

Gorman Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gorman Elementary School
Street	49847 Gorman School Road
City, State, Zip	Gorman, CA 93243
Phone Number	661.248.6441
Principal	Johannis L. Andrews II
Email Address	j.andrews@gormanschool.com
Website	gorman.k12.ca.us
County-District-School (CDS) Code	19645846013940

Entity	Contact Information
District Name	Gorman Joint School District
Phone Number	661.248.6441
Superintendent	Johannis L. Andrews II
Email Address	j.andrews@gormanschool.com
Website	gorman.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

The Gorman Joint School District is situated at the southern tip of the beautiful Tehachapi Mountains, 60 miles northwest of downtown Los Angeles. The rural setting encompasses 150 square miles of scenic rolling hills bordered on the north by the historic Tejon Ranch and on the south by thousands of acres of State Recreational Area.

The District serves the communities of Gorman, Frazier Park, Neenach, Lebec, and Lake of the Woods. Neighborhoods offer a wide range of residential opportunities including many ranch-style homes on acreages. Gorman experiences four distinct seasons with several light snowfalls each winter. Residents enjoy a slower and less hectic environment while being able to take advantage of the cultural opportunities in Los Angeles.

Gorman Joint School District has one K-8 school with 65 students and four teachers. The small size of Gorman Elementary School makes it possible to have an individualized nurturing environment in each classroom where the average class size is 24 students. Gorman Joint School District is designated by the State Department of Education as a District of Choice. As such many families from surrounding districts enroll their children at Gorman to take advantage of the small school environment.

Gorman Elementary School is committed to improved levels of academic performance. Our teachers are building on this success and to plan, implement, monitor, and evaluate a meaningful standards-based curriculum for all students. The goals, objectives, and activities have been identified and written based on needs expressed by students, parents, and staff input and are included in our Local Control and Accountability Plan (LCAP). These goals, objectives, and activities are established to improve and focus instruction at Gorman's Elementary School enabling students to meet grade level, district, and state standards. Our dedicated teachers are committed to high levels of teaching and learning and are involved in professional development training designed to strengthen their teaching skills.

The demographics of the District are as follows: 38% Hispanic, 48% White, 3% American Indian, 2% African American, 3% Asian, and 6% unknown. 20% of the student population is English Language Learners and 72% receive free or reduced-price meals.

The Gorman Joint School District is known for having a very supportive Board. The Board strongly supports the District's mission of "providing a challenging and rigorous educational experience for each of our students".

The mission of Gorman Elementary School is to provide a safe and caring climate in which all students will accept responsibility for their own actions, show respect for themselves and others, and become intentional learners in order to cooperate with the learning process. Staff, parents, and students will have high expectations and standards for teaching and learning.

Gorman's School Plan offers the on-going opportunity to plan, implement, monitor and evaluate a meaningful common core curriculum for all students. The goals, objectives, and activities have been identified and written based on needs expressed by students, parent, and staff input. These goals, objectives, and activities are established to improve and focus instruction at Gorman Elementary School enabling students to meet grade level, district and state standards.

Gorman School District Guiding Principles:

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

1. Establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.
2. Recognizing the diverse learning styles and individual needs of students and ensuring all students meet high learning standards.
3. Creating a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.
4. Protecting and preserving the short and long-term financial well-being of the District.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	13
Grade 1	7
Grade 2	6
Grade 3	8
Grade 4	9
Grade 5	9
Grade 6	13
Grade 7	9
Grade 8	8
Total Enrollment	82

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.4
Hispanic or Latino	35.4
White	56.1
Two or More Races	6.1
Socioeconomically Disadvantaged	69.5
English Learners	18.3
Students with Disabilities	14.6
Homeless	3.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	3	3
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/2016

All textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All books are in excellent or good condition. Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Harcourt, Journeys (2016) 6-8 Houghton Mifflin Harcourt, Ca Collections (2016)	Yes	0
Mathematics	K-8 Houghton Mifflin Harcourt, California GO-Math (2015) Elementary and Middle School Math Curriculum	Yes	0
Science	Houghton Mifflin Harcourt 2020 science Dimensions TK-8 Science (2020), and HMH Science Dimension 2020 Science Kits.	Yes	0
History-Social Science	K-6 Houghton Mifflin, California Houghton Mifflin History Social Science (2007) 6-8 McDougal Littell California Middle School Social Studies Series (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Gorman Elementary School places a strong emphasis on ensuring the safety of all students and staff members. Adult aides are employed to supervise students before school, at recess and lunch. Fire and earthquake drills are conducted monthly. Our campus is completely fenced, with one secure main entrance and two secondary entrances that are only open at specific times in the morning and afternoon. Staff is assigned supervision of the grounds and gates when our students arrive and leave school.

Gorman's custodial staff ensures the school facilities are in compliance with all federal and state and safety regulations. Each year a deep cleaning process occurs during the close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site emergency preparedness plan.

