



## Gorman Joint School District

49847 Gorman School Road  
P.O. Box 104  
Gorman, CA 93243  
(661) 248-6441 – FAX (661) 248-0604

### BOARD OF TRUSTEES

### NOTICE OF SPECIAL MEETING AGENDA

**June 15, 2021  
Gorman School**

*Closed Session: 3:00 P.M.  
Regular Session 3:30 P.M.*

#### **I. CALL TO ORDER**

Salute the flag

Roll Call – Members:

Patricia Edwards, President  
Susan Ralphs, Clerk  
Ryan Ralphs, Member

Roll Call – Administration:

Johannis Andrews, Superintendent  
Dena Kiouses, EdD, Principal  
Jean Cummings, Business Manager/Consultant  
Denise Saenz, Accounting/Data Processing Technician

#### **ITEMS FROM THE FLOOR**

Please submit a "Request to Speak to the Board of Trustees" for agenda and non-agenda items to the Secretary of the Board prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, no more than twenty (20) minutes on the same subject. This portion of the agenda is for presentations to the Board and not a question and answer period where the Board enters into dialogue. If you have questions for the Board, please provide the Board President with a copy and an administrator will provide answers at a later date.

**II. AGENDA**

1. Approve the Agenda as presented for June 15, 2021.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Vote: yes \_\_\_ no \_\_\_

**III. ADJOURN TO CLOSED SESSION**

Adjourn to Closed Session at \_\_\_\_\_ P.M. to discuss personnel, employer/employee relations. (Govt. Code 54957, 54957.6):

1. Personnel (Govt. Code 54957)
2. Employer/Employee Relations (Govt. code 54957.7)
3. Public Employee Discipline/Dismissal/Release/Appointment (Govt. Code 54957)
4. Negotiations (Govt. Code 54957.6)

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Vote: yes \_\_\_ no \_\_\_

**IV. RECONVENED TO REGULAR SESSION**

Reconvened to Regular Session at \_\_\_\_\_ P.M.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Vote: yes \_\_\_ no \_\_\_

ACTION FROM CLOSED SESSION (IF ANY)

**V. PRESENTATIONS/INFORMATION/DISCUSSION**

- A. Presentation
  1. Transportation Information
- B. Information
  1. CSBA Courses Available
- C. Comments
  1. Board
  2. Staff
  3. Public-Items from the floor.

D. Discussion

**VI. ACTION ITEMS**

- A. Administrative and Business Office Items:

1. Approve the 2021-2024 Local Control and Accountability Plan (LCAP) with the two Annual Updates for 2019-20 and 2020-21 and the Budget Overview for Parents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_

2. Approve the Adoption of the Gorman Joint School District 2021-22 Adopted Multi-year Budget and the 2020-21 Estimated Actuals.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_

3. Approve Authorized Signature Resolution effective July 1, 2021 for changes in District signatories

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_

4. Approve Authorized Signatories for California Bank & Trust effective July 1, 2021

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_

5. Approve Annual Recurring Hosting and Maintenance Fee for Website Development, Hosting and Licensing Agreement from Interactive Educational Services, Inc. in the amount of \$750.00

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_

B. Personnel:

1. Approve Personnel Report #06-20-21

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_

C. Board Policy

**VII. ADVANCE PLANNING**

The next regular meeting of the Board of Trustees will be held Tuesday, July 13, 2021 at 3:00 P.M. closed session and 4:00 P.M. regular session.

Items for next meeting

1. \_\_\_\_\_ 2. \_\_\_\_\_

**VIII. ADJOURNMENT**

Approve adjournment at \_\_\_\_\_ P.M.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote: yes \_\_\_no\_\_\_



# 2020-2021 Association Education Professional Development

## REGISTRATION FORM

**Register by mail:**  
with check to  
CSBA, c/o Westamerica Bank  
P.O. Box 1450  
Suisun City, CA 94585-4450

**Register by phone:**  
with VISA/MasterCard/  
American Express  
(800) 266-3382,  
ext. 3276

**Register by FAX:**  
with VISA/MasterCard/  
American Express  
(916) 669-3366

**Online:**  
[www.csba.org/events](http://www.csba.org/events)

### REGISTRANT INFORMATION:

Name \_\_\_\_\_ Title \_\_\_\_\_

District/County Office/Company \_\_\_\_\_

Address, City, ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

EVENTS/MEETING LOCATION(S)/DATE(S): \_\_\_\_\_

### EVENT/MEETING ATTENDING (CHECK ALL THAT APPLY)

- Board Presidents Workshop | \$375 / \$400
- Institute for New and First Term Board Members | \$375 / \$400
- The Brown Act | \$225 / \$250

### **Masters in Governance Program** \$399 / \$424 per course

- MIG Course 1
- MIG Course 2
- MIG Course 3
- MIG Course 4
- MIG Course 5

### REGISTRATION TYPE:

- Pre-registration
- Late/On-site registration

Amount enclosed      VISA/MasterCard/American Express/Check #      Exp. Date

*Individual board members and district/county office employees are considered members of CSBA if their district/county office is a member of CSBA. **NOTE:** Up to five (5) business days prior to the event, with written notice, registrants may cancel for a full refund. Please send cancellation requests via email to [register@csba.org](mailto:register@csba.org). Telephone requests will not be honored. Cancellations or transfers received within five (5) business days of the event are not eligible for a refund as food/beverage and materials have been ordered on your behalf. CSBA encourages substitutions from within a district/county office. Make your check payable to CSBA. **No refunds for no-shows.***

# Training and Events Learning opportunities, training sessions, professional development and meetings

All Events

Annual Education Conference

Governance Basics

Masters in Governance

Meet the Faculty

Masters in Governance

Masters in Governance for County Offices of Education

Online Learning Center

Continuing Education

Other Training Opportunities

Leadership Meetings

CSBA Golden Awards

CCBE Trainings & Events

Registration Policy

Webinars and Webcasts

## Masters in Governance

**CSBA's Masters in Governance program equips local education agencies with the knowledge and skills to build and support an effective governance structure.**

Each course will have pre-course assignments which need to be completed prior to attending the full-day course. Please commit to both times prior to registering as participants must complete both modules for credit towards their certificate. Registered attendees will receive a Know Before You Go email that includes details and links needed to participate in the session one week prior to the event and the day before the event.

### Masters in Governance for Districts

- MIG Course 1: Foundations of Effective Governance | Setting Direction
- MIG Course 2: Policy & Judicial Review | Student Learning & Achievement
- MIG Course 3: School Finance
- MIG Course 4: Human Resources | Collective Bargaining
- MIG Course 5: Community Relations and Advocacy | Governance Integration

### Masters in Governance for County Offices of Education

- MIG COE Course 1: Foundations of Effective Governance | Setting Direction
- MIG COE Course 2: Policy & Judicial Review | Student Learning & Achievement
- MIG COE Course 3: Finance and Facilities
- MIG COE Course 4: Charter Schools
- MIG COE Course 5: Community Relations and Advocacy | Governance Integration

### MIG Course 2: Student Learning /Policy & Judicial Review (July 16 and 17, 2021 - VIRTUAL)

Virtual

Fri Jul 16, 2021 01:00 PM To Sat Jul 17, 2021 12:30 PM

Register

Register Colleague

### MIG Course 1: Foundations of Effective Governance/Setting Direction (July 26 and 28, 2021-VIRTUAL)

Virtual

Mon Jul 26, 2021 01:00 PM To Wed Jul 28, 2021 05:00 PM

[Register](#)

[Register Colleague](#)

**MIG Course 3: School Finance (August 6 and 7, 2021 - VIRTUAL)**

*Virtual*

**Fri Aug 06, 2021 01:00 PM To Sat Aug 07, 2021 12:00 PM**

[Register](#)

[Register Colleague](#)

**MIG Course 4: Human Resources/Collective Bargaining (August 20 and 21, 2021-VIRTUAL)**

*Virtual*

**Fri Aug 20, 2021 01:00 PM To Sat Aug 21, 2021 12:30 PM**

[Register](#)

[Register Colleague](#)

**MIG Course 2: Student Learning & Achievement/Policy & Judicial Review (August 23 & 25, 2021-VIRTUAL)**

*Virtual*

**Mon Aug 23, 2021 01:00 PM To Wed Aug 25, 2021 05:00 PM**

[Register](#)

[Register Colleague](#)



California County Boards of Education  
California Council of School Attorneys  
Education Legal Alliance  
National School Boards Association

[Privacy Policy](#) | [Legal Notice](#) | [Careers](#) | [Contact Us](#)

**about**

- [How We are Governed](#)
- [Board of Directors](#)
- [Executive Staff](#)
- [Become a Business Affiliate](#)
- [Staff Directory](#)

**products & services**

- [Business Affiliates](#)
- [CSBA Store](#)
- [All Products and Services](#)
- [Gamut](#)

**advocacy**

**governance & policy resources**

- [Research and Policy Briefs](#)
- [District Policy Services](#)
- [LCFF & LCAP](#)

**training & events**

- [Event Calendar](#)
- [All Events](#)
- [Annual Education Conference](#)
- [Masters in Governance Program](#)
- [Annual Education Conference](#)
- [Governance Consultants](#)
- [CSBA Golden Awards](#)

**newsroom**

## Training and Events Learning opportunities, training sessions, professional development and meetings

All Events

Annual Education Conference

Governance Basics

Orientation for New Trustees

Institute for New and First-Term Board Members

The Brown Act

Masters in Governance

Online Learning Center

Continuing Education

Other Training Opportunities

Leadership Meetings

CSBA Golden Awards

CCBE Trainings & Events

Registration Policy

Webinars and Webcasts

### Governance Basics

#### Get *Effective* with Governance Basics

Governance Basics offers you a variety of leadership training offerings aimed at building a foundation for governance.

