

Gorman Learning Center San Bernardino/Santa Clarita

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School

Year California Department of Education

Address: 1826 Orange Tree Ln.
Redlands, CA , 92374-2821

Principal: Dr. Dena Kiouses, Executive Director

Phone: (909) 307-6312

Grade Span: TK-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 and access to prior year reports, 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 the 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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Dr. Dena Kiouses, Executive Director

□ Principal, Gorman Learning Center San Bernardino/Santa Clarita

About Our School

Contact

Gorman Learning Center San Bernardino/Santa
Clarita 1826 Orange Tree Ln.
Redlands, CA 92374-2821

Phone: [\(909\) 307-6312](tel:9093076312)

Email: dkiouses@gormanlc.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Lucerne Valley Unified
Phone Number	(760) 248-6108
Superintendent	Livingston, Peter
Email Address	peter_livingston@lucernevalleyusd.org
Website	www.lucernevalleyusd.org

School Contact Information (School Year 2025–26)

School Name	Gorman Learning Center San Bernardino/Santa Clarita
Street	1826 Orange Tree Ln.
City, State, Zip	Redlands, CA , 92374-2821
Phone Number	(909) 307-6312
Principal	Dr. Dena Kiouses, Executive Director
Email Address	dkiouses@gormanlc.org
Website	http://gormanlc.org/
Grade Span	TK-12
County-District-School (CDS) Code	36750510137794

School Description and Mission Statement (School Year 2025–26)

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 SB/SC 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 SB/SC 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 SB/SC 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 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.

Student Enrollment by Grade Level (School Year 2024-25)

Grade Level	Number of Students
Transitional Kindergarten	4.4%
Kindergarten	7.2%
Grade 1	7.5%
Grade 2	8.8%
Grade 3	7.1%
Grade 4	8.5%
Grade 5	6.0%
Grade 6	8.0%
Grade 7	8.1%
Grade 8	8.7%
Grade 9	5.7%
Grade 10	6.3%
Grade 11	7.1%
Grade 12	6.7%
Total Enrollment	1,559

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.60%
Male	50.20%
Non-Binary	0.20%
American Indian or Alaska Native	0.40%
Asian	4.6%
Black or African American	3.3%
Filipino	1.5%
Hispanic or Latino	38.5%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.2%
White	44.6%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.40%
Foster Youth	0.00%
Homeless	3.80%
Migrant	0.00%
Socioeconomically Disadvantaged	31.60%
Students with Disabilities	16.80%

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 2021-22)

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)	8.80	16.73%	162.80	35.24%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.30	0.72%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.19%	8.50	1.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	41.40	78.18%	274.90	59.50%	11953.10	4.28%
Unknown/Incomplete/NA	2.60	4.90%	12.40	2.68%	15831.90	5.67%
Total Teaching Positions	53.00	100.00%	462.10	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022-23)

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)	10.90	19.92%	186.60	38.37%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.30	0.68%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.24%	9.80	2.03%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	43.40	79.04%	277.50	57.06%	11746.90	4.23%
Unknown/Incomplete/NA	0.40	0.78%	9.00	1.85%	14303.80	5.15%
Total Teaching Positions	54.90	100.00%	486.30	100.00%	277698	100%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023-24)

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)	12.40	22.50%	203.60	37.56%	230039.40	100%
Intern Credential Holders Properly Assigned	0.00	0.00%	6.80	1.26%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	12.20	2.25%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	39.90	72.51%	306.80	56.60	12112.80	4.34%
Unknown/Incomplete/NA	2.70	4.95%	12.60	2.33%	13705.80	4.91%
Total Teaching Positions	55.10	100%	542.10	100%	278927.10	100%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.10	0.10	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.10	0.00

**Credentialed Teachers Assigned
Out-of-Field (considered "out-of-field"
under ESSA)**

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	41.40	43.30	39.90
Total Out-of-Field Teachers	41.40	43.40	39.90

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.4%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.1%	0%	0%

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 2024-25)**

Year and month in which the data were collected: November 2024

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

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

School Facility Conditions and Planned Improvements

Gorman routinely schedules inspections of the main business office building, Redlands Resource Center and Santa Clarita 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 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

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: November 2024

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: November 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- & **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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

