

Gorman Learning Center

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



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
E-mail: dburchett@gormanlc.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Gorman Elementary
Phone Number	(661) 248-6441
Superintendent	Johannis Andrews
E-mail Address	jandrews@lws.lacoe.edu
Web Site	

School Contact Information (School Year 2016-17)	
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
E-mail Address	dburchett@gormanlc.org
Web Site	http://www.gormanlc.org
County-District-School (CDS) Code	19645841996305

Last updated: 2/7/2017

School Description and Mission Statement (School Year 2016-17)

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"

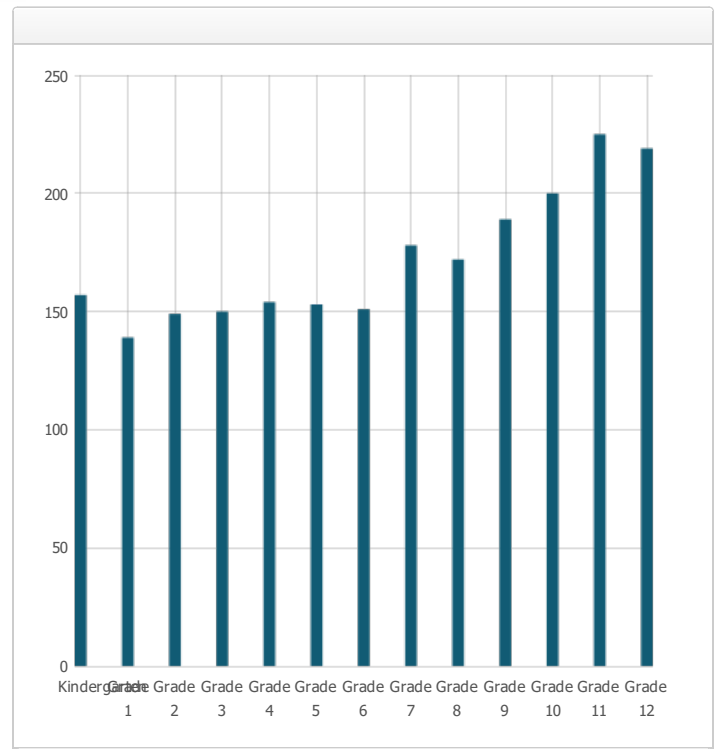
It is the goal of GLC to encourage our students to be prepared for the 21st century by becoming lifelong learners who are intrinsically self-motivated to learn, who have diverse, well-developed interests, who are competent and prepared for the transition into adulthood, and can understand and function 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 school that supports parent choice and engagement with the community. Our intent is to foster the innate curiosity of our students, 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 an academically rigorous education plan for the student.

Last updated: 2/7/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	157
Grade 1	139
Grade 2	149
Grade 3	150
Grade 4	154
Grade 5	153
Grade 6	151
Grade 7	178
Grade 8	172
Grade 9	189
Grade 10	200
Grade 11	225
Grade 12	219
Total Enrollment	2236



Last updated: 2/7/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1 %
American Indian or Alaska Native	0.4 %
Asian	3.5 %
Filipino	1.3 %
Hispanic or Latino	30.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	52.1 %
Two or More Races	5.1 %
Other	3.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.9 %
English Learners	1.2 %
Students with Disabilities	3.8 %
Foster Youth	0.2 %

