Gorman's Superintendent sharing vital information for the various departments including, Child Nutrition, Educational Services, Human Resources, Maintenance and Operations, Special Education and Student Services, and Technology. The Gorman Joint School District's LCAP was updated from the lens of a three-year strategic plan to address student learning and achievement of targeted subgroups specifically: English Language Learners (ELL), Foster Youth, and Low-Income students. Members of

the District Advisory Committee and District English Learner Advisory Committee provided the Superintendent with immediate feedback that helped guide the process. Multiple presentations at Board Meetings were again another means to update stakeholders about the progress of identified LCAP initiatives and targets. Gorman's Superintendent asked for public comments on the LCAP Draft Plan on June 11, 2019. This information has been incorporated into the final draft. Subsequent to the final receipt of written and oral comments solicited from the public and other groups, final edits to the LCAP was made prior to submission to the Board of Education for approval on June 11, 2019.

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

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

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

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

Annual Update:

The 2019 Community Input Meetings served as a way to inform, engage, and gather input and feedback from critical stakeholders: parents, students, teachers, staff, and community partners. The Superintendent provided an informative LCFF/LCAP presentation and then participants rotated through groups presentations. At the end of each meeting, participants voted for their top three priorities, which had been slated for addition or expansion in the 2018-20 LCAP. This information was used to revise the 2019-2020 priorities in the LCAP.

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

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

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

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

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

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

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

- Implementation of the Visual and Performing Arts program with Visiting Artists
- Implementation of the Renaissance Reading and Math program
- Implementation of the Common Core ELA adoption
- Positive Behavior Interventions and Supports (PBIS)
- Additional planning time was provided for districtwide implementation of initiatives and Common Core Lesson Development
- Intervention supports for all students implementation during the day
- English Learner reclassification rate data
- Training for EL students' parents, EL student supports, professional development for ELD teachers, reclassification and recognition for English Learners, and monitoring of /English Learner students.
- Implementation of new district benchmark assessment system using STAR Reading and STAR Math.
- Use of social media, website, and other communication tools to engage families, students, and our community
- Reducing suspensions for all students
- Implementation of inter-mural sports
- Implementation of Robotic/Lego program

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Increase number of parents participation in parent trainings, seminars, reading resources, and workshops by 10%.

Identified Need:

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

1.2 Need: Gorman Joint School District would like to increase parent involvement of Site Council/LCAP Advisory Committee, DELAC, and PTSO in the alignment of district and school vision towards a CCSS implementation.

1.3 Need: Institute Parent Academy and additional parent educational opportunities at the school site including computer trainings.

1.4 Need: Teachers, parents, and administrators indicated that effective professional development in developing Common Core aligned lesson is one of Gorman's pressing needs. Input from certificated staff members reflected the desire and need for continued professional learning opportunities in this area.

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

Expected Annual Measurable Outcomes

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

Sign-In-Sheets	School site participation data: Back to School Night, Parent/Teacher Conferences (2), Open House, were about 82% participation for 2016-17 school year. LCAP Meetings (3) and DELAC/ELAC Meetings were about 16% for the 2016-17 school year.	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.	Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.
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.

Goal 1, 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)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

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
Increase Parent Academy topics to include: • Engaging Parent to support student learning • Homework and study skills • Curriculum	Increase Parent Academy topics to include: Engaging Parents to support student learning Homework and study skills Curriculum	Increase Parent Academy topics to include: Engaging Parents to support student learning Homework and study skills Curriculum Attendance

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

Goal 1, 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)

All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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:
Modified Action	Unchanged Action	Unchanged Action
Provide resources for parents to support student success at Gorman Elementary School.	Provide resources for parents to support student success at Gorman Elementary School.	Provide resources for parents to support student success at Gorman Elementary School.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$500 (repeat expenditure)	$500 (repeat expenditure)	$1,000 (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

Goal 1, 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:	**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
Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.	Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.	Gorman's leadership team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$500 (repeat expenditure)	$750 (repeat expenditure)	$750 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Provide DELAC support (food, translations, child care)	4000-4999 Books and Supplies; Provide DELAC support (food, translations, child care)	4000-4999 Books and Supplies; Provide DELAC support (food, translations, child care)

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

Unchanged Goal

Goal 2

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

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.

