

San Gorgonio Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <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., 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

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	http://sangorgonio-beaumont-ca.schoolloop.com/
Grades Served	6-8
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 Geronio 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 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 2014-15)

Grade Level	Number of Students
Grade 6	329
Grade 7	293
Grade 8	308
Total Enrollment	930

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.6
Asian	2
Filipino	3.2
Hispanic or Latino	55.8
Native Hawaiian or Pacific Islander	0.4
White	27.4
Two or More Races	2.6
Socioeconomically Disadvantaged	71.8
English Learners	11.2
Students with Disabilities	8.9
Foster Youth	1.4

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	40	40	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

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	Mathematics Units of Study Adoption Year 2015	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		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
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)

Year and month in which data were collected: 10/09/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	42	44
Mathematics	22	29	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	322	317	98.4	30	30	28	11
	7	294	291	99.0	42	27	25	6
	8	311	301	96.8	28	38	30	4
Male	6		150	46.6	36	29	24	10
	7		154	52.4	45	32	19	3
	8		136	43.7	36	39	21	4
Female	6		167	51.9	24	32	32	13
	7		137	46.6	38	22	31	9
	8		165	53.1	21	36	37	5
Black or African American	6		26	8.1	50	27	12	12
	7		19	6.5	47	11	32	5
	8		29	9.3	38	34	28	0
American Indian or Alaska Native	6		2	0.6	--	--	--	--
	7		1	0.3	--	--	--	--
	8		4	1.3	--	--	--	--
Asian	6		11	3.4	9	27	36	27
	7		3	1.0	--	--	--	--
	8		5	1.6	--	--	--	--
Filipino	6		11	3.4	0	9	73	18
	7		11	3.7	9	27	55	9
	8		9	2.9	--	--	--	--
Hispanic or Latino	6		149	46.3	36	34	24	6
	7		179	60.9	46	31	18	5
	8		177	56.9	32	41	21	5
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	7		2	0.7	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		102	31.7	20	32	32	16
	7		69	23.5	38	22	33	7
	8		71	22.8	18	35	44	3
Two or More Races	6		14	4.3	43	7	21	21
	7		6	2.0	--	--	--	--
	8		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	6		219	68.0	34	35	23	7
	7		209	71.1	49	27	18	5

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	215	69.1	31	40	26	3	
English Learners	6	35	10.9	60	17	17	6	
	7	33	11.2	91	9	0	0	
	8	31	10.0	68	26	6	0	
Students with Disabilities	6	27	8.4	63	33	4	0	
	7	21	7.1	86	10	0	0	
	8	17	5.5	88	12	0	0	
Foster Youth	6	--	--	--	--	--	--	
	7	--	--	--	--	--	--	
	8	--	--	--	--	--	--	

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	322	316	98.1	41	34	18	7
	7	294	291	99.0	43	34	16	7
	8	311	302	97.1	53	27	11	8
Male	6	149	46.3	40	32	19	9	
	7	154	52.4	47	30	16	7	
	8	137	44.1	60	20	11	8	
Female	6	167	51.9	42	35	17	6	
	7	137	46.6	39	39	16	7	
	8	165	53.1	48	33	10	8	
Black or African American	6	26	8.1	65	19	8	8	
	7	19	6.5	68	16	11	5	
	8	29	9.3	62	31	7	0	
American Indian or Alaska Native	6	2	0.6	--	--	--	--	
	7	1	0.3	--	--	--	--	
	8	4	1.3	--	--	--	--	
Asian	6	11	3.4	0	36	36	27	
	7	3	1.0	--	--	--	--	
	8	5	1.6	--	--	--	--	
Filipino	6	11	3.4	18	36	27	18	

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		11	3.7	9	9	73	9
	8		9	2.9	--	--	--	--
Hispanic or Latino	6		149	46.3	48	36	12	3
	7		179	60.9	50	35	8	7
	8		178	57.2	60	24	8	7
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	7		2	0.7	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		102	31.7	29	35	25	11
	7		69	23.5	28	39	26	7
	8		71	22.8	41	32	18	8
Two or More Races	6		13	4.0	38	31	31	0
	7		6	2.0	--	--	--	--
	8		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	6		218	67.7	46	36	14	4
	7		209	71.1	52	30	13	5
	8		216	69.5	56	27	10	6
English Learners	6		35	10.9	57	34	6	3
	7		33	11.2	82	18	0	0
	8		31	10.0	90	6	3	0
Students with Disabilities	6		27	8.4	81	19	0	0
	7		21	7.1	81	19	0	0
	8		17	5.5	88	12	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70	72	54	57	59	49	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	54
Male	52
Female	57
Black or African American	46
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	--
White	70
Two or More Races	--
Socioeconomically Disadvantaged	9
English Learners	22
Students with Disabilities	51
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.40	27.10	33.90

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.65	10.70	7.27	5.45	5.19	4.29	5.07	4.36	3.80
Expulsions	0.42	0.33	0.20	0.21	0.20	0.13	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of San Gorgonio Middle. The school is 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 October 1, 2015 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. Lock-down 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. Student expectations are taught through the successful implementation of PBIS.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	28	4	7	15	29	5	6	14	24	10	10	7
Mathematics	29	3	9	12	33	3	6	11	26	6	11	6
Science	35	2		18	34	2	3	14	28	4	8	9
Social Science	33	2	5	14	34	3	2	14	27	6	7	9

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	320
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,439	\$1,132	\$4,307	\$67,427
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-17.5	-3.2
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-19.5	-2.6

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

Types of Services Funded (Fiscal Year 2014-15)

District Revenue Sources

In addition to general state funding (LCFF), San Gorgonio Middle School receives state and federal funding for the following categorical funds and other support programs: Title I

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (Most Recent Three Years)

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 two Professional Development day annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

SGMS is continuing the implementation of the AVID program school-wide which requires extensive professional development. 35 of our 38 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 2013-16 school year. All math teachers will attend AVID Content Tutorial Training in 2015-2016 so they can utilize those skills in their classrooms.

All staff, certificated and classified, have either been trained, or is scheduled to be trained, in PBIS strategies.

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.