Focus on these offerings during your first years as a governance team member. Find the training that is designed for you in the chart below.

Training Offerings	New Board Members & Superintendents	Experienced Board Members & Superintendents	Executive Assistants
Orientation for New Trustees	✓		
Institute for New Board Members	✓		
The Brown Act: What you need to know	✓		✓

The following events are currently open for registration:

#### The Brown Act (August 27, 2021 - Virtual)

*Virtual*

Fri Aug 27, 2021 09:00 AM To Fri Aug 27, 2021 12:00 PM

Register

Register Colleague

#### The Brown Act (October 29, 2021 - San Jose)

*Santa Clara*

Fri Oct 29, 2021 01:00 PM To Fri Oct 29, 2021 04:00 PM

Register

Register Colleague

## The Brown Act (November 4, 2021 - Rancho Cucamonga)

Rancho Cucamonga

Thu Nov 04, 2021 01:00 PM To Thu Nov 04, 2021 04:00 PM

[Register](#)

[Register Colleague](#)



California County Boards of Education  
California Council of School Attorneys  
Education Legal Alliance  
National School Boards Association

[Privacy Policy](#) | [Legal Notice](#) | [Careers](#) | [Contact Us](#)



© 2018 California School Boards Association  
Tel. (800) 266-3382

### about

- [How We are Governed](#)
- [Board of Directors](#)
- [Executive Staff](#)
- [Become a Business Affiliate](#)
- [Staff Directory](#)

### products & services

- [Business Affiliates](#)
- [CSBA Store](#)
- [All Products and Services](#)
- [Gamut](#)

### advocacy

- [Legislative Advocacy](#)
- [Legislative News](#)
- [Legal Advocacy](#)
- [Legal](#)

### governance & policy resources

- [Research and Policy Briefs](#)
- [District Policy Services](#)
- [LCFF & LCAP](#)

### training & events

- [Event Calendar](#)
- [All Events](#)
- [Annual Education Conference](#)
- [Masters in Governance Program](#)
- [Annual Education Conference](#)
- [Governance Consultants](#)
- [CSBA Golden Awards](#)

### newsroom

- [California Schools Magazine](#)
- [CSBA Newsletters](#)
- [CSBA Blog](#)
- [News Releases](#)



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Joint	Dena Kiouses Principal	d.kiouses@gormanschool.com 6612486441

## Plan Summary 2021-2022

### General Information

A description of the LEA, its schools, and its students.

Gorman Joint School District is a one school district, with Gorman Elementary School. Gorman Elementary School is a TK - 8 grade, rural school located in Gorman, California. Gorman's elevation is at 3,800 feet with four seasons. Students at Gorman Elementary School experience small, multi-grade classes. Strong science and the arts are important to our stakeholders, in addition to rigorous math and ELA instruction. Computer coding and FFA courses have been newly added. A hands-on science lab will be added during the 2021-2022 school year. Music is a priority for our stakeholders, if funding is available.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

According to local assessment data, students were not making adequate progress during distance learning. Once students were able to come back for in person instruction, students made progress, but did not make their midyear benchmark expectations. By spring, students had caught up and were on track to make Lexile gains expected for their grade level, according to District Assessment Data. Students in grades 3 thorough 8 made adequate gains in math, but were still below grade level.

### Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local assessment data shows that students have made adequate growth during 2020-2021 school year, with the greatest gains following returning to school for in-person learning five days a week. Students are still lagging in mathematics.

### LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Gorman School LCAP emphasis is on both educational rigor of basics and educational student choice. Students can choose to supplement their learning with options from the arts, sciences, and technology. First best practices will be utilized and intervention for those requiring support will be researched-based and will be monitored using up-to-date with data.  
We are a small rural school that can provide individualized instruction based on student need.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

## **Stakeholder Engagement**

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Community input was sought through parent meetings. Meetings were scheduled during the school day, right after school, and in the evening, to accommodate differing schedules. Surveys: staff, parents, and Healthy Kids data was used in developing the plan. Further the community was offered opportunities to come in person or Zoom. to meetings. There was a public hearing date on June 8, furthering the opportunity to provide input.

A summary of the feedback provided by specific stakeholder groups.

Parents and staff we satisfied with the school learning environment and especially with the the back-to-school hybrid options.  
Data indicated parents wanted more arts programs. They hoped for a theater play, once COVID restrictions allowed for a play. Parents also wanted music to be added.

Parents also were happy with the start of the Code to the Future program and want to see it expanded. Parents wanted to see science continue to grow, including technology.  
 More support for EL students was requested.  
 Parents and staff also want to have more regularly scheduled family nights, such as literacy night, but also social nights, such as paint night.

**A description of the aspects of the LCAP that were influenced by specific stakeholder input.**

Notes from Parent Meeting for ELPAC:

- Coding - Parents said students are excited and engaged, and they are too.
- After School Programs - Caretakers are very interested, and hope we get the funding.
- Performing Arts - Stakeholders would like the students to put on a theater production after COVID.
- Music - Caretakers are very interested in music programs, and attending showcase performances.
- ELD - Stakeholders believe it is a good idea, and important to assist the EL students.
- Family Nights - Parents would like a variety of offerings, including: Math Night, Game Night, Painting, and Movie Nights.
- Summer School - Yes, if funded, parents would love it.
- Language and Culture - Parents are very interested in their students learning about other cultures and languages.
- Achieve 3000 - Parents really like it. They believe it has interesting articles, it's rigorous, and good for students.
- Visual Arts - Stakeholders want us to continue offering the arts curriculum and to also use the kiln.
- Field Trips - Parents want their students access, when we are allowed. They specifically requested Wind Wolves and Fort Tejon.
- Parents love the hands-on science (nature journals, hikes, hands-on activities).
- Communication from the school has been strong and is appreciated (Parent Square, robo-calls, etc.).
- Parents want awards and prizes for Honor Roll and Perfect Attendance.
- Stakeholders want scheduled fun, themed, Dress Up Days (e.g. Hat day for Friday, Sports Day, Crazy Hair, etc.).
- PTSO Daycare - Parents would love to have some kind of daycare offered so they can attend PTSO meetings.

**Goals and Actions**

**Goal**

**Goal # Description**

1 Increase Student Achievement

An explanation of why the LEA has developed this goal.

Students have been making adequate progress, however, are not on grade level. Math in particular, students are in need of intervention and a learning plan that includes a learning loss plan for students at the individual level.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024

<p>SBAC scores will also be utilized for grade 4 - 8.</p> <p>ELPAC scores will be utilized for all Language Learners. District Assessment scores will be utilized for all students.</p>	<p>Fall assessment will be used as a baseline for all students.</p> <p>The most recent SBAC scores will be the baseline for students in grades 4 - 8.</p> <p>The most recent ELPAC scores will be the baseline for all Language Learners.</p>	
<p>Overall baseline score for Star math</p> <p>TK/K</p> <p>1:</p> <p>2:</p> <p>3:</p> <p>4:</p> <p>5:</p> <p>6:</p> <p>7:</p> <p>8:</p>		
<p>Overall baseline score for Achieve Lexile grades 2 - 8</p> <p>TK/K: NA</p> <p>1: NA</p> <p>2:</p> <p>3:</p> <p>4:</p> <p>5:</p> <p>6:</p> <p>7:</p> <p>8:</p>		

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Mathematical Achievement	Use of supplemental programs to meet the needs of students not making adequate progress in math. Data Days, utilizing programs such as IXL and Star Math will be used to access and monitor progress, with incentives rewarding improvement. IXL, after school tutoring, Saturday School, Summer School will be utilized to meet the needs of students. Hands-on materials and Teacher Pay Teachers will be used to increase engagement and tie approved curriculum to hands-on learning where deficits in labs, hands-on exist. Family math nights and student conferencing will be used to bring all stakeholders into the learning process. Data Nights for parents, and nights specifically for EL families will be provided, to assist with a student learning plan.	\$96,981.00	Yes
2	Improve English Language Arts Achievement	Assess and monitor student progress with programs such as DIBELS, Star Reading, Read Naturally, and Achieve 3000. Monitoring will be increased for students with the greatest needs. Data Days to plan and set intervention plans will take place at least quarterly. Incentives for progress in Achieve 3000, Accelerated Reader, and District Assessments will be provided for students making progress. Interventions includes: ELA reading Intervention with reading intervention class, Summer School, Saturday School, After School Tutoring Family literacy nights and games nights will be used to increase stakeholder engagement. Code-to-the-Future will be used as a program for students and quality professional development for staff. Integrating writing and multiple discipline approach will be continued.	\$10,000.00	No
3	Increase STEAM and NGSS opportunities for all students that include California Arts Standards	Implement a schoolwide comprehensive science program. Components of the program include animation, coding, adding Minecraft for Education and Lego Education for all students in grades TK - 8. Implement recently approved FFA chapter for grades 7 and 8. Grade level field trips for all students, focusing on increasing scientific knowledge. Increasing Outdoor Educational opportunities for all students.	\$36,072.00	No
4	Increase EL Student Achievement	Provide intervention to Language Learners through in school during designated ELD time, as well as after school intervention, Saturday School and Summer Academy. Incentives will be provided for both student achievement and attendance. A Parent EL Academy will also be implemented.	\$22,431.00	Yes

# Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
2	Improve Parent Engagement

2 Improve Parent Engagement

An explanation of why the LEA has developed this goal.

Parent engagement is low. We invited parents to participate in in-person community groups, via Zoom, and through surveys. The input of all groups and surveys combined was only 25% of parents.

For in-person meetings, after Back-to-School meetings was at 2% of parents participating.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase parent participation at in-person, academic events.	2% of parents participated in events in 2021, after in-person events were allowed.				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Create opportunities that increase parent participation and communication. Events include family academic nights, in school volunteer opportunities, and communication	\$2,500.00	Yes

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
3	Establish a Professional Culture

An explanation of why the LEA has developed this goal.