Identified Need:

Teachers work in a Professional Learning Community team to develop ELA, Math, Social Science, and Science units that are aligned to the Common Core State Standards and use our current textbooks as a resource. Teachers will continue their work in transition lessons to CCSS and will implement those lessons during the 2018-19 school year.

Teachers, parents and administration indicated that effective professional development around the CCSS is one of their most pressing needs. Gorman School staff has been using PLC's to address the CCSS and develop lesson. PLC's professional Development will continue during the 2019-2020 school year.

2.1 Need: Support Language Arts and Math curriculum aligned with the California Content Standards. Teachers have worked in Professional Learning Community teams to develop math units that are aligned to the Common Core State Standards and use our current textbooks as a resource. Teachers will continue with their work in transition lessons to CCSS and will implement those lessons during the 2019-20 school year.

2.2 Need: Provide professional development and implementation and support for teachers to use the CCSS to provide First Best Instruction. Increase professional development for teachers on best practices to support students in ELD, foster youth, and low-income students with particular attention on English learners and Special Education students.

2.3 Need: Utilize instructional coaching, additional professional minimum work days, conferences, online and hourly professional learning to ensure

all instructional staff have the tools to provide high quality instruction.

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

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

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP state assessments results	Current proficiency rates in ELA District-wide is 46%: Hispanic 41%: White 47%: SES 37% and EL 43%. Current proficiency rates in math District-wide 27%:	Increase SBAC proficiency levels in ELA and Math. Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.	Increase SBAC proficiency levels in ELA and Math. Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.	Increase SBAC proficiency levels in ELA and Math. Increase rates of participation of low income, foster, and ELL youth in advanced courses by 5%.
Proficiency of standards aligned materials according Williams's compliance and requirements.	100% Textbook Sufficiency	Maintain proficiency of standards aligned materials according Williams's compliance and requirements.	Maintain proficiency of standards aligned materials according Williams's compliance and requirements.	Maintain proficiency of standards aligned materials according Williams's compliance and requirements.
Fully credential and appropriately assigned teachres	During the 2016-2017 school four of five were fully credentialed teachers. All teachers are appropriately assigned. Two teachers are completing course	Maintain 100% of teachers that are fully credentialed and appropriately assigned.	Maintain 100% of teachers that are fully credentialed and appropriately assigned.	Maintain 100% of teachers that are fully credentialed and appropriately assigned.

	work for their induction program through on-line college course classes and one completed hers in January 2017.				

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.

Goal 2, 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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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:
Modified Action	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 of additional content aligned texts supplemental curriculum for math.	Teachers will employ the use of additional content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature. Teachers will employ the use of additional content aligned texts supplemental curriculum for math.	Teachers will employ the use of additional content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature. Teachers will employ the use of additional content aligned texts supplemental curriculum for math.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$12,000	$12,500	$11,662
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

Goal 2, 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:　　　　　　　**Scope of Services:**　　　　　　　**Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
Modified Action	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.	Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.	Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$21,000 (repeat expenditure)
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	$15,000
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

Goal 2, 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:	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

| | Analyze CAASPP baseline data to determine measurable targets.

Provide staff regular opportunities to analyze student work to ensure progress of achievement. | Analyze CAASPP baseline data to determine measurable targets.

Provide staff regular opportunities to analyze student work to ensure progress of achievement. | Analyze CAASPP baseline data to determine measurable targets.

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$3,500	$3,500	$4,000
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.