Last updated: 2/7/2017

A. Conditions of Learning

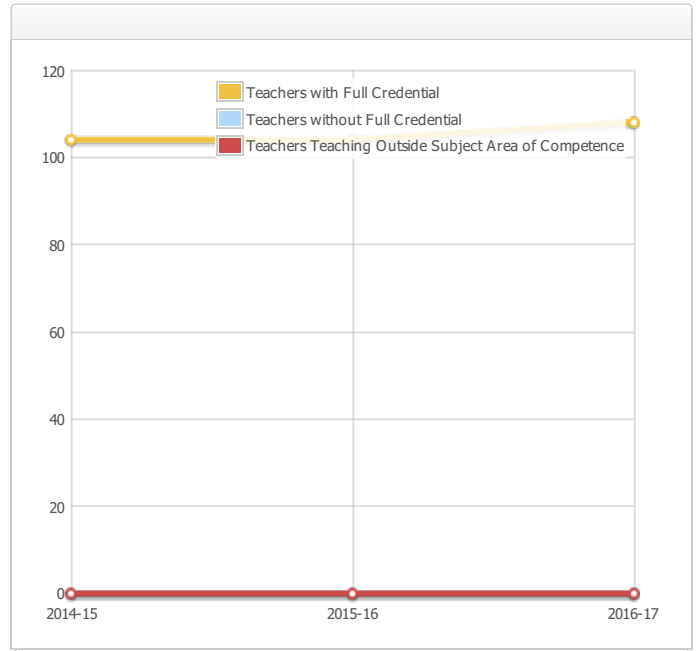
State Priority: Basic

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 Credentials

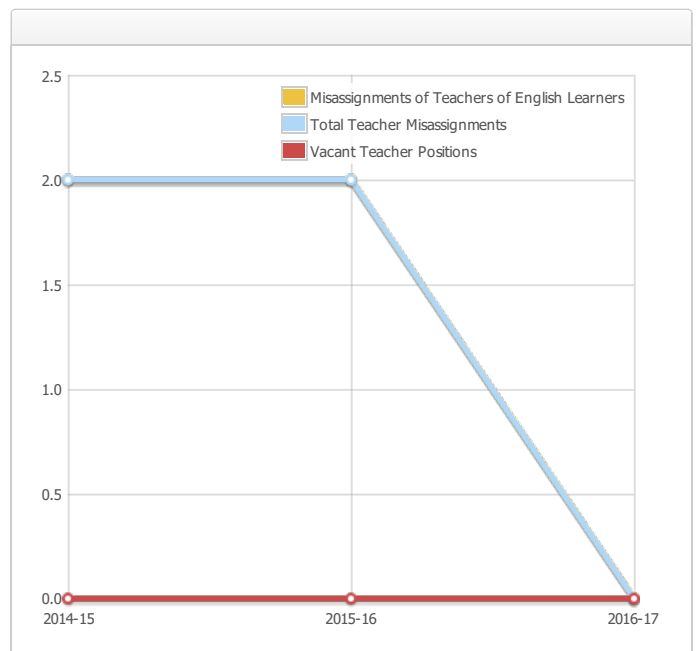
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	104	104	108	5
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/7/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	2	0
Total Teacher Misassignments*	2	2	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/7/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

All students have access to highly qualified teachers via phone and email for all core subject areas. Primary teachers of those classes are each student's Independent Study Teacher.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/7/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-3: 2015-2016 Grades 4-12: 2016-2017	Yes	0.0 %
Mathematics	Grades TK-3: 2015-2016 Grades 4-12: 2016-2017	Yes	0.0 %
Science	Grades TK-3: 2015-2016 Grades 4-12: 2016-2017	Yes	0.0 %
History-Social Science	TK-3: 2015-2016 Grades 11-12: 2015-2016 Grades 4-10: 2016-2017	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	For some of the Performing Arts Grades 9-12: 2017	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/7/2017

School Facility Conditions and Planned Improvements

Gorman routinely schedules inspections of the main business office building, Warehouse, Redlands Resource Center, Santa Clarita Resource Center, and Antelope Valley Resource Center. Gorman plans to use designated grant funds to make our buildings 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)
- Asbestos survey – (Redlands Administrative building, cover sheet only)
- Annual Redlands Fire Department inspections Warehouse and Administrative Buildings
- Quarterly Fire Alarm NFPA inspection and test
- Five year fire suppression inspection certificate, Title 19 compliance
- Monthly safety inspection reports – (Redlands Administrative building and Warehouse
- Monthly extinguisher inspection) checklistRisk management fire safety checklistMonthly pest control

Planned Improvements:

- Energy efficiency survey planned through third-party contractor to help obtain grant funding for upgrades of lighting and HVAC systems
- Bids have been taken for a CASP company to conduct an ADA compliance survey to explore feasibility of ADA upgrades
- Exploring bids for parking lot and balcony upgrades as port of Facilities 5-year-plan

Recently completed improvements include:

- Drought resistant landscaping – (Redlands Administrative building)
- Upgrade several HVAC units to new EPA specs – (Redlands Administrative building)
- Upgraded all bathrooms to comply with most recent ADA regulations in Santa Clarita Resource Center building
- Upgraded intrusion/fire alarms system at Redlands building

Foreseeable Needed Repairs:

- Balcony stair repairs at the Redlands Administrative building
- Parking lot resurfacing at the Redlands Administrative Building.

