

# Baechtel Grove Middle School

1150 Magnolia Street • Willits, CA 95490 • (707) 459-2417 • Grades 6-8

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<http://willitsunifiedca.apptegy.us/o/baechtel>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Willits Unified School District

1277 Blosser Lane

Willits, CA 95490

(707) 459-5314

<http://willitsunifiedca.apptegy.us/o/wusd>

### District Governing Board

Alex Bowlds

**Member**

Paula Nunez

**Member**

Robert Chavez

**Member**

Jeannie King

**Member**

Dianne McNeal

**Member**

### District Administration

Mark Westerburg

**Superintendent**

Nikki Agenbroad

**Director of Business Services**

Kelley Labus

**Director of Special Education**

Laura Sleeper

**Director of Human Resources**

Jennifer Maples

**Director of Technology**

Terry McEntee

**Director of Maintenance and**

**Transportation**

### School Description

After the emergency move to distance learning in the last trimester of 2019-2020, we started the year transitioning to a distance learning program that was well planned. Teachers participated in professional development to foster student connectedness, and prepare students to structure their learning, and begin content instruction, teachers coordinated the use of team building activities, applied digital skills lessons, and activities for teaching classroom expectations by department to start both synchronous and asynchronous learning for the first two weeks of the school year. AT BGMS we address the changing needs of our sixth seventh and eighth graders. This year Baechtel Grove will be responsive to the individual needs of students, keeping with the vision that we see every student as an individual, we respect and celebrate the different backgrounds and experiences that they bring to the classroom. We will address those needs in instruction that will support, guide, and work with students on their journey to academic, career, and personal success. Baechtel Grove continues as a Schoolwide AVID Certified Site. The organization of our students greatly improved through the use of AVID strategies school wide, such as the interactive notebooks in all core classes. Student engagement in classes has also improved through the use of instructional strategies that include WICOR (writing, inquiry, collaboration, organization and reading) activities. The AVID electives at all three grade levels are leaders in using Collaborative Study Groups to help each other understand challenging material, as well as gaining knowledge about college and careers. Through the support of the AVID organization Baechtel Grove has created a college readiness culture to improve the academic preparation and performance of all students.

In the beginning of this year while we are still in distance learning teachers are teaching live virtual lessons daily. They hold virtual one on one meetings for students who need help, and are available to show students how to do the on line work. BGMS students have three Blocks to their day. One for Language Arts, one for Math, and one for PE and Exploratory, with four teachers. Social Studies and Science are part of Language Arts and Math periods. We have instituted two in person cohorts on campus to provide internet access for students. All of the special education teachers are teaching students one on one in person, throughout the week.

As a school we have transitioned to the California Common Core State Standards. Our new ELA/ELD and Math curricula provide more direct instruction of the Math Common Core Standards, and relevant reading material for Language Arts. Both programs have an instructional on line component that has been used during distance learning. Through the use of the Delta Education Foss Science Units students put the Next Generation Science Standards (NGSS) into practice. This engages students in real world experiences that lead to deeper understanding of the science. As a school we are focused on having students participate in the scientific method in a Science Fair project. The district is also using a Gradual Release of Responsibility lesson model, which is also known to us as the Willits Instructional Model., in distance learning.

Baechtel Grove Middle school is committed to providing a safe and civil learning and working environment. We take a strong position against any behavior that infringes on the safety and well-being of students and employees, or interferes with learning or teaching. To accomplish this, we must teach and support students to exhibit the behavior that will bring about a culture of safety, security, and peacefulness. To this end we have developed distance learning expectations for students. You can see these in the "Student/Parent Handbook" on our new website at <http://willitsunifiedca.apptegy.us/o/baechtel>. We have also added Social/Emotional components to our core classes, to teach our students to better understand, manage, and express their emotions and empathy, develop positive relationships, and make responsible decisions. Students are supported to gain confidence, work together, and navigate the world more effectively. This adds a valuable condition to our classrooms.

### BGMS Mission Statement:

We do what it takes to build a pathway to success for every student.

