

San Gorgonio Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

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/
CDS Code	33-66993-0106062

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2017-18)

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 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 2016-17)

Grade Level	Number of Students
Grade 6	387
Grade 7	336
Grade 8	351
Total Enrollment	1,074

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.6
Asian	2.9
Filipino	2.6
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.4
White	29.1
Two or More Races	2.9
Socioeconomically Disadvantaged	67
English Learners	13.4
Students with Disabilities	12.5
Foster Youth	1.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	40	45	47	409
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09/12/2017

Beaumont Unified held a public hearing on September 12, 2017, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	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 Geronio 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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		Dugout roof repair W/O pending - bleacher board repair W/O generated.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/06/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	43	42	49	47	48	48
Mathematics (grades 3-8 and 11)	29	28	33	33	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	"1,092"	"1,089"	99.73	42.24
Male	557	554	99.46	36.64
Female	535	535	100	48.04
Black or African American	64	64	100	34.38
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100	65.63
Filipino	29	29	100	68.97
Hispanic or Latino	613	610	99.51	36.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	304	304	100	50
Two or More Races	32	32	100	46.88
Socioeconomically Disadvantaged	761	759	99.74	35.05
English Learners	282	281	99.65	29.54
Students with Disabilities	130	130	100	13.08
Foster Youth	15	15	100	13.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,092	1,089	99.73	28.13
Male	557	554	99.46	26.76
Female	535	535	100	29.53
Black or African American	64	64	100	15.63
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100	62.5
Filipino	29	29	100	55.17
Hispanic or Latino	613	611	99.67	22.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	304	304	100	35.2
Two or More Races	32	31	96.88	29.03
Socioeconomically Disadvantaged	761	759	99.74	22.03
English Learners	282	282	100	19.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	130	129	99.23	7.03
Foster Youth	15	15	100	6.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54	60	49	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.6	18.1	51.3

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 State priority: Parental Involvement (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 (School Year 2017-18)

San Geronio 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 in 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.3	6.5	4.2	4.3	3.9	4.1	3.8	3.7	3.6
Expulsions	0.2	0.0	0.3	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 September 7, 2017 by the School Site Council. All revisions were communicated to 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.

Federal Intervention Program (School Year 2017-18)

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	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	24	10	10	7	24	10	11	8	25	10	9	11
Mathematics	26	6	11	6	27	7	6	10	29	5	9	10
Science	28	4	8	9	29	5	5	11	32	4	1	16
Social Science	27	6	7	9	28	4	10	8	30	3	6	13

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	393
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.7	N/A
Resource Specialist	3	N/A
Other	3	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6289	1025	5264	72099
District	N/A	N/A	3574	\$72,984
Percent Difference: School Site and District	N/A	N/A	47.3	-1.2
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-19.9	-3.2

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

Types of Services Funded (Fiscal Year 2016-17)

District Revenue Sources

In addition to general state funding (LCFF), San Geronio 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,596	\$46,511
Mid-Range Teacher Salary	\$72,141	\$73,293
Highest Teacher Salary	\$98,434	\$92,082
Average Principal Salary (Elementary)	\$117,804	\$113,263
Average Principal Salary (Middle)	\$125,281	\$120,172
Average Principal Salary (High)	\$144,292	\$131,203
Superintendent Salary	\$205,446	\$213,732
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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 days 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. 42 of our 57 certificated staff members have been trained in AVID through Summer Institute and Pathway Training. All certificated staff members will have multiple opportunities to attend AVID training's throughout the 2017-18 school year. All math teachers attended AVID Content Tutorial Training in 2015-2016 so they can utilize those skills in their classrooms. Seven math teachers attended the AVID Collaborative Study Group training in 2017-2018.

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

Math and ELA teachers receive continuous training in curriculum implementation and Common Core State Standards (CCSS)..

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.