

San Gorgonio Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--|
| School Name | San Gorgonio Middle School |
| Street | 1591 Cherry Ave |
| City, State, Zip | Beaumont, CA 92223 |
| Phone Number | (951) 769-4391 |
| Principal | Drew Scherrer |
| E-mail Address | dscherrer@beaumontusd.k12.ca.us |
| Web Site | www.beaumontusd.k12.ca.us/sang |
| CDS Code | 33-66993-0106062 |

| District Contact Information | |
|------------------------------|--|
| District Name | Beaumont Unified School District |
| Phone Number | (951) 845-1631 |
| Superintendent | Dr. Maureen Latham |
| E-mail Address | mlatham@beaumontusd.k12.ca.us |
| Web Site | www.beaumont-ca.schoolloop.com |

School Description and Mission Statement (Most Recent Year)

MOTTO:

SGMS Students will:

BE Safe

BE Respectful

BE Responsible

BE College and Career Ready

VISION:

Inspiring students to make the dream of COLLEGE and CAREER READINESS a reality.

MISSION:

Getting students COLLEGE and CAREER ready through the school-wide implementation of AVID and PBIS strategies.

San Gorgonio Middle school will strive to provide a high quality educational opportunity to all students in a safe and secure learning environment through a shared commitment between home, school and the community.

- We will inspire students to make the dream of college and career a reality.
- We will get students college and career ready through the school-wide implementation of AVID strategies.
- We will successfully transition students from elementary school to middle school, and from middle school to high school, providing the organizational tools, emotional support; and goal setting strategies they require.
- We will continue the process of preparing students for success beyond secondary education by providing them with the academic and social tools they need in order to become accomplished members of society.
- We will teach students the importance of using technology responsibly and proficiently.
- We will supply academic support to assist all students in achieving proficiency on the state standards.
- We will continually analyze school wide needs, providing students, parents, and staff with opportunities to strengthen the academic programs, provide for social growth, and a positive school climate.
- We will provide resources to all students to aid them in their emotional, academic and physical growth.
- We will provide a safe and secure learning environment, with emphasis on: the dangers of drug, alcohol, and tobacco abuse; bullying and conflict resolution; and violence prevention.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 292 |
| Grade 7 | 321 |
| Grade 8 | 350 |
| Total Enrollment | 963 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 6.7 |
| American Indian or Alaska Native | 1.0 |
| Asian | 1.8 |
| Filipino | 2.5 |
| Hispanic or Latino | 56.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 29.4 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 71.9 |
| English Learners | 12.9 |
| Students with Disabilities | 10.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 43 | 37 | 40 | 361 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| 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 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 97.86 | 2.14 |
| All Schools in District | 94.73 | 5.27 |
| High-Poverty Schools in District | 96.14 | 3.86 |
| Low-Poverty Schools in District | 80.19 | 19.81 |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts | Holt Adoption Year 2009 | Yes | 0.0% |
| Mathematics | McDougal Littell Adoption Year 2008 | Yes | 0.0% |
| Science | Holt, Rinehart & Winston Adoption Year 2007 | Yes | 0.0% |
| History-Social Science | Glencoe Adoption Year 2006 | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

San Gorgonio Middle was originally constructed in 1960 as the home of Beaumont High School and is comprised of 40 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, and several athletic fields. Cleaning Process: The principal works daily with the custodial staff of 4 (3 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month in which data were collected: 10/09/2014 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | Room 36 Wallpaper repair-W/O generated |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | Possible termites in library wall. |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | Boys locker room urinal needs repair-W/O generated |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 71 | 70 | 73 | 62 | 58 | 60 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|--|---|
| All Students in the LEA | 60 |
| All Student at the School | 73 |
| Male | 66 |
| Female | 82 |
| Black or African American | 55 |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 70 |
| Native Hawaiian or Pacific Islander | |
| White | 81 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 67 |
| English Learners | 45 |
| Students with Disabilities | 54 |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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 | 56 | 59 | 58 | 58 | 62 | 59 | 54 | 56 | 55 |
| Mathematics | 45 | 53 | 49 | 48 | 52 | 49 | 49 | 50 | 50 |
| History-Social Science | 65 | 69 | 59 | 45 | 52 | 47 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 6 | 6 | 6 |
| Similar Schools | 7 | 7 | 5 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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 | 21 | 17 | -13 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 34 | 17 | -14 |
| Native Hawaiian/Pacific Islander | | | |
| White | 6 | 15 | -10 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 24 | 18 | -11 |
| English Learners | 31 | 8 | -19 |
| 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 20.3 | 22.2 | 44.1 |