Maria Munguia, PRINCIPAL

## About the SARC

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	99
Grade 7	85
Grade 8	88
<b>Total Enrollment</b>	<b>272</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	7
Asian	0.7
Hispanic or Latino	37.5
White	42.3
Two or More Races	2.2
Socioeconomically Disadvantaged	72.1
English Learners	21.3
Students with Disabilities	15.1
Foster Youth	2.2
Homeless	1.5

## 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 for Baechtel Grove Middle	18-19	19-20	20-21
<b>With Full Credential</b>	19	18	17
<b>Without Full Credential</b>	1	2	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0

Teacher Credentials for Willits Unified School	18-19	19-20	20-21
<b>With Full Credential</b>	◆	◆	90
<b>Without Full Credential</b>	◆	◆	5
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Baechtel Grove Middle School

Indicator	18-19	19-20	20-21
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2020-21)

The data was collected during the Williams Review on September 2019.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections, Houghton Mifflin Harcourt, 2017 Adopted 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Ready Math, Curriculum Associates, 2017 Adopted 2018 Algebra 1, Houghton Mifflin, 2015 edition, Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Flexbooks CK 12 Middle School Earth, Physical, and Life Science Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Teachers Curriculum Institute, 2006 edition Adopted 2005  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in poor condition according to the Williams review document. The underlying problems display themselves mostly as symptoms on these inspections. Those underlying core problems are aging buildings, extensive deferred maintenance and basic systems failing. These problems are the results of a lack of available resources over many years. Cleanliness of our facilities has been a priority at Baechtel Grove during this year when few teachers and students are in person. Many creative solutions implemented by staff have kept aging systems operating. They take great pride in providing the best facilities possible within the limits of the resources the district has available. Student responsibility to this end is a significant part of the code-of-conduct. A custodial crew of two maintains a regular cleaning and maintenance schedule throughout the school. Larger maintenance projects are handled on an as-needed basis by the district maintenance staff. The playground, play fields, and planting beds, and other vegetation are maintained by a half-time groundskeeper. The exterior of the buildings are painted during the summer. Student bathrooms were remodeled during the summer of 2008. In 2010-11 the Willits community passed a bond measure to address four major areas of improvement to the school; modernize the library multimedia center, provide expanded music rehearsal space, improve student access and safety, playground improvements, provide visitor parking, and provide a photovoltaic system. Construction was completed in October of 2013. Pride graphics were added to the girls' bathroom in 2017-2018 by student and adult artists. The community did pass a bond measure in this 2020 election and will be using the funding to bring major repair to the school sites.

### 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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: 09/13/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	9 Heating and cooling air filters need to be replaced (dirty).
<b>Interior:</b> Interior Surfaces	Poor	Asbestos floor tile needs repair, torn carpet, peeling paint, screens missing on windows, glue on ceilings, water stains on ceiling tiles, items stuck in ceiling tiles, broken ceiling tiles, corkboard is water damaged, stickers on windows, missing cupboard doors and off hinges, peeling contact paper, plant from outside growing through the walls and window, student outlets have burn marks, graffiti on student tables, spitwads on ceiling, light diffuser missing, blinds bent and broken, stained carpets
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	Carpet very stained, toilets dirty and stained in bathrooms, graffiti on walls, Sanitary disposal cans are dirty and rusting, cafeteria walls are very dirty
<b>Electrical:</b> Electrical	Good	outlet covers are missing, outlets have burned marks from students putting paper clips into outlets, light switch is broken
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	sink clogged and won't drain, eyewash missing, broken water fountain, loose drinking fountain, 1 of 4 sinks are working, bathroom has faucets that do not work,
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	fire extinguisher missing
<b>Structural:</b> Structural Damage, Roofs	Poor	Gutters are full and downspouts are leaking, ramps are rusty and wood on the sides is falling off, gutters are leaking,
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Ramps to classrooms need repair, rusting, rotting, and side covers are falling off, cracked window, graffiti scratched into windows, deck on ramps rotting and missing boards, pipe tip in gravel needs a cover, ramp needs smooth entry to blacktop, not a bump,
<b>Overall Rating</b>	<b>Poor</b>	All items have been turned in to the maintenance department for repair.

