

# Gorman Learning Center

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 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.



### 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](mailto:dburchett@gormanlc.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Gorman Joint
<b>Phone Number</b>	(661) 248-6441
<b>Superintendent</b>	Johannis Andrews
<b>E-mail Address</b>	<a href="mailto:jandrews@lws.lacoe.edu">jandrews@lws.lacoe.edu</a>
<b>Web Site</b>	<a href="http://gorman.k12.ca.us">http://gorman.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Gorman Learning Center
<b>Street</b>	1826 Orange Tree Ln.
<b>City, State, Zip</b>	Redlands, Ca, 92374-2821
<b>Phone Number</b>	909-307-6312
<b>Principal</b>	Ms. Denice Burchett, Executive Director
<b>E-mail Address</b>	<a href="mailto:dburchett@gormanlc.org">dburchett@gormanlc.org</a>
<b>Web Site</b>	<a href="http://www.gormanlc.org">http://www.gormanlc.org</a>
<b>County-District-School (CDS) Code</b>	19645841996305

*Last updated: 2/4/2019*

### School Description and Mission Statement (School Year 2018—19)

#### 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"

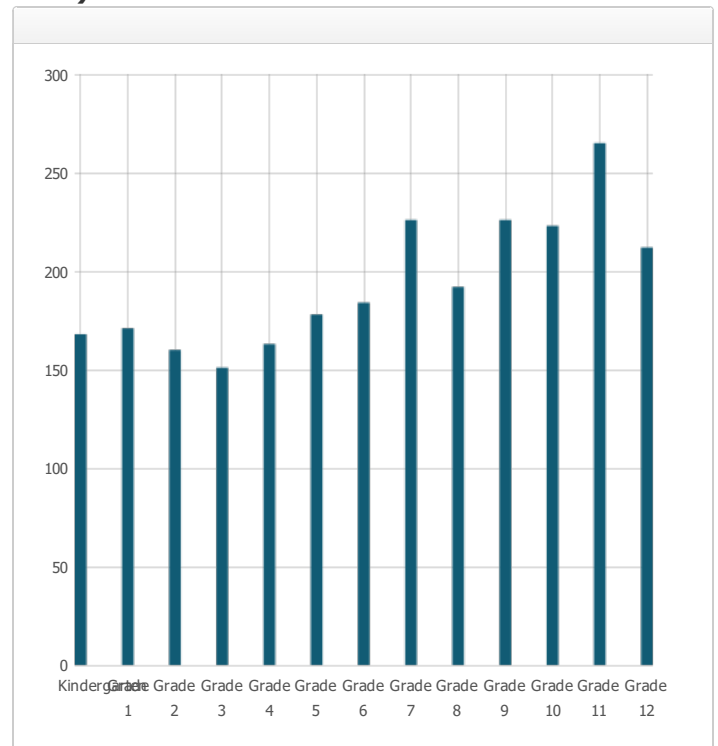
It is the goal of GLC to encourage our students to be prepared for the 21st century by becoming lifelong learners who are intrinsically self-motivated to learn, who have diverse, well developed interests, who are competent and prepared for the transition into adulthood, and can understand and function 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 student, teach them how to access knowledge and ultimately be in charge of their own educational program. In this model, the parent, student and teacher collaborate to develop and academically rigorous education plan for the student.

*Last updated: 2/4/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	168
Grade 1	171
Grade 2	160
Grade 3	151
Grade 4	163
Grade 5	178
Grade 6	184
Grade 7	226
Grade 8	192
Grade 9	226
Grade 10	223
Grade 11	265
Grade 12	212
Total Enrollment	2519



Last updated: 2/4/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	0.3 %
Asian	2.7 %
Filipino	1.7 %
Hispanic or Latino	33.1 %
Native Hawaiian or Pacific Islander	0.1 %
White	47.8 %
Two or More Races	4.6 %
Other	4.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.7 %
English Learners	2.0 %
Students with Disabilities	5.4 %
Foster Youth	0.3 %