California is in the midst of a teacher shortage, and it is especially challenging to find and retain qualified personnel in this remote, rural area. It is crucial that our school culture has high standards of professionalism in order to most effectively teach our students. Professional development is important for the retention of classified and certificated staff.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
PLC Meetings					
Using student data to make decisions					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Professional Opportunities to Improve Best Practices That Lead to Student Achievement	Use data to make informed decisions, creating learning plans for students.	\$13,775.00	Yes
2	Teacher Learning Plans	If applicable, provide interns/induction/first year teachers with the support necessary for them to be successful. Continue staff learning, that directly impacts students.	\$54,000.00	No

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
--------	-------------



4 Provide a Safe, Welcoming, Caring, and Comfortable Learning Environment that Meets the Intellectual, Social-emotional, and Physical Needs Conducive to Learning.

An explanation of why the LEA has developed this goal.

Research supports that students who feel unsafe at school perform poorly academically, and are at risk of engaging in delinquency and drug use. It is therefore very important that the school campus be a place where students feel safe and welcomed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Create schoolwide SEL instructional time to at least two times per week and at least 60 minutes weekly.	There is currently no baseline for SEL activities or lessons.				
Improve student attendance	Use 2020-2021 attendance rates.				

## Actions

Action #	Title	Description	Total Funds Contributing
1	Create an Inviting Learning Environment	Create a campus that is welcoming and creates a learning environment where students can learn. Teach students SEL skills such as Mindfulness, Anti-bullying, implement SEL curriculum, and use PBIS campus-wide strategies. Monitor and reward attendance.	\$10,000.00 No
2	SART and SARB Monitoring	Creating advisory committee, meeting to go over student data, parent communication/meetings	\$2,000.00 No
3	Maintain Facilities	Maintain the campus facilities to ensure safety	\$55,550.00 No

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.85%	\$117,480.00

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## **Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After school tutoring will be provided for EL students based on their needs for vocabulary and writing. All students with this need will be invited to participate. Traditionally, low income, foster youth, and EL students, at Gorman School have lower than average attendance rates. Saturday School will be offered at least quarterly to support student learning. All students will be invited to participate, if they have low attendance rates. Instructional assistants are in the classroom to specifically assist low income and English Learners. All students are assisted by instructional assistants, if they require assistance.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

An web-based language program will be used for EL students only, as a supplemental program. An academy will be implemented for the parents of ELLs.

# Expenditure Tables

## Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$234,030.00	\$67,279.00		\$2,000.00	\$303,309.00	\$179,003.00	\$88,031.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
1	1	Improve Mathematical Achievement	Low Income, English learner (EL)	\$80,774.00	\$16,207.00			\$96,981.00		
1	2	Improve English Language Arts Achievement	All	\$10,000.00				\$10,000.00		
1	3	Increase STEAM and NGSS opportunities for all students that include California Arts Standards	All		\$34,072.00		\$2,000.00	\$36,072.00		
1	4	Increase EL Student Achievement	English learner (EL), Low Income	\$22,431.00				\$22,431.00		
2	1	Parent Involvement	English learner (EL), Low Income	\$2,500.00				\$2,500.00		
3	1	Provide Professional Opportunities to Improve Best Practices That Lead to Student Achievement	English learner (EL), Low Income	\$11,775.00	\$2,000.00			\$13,775.00		
3	2	Teacher Learning Plans	All	\$49,000.00	\$5,000.00			\$54,000.00		
4	1	Create an Inviting Learning Environment	All		\$10,000.00			\$10,000.00		
4	2	SART and SARB Monitoring	All	\$2,000.00				\$2,000.00		
4	3	Maintain Facilities	All	\$55,550.00				\$55,550.00		

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$117,480.00	\$135,687.00
<b>LEA-wide Total:</b>	\$117,480.00	\$135,687.00
<b>Limited Total:</b>		
<b>Schoolwide Total:</b>		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Improve Mathematical Achievement	LEA-wide	Low Income, English learner (EL)	All Schools	\$80,774.00	\$96,981.00
1	4	Increase EL Student Achievement	LEA-wide	English learner (EL), Low Income	All Schools	\$22,431.00	\$22,431.00
2	1	Parent Involvement	LEA-wide	English learner (EL), Low Income	All Schools	\$2,500.00	\$2,500.00
3	1	Provide Professional Opportunities to Improve Best Practices That Lead to Student Achievement	LEA-wide	English learner (EL), Low Income	All Schools	\$11,775.00	\$13,775.00

## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals						\$2,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	3	Increase STEAM and NGSS opportunities for all students that include California Arts Standards						\$2,000.00	\$36,072.00

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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 has or will support 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.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFE, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.



- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21.	Enter information in this box when completing the LCAP for 2020–21.	Enter information in this box when completing the LCAP for 2021–22. Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.



**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## **Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

# Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Joint	Dena Kiouzes Principal	d.kiouzes@gormanschool.com (661) 248-6441

## Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

### 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

**Sign-In-Sheets**

**2019-20**

Increase the numbers of parents serving on site committees by 1 to 2; DELAC/ELAC, LCAP Advisory Committee, PTSO and Site Council.

Actual

The District continued 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 2019-2020 school four additional parents due to parents leaving the school. The district provided all parents opportunities to provide the district feedback on all aspects of their child's education through surveys sent from the school and provided at PTSO, parent advisory, and community informational meetings.

**Scheduled calendar of events.**

**2019-20**

Increase parent trainings.

Professional development and workshops was provided for parents to improve outcomes in student learning and support the implementation of distance learning strategies including Zoom, Google Classroom, and Google Docs. During COVID 19 parent meetings and workshops families

were provided with information and learning opportunities about how to use the online programs with the new Science adoption, core and Arts options available at home through technology applications (IXL, AR Reading Books, ParentSquare and Aeries Parent Portal).

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase Parent Academy topics to include:</p> <p>Engaging Parents to support student learning</p> <p>Homework and study skills</p> <p>Curriculum</p> <p>Attendance</p>	<p>\$750 - LCFF - 4000-4999 Books and Supplies - Parent Academy supplies and duplicating</p>	<p>\$813 - LCFF - 4000-4999 Books and Supplies</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide resources for parents to support student success at Gorman Elementary School.</p>	<p>\$1,000 - LCFF - 4000-4999 Books and Supplies - Maintain computer in the main office for parents to access student information (repeated expenditure)</p>	<p>\$1,000 - Other State Revenues - 4000-4999 Books and Supplies</p>

### Action 3

Planned	Budgeted	Actual

Actions/Services

**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'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.

Expenditures

\$750 - LCFF - 4000-4999 Books and Supplies - Provide DELAC support (food, translations, child care) (repeated expenditure)

Expenditures

\$391 - LCFF - 4000-4999 Books and Supplies

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district provided all parents opportunities to provide the district feedback on all aspects of their child's education through surveys sent from the school and provided at PTSO, parent advisory, and community informational meetings.

## 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 2019-20

Increase SBAC proficiency levels in ELA and Math.

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

Professional development was provided to improve outcomes in student learning and support the implementation of distance learning supporting the Common Core State Standards.

### Proficiency of standards aligned 2019-20

Maintain proficiency of standards aligned materials according Williams's compliance and requirements.

Student learning of the Common Core State Standards and a broad course of study was supported with a variety of books, supplies and materials, Chromebooks, CCSS-aligned digital curriculum, reading and math reteaching supports, extension art program during te time of COVID-19. The District continues to allocate resources to support teachers in the implementation of the California Content Standards to address Common Core Standards. Teachers implemented of content aligned textbooks , and exemplary literary works that are aligned to the CCSS during COVID-19 distance learning.

### Fully credential and 2019-20

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

Teachers are fully credentialled and are appropriately assigned durint the 2019-2020 school year.



## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Teachers will employ the use of additional content aligned texts, and exemplary literary works that are aligned Language Arts curriculum which also supports the transition to the CCSS with balanced fiction and nonfiction literature.</p> <p>Teachers will employ the use of additional content aligned texts supplemental curriculum for math.</p>	<p>\$11,662 - LCFF - 4000-4999 Books and Supplies - Purchase core subjects supplemental material</p>	<p>\$23,872 - LCFF - 4000-4999 Books and Supplies - Purchased core subject supplemental materials</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide 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</p>	<p>\$21,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Development (repeated expenditure) \$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Staff Conferences \$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Membership professional organizations</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$4,756 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - No memberships. Funds used in curriculum</p>

Rounds.

### Action 3

Planned  
Actions/Services

**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

Analyze CAASPP baseline data to determine measurable targets.

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

Budgeted  
Expenditures

\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Data Assessment Reporting System-Aeries Multiple Measures, LLC  
\$300 - LCFF - 4000-4999 Books and Supplies - Software to analyze CAASPP baseline data to determine measurable targets.