Last updated: 2/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
------------------	--------	---

Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	No gas in building. Multi-year plan to gradually upgrade aging HVAC units. Quarterly PM service.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Daily cleaning, monthly pest control, and scheduled deep cleaning.
Electrical: Electrical	Good	Multi-year plan in process of assessing and upgrading all utilities and HVAC to meet new energy efficiency guidelines.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Daily cleaning and inspections.
Safety: Fire Safety, Hazardous Materials	Good	Scheduled in-house inspections annual and quarterly third-party inspections.
Structural: Structural Damage, Roofs	Good	Scheduled inspections and immediate repairs when needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report: 2017

Overall Rating	Good
----------------	------

Last updated: 2/7/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	35.0%	39.0%	35.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	19.0%	21.0%	18.0%	21.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested 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: 2/7/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	129	78.7%	29.4%
Male	80	65	81.3%	18.8%
Female	84	64	76.2%	40.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	40	85.1%	15.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	56	70.9%	29.1%
Two or More Races	11	11	100.0%	36.4%
Socioeconomically Disadvantaged	49	40	81.6%	15.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	130	81.8%	27.0%
Male	87	70	80.5%	20.6%
Female	72	60	83.3%	34.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	41	89.1%	12.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	63	75.0%	32.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	36	80.0%	17.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	130	76.5%	33.9%
Male	84	67	79.8%	37.3%
Female	86	63	73.3%	30.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	38	77.6%	21.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	67	75.3%	34.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	32	72.7%	9.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	130	78.3%	32.3%
Male	83	66	79.5%	33.3%
Female	83	64	77.1%	31.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	40	80.0%	22.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	68	75.6%	33.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	47	87.0%	22.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	165	82.9%	41.3%
Male	90	74	82.2%	41.4%
Female	109	91	83.5%	41.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	63	90.0%	40.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	80	80.8%	39.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	50	83.3%	31.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	182	152	83.5%	43.4%
Male	80	67	83.8%	43.3%
Female	102	85	83.3%	43.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	56	90.3%	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	72	79.1%	51.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	46	88.5%	28.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	199	79.0%	55.8%
Male	85	62	72.9%	54.8%
Female	167	137	82.0%	56.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	70	87.5%	45.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	99	74.4%	65.7%
Two or More Races	13	9	69.2%	33.3%
Socioeconomically Disadvantaged	98	80	81.6%	41.8%
English Learners	--	--	--	--
Students with Disabilities	11	7	63.6%	28.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	129	78.7%	23.0%
Male	80	66	82.5%	23.4%
Female	84	63	75.0%	22.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	40	85.1%	12.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	56	70.9%	25.5%
Two or More Races	11	11	100.0%	9.1%
Socioeconomically Disadvantaged	49	40	81.6%	13.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	128	80.5%	24.8%
Male	87	69	79.3%	25.0%
Female	72	59	81.9%	24.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	40	87.0%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	62	73.8%	29.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	34	75.6%	8.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	131	77.1%	14.6%
Male	84	68	81.0%	16.4%
Female	86	63	73.3%	12.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	38	77.6%	2.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	68	76.4%	11.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	33	75.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	126	76.4%	21.6%
Male	82	64	78.1%	29.7%
Female	83	62	74.7%	13.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	40	80.0%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	64	71.9%	23.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	46	85.2%	13.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	164	82.4%	25.3%
Male	90	73	81.1%	33.8%
Female	109	91	83.5%	18.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	63	90.0%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	79	79.8%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	49	81.7%	12.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	182	151	83.0%	22.0%
Male	80	66	82.5%	22.7%
Female	102	85	83.3%	21.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	56	90.3%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	71	78.0%	29.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	45	86.5%	9.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	198	78.6%	16.2%
Male	85	61	71.8%	26.2%
Female	167	137	82.0%	11.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	69	86.3%	7.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	99	74.4%	20.2%
Two or More Races	13	9	69.2%	--
Socioeconomically Disadvantaged	98	81	82.7%	10.0%
English Learners	--	--	--	--
Students with Disabilities	11	7	63.6%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	45.0%	42.0%	--	64.0%	42.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested 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: 2/7/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	588	476	81.0%	42.4%
Male	257	208	80.9%	45.7%
Female	331	268	81.0%	39.9%
Black or African American	23	17	73.9%	29.4%
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.7%	77.8%
Filipino	--	--	--	--
Hispanic or Latino	183	155	84.7%	26.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	306	238	77.8%	50.8%
Two or More Races	30	25	83.3%	36.0%
Socioeconomically Disadvantaged	171	137	80.1%	32.9%
English Learners	--	--	--	--
Students with Disabilities	23	19	82.6%	21.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested 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: 2/7/2017