## A. Conditions of Learning

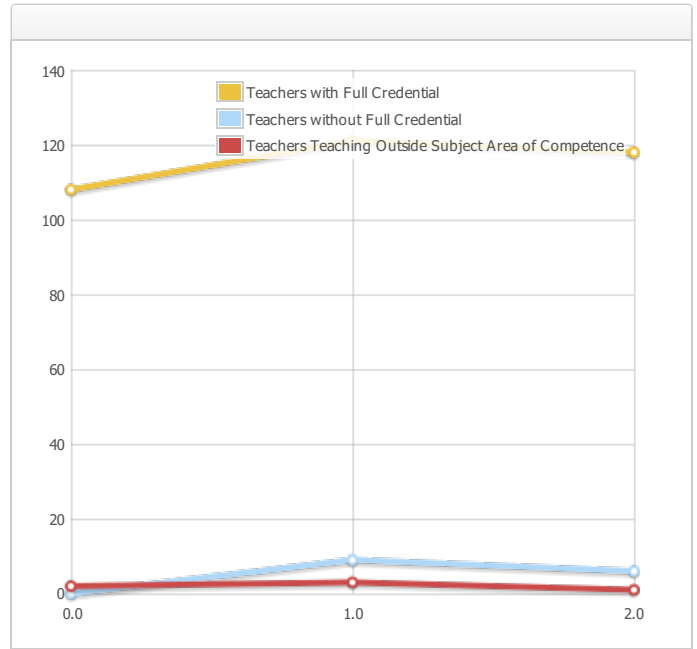
### State Priority: Basic

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

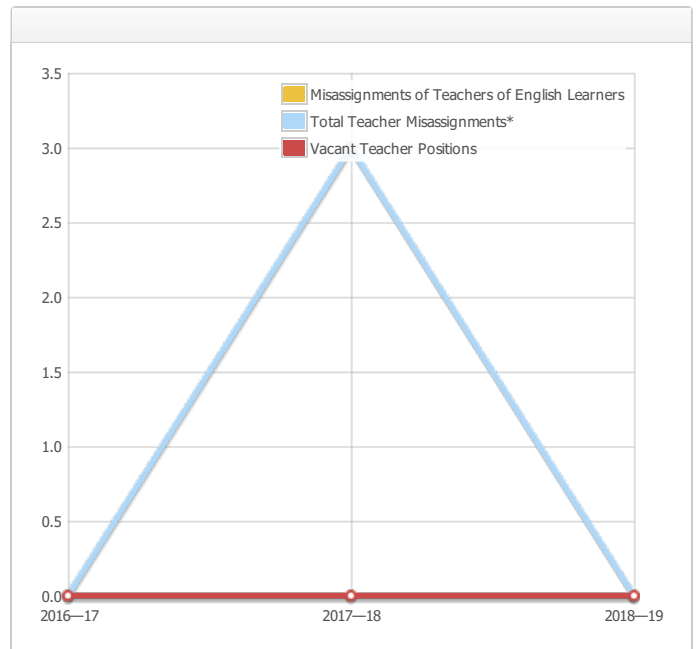
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	108	121	118	
Without Full Credential	0	9	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	3	1	



Last updated: 2/4/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	3	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: 2/4/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: January 2019

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		0.0 %
Mathematics	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		0.0 %
Science	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		0.0 %
History-Social Science	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		0.0 %
Foreign Language	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		0.0 %
Health	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		0.0 %
Visual and Performing Arts	The school provides textbooks and supplemental instructional materials to each student based on their personalized learning plan.		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: 2/4/2019

## 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 recently used grant funds to make the one building owned by Gorman, more energy efficient. ADA compliance is also on the list for Future Improvements as Gorman works to continue providing safe and easily accessible Resource Centers.

Inspections include but are not limited to:

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

*Last updated: 2/4/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

**System Inspected**

**Rating**

**Repair Needed and Action Taken or Planned**

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Minor roof repair needed
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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*Last updated: 2/4/2019*



## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	38.0%	37.0%	38.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	21.0%	21.0%	21.0%	37.0%	38.0%

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.

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.

