

Gorman Learning Center
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1826 Orange Tree Ln. Redlands, CA , 92374-2821	Principal:	Ms. Denice Burchett, Executive Director
Phone:	(909) 307-6312	Grade Span:	K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Ms. Denice Burchett, Executive Director

Principal, Gorman Learning Center

About Our School

Gorman Learning Center is a community of active parents and engaged students. It is a unique combination of flexibility and accountability, direct instruction and independence. A school of choice, Gorman Learning Center serves a population of motivated, passionate families.

Contact

Gorman Learning Center
1826 Orange Tree Ln.
Redlands, CA 92374-2821

Phone: (909) 307-6312
Email: dburchett@gormanlc.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Gorman Joint
Phone Number	(661) 248-6441
Superintendent	Kiouses, Dena
Email Address	d.kiouses@gormanschool.com
Website	http://gorman.k12.ca.us

School Contact Information (School Year 2021—2022)

School Name	Gorman Learning Center
Street	1826 Orange Tree Ln.
City, State, Zip	Redlands, CA , 92374-2821
Phone Number	(909) 307-6312
Principal	Ms. Denice Burchett, Executive Director
Email Address	dburchett@gormanlc.org
Website	http://www.gormanlc.org
County-District-School (CDS) Code	19645841996305

Last updated: 1/10/22

School Description and Mission Statement (School Year 2021—2022)

Mission Statement

GLC offers a personalized program of study by focusing on challenging academic standards and forming partnerships between dedicated professionals and families. Gorman emphasizes individualized student learning plans driven by interest, innovation and flexibility.

Vision Statement

GLC prepares students with the 21st century skills necessary for higher education and career readiness.

Motto

"Bringing Academic Excellence Home"

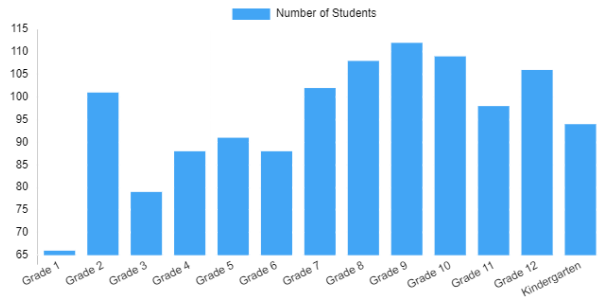
It is the goal of GLC to encourage our students to be prepared for their futures by becoming lifelong learners who are intrinsically self-motivated to learn, who have diverse, well developed interests, who are competent and prepared for the transition into adulthood, and can understand and function at their full potential in the world around them. Adults who have received a GLC education have realized their own aptitudes, talents, or abilities, whether they be in the arts, sciences, or other areas. They have an overview of the history of mankind in all its diversity, an understanding of political processes, the ability to solve mathematical problems and to think scientifically, and the community and global perspective necessary to vote responsibly as citizens in a democratic society.

GLC is a personalized learning charter school that supports parent choice and engagement with the community. Our intent is to foster the innate curiosity of our student, teach them how to access knowledge and ultimately be in charge of their own educational program. In this model, the parent, student and teacher collaborate to develop and academically rigorous education plan for the student.

Last updated: 1/10/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	66
Grade 2	101
Grade 3	79
Grade 4	88
Grade 5	91
Grade 6	88
Grade 7	102
Grade 8	108
Grade 9	112
Grade 10	109
Grade 11	98
Grade 12	106
Kindergarten	94
Total Enrollment	1242



Last updated: 1/10/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	51.60%
Male	48.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	2.30%
Black or African American	8.20%
Filipino	1.40%
Hispanic or Latino	42.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	6.80%
White	34.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.80%
Foster Youth	0.80%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	47.30%
Students with Disabilities	13.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
Mathematics	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
Science	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
History-Social Science	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
Foreign Language	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
Health	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
Visual and Performing Arts	<p>Annually, Gorman evaluates and updates textbooks in our box sets to align with the most current standards.</p> <p>The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.</p>		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/7/22

School Facility Conditions and Planned Improvements

Gorman routinely schedules inspections of the main business office building, and Antelope Valley Resource Center. Gorman recently used grant funds to make the one building owned by Gorman, more energy efficient. ADA compliance is also on the list for Future Improvements as Gorman works to continue providing safe and easily accessible Resource Centers.