Career Technical Education Programs (School Year 2015-16)

Beginning in the Spring of 2017, Gorman will introduce a few CTE courses via Odessyware Academy. Odessyware Academy offers online CTE courses, complete with curriculum, homework, office hours, and experience.

Last updated: 2/7/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/7/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	1.1%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9%	29.1%	35.9%
7	26.2%	24.6%	30.8%
9	21.8%	23.9%	27.5%

Note: Percentages are not calculated when the number of students tested 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: 2/7/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Gorman Learning Center relies a great deal on parental involvement. Each students home is their classroom where parents provide primary day-to-day instruction. Our resource facilities are available to students enrolled in independent study programs. Our three resource facilities are available for parents seeking assistance in promoting the most well rounded personalized learning education that they can provide for their children. Resource facilities also give parents an opportunity to engage students with group activities like band, art, drama, choir, theater, and athletics. Each facility invites parents to become involved in different ways outside of the role of day-to-day instruction.

Redlands

- Volunteer to assist in classrooms
- Chaperone student functions such as dances

Antelope Valley/Lancaster

- Parent days occur three times a year and parents are invited to attend classes alongside their students
- Parents often help behind the scenes with performances, getting props ready and keeping things in order
- Volunteers can come in weekly to help with art projects and preparing lesson materials
- Collecting and organizing fundraisers, such as Box Tops for Education

Santa Clarita

- Assist in performances such as band, theater and choir

State Priority: Pupil Engagement

Last updated: 2/7/2017

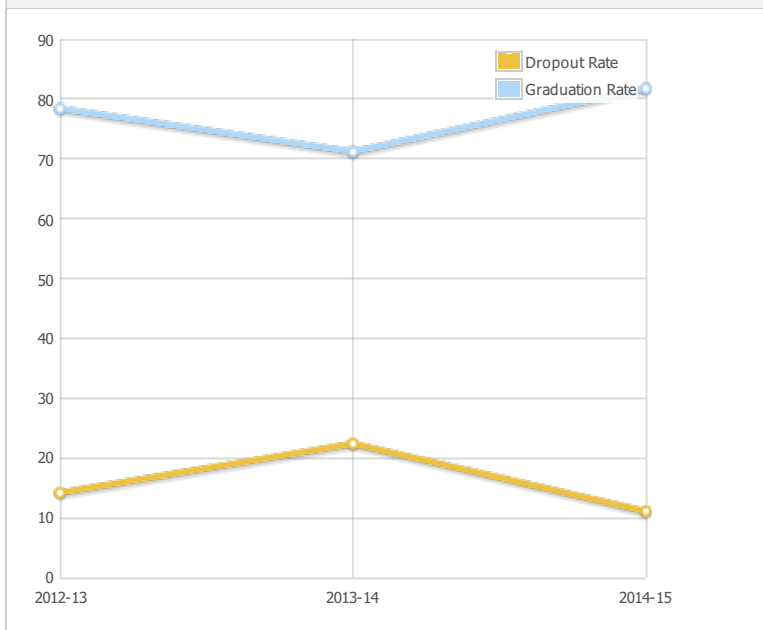
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.2%	22.4%	11.1%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	78.40	71.20	81.80				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/7/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	100	100	85
Black or African American	67	67	77
American Indian or Alaska Native	50	50	75
Asian	100	100	99
Filipino	100	100	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	50	50	85
White	100	100	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	0	51
Students with Disabilities	91	91	68
Foster Youth	--	--	--