*Last updated: 2/4/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1469	1200	81.69%	38.33%
Male	713	593	83.17%	32.38%
Female	756	607	80.29%	44.19%
Black or African American	81	68	83.95%	35.29%
American Indian or Alaska Native	--	--	--	
Asian	37	34	91.89%	52.94%
Filipino	19	19	100.00%	63.16%
Hispanic or Latino	481	408	84.82%	30.64%
Native Hawaiian or Pacific Islander	--	--	--	
White	705	559	79.29%	42.99%
Two or More Races	80	69	86.25%	32.35%
Socioeconomically Disadvantaged	532	442	83.08%	31.07%
English Learners	61	55	90.16%	18.18%
Students with Disabilities	95	68	71.58%	7.35%
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 (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.

*Last updated: 2/4/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1471	1205	81.92%	20.62%
Male	714	598	83.75%	20.57%
Female	757	607	80.18%	20.66%
Black or African American	81	69	85.19%	13.04%
American Indian or Alaska Native	--	--	--	
Asian	37	33	89.19%	39.39%
Filipino	19	19	100.00%	42.11%
Hispanic or Latino	482	413	85.68%	11.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	706	559	79.18%	27.01%
Two or More Races	80	69	86.25%	18.84%
Socioeconomically Disadvantaged	532	443	83.27%	14.93%
English Learners	61	57	93.44%	8.77%
Students with Disabilities	97	70	72.16%	4.29%
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 (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.

*Last updated: 2/4/2019*

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

*Last updated: 2/4/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

For the 2017/18 school year, Gorman expanded their CTE classes by offering courses through the Virtual Resource Center and in all three physical resource centers. Gorman has used its resources to help qualified staff and faculty obtain their CTE Credential in order to expand the class catalogue.

Gorman will be working towards the completion of multiple pathways over the following two years. The CTE Coordinator and CTE Team have a timeline for both the launch and completion of multiple pathways and are happy to report they have stayed true to their deadlines. The team expects to see graduates from the program at the close of the 19/20 school year.

*Last updated: 2/4/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	84
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: 2/4/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	25.5%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.1%

# 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 2017—18)

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
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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: 2/4/2019

## 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 2018—19)

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

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

Our resource centers are available to students enrolled in independent study programs. Our three resource centers are available for parents seeking assistance in promoting the most well rounded personalized learning education that they can provide for their children. Resource 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 the role of day-to-day instruction.

# State Priority: Pupil Engagement

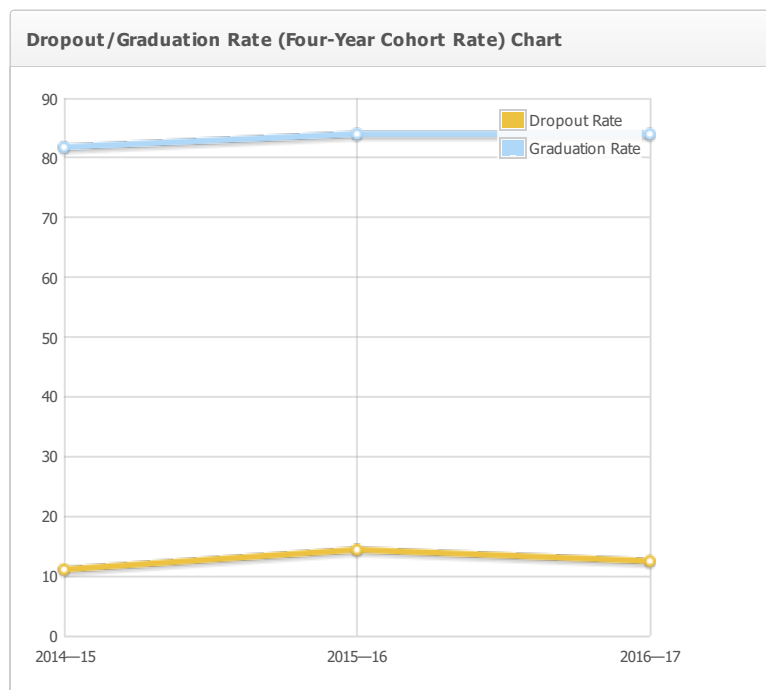
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	11.1%	14.4%	--	--	10.7%	9.7%
Graduation Rate	81.8%	84.0%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	12.5%	12.5%	9.1%
Graduation Rate	84.0%	--	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/4/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%