Goal 2, 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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
Modified Action	Unchanged Action	Unchanged Action
Implement school intervention models to provide targeted instruction to identified students.	Implement school intervention models to provide targeted instruction to identified students.	Implement school intervention models to provide targeted instruction to identified students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$6,000	$6,000 (repeat expenditure)	$6,000
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	$11,630
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Purchase intervention programs for	4000-4999 Books and Supplies; Purchase intervention programs for	4000-4999 Books and Supplies; Purchase intervention programs for

	targeted for student population	targeted for student population	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 aides benefits for after school intervention

Goal 2, 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:	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	Action
Provide fully credentialed and appropriately assigned teachers with comparable	Provide fully credentialed and appropriately assigned teachers with comparable	Provide fully credentialed and appropriately assigned teachers with comparable

| compensation. | compensation. | compensation. |

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$264,580	$270,000	$265,000
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	$62,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers benefits	3000-3999 Employee Benefits; Teachers benefits	3000-3999 Employee Benefits; Teachers benefits

Goal 2, 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)

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:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	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	$19,000
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	$2,400
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; VAPA supplies and resources.	4000-4999 Books and Supplies; VAPA supplies and resources.	4000-4999 Books and Supplies; VAPA supplies and resources.
Amount	$1,000	$700	$700
Source	LCFF	Teacher Effectiveness	LCFF

Budget Reference	3000-3999 Employee Benefits; Benefits for Visiting Artists	3000-3999 Employee Benefits; Benefits for Visiting Artists	3000-3999 Employee Benefits; Benefits for Visiting Artists
Amount	$3,000	$3,000	$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Substitute teachers for VAPA training and coacing
Amount	$200	$200	$200
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing	1000-1999 Certificated Salaries; Benefits for substitute teachers for VAPA training and coacing

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

Unchanged Goal

Goal 3

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

.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Implement District-wide Professional Learning Communities as a means to strengthen instruction and additional interventions.

Identified Need:

3.1 Need: Implement District-wide Professional Learning Communities to promote authentic, timely assessment of student performance as a means to strengthen instruction and to identify students for additional interventions.

3.2 Need: Establish a structure and culture for continuous improvement by implementing best practices and providing professional development of

teachers and staff.

3.3 Need: Utilize minimum Wednesdays for effective communications and school procedure planning.
Provide mid-year and end-of -the year reviews of progress towards goals. Maintain regular contact with teachers to ensure effective project results.

Metrics: Identify baseline data for student achievement using CAASPP, Implementation of students' informational system, Student and staff access to technology, Number of staff members participating in professional development.

Expected Annual Measurable Outcomes

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

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.

Goal 3, Action 1

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

Students to be Served: **Location(s):**

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

(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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$21,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses;	5000-5999 Services and Other Operating Expenses;	5000-5999 Services and Other Operating Expenses;

Goal 3, 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)

<div align="center">OR</div>

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:	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. 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	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	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	site-level PLCs by effective use of data to drive instruction Staff attend workshops, conferences or release time for collaboration	site-level PLCs by effective use of data to drive instruction Staff attend workshops, conferences or release time for collaboration

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$3,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Substitutes salaries	1000-1999 Certificated Salaries; Substitutes salaries	1000-1999 Certificated Salaries; Substitutes salaries

Goal 3, 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	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Develop protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.	Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.	Revise protocols in Human Resources Department to ensure staff are appropriately assigned based on credential with systems to monitor appropriate assignments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$100	$3,000	$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Update Board Policies and Regulations	4000-4999 Books and Supplies; Update Board Policies and Regulations	4000-4999 Books and Supplies; Update Board Policies and Regulations

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Increase attendance rates to 95%, decrease suspension rates by 5%, keep expulsion rate at 0%, maintain drop out rate at 0%, and continue the implementation of PBIS.

Identified Need:

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

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

4.2 Need: Maintain student attendance above 95% average

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

4.4 Need: Implement Positive Behavior Intervention Supports (PBIS)

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

4.5 Need: Implement the California Healthy Kids Survey (CHKS) to assess the degree to which students feel safe and connected to their school

Metrics: Partner with parents and community to develop and implement schools programs that nurture and support students achievement, Create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive. Gorman Elementary School will provide tasty, healthy meals for students, Develop effective programs that address academic, behavioral, and social-emotional concerns that negatively impact student achievement and success, Establish safety school connectedness baseline data through CHKS and Gormans Survey.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA State Phyiscal 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	Maintain attendance rates at/or above 95%.	Maintain attendance rates at/or above 95%.	Maintain attendance rates at/or above 95%.