Actual  
Expenditures

\$5,100 - LCFF - 4000-4999 Books and Supplies  
\$300 - LCFF - 4000-4999 Books and Supplies

### Action 4

Planned  
Actions/Services

**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.

Budgeted  
Expenditures

\$6,000 - LCFF - 1000-1999 Certificated Salaries - Provide after school intervention for targeted students.  
\$11,630 - LCFF - 4000-4999 Books and Supplies - Purchase intervention programs for targeted for student population  
\$350 - LCFF - 3000-3999 Employee Benefits - Teacher aides benefits for after school intervention

Actual  
Expenditures

\$0 - LCFF - 1000-1999 Certificated Salaries - Staff costs not charges, used for resource materials  
\$13,805 - LCFF - 4000-4999 Books and Supplies - Used funds budgeted from staff costs  
\$0 - LCFF - 3000-3999 Employee Benefits - No benefits with no staff costs

### Action 5

Planned  
Actions/Services

Budgeted  
Expenditures

Actual  
Expenditures

<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide fully credentialed and appropriately assigned teachers with comparable compensation.</p>	<p>\$265,000 - LCFF - 1000-1999 Certificated Salaries - Teachers Salaries</p> <p>\$62,000 - LCFF - 3000-3999 Employee Benefits - Teachers benefits</p>	<p>\$237,656 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$59,414 - LCFF - 3000-3999 Employee Benefits</p>
--	--	--

**Action 6**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase student access to Visual and Performing Arts (VAPA).</p> <p>Utilize visiting artists and upper grade release time teachers to provide VAPA Update Gorman's Arts Plan</p> <p>Year 3- Maintain 100% of students using VAPA depending on grants</p>	<p>\$19,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Visiting artist, VAPA Coach/Coordinator and release time for teachers</p> <p>\$2,400 - LCFF - 4000-4999 Books and Supplies - VAPA supplies and resources.</p> <p>\$700 - LCFF - 3000-3999 Employee Benefits - Benefits for Visiting Artists</p> <p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Substitute teachers for VAPA training and coaching</p> <p>\$200 - LCFF - 1000-1999 Certificated Salaries - Benefits for substitute teachers for VAPA training and coaching</p>	<p>\$21,260 - LCFF - 5000-5999 Services and Other Operating Expenses - Contractor costs from wages not charged to programs</p> <p>\$6,522 - LCFF - 4000-4999 Books and Supplies - Costs used from not charged to staff costs</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - No staffing costs charges</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - No staffing costs charges</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - No staffing costs charged</p>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Technology devices, chrome books, tablets, webcams, headphones, earbuds, teacher laptops, hot spots, other peripherals and software to move the classrooms to a virtual setting were purchased to meet the needs of students and staff. (LLMF, SRSA)

On-site technology consultant provided instruction to teachers, staff, students and parents (LCFF)

Instructional aides were reassigned and assisted students, while the certificated staff was teaching, to help with utilizing Zoom breakout rooms to concentrate on specific student levels and provide needed assistance to student questions (S&C)

Classified receptionist to make calls to families, assist with Zoom invitations, schedule appointments, and additional time to help teachers as allocated (LCFF)

Professional development needs to address the challenges of the instructional changes, student needs and family assistance were provided. Training was through several sources this year due to the changes and challenges that have been created with the Coronavirus Master Teacher, PBIS, Google Classroom (S&C, LLMF)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While school closures have impacted all students, such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. Gorman provided students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do. To ensure that Gorman worked with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices was adjusted accordingly. Support staff worked with our at-risk students in small groups and one-on-one to provide additional support due to learning loss. Interventions took place outside the regular virtual classroom time and during a specific time of the day throughout the school week. Using formative assessment, teachers identified the area needs for each student. Furthermore, teachers will identify essential common core state standards for current and prior school year utilizing diagnostic and observational testing in order to address any learning loss and accelerate students

### Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

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

### Annual Measurable Outcomes

Expected

**Staff Sign-In-Sheet for professional development**

**2019-20**

Number of teachers receiving formal trainings will increase by 5%.

Actual

The District continues to support Gorman Elementary staff with professional development aligned to Common Core State Standards, First Best Practices, differentiated instruction, students engagement and equitable access, which was an increase over prior years. Teachers attended several professional development conferences this year including CUE, Aeries, and CSNA conferences.

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

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

**Actions / Services**

**Action 1**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional development in the implementation of First Best Instructional practice researched-based practices, differentiated instruction, equitable access, technology, and student engagement.</p>	<p>\$21,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Coaching and Staff Development (repeated expenditure)</p>	<p>\$8,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Less contractor costs due to early closure of COVID</p>

**Action 2**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide substitutes teachers for coaching days.</p> <p>Improve collaboration and articulation among and between grade levels by providing professional development in Professional Learning Communities (PLCs)</p> <p>Develop the support and structure needed for site-level PLCs by effective use of data to drive instruction</p>	<p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Substitutes salaries (repeated expenditure)</p>	<p>\$2,440 - LCFF - 1000-1999 Certificated Salaries - subs</p>

Staff attend workshops, conferences or release time for collaboration

### Action 3

Planned  
Actions/Services

**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.

Budgeted  
Expenditures

\$3,000 - LCFF - 4000-4999 Books and Supplies - Update Board Policies and Regulations

Actual  
Expenditures

\$3,020 - LCFF - 4000-4999 Books and Supplies

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Certificated staff is working toward Google Certification.

All staff members received training in PBIS strategies and also learned to increase students' engagement through SEL and academic coordination using technology.

Plans for mindfulness training started in the 2019-20 school year. The first phase of the training focuses on self-care of and mindful practice for staff. Once this training is completed, the second phase will focus on student mindfulness training.

Certificated staff met with a technology consultant to learn more about on-line portions of curriculum and online supplemental programs.

Teachers were provided with an overview and resources for future needs with the technology portion of the curriculum. We use Master Teacher, a web-based PD program with both certificated and classified for areas of need. Presently, we have used the program with classified for supporting classroom learning



## 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
<p><b>CA State Physical Fitness Test results</b></p> <p><b>2019-20</b> Increase students that pass the State Physical Fitness Test at 61%</p>	<p>During Executive Order N-56-20 due to the coronavirus, waived the requirement of the Physical Fitness Test.</p>
<p><b>Dropout Rates</b></p> <p><b>2019-20</b> Maintain dropout rates at 0%.</p>	<p>Maintained dropout rate at 0% during the 2019-2020 School Year.</p>
<p><b>Attendance Rates</b></p> <p><b>2019-20</b> Maintain attendance rates at/or above 95%.</p>	<p>Attendance rates for 2019-2020 went up to 93.2 % from 91.97 % from the year prior.</p>
<p><b>Chronic absenteeism rates</b></p> <p><b>2019-20</b> Chronic absenteeism rate will decrease by 5%</p>	<p>Chronic absentees remains the same around 10% of the total student population.</p>
<p><b>Suspension rates</b></p> <p><b>2019-20</b> Maintain suspension rate not exceeding 5% of the total student population.</p>	<p>There were one suspension during the 2019-2020 school year.</p>
<p><b>Expulsion rates</b></p> <p><b>2019-20</b> Maintain expulsion rate at 0%.</p>	<p>Expulsion rates remained at 0% during the 2019-202 school year.</p>

**Heathy Kids Survey**

**2019-20**

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 student were learning and feel connected with the school.

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>Provide equitable PE education during PE instruction.</p>	<p>\$100 - LCFF - 4000-4999 Books and Supplies - Provide an Physical Education curriculum for all teachers. \$5,000 - LCFF - 4000-4999 Books and Supplies - Physical Educational Equipment</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Funds used in combined category \$1,760 - LCFF - 4000-4999 Books and Supplies - PE equipments</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Implementation of the STEAM and Robotics program for the Gorman targeted students population.</p>	<p>\$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 \$3,500 - LCFF - 1000-1999 Certificated Salaries - Teacher salary for after-school program \$3,500 - LCFF - 1000-1999 Certificated Salaries - STEAM after-school teacher</p>	<p>\$239 - LCFF - 5000-5999 Services and Other Operating Expenses - Entry lodging \$335 - LCFF - 4000-4999 Books and Supplies - Entrant supplies \$2,500 - LCFF - 1000-1999 Certificated Salaries - STEM certificated coordinator \$2,000 - LCFF - 2000-2999 Classified Salaries - STEM aide to assist teacher and entrants</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$4,000 - LCFF - 6000-6999 Capital Outlay - PBIS professional development training \$1,000 - LCFF - 4000-4999 Books and Supplies - PBIS supplies and incentives</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS Prof Develop training \$329 - LCFF - 4000-4999 Books and Supplies - Training supplies</p>

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.

**Action 4**

Planned  
Actions/Services

**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.

Budgeted  
Expenditures

\$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  
\$200 - LCFF - 5000-5999 Services and Other Operating Expenses - Science Fair Fees  
\$150 - LCFF - 3000-3999 Employee Benefits - Staff benefits

Actual  
Expenditures

\$0 - LCFF - 1000-1999 Certificated Salaries - Program not implemented due to COVID closure  
\$0 - LCFF - 4000-4999 Books and Supplies - Program not implemented due to COVID early closure  
\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Program not implemented due to COVID early closure  
\$0 - LCFF - 3000-3999 Employee Benefits - Program not implemented due to COVID early closure

Planned  
Actions/Services

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

Students to be Served: All

Budgeted  
Expenditures

\$4,650 - LCFF - 1000-1999 Certificated Salaries - Staffing for clubs and ASB Director.  
\$2,000 - LCFF - 4000-4999 Books and Supplies - Media production support

Actual  
Expenditures

\$0 - LCFF - 1000-1999 Certificated Salaries - No staffing costs - Program not implemented  
\$120 - LCFF - 4000-4999 Books and Supplies - Media

<p>Location: All Schools</p> <p>Provide additional opportunities for students to participate in clubs and activities.</p>	<p>\$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Science Fair Materials</p> <p>\$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Media Production Software 2 years</p> <p>\$350 - LCFF - 3000-3999 Employee Benefits - Benefits for staffing for clubs and ASB Director.</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Program not implemented due to COVID early closure</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Program not implemented due to COVID early closure</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Program not implemented due to COVID early closure</p>
---	--	---

**Action 6**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement the California Healthy Kids Survey for the 2019-2020 school year. Analyze data to determine necessary actions and services.</p>	<p>\$300 - LCFF - 5000-5999 Services and Other Operating Expenses - Analyze data from the California Healthy Kids Survey.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - No healthy kids survey completed due to early COVID closure</p>

**Action 7**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide nursing services for the school.</p>	<p>\$2,750 - LCFF - 4000-4999 Books and Supplies - Nursing services for Gorman Elementary School</p> <p>\$1,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Training</p>	<p>\$2,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Nurse services</p> <p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional development</p>

### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase library support books for classrooms</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - Library books and support materials</p>	<p>\$1,870 - LCFF - 4000-4999 Books and Supplies</p>

### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase computers equipment for school classroom and lab use and to provide services for program support.</p>	<p>\$30,000 - LCFF - 4000-4999 Books and Supplies - Computer equipment</p> <p>\$3,500 - LCFF - 4000-4999 Books and Supplies - Network equipment and resources</p>	<p>\$15,518 - LCFF - 4000-4999 Books and Supplies - Tech equipment</p> <p>\$12,877 - LCFF - 4000-4999 Books and Supplies - Tech software</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Gorman continues to use the Positive and Intervention Support (PBIS) model and staff development will resume when school start back during the 2021-22 School Year.