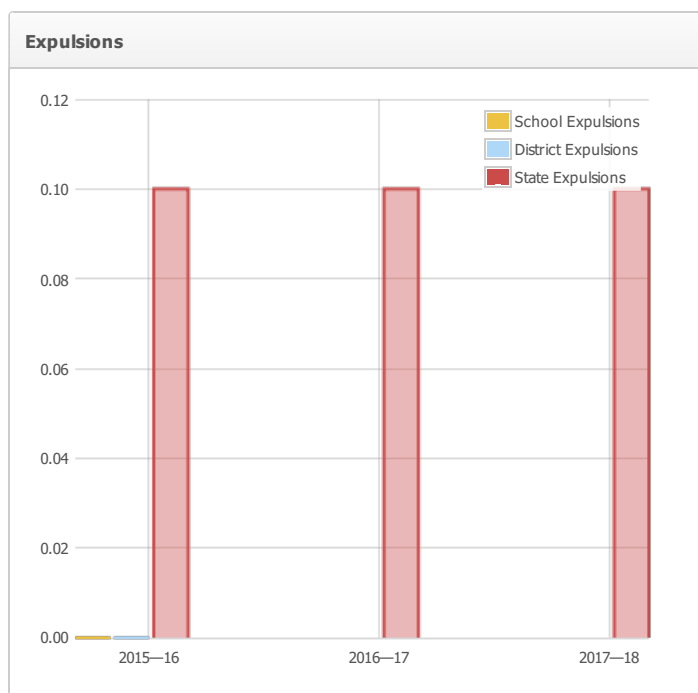
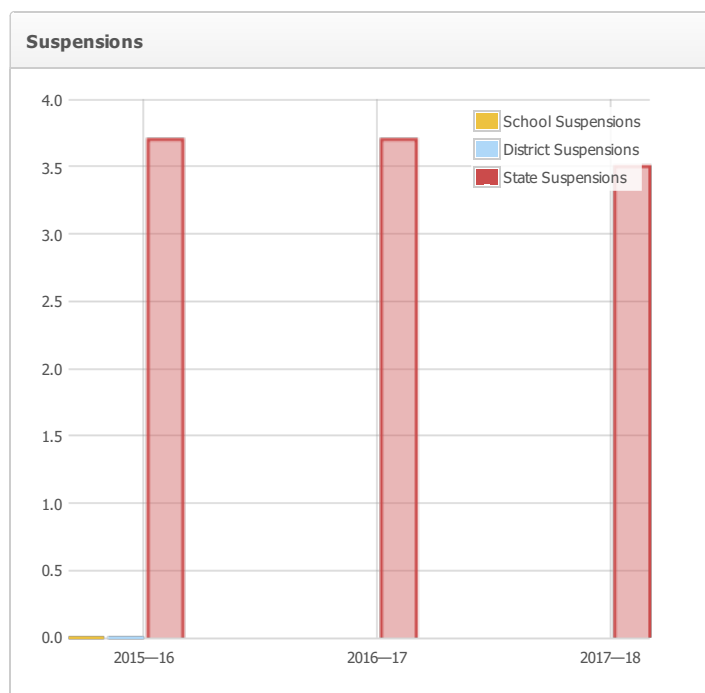
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 2/4/2019

## School Safety Plan (School Year 2018—19)

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 most updated version was available in February 2018.

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 and updated annually and approved by the Board before March.

*Last updated: 2/4/2019*

## **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.

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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	2.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.5	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: 2/4/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	\$356.0	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/4/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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

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

*Last updated: 2/4/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	10	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	17	0.6%

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

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

*Last updated: 2/4/2019*

**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 miniature development days with out Personalized Learning Teacher's (PLTs) 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.

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.

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