Inspections include but are not limited to:

- HVAC quarterly PM inspections
- Annual backflow prevention test
- Annual fire extinguisher inspections – (Warehouse and Redlands Administrative location)
- Annual extinguisher inspections (Antelope Valley Resource Center)
- Asbestos Survey – (Antelope Valley Resource Center, cover sheet only)
- Annual Redlands Fire Department inspections – (Warehouse and Administrative Building)
- Quarterly Fire Alarm NFPA inspection and test
- Five-year Fire Suppression inspection and certificate, Title 19 compliance
- Monthly safety inspection reports – (Administrative Building and Warehouse)
- Monthly extinguisher inspection checklist
- Risk Management fire safety checklist
- Monthly pest control

Last updated: 1/7/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2021

Overall Rating	Exemplary
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Last updated: 1/7/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/13/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	655	NT	NT	NT	NT
Female	358	NT	NT	NT	NT
Male	297	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	55	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	284	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	NT	NT	NT	NT
White	240	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	655	NT	NT	NT	NT
Female	358	NT	NT	NT	NT
Male	297	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	55	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	284	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	NT	NT	NT	NT
White	240	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): i-Ready ELA Diagnostic
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	711	629	89	11	57
Female	386	345	89	11	59
Male	325	284	87	13	54
American Indian or Alaska Native	5	5	100	0	60
Asian	41	36	88	12	75
Black or African American	98	79	81	19	47
Filipino	13	12	92	8	75
Hispanic or Latino	201	177	88	12	54
Native Hawaiian or Pacific Islander	5	4	80	20	75
Two or More Races	0	0	N/A	N/A	N/A
White	324	297	92	8	59
English Learners	24	17	71	29	24
Foster Youth	8	8	100	0	25
Homeless	19	18	95	5	17
Military	11	11	100	0	91
Socioeconomically Disadvantaged	134	127	95	5	52
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	27	25	93	7	56

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): i-Ready Mathematics Diagnostic
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	711	626	88	12	43
Female	386	343	89	11	43
Male	325	283	87	13	43
American Indian or Alaska Native	5	5	100	0	20
Asian	41	37	90	10	68
Black or African American	98	80	82	18	34
Filipino	13	13	100	0	77
Hispanic or Latino	201	173	86	14	36
Native Hawaiian or Pacific Islander	5	4	80	20	50
Two or More Races	0	0	N/A	N/A	N/A
White	324	297	92	8	48
English Learners	24	17	71	29	29
Foster Youth	8	8	100	0	25
Homeless	19	18	95	5	28
Military	11	11	100	0	82
Socioeconomically Disadvantaged	134	126	94	6	40
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	27	25	93	7	36

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (-) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/7/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/31/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	NT	NT	NT	NT
Female	133	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	109	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	88	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/31/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

During the 2020/2021 school year, Gorman worked towards the completion of multiple pathways and the development of capstones. The CTE Coordinator and CTE Team have placed multiple students on pathways and the first classes are nearing capstone classes, with hopes of CTE graduates occurring within the next school year.

Last updated: 1/18/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	67
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/18/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	46.93%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	7.34%

Last updated: 1/10/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

Last updated: 1/10/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Gorman Learning Center relies a great deal on parental involvement. Parents provide primary day-to-day instruction.

During the 2018-19 school year, Gorman began to use Parent Square, an online/application communication service, to reach out to parents and communicate events, volunteer opportunities, and emergency alerts. Gorman has utilized this communication service to further parent involvement by allowing for two-way communication between the staff, faculty, and parents.

Our three resource centers are available for parents seeking assistance in promoting the most well-rounded personalized learning education that they can provide for their children. Resource centers also give parents an opportunity to engage students with group activities like band, art, drama, choir, theater, and athletics. Each resource center invites parents to become involved in different ways outside the role of day-to-day instruction.

In January 2021, the first meeting of the Advisory Council was held. The council is made up of employees, parents, and students. The council allows for a diverse group of input on matters such as the LCAP and more.