	Elementary School had fourteen students identified as chronic absentees. Six of the fourteen students were able to improve attendance by the end of each school year. Chronic absentee's rates increase from 5.5% for the 2015-16 school year to 17% this school year.			
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	2016-17 Suspension Data: 0% 0 student incidents warranted any suspension, or 0% 2016-17 Incidents sent to the Principal : 27	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.

Goal 4, 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:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Provide equitable PE education during PE instruction.	Provide equitable PE education during PE instruction.	Provide equitable PE education during PE instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$100

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	$5,000
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

Goal 4, 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:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action

| | Implementation of the STEAM and Robotics program for the Gorman targeted student's population. | Implementation of the STEAM and Robotics program for the Gorman targeted students population. | 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	$3,500
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	$3,500
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

Goal 4, Action 3

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

Students to be Served:		**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<div align="center">**OR**</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:
Modified Action	Unchanged Action	Unchanged Action
Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during school year.	Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during school year.	Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during school year.

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

Goal 4, Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	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
Implementation of after school academic support for targeted students, intramural sports programs, enrichment activities, Science Fair, arts, and tutoring and homework assistance for targeted students.	Implementation of after school academic support for targeted students, intramural sports programs, enrichment activities, Science Fair, arts, and tutoring and homework assistance for targeted students.	Implementation of after school academic support for targeted students, intramural sports programs, enrichment activities, Science Fair, arts, and tutoring and homework assistance for targeted students.

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	$200
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

Goal 4, 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:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Provide additional opportunities for students to participate in clubs and activities.	Provide additional opportunities for students to participate in clubs and activities.	Provide additional opportunities for students to participate in clubs and activities.

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.

Goal 4, 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	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified 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.	Implement the California Healthy Kids Survey for the 2018-2019 school year. Analyze data to determine necessary actions and services.	Implement the California Healthy Kids Survey for the 2019-2020 school year. Analyze data to determine necessary actions and services.

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.

Goal 4, Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Provide nursing services for the school.	Provide nursing services for the school.	Provide nursing services for the school.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$2,400	$2,500	$2,750
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

Goal 4, Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18	**2018-19**	**2019-20**
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Increase library support books for classrooms.	Increase library support books for classrooms	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

Goal 4, 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)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

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:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$12,848	$20,000	$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Computer equipment	4000-4999 Books and Supplies; Computer equipment	4000-4999 Books and Supplies; Computer equipment
Amount	$0	$3,500	$3,500
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Network equipment and resources	4000-4999 Books and Supplies; Network equipment and resources

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

Unchanged Goal

Goal 5

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

district and classroom assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities: Students below grade level will receive targeted instruction during the school day and extend after school intervention to support targeted students mastery of standards.

Identified Need:

5.1 Need: Increase reclassification rates for English Language Learners.
5.2 Need: Increase English Language Learners that are English Proficient.
Metrics: English Language learners reclassification rates, CELDT scores.

2018-19- Establish Base-line Data using the new State Testing ELPAC for English Language Learners. Gorman continues to see growth among our English Language Learners. There is still a need to provide Read Naturally to the student population.

Gorman will use the ELPAC scores to determine English Language learner's proficiency rates and District Baseline Data.

87% of the Gorman's English Language learners were at the Bridging level requiring light linguistic support.

13% of Gorman's English Language learners were at the Expanding level requiring moderate linguistic support.

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	Increase English Language	Increase English Language	Increase English Language

| | Using CELDT results, 06% of Gorman English Language learners decreased CELDT results by one level. 65% of Gorman English Language learners made adequate progress without moving up one level with CELDT results. 29% of Gorman English Language learners increased CELDT results by one level.

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

Establish ELPAC baseline data scores. | learner's proficiency rates.

Increase ELPAC scores by 5%. |

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.