	School	School	District	District*	State	State
	2023-	2024-	2023-	2024-	2023-	2024-
Subject	24	25	24	25	24	25
English Language Arts / Literacy (grades 3-8 and 11)	49%	50%	41%	45%	47%	48%
Mathematics (grades 3-8 and 11)	34%	36%	26%	30%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

*Here "District" is the average of the GLC and SBSC SARC data, so we compare how the organization as a whole (both GLC and SBSC) achieved each year against the state, instead of comparing against the authorizer, Lucerne Valley Unified's data.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2024-25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	854	814	95.20%	4.80%	49.94%
Female	417	395	94.72%	5.28%	58.12%
Male	436	417	95.64%	4.36%	42.31%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100%	0%	65.38%
Black or African American	31	31	100%	0%	58.06%
Filipino	--	--	--	--	--
Hispanic or Latino	344	321	93.31%	6.69%	42.01%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	53	52	98.11%	1.89%	60.54%
White	385	370	96.10%	3.90%	52.97%
English Learners	15	14	93.33%	6.67%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	29	25	86.21%	13.79%	32.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	282	265	93.97%	6.03%	38.36%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	180	161	89.44%	10.56%	21.25%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024-25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	854	812	95.08%	4.92%	35.96%
Female	417	394	94.48%	5.52%	34.52%
Male	536	417	95.64%	4.36%	37.41%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100%	0%	50%
Black or African American	31	31	100%	0%	38.71%
Filipino	--	--	--	--	--
Hispanic or Latino	344	321	93.31%	6.69%	28.66%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	53	52	98.11%	1.89%	38.46%
White	385	369	95.84%	4.16%	39.46%
English Learners	15	14	93.33%	6.67%	28.57%
Foster Youth	--	--	--	--	--
Homeless	29	25	86.21%	13.79%	12.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	282	264	93.62%	6.38%	24.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	180	161	89.44%	10.56%	14.91%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**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 2023- 24	School 2024- 25	District 2023- 24	District* 2024- 25	State 2023- 24	State 2024- 25
Science (grades 5, 8, and high school)	32.55%	39.82%	12.46%	15.14%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

*Here "District" is the average of the GLC and SBSC SARC data, so we compare how the organization as a whole (both GLC and SBSC) achieved each year against the state, instead of comparing against the authorizer, Lucerne Valley Unified's data.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	348	329	94.54%	5.46%	39.82%
Female	185	174	94.05%	5.95%	37.36%
Male	163	155	95.09%	4.91%	42.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67%	8.33%	45.45%
Black or African American	12	11	91.67%	8.33%	45.45%
Filipino	--	--	--	--	--
Hispanic or Latino	131	124	94.66%	5.34%	38.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	14	14	100%	0%	42.86%
White	172	163	94.77%	5.23%	39.26%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	19	18	94.74%	5.26%	27.78%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	121	113	93.39%	6.61%	32.74%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	72	90.00%	10.00%	19.44%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023-24)

The CTE department has grown significantly during the 2023-24 school year. We have been diligent in creating complete pathways as well as hiring teachers and staff that can teach the courses for these students. We have complete pathways in Animal Science, the Agriculture sector, Ornamental Horticulture, 2 pathways in Arts, Personal Finance, Performing Arts, Education, Child Development, Health Administrative services and Patient Care. Pathways have an intro, concentrator, and capstone course for students to take and complete.

Career Technical Education (CTE) Participation (School Year 2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	36
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.46%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

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

UC/CSU Course Measure	Percent
2024-25 Pupils Enrolled in Courses Required for UC/CSU Admission	58.73%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	13.51%

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 2024-25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95%	95%	95%	94%	92%
7	96%	97%	96%	97%	96%
9	81%	81%	80%	81%	80%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024-25)

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

Gorman utilizes 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 two 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 November 2024, the first Advisory Council meeting for the 2024-25 school year 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 graduation rates;
- & High school dropout rates; and
- & Chronic Absenteeism
- &

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

	School	School	School	District	District	District*	State	State	State
	2022-	2023-	2024-	2022-	2023-	2024-	2022-	2023-	2024-
Indicator	23	24	25	23	24	25	23	24	25
Graduation Rate	86.3%	83.6%	87.7%	46.5%	46.1%	50%	86.2%	86.4%	87.5%
Dropout Rate	9.7%	16.4%	12.3%	15.2%	14.7%	18.3%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024-25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	114	100	87.7%
Female	62	55	88.7%
Male	52	45	86.5%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	45	39	86.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	51	44	86.3%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	17	14	82.4%
Socioeconomically Disadvantaged	71	62	87.3%
Students Receiving Migrant Education Services	0	0	0.00%
Students with Disabilities	16	12	75%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024-25)