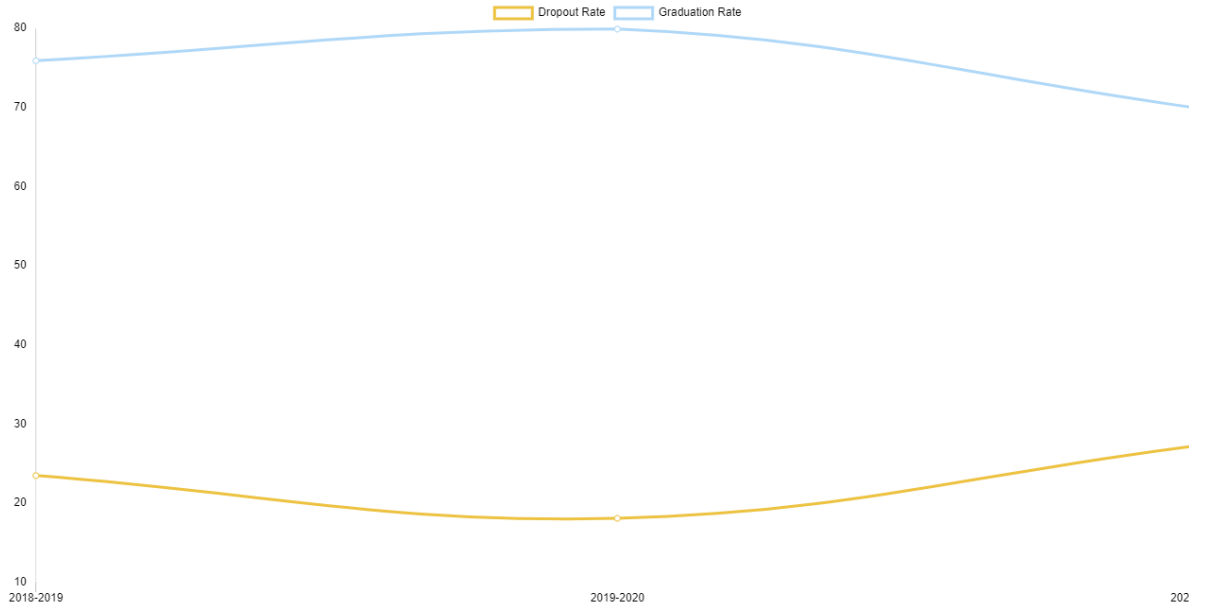
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	23.50%	18.10%	27.30%	23.50%	18.10%	27.30%	9.00%	8.90%	9.40%
Graduation Rate	75.90%	79.90%	69.90%	75.90%	79.90%	69.90%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	143	100	69.9
Female	78	51	65.4
Male	65	49	75.4
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	75.4
Asian	0	0	0.00
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	61	40	65.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0
White	60	43	71.7
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	93	67	72.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	15	13	86.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1339	1313	39	3.0
Female	686	676	19	2.8
Male	653	637	20	3.1
American Indian or Alaska Native	28	28	0	3.1
Asian	7	7	0	0.0
Black or African American	107	106	11	10.4
Filipino	18	18	0	0.0
Hispanic or Latino	578	565	11	1.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	95	92	7	7.6
White	468	459	7	1.5
English Learners	40	38	1	2.6
Foster Youth	10	10	4	40.0
Homeless	35	35	3	8.6
Socioeconomically Disadvantaged	647	632	32	5.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	202	199	14	7.0

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0%		0.12%		3.47%	
Expulsions	0%		0%		0.08%	

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/10/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Gorman Learning Center has developed a detailed Injury and Illness Prevention Program or IIPP. This program is laid out in a detailed guide which is reviewed and updated annually.

The IIPP details procedures on everything from communication to workplace security to identifying and disposing of hazardous materials. Safety is everyone's responsibility. If a potential safety hazard is observed or detected, it should be reported immediately to the Safety Officers, Maintenance Department, or to the Human Resources Department.

Proper communication is key to the success of our IIPP. There should be a two-way flow of communication; manager to employee and employee to manager. If an employee finds evidence of disrepair or damage it is expected they will report it in a timely manner to either their manager or maintenance. In this way, issues may be handled in an efficient and expedient fashion. Hazardous materials are to be handled by trained maintenance personnel only. Gorman's Facilities department requires employees to attend and pass multiple ongoing training courses pertaining to BPP, SDS, hazmat, and other safety topics. Other hazardous materials, such as lab dissections, will be disposed of by the approved vendors.

Security protocols are in place to prevent endangering our students and employees. Action plans for evacuations and lock downs are detailed within the Comprehensive School Safety Plan or CSSP. This document is reviewed, updated, and made available to families annually in March. The CSSP includes subjects like: lock downs, emergencies, natural disaster plans, egress and ingress of students, and emergency communication information. This year, in addition to the CSSP Gorman has created an Influenza and Infectious Disease Plan as a supplemental component to the CSSP. Both documents will be published in their updated form in March 2022.

Last updated: 1/10/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	1242.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	17.40

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9236.00	\$1921.00	\$7315.00	\$69700.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/18/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

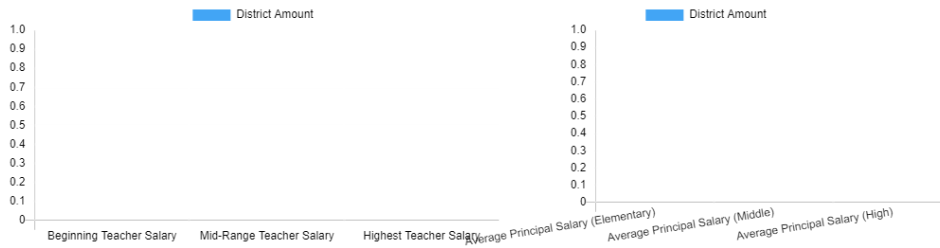
- In addition to the personalized learning independent study program, the school provides:
- Special Education Services
 - Title I Supplemental Reading and Math Tutoring via Targeted Assistance
 - Response to Intervention and Instruction program
 - Resource Center small-group core and elective direct instruction
 - Vendor Course Instruction
 - Third-party online courses

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$47265.00
Mid-Range Teacher Salary	--	\$69813.00
Highest Teacher Salary	--	\$91237.00
Average Principal Salary (Elementary)	--	\$113466.00
Average Principal Salary (Middle)	--	\$115186.00
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$131359.00
Percent of Budget for Teacher Salaries	19.00%	30.00%
Percent of Budget for Administrative Salaries	13.00%	7.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 2.80%

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	3
Social Science	3
Total AP Courses Offered*	13.00%

Last updated: 1/10/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	18