The District will continue with programs that were stopped by COVID-19 including:

- Robotics and STEAM programs

- ASB Advisors to support students participation in clubs and activities
- Afterschool sports programs
- Science Fair and teacher support for science fair projects
- Afterschool enrichment programs

The California Healthy Kids Survey was administered as needed with students participation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Hybrid model for in-person learning was provided two days per week for all students in for the district to adequately social distance students and teachers. This was necessary due to transportation challenges in our small rural district where virtually all students (85% of the students) must be transported to school and the district must adhere to social distancing on the busses. Two days per week students received mostly asynchronous work and synchronous work provided the other two days. Work with a teacher or other certificated staff providing check-in support, intervention support and counseling support was provided during the week. The fifth day of instruction included a combination of all of those services and some small group instruction for re-teaching or pre-teaching with the teacher based on formative assessment data. During our hybrid schedules all students had time dedicated to social/emotional learning several times per week. This was provided by teachers, counselors and support psychologists. Depending on the intensity of the students' needs the district offered tiered support and instruction in this area. For some students, individual counseling will be provided. The District purchased a social emotional program that was implemented at several tiers of support. The District continued to provide physical education to students on a weekly basis at the elementary level and on a daily basis at the middle school. Gorman School continued to offer art classes to students.

## 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
<b>Reclassification rates</b>	<p><b>2019-20</b> Increase in the number of reclassified English Learners by 5%.  Decrease in the number of Long Term English Learners by 5%.</p>	
<b>CELDT Scores</b>	<p><b>2019-20</b> Increase English Language learner's proficiency rates.  Increase ELPAC scores by 5%.</p>	



## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Gorman Elementary School</p> <p>Provide more ELL Learners resources, extend the school day to provide after school intervention, implement parent education classes, and work to build positive relationships between staff and parent to increase parent involvement.</p> <p>Increase ELPAC baseline data by 5%.</p>	<p>\$3,900 - LCFF - 1000-1999 Certificated Salaries - After school program support \$500 - LCFF - 4000-4999 Books and Supplies - Provide resources for ELL Learners</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - No afterschool program \$1,271 - LCFF - 4000-4999 Books and Supplies - Student resource materials</p>

### Action 2

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

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>For low income, English Language Learners and Foster Youth the district will extend the school day for students below grade level, develop a list of quality interventions that can be used across the district will provide early intervention for students below grade level.</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries - Staff for after school invention</p>	<p>\$2,500 - LCFF - 2000-2999 Classified Salaries</p>

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide training in the English Learners (EL) master Plan for district and site administration, support staff and classroom teachers.</p>	<p>\$500 - LCFF - 3000-3999 Employee Benefits - Resource books and materials, copying and duplications costs</p>	<p>\$350 - LCFF - 4000-4999 Books and Supplies - Supplies</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Material differences is 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 reduction in expenditures was due to providing some of the PD during the school day and paying substitutes rather than extra hourly after school to teachers for the this school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

English Learner students were provided with specific targeted lessons, based on their EL level. English Learners were called weekly, to check on their well-being. There are conference times where students had small group or one-on-one times with their teacher. All students were provided with support time, outside of synchronous learning and know how to connect with school staff. Since LA County has recently opened up permission to have small cohorts on campus, ELD and special education students were invited to campus to receive the distance learning with an instructional aide present. This was instrumental for students without an English speaking adult in the home. Additionally, due to our geographic location, many students have intermittent internet connections, even with school-provided hotspots.

## 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

**District facilities maintenance 2019-20**  
and repair monthly check sheets. Maintain facilities inspection at a "Good" level and repair.

Actual

Regularly inspected facilities work orders were created as needed for repairs and approved projects to maintain Gorman School in Good Repair remains in compliance with the Williams Act. Facility projects were completed to provide aesthetically pleasing, historical, safe and technologically current system. The district continues to use a FIT reporting Program to record data on Gorman School.

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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</p> <p>Plan of district facilities expansion.</p>	<p>\$135,500 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Yearly facilities repairs</p>	<p>\$111,950 - LCFF - 5000-5999 Services and Other Operating Expenses - Safe facility</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure Gorman Elementary School is maintained by completing the monthly check sheets by the maintenance staff. The Director of Maintenance will walk the site monthly to develop a list of maintenance items to be completed. A focus of these walks will be on site safety.</p>	<p>\$100 - LCFF - 4000-4999 Books and Supplies - Notebooks and monthly check sheets</p>	<p>\$1,200 - LCFF - 4000-4999 Books and Supplies - Admin supplies</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of the FIT System for monthly maintenance check reports and documentation.</p>	<p>\$3,130 - LCFF - 4000-4999 Books and Supplies - New FIT Maintenance System</p>	<p>\$2,893 - LCFF - 5000-5999 Services and Other Operating Expenses - FIT walkthru</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Differences between budgeted facilities cost and Estimated Actual Expenditures are due to:

1. Cost of hiring a facilities manager to help with necessary documentation and files for reporting of projects.
2. Higher unexpected cost for additional needed work during projects.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Facility repairs projects for this year included water well repair or replacement , roof repairs and replacement, classrooms ramps repair and classrooms repairs. Large facility improvements that are required and in need of funds are the challenges that Gorman addresses each year. The state needs to understand that Small Rural District are not able to maintain existing building under LCFF funding.

In order to comply with the Williams requirements and to maintain safe, clean, and functional learning environments for student's success the district sets aside funds from the Based Grant for general maintenance. Large facility improvements planned for the coming year pending will be drainage replacement and building painting and repair. The district would like to install more seercurity camera throughout the school site for the 2021-2022 School Year.

# Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$625,522	\$561,561
1000-1999 Certificated Salaries	292,750	242,596
2000-2999 Classified Salaries	0	4,500
3000-3999 Employee Benefits	64,050	59,414
4000-4999 Books and Supplies	86,022	90,653
5000-5999 Services and Other Operating Expenses	178,700	164,398
6000-6999 Capital Outlay	4,000	0

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$625,522	\$561,561
Teacher Effectiveness	0	0
Other State Revenues	135,500	1,000
Other Local Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	347,630	418,013
LCFF S & C/Contributing to Increased or Improved Services	142,392	142,548

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$625,522	\$561,561

1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	269,650	237,656
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	23,100	4,940
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	4,500
3000-3999 Employee Benefits	Teacher Effectiveness	0	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	62,350	59,414
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	1,700	0
4000-4999 Books and Supplies	Other State Revenues	0	1,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	13,330	6,100
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	72,692	83,553
5000-5999 Services and Other Operating Expenses	Other State Revenues	135,500	0
5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	2,300	114,843
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	40,900	49,555
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	4,000	0

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
Goal 1:		
Goal 1: Engage parents and families to support student success in school		
All Funding Sources	\$750	\$2,204

Goal 1:

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

All Funding Sources

\$750

\$2,204



Other State Revenues	0	1,000
LCFF S & C/Contributing to Increased or Improved Services	750	1,204

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.

All Funding Sources	\$401,742	\$382,685
LCFF Base/Not Contributing to Increased or Improved Services	327,000	297,070
LCFF S & C/Contributing to Increased or Improved Services	74,742	85,615

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

All Funding Sources	\$3,000	\$13,560
LCFF Base/Not Contributing to Increased or Improved Services	3,000	3,020
LCFF S & C/Contributing to Increased or Improved Services	0	10,540

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

All Funding Sources	\$75,200	\$42,748
LCFF Base/Not Contributing to Increased or Improved Services	14,400	1,880
LCFF S & C/Contributing to Increased or Improved Services	60,800	40,868

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.