Goal 5, Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: Gorman Elementary School

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide more ELL Learners resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement.

2018-19
Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide more ELL Learners resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement. Establish ELPAC baseline data.

2019-20
Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide more ELL Learners resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement. Increase ELPAC baseline data by 5%.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$3,900
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

Goal 5, 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:	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
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	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	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. | implementation of CCSS. | 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

Goal 5, 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	**2018-19**	**2019-20**
Select from New Action, Modified Action, or Unchanged	Select from New Action, Modified Action, or Unchanged	Select from New Action, Modified Action, or Unchanged

Action:	Action:	Action:
Unchanged Action	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.	For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.	For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.

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

Goal 5, 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)

English Learners	LEA-wide	All Schools

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.	Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,000	$500	$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Resource books and materials, copying and duplications costs	4000-4999 Books and Supplies; Resource books and materials, copying and duplications costs	3000-3999 Employee Benefits; Resource books and materials, copying and duplications costs

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

Unchanged Goal

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities: Maintain facilities so they are in good repair.

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District facilities maintenance and repair monthly check sheets.	Maintain FIT (Facilities Inspection Tool) rating of 'Exemplary' or 'Good' at school site: 2016-2017 Good	Maintain facilities inspection at a "Good" level and repair.	Maintain facilities inspection at a "Good" level and repair.	Maintain facilities inspection at a "Good" level and repair.

Planned Actions / Services

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

Goal 6, 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:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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:
New Action	New Action	Modified 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.	Large projects necessary for the 2018-19 School Year are roof replacement, kitchen drainage plumbing line replacement, and general painting of the main building.	Large projects necessary for the 2019-20 School Year are water connection to Golden Valley Municipal Water District, roof repair/replacement, kitchen drainage plumbing line replacement, ramp replacement in front of the classrooms, repair of the blacktop areas throughout the school, and general painting of the main building

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

Goal 6, 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	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	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.	Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff. The Director of Maintenance will walk the site monthly to develop a list of maintenance items to be completed. A focus of these walks will be on site safety.	Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff. The Director of Maintenance will walk the site monthly to develop a list of maintenance items to be completed. A focus of these walks will be on site safety.

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

Goal 6, 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:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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	Action	New Action
		Implementation of the FIT System for monthly maintenance check reports and documentation.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$3,130
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; New FIT Maintenance System

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$142,392	23.07%

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).

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

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

Goal 1: Action 3- Gorman's Leadership Team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS. This increased service provides a direct way of communication that works with all stakeholders to better communicate the opportunities that are afforded to students due to the actions developed out of the LCAP process and to build relationships throughout the community with an emphases on meeting the unique needs of our low income, English learners, and foster youth students. This increased action is a service principally central to our work in supporting students and having a process for our leadership team, staff, parent and community to collaborate together. The actions and service are associated with 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 the 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 in 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 the 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 2018-19 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.

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 literacy 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 ready 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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$133,150	12.00%

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

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

LEA-Wide

Goal 1: Action 1- Increase Parent Academy topics to include: • Engaging Parent to support student learning • Homework and study skills • Curriculum Goal 2: Action 2- Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, use of pacing guides, and increase technology learning. Gorman School will provide substitutes to promote Teacher Leadership Rounds. This improved service, principally directed at our EL students, allows for the dissemination of information, workshops for non-English speaking parents of EL students. This additional information is available to all of our students. This increased and improved service provides an app for parents and students to use to receive important information and push notifications like grades, attendance, activities, and events. This service enhances the information that is provided on the Gorman web-page. This increased action is a service directed at our students in an effort to share various activities.

Goal 1: Action 3- Gorman's Leadership Team will work with staff, parents and community members to look for areas of alignment with LCFF and then develop a shared mission and vision for the implementation of the CCSS. This increased service provides a direct way of communication that works with all stakeholders to better communicate the opportunities that are afforded to students due to the actions developed out of the LCAP process and to build relationships throughout the community with an emphases on meeting the unique needs of our low income, English learners, and foster youth students. This increased action is a service principally central to our work in supporting students and having a process for our leadership team, staff,

parent and community to collaborate together. The actions and service are associated with the increased or improved services for low income. English learners, and foster youth pupils and families with the skills and strategies for those groups to be successful in the academics process.