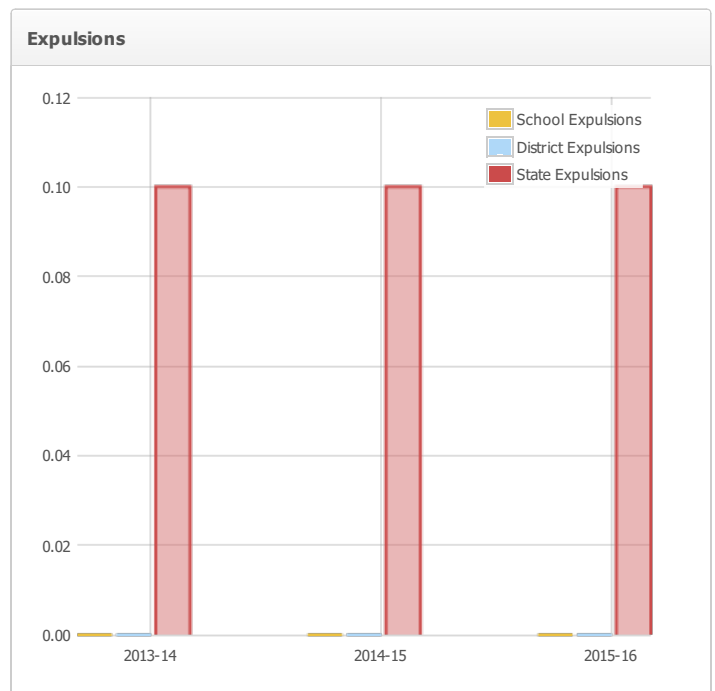
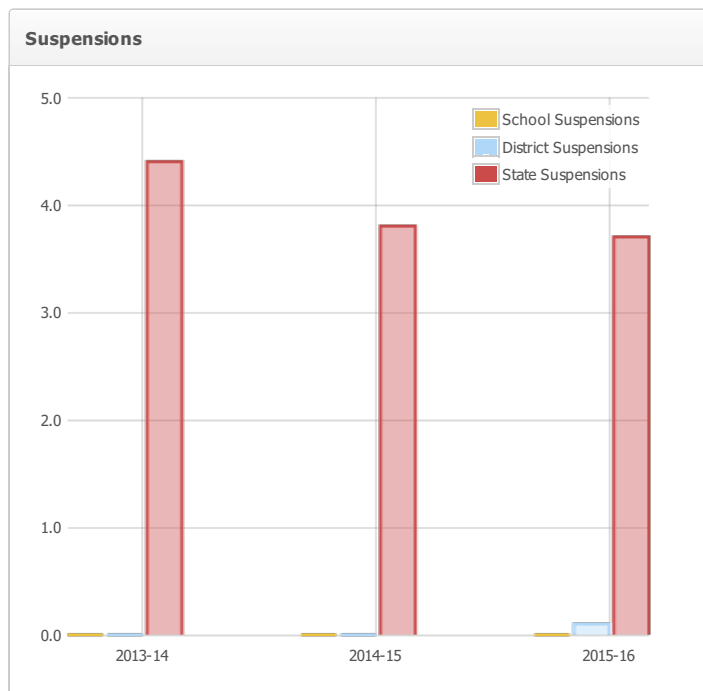
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/7/2017

School Safety Plan (School Year 2016-17)

Gorman Learning Center has developed a detailed Injury and Illness Program or IIPP. This program is laid out in a detailed guide which is reviewed and updated annually. The most updated version was available in March 2016.

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 maintenance personnel only. And only with proper gloves, bags and disposable supplies that will prevent the spreading of possible blood borne pathogens or other illnesses. 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 handbook and drills are held routinely.

The IIPP is assembled by a Safety Committee. The committee is dedicated to growing and adapting the plan as needed in order to ensure that our staff, leadership, and students continue to stay safe.

Last updated: 2/7/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 2/7/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	293.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

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

*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.