All Funding Sources	\$6,100	\$4,321
LCFF S & C/Contributing to Increased or Improved Services	6,100	4,321

Goal 6:

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

All Funding Sources	\$138,730	\$116,043
Other State Revenues	135,500	0
LCFF Base/Not Contributing to Increased or Improved Services	3,230	116,043

© 2021 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Aides will be repurposed back into assisting in the classroom with small student groups to work with those students that need increased services to overcome challenges on the instructional content. Staff has received professional development in supporting students, mathematics, and in Read Naturally, for those supporting the program. All staff have received training in Positive Behavior Intervention and Support (PBIS) to support students' Social-Emotional Learning (SEL) and in ways to increase participation	Wages - \$42,735 Benefits - \$4,145	\$44,166.93	Yes
In order to facilitate data cycles to monitor student learning, certificated substitutes will be used to relieve teachers for additional training and duties outside the classroom	Wages - \$14,400 Benefits - \$2,830	\$5,750.00	No
In order to increase participation, robotics and art teacher coaches will work with small student groups to engage in activities for STEAM and Fine Arts development for social group skills, physical dexterity, and problem solving	Wages - \$14,911 Benefits - \$2,930 Supplies - \$3,000	\$17,684.81	Yes
Additional supplies for PPE and custodial to allow for cleaning throughout day in the classrooms, lunch room, restrooms and to have enough sanitation services from before schools starts to after classes end	Supplies - \$7,550 Facility - \$2,500	\$4,935.96	No

Parent engagement meetings and services to help parents understand more what is happening in the educational challenges of their child(ren), assist them with teaching online skills on a parent computer and providing child care for meetings	Computer - \$1,100 Supplies - \$4,000	\$3,463.75	Yes
Additional water service or bottled water for students and staff to assure safe needs	Water – \$3,000	\$877.34	No
Increased safety and security on transportation for students to be able to safely distance while using district transportation when this is available	Trans - \$40,000	\$25,936.98	No
Provide recess boxes and PE COVID-19 for PE supplies for student outside activity in small groups and to maintain sanitization of equipment/supplies. Games and activities students can do individually, or in unison but not sharing material will be utilized	Equip - \$2,000	\$1,544.35	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Transportation was less as the In-Person Instruction did not open until mid-year. PPE expenditures were less than budgeted as PPE was provided through LACOE and CDE.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction was our priority. Stakeholders were frustrated as even with hotspots, because of our geographic location, the hotspots provided spotty internet reception. We were able to start modified in-person instruction in November 2020 and had successes. Students came to school in person two days and were on Zoom for instruction three days a week. Some students chose to stay on distance learning via Zoom 100% of the time.

For in-person instruction, two days a week, we quickly learned that having students on different days and some on Zooms only was more difficult than we had thought. We noticed that although students were participating via Zoom, they didn't ask questions, even when called on. Teachers and paraprofessionals wore headphones, to be able to assist students in class and on Zoom simultaneously, but were not hearing from distance learners. So, paraprofessionals called the few students who were distance learning only, to see if they had any questions. We learned students did have questions, but were uncomfortable talking in front of the group from home.

Another success through a challenge we found was adding another Zoom period in the afternoon. The extra Zoom session was for students who voluntarily wanted to join, who had questions and also any student who did not turn in work. The students who did not turn in work were assigned to the session. Quickly, student work performance and work turned in increased.

Once we were able to open five days a week for in-person instruction, almost all students participated. However, we found that students sometimes didn't come to school and would just decide to Zoom. We were pleased they were participating. Unfortunately, their materials were often left at school from the day before. We then decided to continue to utilize our online programs integrated with our textbooks to increase participating and access to materials.

***Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such***

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology devices, chrome books, tablets, webcams, headphones, earbuds, teacher laptops, hot spots, other peripherals and software to move the classrooms to a virtual setting	Equip - \$14,200	\$14,763.47	No
On-site technology consultant to provide instruction to teachers, staff, students and parents	\$10,000	\$7,217.38	No
Instructional aides to assist students, while the certificated staff is teaching, to help with utilizing Zoom breakout rooms to concentrate on specific student levels and provide needed assistance to student questions	Wages - \$42,735 Benefits - \$4,145	\$44,200.00	Yes
Classified receptionist to make calls to families, assist with Zoom invitations, schedule appointments, and additional time to help teachers	Wages - \$8,300 Benefits - \$850	\$12,539.62	No
Professional development needs to address the challenges of the instructional changes, student needs and family assistance. Training is through several sources this year due to the changes and challenges that have been created with the Coronavirus – Master Teacher, PBIS, Google Classroom	Prof Dev \$4,975	\$5,025	Yes
Provide student health support at the local clinic, work with the visiting school nurse and continue the needed services of the psychologist for assistance with our special ed students and to provide learning aides for the teachers, students and families	Services - \$7,000	\$5,157.50	No

Provide students the ability to use an online interactive physical education activity through GoNoodle	Dues - \$1,000	\$250.00	No
Student supplies and materials for homework needs during distance learning	Supplies - \$3,000	\$3,119.27	No
Have a classified staff to provide the student community with breakfast and lunches since the district is over 60% F & R	Wages - \$8,000 Benefits - \$800	\$14,769.67	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

-

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As stated previously, continuity of instruction was very important. During distance learning, we ended up having two opportunities for students to learn, the morning session with all students and then we added a make-up session and called parents and students, to get students connected with learning.

We also heard from our parents that students were spending too much time online, so we adjusted teaching to have independent time for those who needed it. This was challenging, because teachers planned to teach all day and have students online all day. Instead, teachers would teach and have several check-ins during the day for direct instruction. This became the most successful way to engage students.

All students had devices and we were excited to offer hotspots to students. Many of our parents were working from home and their bandwidth was not sufficient to add students to their wifi. We didn't order enough hotspots and there were not more available. When LACEO sent more hotspots, we were able to offer them to any student who needed them. We found families with multiple students needed multiple hotspots. The hotspot usage for those in town was successful. However, for the students who lived at higher elevations or in more rural areas, the hotspots did not provide consistent connectivity. For these students, we also posted detailed daily schedules, added directions in Google Classroom and offered time for students to connect via phone calls for instructional purposes. This was something we had to adjust to in real-time. We didn't expect the hotspots to not work.

We also had to trade out chromebooks for various reasons and went through all of our chromebooks, having zero surplus. We were most appreciative of the chromebooks from LACOE.

Pupil participation was much lower than we had expected at first. Using paraprofessionals to make contact with families was instrumental to our success. The paraprofessionals were calling parents to come on-line, or teaching them how to connect via Zoom. Some of the middle school students had connectivity issues. COVID restrictions prevented home visits. We had families use their cell phones and talk them through problems. We quickly discovered that the middle school students had great connectivity, and didn't connect during non-preferred activities. We adjusted and like the younger students, provided multiple times to log in for direct instruction and then provided Google Classroom assignments to do independently. Teachers were available the whole time, but students were permitted to come in as needed during independent time.

Through classified calls to families, we were able to increase pupil participation. Some students required daily calls, as their families didn't know they were not in class, unless we called them. The classified participation in students connecting was vital.

We continued to assess students and found through Renaissance and Achieve 3000 assessments that students were making progress, but not adequate progress.

During distance learning, we had added much more professional development. We had to have nearly daily meetings regarding Zoom features and the use of Google Classroom. We also realized that we needed to add classified employees to our Zoom accounts to reach more students who may need review of assignments if they came in late. The certificated and classified were now training together to have the greatest impact. Classified hours were often adjusted, adding more time to meet the needs of students.

EL students' families were contacted through a Spanish speaking paraprofessional translator, who was available to assist students and families during instructional time. We did not have foster or homeless youth during this time.

We did have students who were having difficulty managing during shelter-at-home. Our school psychologist started meeting weekly with these students via Zoom to support them during this time.

Students with reading difficulties who are designated special education or also at risk had reading intervention, using Read Naturally and a designated paraprofessional. We added this paraprofessional position, after we realized the need.

Students, including those without access to books, did not implement Overdrive, online books, as we had planned for. During the 2021-2022 school year, we will be sure to utilize this while at school, so when students need a book on weekends, while possibly sick at home, or if in the event of a school closure, students will know how to utilize library resources of their choice.

Having some students on Zoom for 100% of their learning, and some students in person via-hybrid, was difficult for some students. So, we added times for students to come on Zoom one-on-one or with small groups. Students who did not come on to any Zoom opportunities became a priority. Paraprofessionals made calls, sent emails, made home visits, to connect with students and their families in real time, to get them connected with learning. This took much more time than we had anticipated.

We also realized that utilizing the texts via Zoom was difficult and having accountability for learning and turning in work was not optimal. Teachers then started utilizing on-line programs and used programs in collaboration with texts. For example, the math text was used to

plan and teach a lesson and then the same standard was assigned in IXL Math. IXL offered instructional review of what was taught in class. Achieve 3000 was similarly used to connect ELA with science and social studies standards. Stakeholders indicated this was more beneficial. When in-person meetings were conducted, parents stated how much they liked the Achieve 3000 connections and IXL in particular.

Parent Square communication was more fully utilized this year. We were able to send messages in our parents' preferred language. We were also able to target specific parents' groups as applicable to target communication. Parents use this as the most direct communication source.

Teachers were trained in Coding, using the coaching model through Code to the Future. Students were able to use Scratch through other disciplines whether they were at school for in-person learning or via distance learning format. Originally, we wanted to use mindfulness at Gorman School. Because we were on distance learning and then later on a hybrid learning model, we used coding, instead of mindfulness.

Master Teacher lessons were used with classified and certified staff, when our school was only open for teachers to be in their classroom only. Master Teacher classes were useful under the circumstances, but may not be as valuable when you can meet in person.

***Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:***

- o Continuity of Instruction,***
- o Access to Devices and Connectivity,***
- o Pupil Participation and Progress,***
- o Distance Learning Professional Development,***
- o Staff Roles and Responsibilities, and***

***o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness***

***To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.***



## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Read Naturally for Student Intervention Groups	\$150	\$690.00	Yes
Achieve 3000	\$3,000	\$3,552	No
Renaissance Learning Math and Reading	\$2,750	\$2,750.00	Yes
Razz Kids	\$200	\$450.00	No
OverDrive Electronic Library System	\$250	\$250.00	No
Zoom	\$3,000	\$750.00	No
IXL Math	\$900	\$1,435.00	Yes
Google Classroom	\$250	--	No
Mindschool - Multiple Measures	\$4,000	\$1,500.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Some software and apps were changed based on needs for distance learning students and staff, such as Multiple Measures.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

According to assessment data, we had learning loss as of our mid-year assessments. Students made progress, but not adequate learning, in order to gain a year or more on reading comprehension and math skills. However, mid spring data indicated that learning loss was mitigated by this assessment time. We attribute the learning gains to returning to school five-days a week.