Student Group	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1708	45	2.6%
Female	849	20	2.4%
Male	854	23	2.7%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	74	0	0%
Black or African American	62	1	1.6%
Filipino	24	0	0%
Hispanic or Latino	674	22	3.3%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	98	3	3.1%
White	756	19	2.5%
English Learners	46	3	6.5%
Foster Youth	--	--	--
Homeless	116	5	4.3%
Socioeconomically Disadvantaged	793	34	4.3%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	327	16	4.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

	School	School	School	District	District	District	State	State	State
	2022-	2023-	2024-	2022-	2023-	2024-	2022-	2023-	2024-
Rate	23	24	25	23	24	25	23	24	25
Suspensions	0.00%	0.00%	0.00%	0.61%	0.00%	0.59%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Other local measures on the sense of safety **Suspensions and Expulsions**

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024-25)

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%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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. In addition to the CSSP, Gorman has created an Influenza and Infectious Disease Plan as a supplemental component to the CSSP. Both documents were published in their updated form in March 2023.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Grade Classes*	Average Class Level	Number of Classes* Size	Number of Classes* 1-20	Number of 21-32	33+
K	1.00	3	0	0	
1	1.00	2	0	0	
2	0.00	0	0	0	
3	1.00	1	0	0	
4	1.00	1	0	0	
5	1.00	1	0	0	
6	1.00	2	0	0	
Other**	10.00	62	4	0	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Classes*	Average Class Level	Number of Classes* Size	Number of Classes* 1-20	Number of 21-32	33+
K	1.00	3			
1	1.00	3			
2	1.00	4			
3	1.00	1			
4	1.00	1			
5	1.00	1			
6	1.00	1			
Other**	12.00	60	4		

Average Class Size and Class Size Distribution (Elementary) (School Year 2024-25)

Grade Classes*	Average Class Level	Number of Classes* Size	Number of Classes* 1-20	Number of 21-32	33+
K	1.00	2			
1	1.00	1			
2	1.00	2			
3	1.00	1			
4	1.00	1			
5					
6	4.00	6			
Other**	12.00	65	6		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022-23)

Subject 33+	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes*
English Language Arts	2.00	239	0	0
Mathematics	1.00	186	0	0
Science	1.00	143	0	0
Social Science	2.00	210	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023-24)

Subject 33+	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes*
English Language Arts	2.00	245		
Mathematics	1.00	191		
Science	1.00	155		
Social Science	1.00	202		

Average Class Size and Class Size Distribution (Secondary) (School Year 2024-25)

Subject 33+	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes*
English Language Arts	2.00	259		
Mathematics	2.00	190		
Science	1.00	151		
Social Science	2.00	213		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024-25)

Title	Ratio
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* 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 2024-25)

Title School	Number of FTE* Assigned to
Counselor (Academic, Social/Behavioral or Career Development)	3.90
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	20.70

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2024-25)

Teacher Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Salary
School Site	\$10,249	\$2,921	\$7,328	\$67,023
District	N/A	N/A	--	\$89,709.00
Percent Difference --- School Site and District	N/A	N/A	--	
State	N/A	N/A	\$11,146	\$86,335.00
Percent Difference --- School Site and State	N/A	N/A	--	

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

Types of Services Funded (Fiscal Year 2024-25)

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

Teacher and Administrative Salaries (Fiscal Year 2024-25)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,188.00	\$54,773.28
Mid-Range Teacher Salary	\$95,944.00	\$78,980.97
Highest Teacher Salary	\$131,268.00	\$117,336.77
Average Principal Salary (Elementary)	\$162,207.00	\$128,425.24
Average Principal Salary (Middle)	\$182,386.00	\$137,946.86
Average Principal Salary (High)	\$182,386.00	\$138,809.37
Superintendent Salary	\$234,035.00	\$176,162.14
Percent of Budget for Teacher Salaries	25.66%	24.71%
Percent of Budget for Administrative Salaries	4.67%	5.91%

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

Advanced Placement (AP) Courses (School Year 2024-25)

Percent of Students in AP Courses 1.6 %

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

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

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	22	15	15