Goal 2: Action 2- Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, use of pacing guides, and increase technology learning.
Gorman School will provide substitutes to promote Teacher Leadership Rounds. These professional development opportunities are aimed at increasing facilitated high-quality professional learning opportunities for all educators to ensure that every Low-Income, English learner, and Foster students have access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA 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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$112,370	17.59%

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

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

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

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

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

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

Unduplicated Students

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

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

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

LEA-Wide

Goal 1: Action 1- Increase Parent Academy topics to include: • Engaging Parent to support student learning • Homework and study skills • Curriculum
Goal 2: Action 2- Provide professional development and implementation support for Gorman School and teachers to use the CCSS to provide First Best Instruction, design instruction aligned to CCSS, use of pacing guides, and increase technology learning. Gorman School will provide substitutes

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

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

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

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

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

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

Goal 4: Action 3- Implementation of Positive Behavior and intervention Support (PBIS) model to reduce the number of discipline incidents. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Provide teachers and staff with staff development and resources for the implementation of PBIS during school year. This increased service will provide targeted professional development on PBIS school strategies at improving cultural awareness on campuses and relationships with students and staff as revealed through stakeholder input. A majority of training that teachers receive typically does not focus on the soft skills of understanding relationships and culture and so the proportionate increase in benefit far exceeds the expectations. This increased service will provide additional Professional Development opportunities for classified employees to participate in training's on PBIS, de-escalation techniques and staff appropriate relationships and corrections. These programs are principally directed at improving outcomes for our students and has been directed at certificated staff in the past.

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

Goal 5: Action 1- Provide more EL Learners resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement. This resource provides English Language learners students with supplemental (increased) curriculum, intervention and tutorials that would not normally be available for core subjects, test prep and positive behavior intervention and support curriculum.

Goal 5: Action 3- For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level. This resource provides unduplicated students with increased intervention and tutorials that would not normally be available for core subjects, test prep to support common core standards curriculum. Extended afterschool learning also provides additional opportunity to reinforce skills and support EL's, foster youth and low-income with opportunities to accelerate successfully in core curriculum that are below grade level.

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

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

Schoolwide

Goal 2: Action 1- Teachers will employ the use of additional content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.   Teachers will employ the use of additional content aligned texts supplemental curriculum for math.   This resource provides students with supplemental exemplary literary curriculum and tutorials aligned with ELA curriculum that would not normally be available for core subjects, test prep and positive behavior intervention and support curriculum.

Goal 2: Action 6- Increase student access to Visual and Performing Arts (VAPA). Utilize visiting artists and upper grade release time teachers to provide VAPA Update Gorman's Arts Plan. This increased service provides students' access to Visual and Performing Arts curriculum during the day. By addressing students' needs for increased access to Visual and Performing Arts curriculum and services expressed through stakeholders' input and surveys, teachers will have additional supplies, time and professional development to expand the Arts curriculum. Increasing access to the Visual and Performing Arts curriculum and services is key to developing access to all core content, providing students in our community access to Visual and Performing Arts that may not due to their disadvantaged home environment.

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

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

Goal 5: Action 2- For Low Income, English Language Learners, Foster Youth, the District will invest in teacher and staff training. District will provide professional development on differentiated instruction. District will provide collaborative planning time to facilitate greater collaboration in implementation of CCSS. These professional development opportunities are aimed at increasing facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments as well as making our teachers better prepared to use Common Core State Standards in delivering challenging content to our unduplicated students.

Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	$587,893	$501,765	$498,325	$587,893	$625,522
1000-1999 Certificated Salaries	290,850	269,427	292,430	290,850	292,750
3000-3999 Employee Benefits	95,193	79,173	88,647	95,193	64,050
4000-4999 Books and Supplies	78,350	25,817	64,048	78,350	86,022
5000-5999 Services and Other Operating Expenses	123,500	111,648	53,200	123,500	178,700
6000-6999 Capital Outlay	0	15,700	0	0	4,000

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	$587,893	$501,765	$498,325	$587,893	$625,522
Teacher Effectiveness	700	0	0	700	0
Other State Revenues	0	69,641	0	0	135,500
Other Local Revenues	75,000	0	0	75,000	0
LCFF Base/Not Contributing to Increased or Improved Services	379,043	349,754	388,577	379,043	347,630
LCFF S & C/Contributing to Increased or Improved Services	133,150	82,370	109,748	133,150	142,392

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	$587,893	$501,765	$498,325	$587,893	$625,522
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	274,650	265,890	269,230	274,650	269,650
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	16,200	3,537	23,200	16,200	23,100
3000-3999 Employee Benefits	Teacher Effectiveness	700	0	0	700	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	93,993	78,816	87,147	93,993	62,350
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	500	357	1,500	500	1,700
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	8,100	2,935	12,600	8,100	13,330
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	70,250	22,882	51,448	70,250	72,692
5000-5999 Services and Other Operating Expenses	Other State Revenues	0	69,641	0	0	135,500
5000-5999 Services and Other Operating Expenses	Other Local Revenues	75,000	0	0	75,000	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	2,300	2,113	19,600	2,300	2,300
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	46,200	39,894	33,600	46,200	40,900
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	15,700	0	0	4,000

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Expenditures by Goal and Funding Source			
Funding Source	**2017**	**2018**	**2019**

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

All Funding Sources	$500	$750	$750
LCFF S & C/Contributing to Increased or Improved Services	500	750	750

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

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

All Funding Sources	$410,827	$429,693	$401,742
Teacher Effectiveness	0	700	0
LCFF Base/Not Contributing to Increased or Improved Services	351,377	363,643	327,000
LCFF S & C/Contributing to Increased or Improved Services	59,450	65,350	74,742

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

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All Funding Sources	$8,100	$11,000	$3,000
LCFF Base/Not Contributing to Increased or Improved Services	100	3,000	3,000
LCFF S & C/Contributing to Increased or Improved Services	8,000	8,000	0

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

All Funding Sources	$58,598	$68,150	$75,200
LCFF Base/Not Contributing to Increased or Improved Services	22,000	12,300	14,400
LCFF S & C/Contributing to Increased or Improved Services	36,598	55,850	60,800

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

All Funding Sources	$5,200	$3,200	$6,100
LCFF S & C/Contributing to Increased or Improved Services	5,200	3,200	6,100

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

All Funding Sources	$15,100	$75,100	$138,730
Other State Revenues	0	0	135,500
Other Local Revenues	0	75,000	0
LCFF Base/Not Contributing to Increased or Improved Services	15,100	100	3,230

Annual Update Expenditures by Goal and Funding Source		
Funding Source	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**

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

All Funding Sources	$750	$100
LCFF S & C/Contributing to Increased or Improved Services	750	100

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

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

All Funding Sources	$429,693	$387,350
Teacher Effectiveness	700	0
LCFF Base/Not Contributing to Increased or Improved Services	363,643	343,230
LCFF S & C/Contributing to Increased or Improved Services	65,350	44,120

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

All Funding Sources	$11,000	$9,030
LCFF Base/Not Contributing to Increased or Improved Services	3,000	2,935
LCFF S & C/Contributing to Increased or Improved Services	8,000	6,095

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

All Funding Sources	$68,150	$35,644
LCFF Base/Not Contributing to Increased or Improved Services	12,300	3,589
LCFF S & C/Contributing to Increased or Improved Services	55,850	32,055

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

All Funding Sources	$3,200	$0
LCFF S & C/Contributing to Increased or Improved Services	3,200	0

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

All Funding Sources	$75,100	$69,641
Other State Revenues	0	69,641
Other Local Revenues	75,000	0
LCFF Base/Not Contributing to Increased or Improved Services	100	0