We did notice our primary students' assessment scores were very high the first time they took them at home compared to historical data. We had students come in one-one-one and assess with their teacher. Scores were much more in-line with what was expected for their age. We surmise that parents may have overly supported students with their assessments at home. Older students appeared to have done the assessments without parent support, as their scores were inline with teacher assessment data.

Students with reading scores of 1.5 grades or more below their grade level continued to receive reading intervention either via Zoom or in person, depending on how they were learning.

***Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.***

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Primary students found the daily Morning Business (Calendar, Alphabet, Morning Message via interactive writing, Music/Movement) a familiar, and comforting routine. It included a daily mindfulness component as well. The routine was adapted to be done during distance learning, and in-person through use of Zoom and the SmartBoard. Daily tallying of feelings about a variety of topics helped students with self-expression. Because the students feel their class environment is a safe place, they began to share with the class how things are going in their homes. Several students reported their parents were arguing a lot, and some parents separated during the school year. This openness on the part of the students has enabled the school to offer support to families that need it, and provide a sense of 'normalcy' for struggling students. Implementation of PBIS techniques resulted in few, if any disciplinary issues in all grades.

The principal was cognizant of the emotional needs of the students, families and staff. There were a variety of fun events for the families as COVID restrictions allowed throughout the year. For example, when the school was on 100% distance learning, the school staff welcomed families picking up learning materials with signs, treats and drinks. For Halloween, students were able to dress up and do a drive through trick or treat. The principal provided a snack and beverage station with Keurig coffees and teas, which the staff

greatly appreciated. When the school began hybrid, in-person learning, the returning students were heartily welcomed with signs and personal greetings by the staff.

As restrictions eased, the students and families were able to enjoy COVID-adapted 'normal' activities such as a school dance, and a movie night. The 8th grade graduation was adapted to current COVID standards, with each student able to invite 6 guests to a ceremony and dinner. Stakeholders, in particular the parents, were extremely happy with the event.

Teachers provided the students with opportunities to get outside for physical activities and socially distanced bonding. Activities for the upper grade students included hiking into the adjacent state park, nature journaling with a volunteer naturalist, and a field trip to the Tejon Ranch Conservancy.

***Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.***

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family engagement was difficult this year. During the very beginning of the year, we had families come in one family at a time to meet their teacher and to get technology and books. Teachers showed families how to set up zoom and how to get onto Google Classroom. This was an important step to our success this year. Although we still had to call and assist with both of these later, many parents remembered how to utilize both programs, once they were reminded how to log in.

Although we called parents regularly, office hours where teachers were available were beneficial. We also utilized Parent Square and we were able to send out messages to specific groups of parents as necessary. Parents were able to send back questions and this was very helpful. We also were able to set Parent Square to a preferred language, if parents had trouble doing this. Our messages then were delivered to parents in their language of choice.

***Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.***

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

At the beginning of the school year through early November, we were on a 100% distance learning plan. This made collecting free/reduced applications challenging. We usually have over 70% of the families return the applications, but this year only 50% were returned. Distribution of breakfasts and lunches were made via utilizing our school vans, and having families pick up at the school bus stops, as well as a supportive local market. We had distributions twice weekly for about a month, and then after the first month of school, changed to once a week. Meals were also available at the school campus. Once we changed to a hybrid teaching model, parents no longer picked up from the bus stops, so we changed distribution to meals sent home with students or picked up at school. Once our school offered in person instruction 5 days a week in January, all of our students had their meals at the school site. The few families who chose to stay on a distant learning plan chose not to pick up meals. We are offering meals to all families during our four week June summer school session, but have not had any families pick up food whose students opted not to attend summer school. Because of this decreased need, we will not order food to be distributed in July.

With the food service company we use, we have been able to offer students a choice of three to four entrees at lunchtime. We always have fresh fruit with every meal, and a vegetarian option. The students are eating the lunches and express happiness with their choices.

***Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable***

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	A lead teacher to oversee the transition for both distance learning and in-classroom for changes, scheduling,	Wages - \$31,000 Benefits - \$6,200	\$37,200	No

	resources needed, and implement changes and address concerns			
In-Person & Distance Learning	Upgrade of Aeries Student Information System for changes in student tracking for attendance for the 2020-21 school year	Software - \$6,800	\$6,800.00	No
Pupil & Family Outreach	Provide translation services	\$500	\$100	Yes
All	Increased communication with mailings, robo-calls, flyers and online surveys and newsletters	Postage \$2,000 Apps - \$500	\$1,116.35	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

We learned a lot through distance learning. We learned how to be more prepared for any future distance learning needs. We also became more aware of how to meet the needs of our students. We became better at integrating technology into our lessons and using programs we already have access to and integrating them together for seamlessly instruction. We were considering not renewing some online platforms. However, post distance learning, we had parent meetings and parents indicated how much they liked both IXL and Achieve 3000 and they wanted to keep those programs.

***Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.***

***As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.***

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We were pleased to note that as a whole, our students had caught up to grade level expectations, by our late spring school-wide assessments. However, we know there are some students who are going to need more targeted support in the year to come. Our 2021-2021 LCAP has reading intervention during school time as well as after school intervention. We also need to be sure to assess, monitor and adjust intervention for our EL population. As our EL population may not have had as much access to spoken English as well as English texts during this past year. We were able to assess most of our students using the ELPAC. We will use teacher assessment data, school-wide assessments, SBAC, and ELPAC to address learning loss needs of all students. Students who are at risk will be monitored at least monthly during the 2021-2022 school year to be sure we are on track with support. During the 2020-2021 school year, we did not have any identified homeless students nor foster care students.

***Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).***

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

***Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or***

**Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.**

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We, as a staff, communicated continuously during distance learning, hybrid learning, and finally reinstating a full five-day learning environment regarding the needs of our students. We also surveyed our parents and had opportunities for in-person meetings with parents. Although we only heard from 25% of our parents, we received similar messaging. Parents liked the online programs. They appreciated IXL math, as they liked the examples and reteaching if a student had trouble with a concept. They also like Achieve 3000 for the wide-breadth of topics and having ELA integrated with social studies and science. Teachers also liked Achieve 3000 for rigor delivered at student-level, while teaching whole class lessons. The decision was made to keep both of these programs that we had originally thought were only meeting the needs during distance learning.

There will also be more funds directed towards intervention, to prepare for potential learning loss.

We also learned that it is vital to keep our students devices one-on-one, in anticipation of need. Before the pandemic, the devices were assigned to the classroom; now we will have the devices assigned to students in the event of need.

Finally, now that we are moving toward 100% in person instruction, back at regular hours, parents have shared that they want more arts opportunities for students. They realized how much they miss the arts and how important it is to their students' well-roundedness. Parents also indicated they would like music to be a priority, if the budget allows.

***Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.***

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth



students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# LCFF Budget Overview for Parents

