

Gorman Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School 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
E-mail Address	jandrews@lws.lacoe.edu
CDS Code	19645846013940

District Contact Information	
District Name	Gorman Joint School District
Phone Number	661.248.6441
Web Site	gorman.k12.ca.us
Superintendent	Johannis L. Andrews II
E-mail Address	jandrews@lws.lacoe.edu

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

THE COMMUNITY

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 acrerages. 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 97 students and five 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. During the 2012-13 school year the District saw a 42 point increase on its Academic Performance Index to 752. Our teachers are building on this success and have set a goal of becoming an 800 API school. 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: 49% Hispanic, 48% White, 4% African American, and 1% Asian. 16% of the student population is English Language Learners and 74% 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 activites 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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36	41	35	45	49	51	54	56	55
Mathematics	39	29	53	24	23	28	49	50	50
Science	44	16	47	39	37	44	57	60	59
History-Social Science	8			22	25	27	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	51	28	44	27
All Student at the School	35	53	47	
Male	33	56		
Female	38	49		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	44		
Native Hawaiian/Pacific Islander				
White	39	63		
Two or More Races				
Socioeconomically Disadvantaged	40	49	45	
English Learners	6	47		
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	41.7	8.3
7	18.2	18.2	54.5

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	2	1
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-63	-15	42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19	-38	49
Native Hawaiian/Pacific Islander			
White	-95	3	30
Two or More Races			
Socioeconomically Disadvantaged	-43	-34	69
English Learners			57
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	76	752	76	752	4,655,989	790
Black or African American	2		2		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	39	724	39	724	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	33	775	33	775	1,200,127	853
Two or More Races	2		2		125,025	824
Socioeconomically Disadvantaged	49	765	49	765	2,774,640	743
English Learners	17	652	17	652	1,482,316	721
Students with Disabilities	5		5		527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	12
Grade 1	6
Grade 2	14
Grade 3	17
Grade 4	9
Grade 5	12
Grade 6	10
Grade 7	10
Grade 8	9
Total Enrollment	99

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.0	White	44.4
American Indian or Alaska Native	1.0	Two or More Races	3.0
Asian	0.0	Socioeconomically Disadvantaged	64.6
Filipino	0.0	English Learners	20.2
Hispanic or Latino	48.5	Students with Disabilities	5.1
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1	0	0					12	1		
1	18	1	0	0	8	1	0	0	6	1		
2					3	1	0	0	14	1		
3	21	1	0	0					9	2		
4					6	1	0	0	9	1		
5									12	1		
6	19	1	0	0	4	1	0	0	10	1		
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0	5	4	0	5	4
Expulsions	0	0	0	0	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: May 2011				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	Replacement of HVAC planned for 2014-15 school year.
Interior: Interior Surfaces	[]	[X]	[]	Repair and paint interior surfaces planned for 2-14-15 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Repair drinking fountains for the 2013-14 school year.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	Concrete needs to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Basketball and volley ball equipment needs to be repaired or replaced.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	5	5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	.01	---
Speech/Language/Hearing Specialist	.05	---
Resource Specialist	.05	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/2013

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin, Houghton Mifflin Reading (2003) 6-8 McDougal Littell, Language of Literature (2002)	Yes	0
Mathematics	K-6 Houghton Mifflin, Houghton Mifflin California Math(2008) 7-8 McDougal Littell, California Math (2008)	Yes	0
Science	K-6 Harcourt School Publishers, California Science (2008) 7-8 McDougal Littell, McDougal Littell Science (2007)	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
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6498	1739	4759	\$46,953
District	---	---	4759	\$46,953
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	-14.1	-18.7

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Several categorical programs are utilized at the school site to insure that all students receive the intervention or enrichment support or extra services that are needed to help them become proficient in academic areas. 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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	30,449	\$38,719
Mid-Range Teacher Salary	45,064	\$55,637
Highest Teacher Salary	59,375	\$70,797
Average Principal Salary (Elementary)	NA	\$90,284
Average Principal Salary (Middle)	NA	\$94,675
Average Principal Salary (High)	NA	\$85,183
Superintendent Salary	100,000	\$104,272
Percent of Budget for Teacher Salaries	29.1%	35.5%
Percent of Budget for Administrative Salaries	13.3%	6.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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: 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.

In 2013-14 school year 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 common language and shared understanding on lesson design and utilizing revised ELD standards.

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

Provide training in alignment of current text books and related subject area materials for the use in unit planning for ELA and Math.

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.