

San Gorgonio Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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://sgms.beaumontusd.us/
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	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2018-19)

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 academically and socially through the school-wide implementation of AVID strategies and Character Strong.
- 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 2017-18)

Grade Level	Number of Students
Grade 6	420
Grade 7	402
Grade 8	350
Total Enrollment	1,172

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.5
Asian	2.5
Filipino	2.6
Hispanic or Latino	59.6
Native Hawaiian or Pacific Islander	0.2
White	24.1
Socioeconomically Disadvantaged	65.4
English Learners	11.7
Students with Disabilities	12.1
Foster Youth	1.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	45	47	50	437
Without Full Credential	0	1	3	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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 2018-19)

Year and month in which data were collected: 09/25/2018

Beaumont Unified held a public hearing on September 25, 2018, 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	McGraw-Hill StudySync Adoption Year 2018	Yes	0.0%
Mathematics	Illustrative Math Adoption Year 2018	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: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/19/2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	42.0	46.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	27.0	33.0	34.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1158	1152	99.48	46.09
Male	586	583	99.49	37.56
Female	572	569	99.48	54.83
Black or African American	80	79	98.75	43.04
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100.00	50.00
Filipino	33	33	100.00	75.76
Hispanic or Latino	692	690	99.71	41.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	271	268	98.89	54.85
Two or More Races	35	35	100.00	51.43
Socioeconomically Disadvantaged	745	740	99.33	38.51
English Learners	302	300	99.34	31.67
Students with Disabilities	132	131	99.24	11.45
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,158	1,153	99.57	26.71
Male	586	584	99.66	26.2
Female	572	569	99.48	27.24
Black or African American	80	79	98.75	20.25
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100	34.38
Filipino	33	33	100	57.58
Hispanic or Latino	692	691	99.86	21.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	271	268	98.89	35.45
Two or More Races	35	35	100	42.86
Socioeconomically Disadvantaged	745	740	99.33	20.81
English Learners	302	301	99.67	14.62
Students with Disabilities	132	130	98.48	4.62
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.0	26.0	38.7

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 in School Site Council (SSC), English Learners Advisory Committee (ELAC) and participate in Learning Walks with school personnel.

San Gorgonio Middle School creates many opportunities to have our parents on campus. We host Coffee with Counselors, Refreshments with Administration, Math Nights, AVID Nights, and Student of the Month Recognitions throughout the school year. All of these events bring many parents and families to out campus.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.5	4.2	1.6	4.0	4.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.3	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 25, 2018 by the School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan, which is developed in collaboration with Hour-Zero, 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	24.0	10	11	8	25.0	10	9	11	28.0	8	4	16
Mathematics	27.0	7	6	10	29.0	5	9	10	31.0	3	7	14
Science	29.0	5	5	11	32.0	4	1	16	31.0	3	3	18
Social Science	28.0	4	10	8	30.0	3	6	13	30.0	4	7	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	427
Counselor (Social/Behavioral or Career Development)	.6	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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,932	\$1,230	\$5,702	\$78,547
District	N/A	N/A	\$7,443	\$77,260
Percent Difference: School Site and District	N/A	N/A	-26.5	1.7
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-22.2	2.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

District Revenue Sources

In addition to general state funding (LCFF), San Geronio Middle School receives the following funding:

- Title 1
- Supplemental/Concentration
- Educator Effectiveness Grant

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$47,547
Mid-Range Teacher Salary	\$75,776	\$74,775
Highest Teacher Salary	\$103,395	\$93,651
Average Principal Salary (Elementary)	\$124,239	\$116,377
Average Principal Salary (Middle)	\$136,169	\$122,978
Average Principal Salary (High)	\$151,564	\$135,565
Superintendent Salary	\$225,836	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	7.0	6.0

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. 47 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 throughout the 2017-18 school year. Ten teachers attended the AVID Collaborative Study Group training in 2017-2018.

In 2018-2019 all staff received training in Character Strong in August, 2018. The Character Strong curriculum will be utilized in all homeroom classes and in elective classes to teach students character traits and about how to treat other human beings. In addition to Character Strong ten staff members were trained at the Ron Clark Academy. The training focuses on high expectations, engagement and building relationships with all stakeholders in order to help students succeed. We plan to send another 5 to 10 educators to the training later this year. We will also send staff members to Marzano's Standards Based Grading training in March, 2019 to help solidify our grading practices.

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.