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

CDS Code: 19645840000000

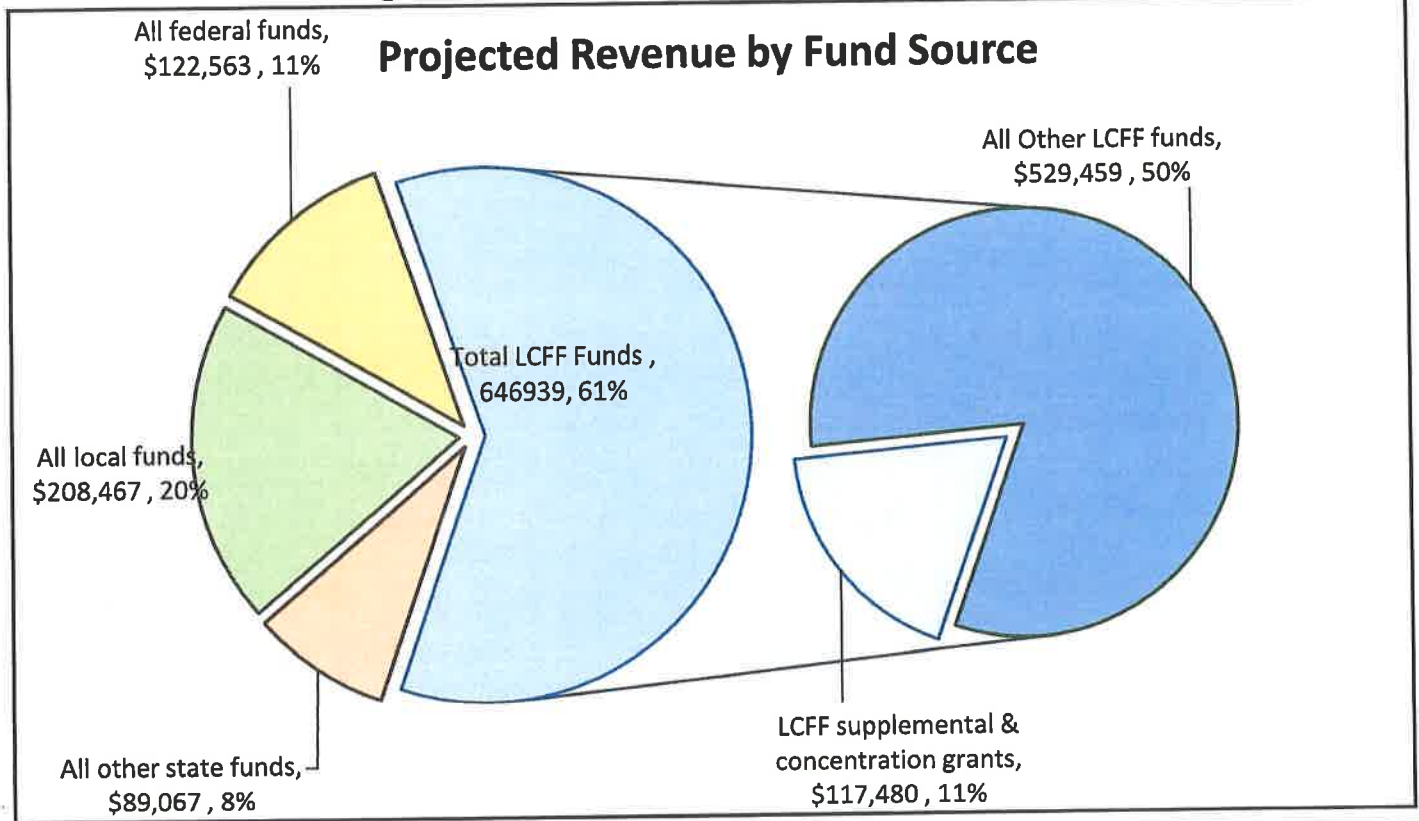
School Year: 2021 – 22

LEA contact information: Cecelia J. Cummings

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 2021 – 22 School Year

### Projected Revenue by Fund Source

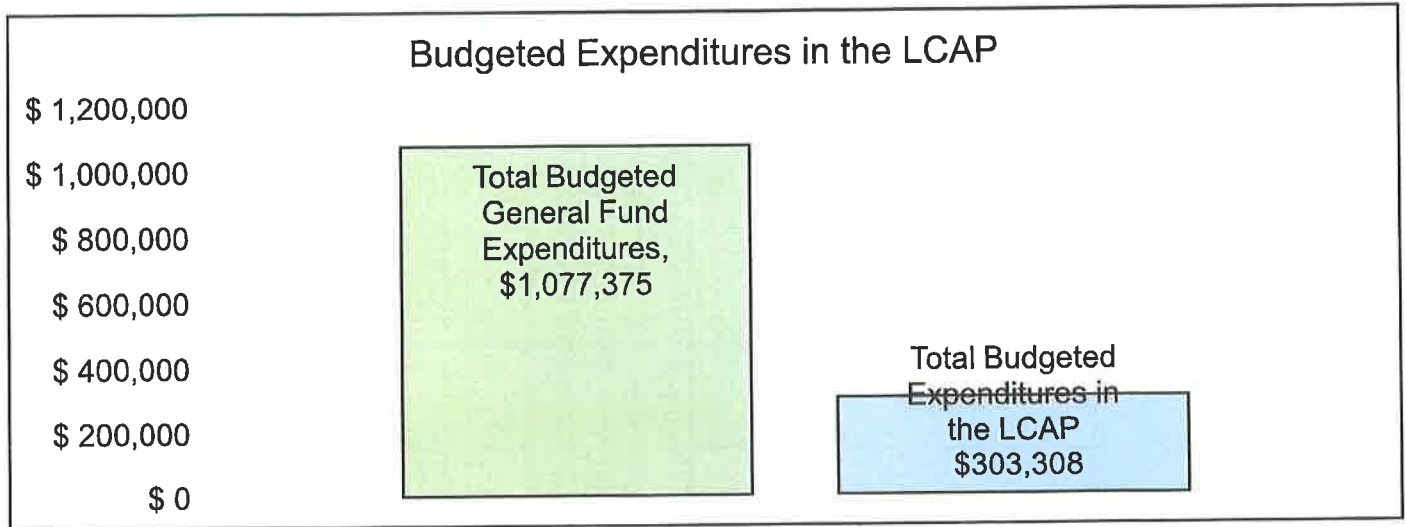


This chart shows the total general purpose revenue Gorman Joint School District expects to receive in the coming year from all sources.

The total revenue projected for Gorman Joint School District is \$1,067,036.00, of which \$646,939.00 is Local Control Funding Formula (LCFF), \$89,067.00 is other state funds, \$208,467.00 is local funds, and \$122,563.00 is federal funds. Of the \$646,939.00 in LCFF Funds, \$117,480.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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 Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gorman Joint School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Gorman Joint School District plans to spend \$1,077,375.00 for the 2021 – 22 school year. Of that amount, \$303,308.00 is tied to actions/services in the LCAP and \$774,067.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

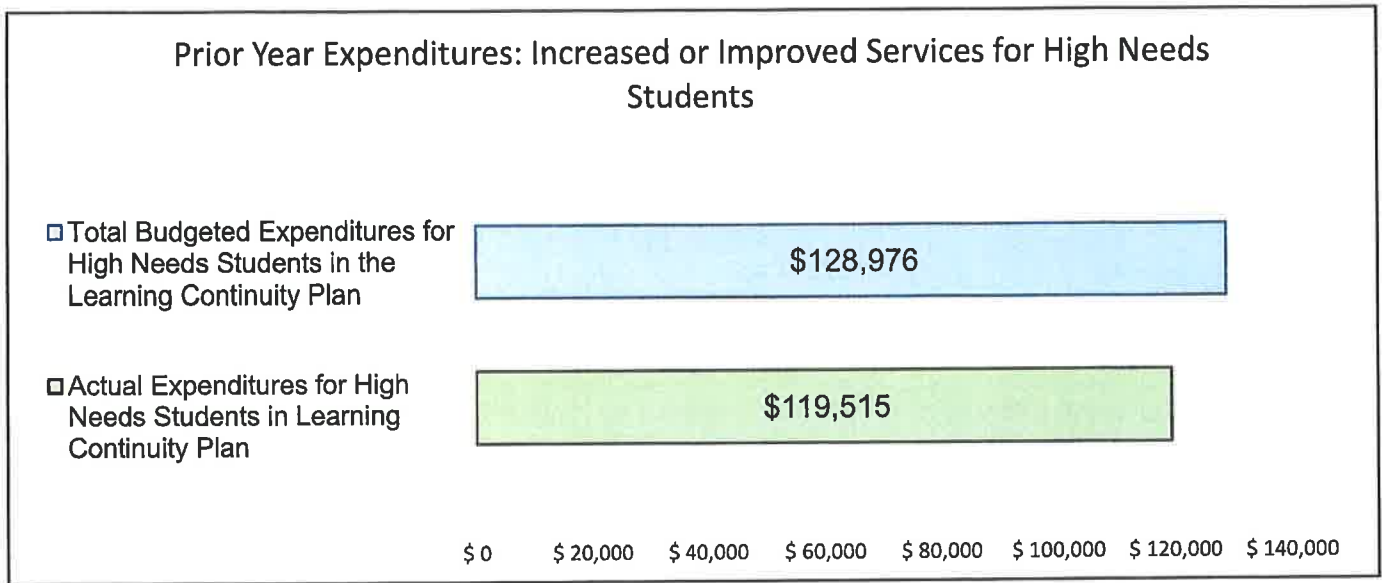
Expenditures not included on the LCAP include the district costs for administration salaries & benefits, liability insurance, utilities, facility repairs, legal and audit services, business services contracts, advertising and communication. Also not included are Special Ed expenditures which are accounted for

**Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year**

In 2021 – 22, Gorman Joint School District is projecting it will receive \$117,480.00 based on the enrollment of foster youth, English learner, and low-income students. Gorman Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gorman Joint School District plans to spend \$117,480.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Gorman Joint School District budgeted last year in the Learning Continuity Plan 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 2020 – 21, Gorman Joint School District's Learning Continuity Plan budgeted \$128,976.00 for planned actions to increase or improve services for high needs students. Gorman Joint School District actually spent \$119,515.49 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$9,460.51 had the following impact on Gorman Joint School District's ability to increase or improve services for high needs students:

The budgeted services were prepared at the 1st Interim Dec 2020 estimating that the district would be receiving S & C funds of \$129,733. Services for the high needs students were not impacted as they were still provided at less costs and with volunteer time. Any unspent funds will be carried over for these students in the coming year.

# Expenditure Tables

## Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$234,030.00	\$67,279.00		\$2,000.00	\$303,309.00	\$179,003.00	\$88,031.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
1	1	Improve Mathematical Achievement	Low Income, English learner (EL)	\$80,774.00	\$16,207.00			\$96,981.00		
1	2	Improve English Language Arts Achievement	All	\$10,000.00				\$10,000.00		
1	3	Increase STEAM and NGSS opportunities for all students that include California Arts Standards	All		\$34,072.00		\$2,000.00	\$36,072.00		
1	4	Increase EL Student Achievement	English learner (EL), Low Income	\$22,431.00				\$22,431.00		
2	1	Parent Involvement	English learner (EL), Low Income	\$2,500.00				\$2,500.00		
3	1	Provide Professional Opportunities to Improve Best Practices That Lead to Student Achievement	English learner (EL), Low Income	\$11,775.00	\$2,000.00			\$13,775.00		
3	2	Teacher Learning Plans	All	\$49,000.00	\$5,000.00			\$54,000.00		
4	1	Create an Inviting Learning Environment	All		\$10,000.00			\$10,000.00		
4	2	SART and SARB Monitoring	All	\$2,000.00				\$2,000.00		
4	3	Maintain Facilities	All	\$55,550.00				\$55,550.00		

## Contributing Expenditure Table



Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$117,480.00	\$135,687.00
<b>LEA-wide Total:</b>	\$117,480.00	\$135,687.00
<b>Limited Total:</b>		
<b>Schoolwide Total:</b>		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Improve Mathematical Achievement	LEA-wide	Low Income, English learner (EL)	All Schools	\$80,774.00	\$96,981.00
1	4	Increase EL Student Achievement	LEA-wide	English learner (EL), Low Income	All Schools	\$22,431.00	\$22,431.00
2	1	Parent Involvement	LEA-wide	English learner (EL), Low Income	All Schools	\$2,500.00	\$2,500.00
3	1	Provide Professional Opportunities to Improve Best Practices That Lead to Student Achievement	LEA-wide	English learner (EL), Low Income	All Schools	\$11,775.00	\$13,775.00

## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals						\$2,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	3	Increase STEAM and NGSS opportunities for all students that include California Arts Standards						\$2,000.00	\$36,072.00