Every effort is made to ensure students are monitored while on campus throughout the school day. Campus supervisors, teachers, site administrator, and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replacement of HVAC and lights was completed in 2017 and 2018.
Interior: Interior Surfaces	Fair	Repair and paint interior surfaces.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical is repair or replacement as needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains are repaired as needed. Repairs to the drinking fountains were completed in 9/2019.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Concrete needs to be replaced and roof replacement/repair as needed. Roof replacement is needed to be done over the main building. Completion is scheduled for the 2019-2020 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Basketball and volleyball equipment needs to be repaired or replaced, during the 2019-2020 school year.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	43	38	34	50	50
Mathematics (grades 3-8 and 11)	21	27	21	21	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	52	94.55	5.45	43.14
Male	23	23	100.00	0.00	34.78
Female	32	29	90.63	9.37	50.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	24	21	87.50	12.50	35.00
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	46.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	39	95.12	4.88	44.74
English Learners	14	11	78.57	21.43	45.45
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	52	94.55	5.45	26.92
Male	23	23	100.00	0.00	30.43
Female	32	29	90.63	9.37	24.14
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	24	21	87.50	12.50	23.81
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	28.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	39	95.12	4.88	28.21
English Learners	14	11	78.57	21.43	36.36
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29	15	0
7	25	13	25
9	NA	NA	NA

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Gorman Elementary School has many opportunities for parents to become a more integral part of their children's education. Parents can be classroom volunteers and assist in the classroom on voluntary basis, or they can assist as a room parent, helping for special events or occasions. An active PTSO also provides enrichment opportunities for the students and any parent is welcome to participate. Parents are encouraged to participate on the School Site Council, English Language Advisory Council (ELAC), and Community Advisory Council. These committees meet monthly to focus on issues of interest to parents. Parents are encouraged to visit their child's classroom. Visits to the classroom and with either teachers or other school staff members should be by appointment only. This will ensure that the persons or subjects that you want to see are available when you come. For the safety and protection of student learning time, classroom visits are limited to 20 minutes. All visitors to the school site must check in at the front office before entering the school grounds.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	3.2	2.1	0.0	3.2	0.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

In compliance with Senate Bill 187 and Education Code. 35294.6 a comprehensive school safety plan, which was reviewed by the LCAP Advisory Committee, School Site Council, and approved by the Board on November 13, 2018, helps to provide a secure, peaceful and clean environment for Gorman's school community. Gorman Joint School District Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Routine emergency preparedness drills are conducted monthly to ensure the safety and well being of students and staff in the event that there is a need for such an evacuation.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1			17	1			20	1		
3	15	1			21		1		14	1		
5	19	1							18	1		
6	7	1										
Other**					19	1						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8237	1739	6498	\$49,082
District	N/A	N/A	4759	49082
Percent Difference - School Site and District	N/A	N/A	30.9	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-14.4	-27.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Student Study and Child Study Teams assist students experiencing academic difficulty, those with special needs, assessing eligibility for placement in special classes and recommending specialized services as needed. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

Students receive Supplemental Educational Services, additional academics instruction designed to increase the academic achievement of students that have not met State targets for increasing students achievement (adequate yearly progress) for three or more years. Before and after school tutoring for at-risk and EL students is funded through categorical programs. Students at program improvement schools also can apply for choice and supplemental services through NCLB requirements for program improvement schools.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	20%	31%
Percent of Budget for Administrative Salaries	11%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	26	26

The Gorman Joint School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core including, but not limited to PBIS trainings, VAPA planning and implementation, Lesson Design and Delivery, Data Analysis, Leadership Training, Thinking Maps, Writing Instruction, Direct Instruction, Building Academic Vocabulary, Culturally Responsive Teaching and Learning, Integrating Technology into the Classroom, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Teachers participate annually in four district-wide professional development meetings during which they are provided the opportunity to share best practices with colleagues. As we transition to the Common Core State Standards, the focus during the district meetings is how the key shifts in the Common Core State Standards in English Language Arts, math, ELD Standards will impact day-to-day teaching and learning.

Instructional staff meets monthly to share best practices related to areas of instructional focus and leadership for meaningful change in educational systems.

The District continues to focus on implementing rigorous standards of helping all students to achieve and implementing the new California Common Core State Standards. This year's goals are to build the capacity of teachers in the transition to implementation of Common Core State Standards (CCSS) through developing a common language and shared understanding of lesson design and utilizing revised ELD standards.

Trained grade level teachers in the planning and development of Instructional Units that align Common Core Standards for both ELA, Math, and Science.

Provide training in the alignment of current textbooks and related subject area materials for the use in unit planning for ELA, Math, and Science.

Develop a yearlong plan for instruction using grade level common core standards.

Develop three new Benchmark assessments that align with planned instruction for both ELA and Math for each grade level.