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

San Gorgonio Middle School greatly benefits from its supportive parents. The school has a strong base of parent volunteers who assist with school activities and chaperone field trips. Parents are also involved School Site Council (SSC), English Learners Advisory Committee (ELAC) and participate in Learning Walks with school personnel.

Contact Information

Parents or community members who wish to participate in School Site Council, English Learners Advisory Council, school committees, school activities, or become a volunteer may contact the San Gorgonio Middle School office at (951) 769-4391.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 16.4 | 8.7 | 10.7 | 7.2 | 5.5 | 5.2 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.7 | 0.4 | 0.3 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

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

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of San Gorgonio Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on September 29, 2014 by the School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before school, after school, during lunch, and during passing periods by certificated staff and classified staff. There is a designated area for student drop off and pick up. Visitors must check in at the Attendance Office before entering school grounds.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2013-2014 |
| Year in Program Improvement* | Year 5 | Year 1 |
| Number of Schools Currently in Program Improvement | --- | 8 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 30.9 | 1 | 10 | 12 | 28 | 4 | 7 | 15 | 29 | 5 | 6 | 14 |
| Mathematics | 34.1 | 0 | 8 | 12 | 29 | 3 | 9 | 12 | 33 | 3 | 6 | 11 |
| Science | 38.2 | 0 | 1 | 16 | 35 | 2 | | 18 | 34 | 2 | 3 | 14 |
| Social Science | 38.1 | 0 | 2 | 15 | 33 | 2 | 5 | 14 | 34 | 3 | 2 | 14 |

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.

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | 470 |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | 1 | --- |
| Library Media Services Staff (Paraprofessional) | | --- |
| Psychologist | .5 | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | .5 | --- |
| Resource Specialist | | --- |
| Other | | --- |

Note: Cells with "----" 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$4,672 | \$911 | \$3,761 | \$61,064 |
| District | --- | --- | \$4,608 | \$66,424 |
| Percent Difference: School Site and District | --- | --- | -18.4 | -8.1 |
| State | --- | --- | \$4,690 | \$67,762 |
| Percent Difference: School Site and State | --- | --- | -19.8 | -9.9 |

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

District Revenue Sources

In addition to general state funding, San Geronio Middle receives state and federal funding for the following categorical funds and other support programs: Title I, Economic Impact Aid - State Compensatory Education and Economic Impact Aid - Limited English Proficient.

A comprehensive description of the school's activities to support students can be found in the Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,300 | \$41,243 |
| Mid-Range Teacher Salary | \$65,629 | \$64,893 |
| Highest Teacher Salary | \$89,548 | \$83,507 |
| Average Principal Salary (Elementary) | \$106,565 | \$103,404 |
| Average Principal Salary (Middle) | \$106,398 | \$109,964 |
| Average Principal Salary (High) | \$126,957 | \$120,078 |
| Superintendent Salary | \$157,000 | \$183,557 |
| Percent of Budget for Teacher Salaries | 40 | 40 |
| Percent of Budget for Administrative Salaries | 6 | 6 |

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

Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 1 Professional Development day annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

SGMS is implementing the AVID program school-wide which requires extensive professional development. 30 of our 35 certificated staff members were trained this summer at the 3-day AVID Summer Institute. All certificated staff members will have multiple opportunities to attend AVID training's throughout the 2013-14 school year.

Math teachers were all trained to build units for Math. The trained teachers are part of CDT Math which then helps other teachers in the district implement the units developed.

Ongoing Professional Development is provided by district Instructional Coaches, contracting with outside consultants such as the Riverside County Office of Education and frequent classroom visits and feedback. Teachers collaborate weekly to review student progress and plan instructional activities.