Last updated: 2/7/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6378.3	\$500.6	\$5877.7	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/7/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to the personalized learning independent study program, the school provides:

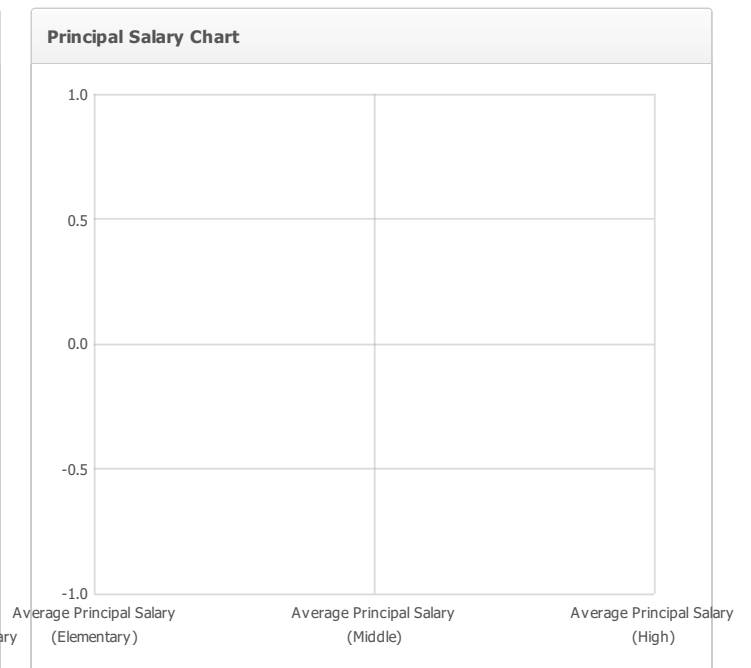
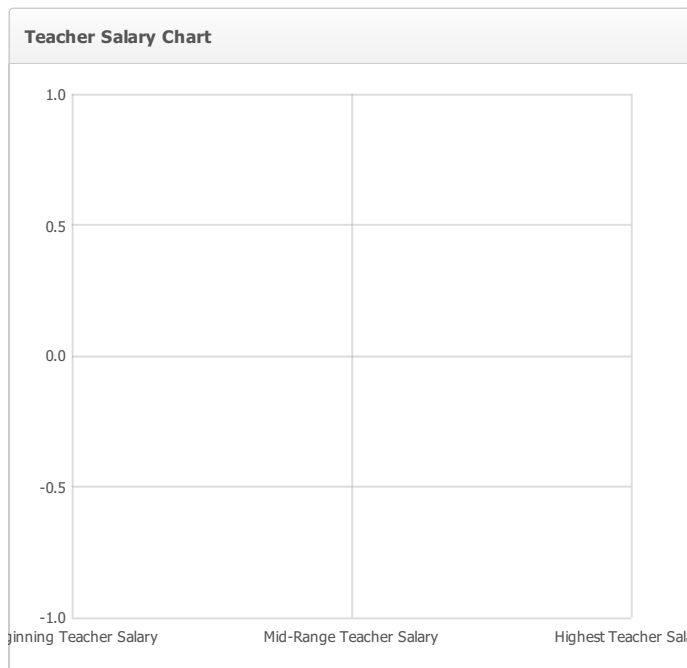
- Special Education services
- Title I Supplemental Reading and Math Tutoring via Targeted Assistance
- Response to Intervention and Instruction program
- Resource Center small-group core and elective direct instruction
- Vendor Course InstructionThird-party online courses

Last updated: 2/7/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$41,085
Mid-Range Teacher Salary	\$	\$59,415
Highest Teacher Salary	\$	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$116,069
Percent of Budget for Teacher Salaries	23.0%	33.0%
Percent of Budget for Administrative Salaries	10.0%	7.0%

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



Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

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

Last updated: 2/7/2017

Professional Development

Gorman believes that continual learning is a necessary part of being an educator. To uphold this belief we sponsor a two day conference every year which is solely focused on the professional development of our educators. Gorman also holds monthly meetings with our Independent Study Teachers (IST's) that promote the idea of continued education.

Our conference focuses on multiple topics, all of which give our educators a comprehensive grasp on upcoming education laws, technological improvements, changes to curriculum and new programs being implemented. Presentations are made from both in-house personnel and outside experts. Past presentations included changes and updates to benchmark testing and intervention programs, personalized learning systems and new teacher assignments, and a new testing system.

Recent changes to Common Core Curriculum and Standards means there is always something to learn at monthly IST meetings. Often, topics of learning are brought before the group by ISTs who feel they need to learn about something or have something new to assist their fellow educators.

Our educators are lifelong learners and that is one of the attributes which sets them apart in the academic world. They long to learn so they may in turn enhance students' lives and enrich their minds. And Gorman Learning Center strives to encourage both students and educators in their enriching pursuits.

Last updated: 2/7/2017