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	27	N/A	31	N/A	50	N/A
Math	18	N/A	23	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	16	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Partnerships with families is central to distance learning. Parents are receiving continuous communication from the school about the progress of their student. Parents have a number of traditional opportunities to be involved on campus. They can help with special virtual events or student virtual events. Parents can help with the Yearbook, judged student Science projects at the BGMS Virtual Science Fair, and present during our College and Careers Week student workshops. Parents can become members of the School Site Council, involve themselves in clubs, and work with staff on school improvement projects. Teachers maintain close communication with parents through phone calls and Zoom video calls, formal virtual meetings, such as 504's, SST's, IEP's, grade level group meetings, Parent Conferences, and informal meetings. Parents can access their students' assignments through the Aeries Parent Portal. Baechtel Grove informs parents about opportunities for involvement through Parent Newsletters, weekly automated parent calls, and the school web site live feed, including an SMS reporting system. Parent participation is also requested in the determination of LCAP funding. The contact person for parent involvement is the Principal, the Dean, the Counselor, or any of the teachers.

Another form of parental involvement is participation in the parent education nights and workshops. Parent training days are set up every Wednesday in English and in Spanish, in person, at the school, for any technology that parents might need to be able to navigate during distance learning. AVID Parent Workshops are carried out virtually every trimester discussing topics such as; student success in high school, preparing in Middle School, College requirements for UC and State campuses, and parent help for homework, and school work completion.

**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.

**School Safety Plan (School Year 2020-2021)**

The School Safety Plan is reviewed annually with staff at every trimester . Updates are made to the plan at the annual School Site Council review of the plan this school year in January 2021.

We did not take the Healthy Kids Survey in 2019-2020 due to school being closed for the COVID Pandemic. However, our school counselor created a Google Form for students to respond in that was intended to check in on their social and emotional states of mind. Out of 275 students we had 248 responses. This survey was for the whole school and not just the 7th grade students which is what the Healthy Kids Survey uses. The survey used a four point Likert scale and not the five point as most students will tend to choose the middle rating.

In this survey 69% of students feel that they are in control of their emotions. Many of the students know when their feelings are being impacted by what is going on around them, 78%. 80% of students respond that they can set and achieve personal goals. The majority of students can identify their personal strengths and challenges. Only 28% of students are unsure how to identify their personal strengths and challenges. Most of our students 89% report that they do not judge people who are different from them. 77% of students know when to ask for help. 80% of students feel confident that they can work with others to solve problems. Only 21% of our students struggle with behaving responsibly. Important to note, 75% of students consider how their actions will impact others.

Almost a third of our students, 29%, do not consider themselves to be clear and effective communicators. Yet, they are able to relate to people who are different from them (85%). Even though they may struggle to communicate 86% of students feel that they can build and keep healthy relationships. 80% of our students feel that they can take the perspective of people who are different from them. We also have 80% of students who understand what empathy is and how to practice it.

The data from the survey gives us an understanding of our students and from this we understand that about 20% of our students need more instruction and exposure to SEL content. All of our students benefit from content imbedded Social Emotional Learning, we use AVID strategies to provide opportunities for students to practice skills.

**II. Component 1 Action Plan: People and Programs**

How will you create a caring and connected school climate?

Baechtel Grove Middle School will create a caring environment by increasing student's meaningful participation and students feeling that they are valued. We will create a connected school climate by increasing the caring relationships between adults and students, having high expectations for student success, and providing opportunities for meaningful participation in school as measured by the increase of student satisfaction on the CHKS.

Goal Statement:

- Our school is a place where students feel safe and connected to school, even during Distance Learning.
- Objective #1
- We will create opportunities to be engaged in school, to participate in learning, to celebrate, and to remain connected in a remote learning environment.
- III. Component 2 Action Plan: Place
- Baechtel Grove will create a welcoming and supportive environment for all students by: using the WEB 6th grade mentor program, student led activities, and virtual celebrations as a means to create a physical/ virtual environment that communicates respect for learning and for individuals.
- Goal Statement:
- Students and Staff will be supportive and respectful of each other and the school environment during Distance Learning.
- Objective #1
- BGMS will continue to create opportunities for celebrations and interactions so that our school community will feel safe and connected in an Distance Learning environment.
- Objective #2
- Our school is prepared to respond in the event of a crisis or an emergency. The staff and students are provided with instruction and practice in how to respond in the event of an emergency..
- Baechtel Grove Middle School makes every effort to maintain a school climate that is safe for students, staff, and visitors. There is a Vice Principal, three part time yard assistants that help maintain an orderly environment. Teachers are assigned student supervision responsibilities daily to aid our yard assistants.



## Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.8	14.3	4.9	5.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

\*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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	3	5		22	4	4		15	8	3	
Mathematics	21	4	5		19	7	2		14	8	4	
Science	23	2	7		22	3	6		17	6	4	
Social Science	26	1	7		25	3	5		21	6	2	

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	6

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

The primary areas of focus for our staff development are; continuing our implementation of Professional Learning Communities, and examining our practices against best practices. During district staff development days staff work in PLC's to examine data from common and progress assessments in the cycle of inquiry. Teachers are supported through implementation of instructional practices by discussions after peer observations, support from their Department Chairperson, and informal Principal observations with feedback. A team of teachers attended the AVID Summer Institute each year, and plan to implement the strategies school wide. The teachers in the AVID program are supported with a School Site Team of trained AVID personnel. Teachers lead continuing professional development in these programs throughout the year, during the early release Tuesday Collaboration time, training other teachers in the use of school wide AVID organizational, and instructional strategies.

In 2018-2019 we started the year participating in professional development for the newly adopted ELA and Math curriculum, and setting up the culture and expectations in classrooms at the beginning of the school year. As a district we were involved in Trauma Informed, and Gender Inclusivity Practices training. On November 1 teachers participated in another Professional Development day looking more closely at State testing data to inform instruction, and the assessment pieces of the new programs. Our Tuesday collaboration days are focused on instructional strategies; classroom management, school wide AVID organizational and instructional strategies, and Classroom peer observation training.

In 2019-2020 the teaching staff had two professional development days before the beginning of the school year, and two more on October 31st and November 1st. During the first day teachers received professional development in several topics; infusing lessons with wonder and worth, building relational capacity, creating a safe learning community, including classroom expectations and looking at discipline data, relevant teaching, and intentional dialogues. The second day the topics included were; school wide discipline, including protocol and resources, classroom management strategies, Google Classroom tour, supporting with school wide expectations, managing materials-procedures/routines, room set-up seating, collaboration strategies, and a numbered heads instructional technique. The emphasis was on setting up interactive notebooks, and focusing on planing activities that integrate procedures and routines and content, but not curriculum, community and relationship building within the classroom, for the start of the school year. On October 31st we concentrated on identifying the English Learner supports in both the ELA and Math curricula, and accommodating content and instruction for students with special education services. On November 1st the different departments did an analysis of the SBAC test scores for 2019, and adjusted their pacing calendars, standards focus, and instructional practices to meet the identified needs for the state testing.

Due to an adjustment in our early release days this year, the teaching staff will only participate in about half of the early release days as in previous years. The emphasis of these workshops will be on analysis the end of the trimester assessments to inform instruction, including student performance data reporting, and professional development in the school wide organizational and instructional strategies of interactive notebooks, binder use, WICOR, Costa's levels of thinking, and specific classroom instructional strategies in each subject. Teachers continue to be supported during their implementation by the use of subject level walkthroughs and debriefing for take-a-ways, peer in-class coaching, and outside conferences for alignment to SBAC, and ELPAC assessments.

In the 2020-2021 school year teachers were supported in trainings for distance learning. Two staff development days were dedicated to helping teachers set up their virtual classrooms. The expected teacher outcomes for four days of pre-service were; teachers who know the technology and can use it to teach kids how to use it independently, teachers use the online curriculum components to their adopted curricula , and these platforms; Google Classroom, Google Apps (especially accessibility apps), Screencastify, and You Tube videos, to deliver effective lessons for distance learning and preliminary list of how parents can help at home through informal conversations throughout the first two days. All four days were held virtually. A team of six teachers have taken advantage of the AVID Digital XP professional development for online learning. The Comprehensive School Improvement needs assessment is targeting these strategies for teacher professional development, as research based strategies; teaching diagnostically, analyzing unfinished learning, using AVID WICOR strategies, Compassion Fatigue, SEL integration, continued training in the Collections adopted curriculum, and the Ready Math curriculum, student engagement strategies coaching, and use of a variety of platforms, and tech tools. All of these topics are scheduled during our Tuesday early release collaboration times.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,889	\$44,318
Mid-Range Teacher Salary	\$59,793	\$67,053
Highest Teacher Salary	\$83,753	\$90,163
Average Principal Salary (ES)	\$100,545	\$106,389
Average Principal Salary (MS)	\$113,215	\$113,976
Average Principal Salary (HS)	\$90,701	\$114,214
Superintendent Salary	\$155,000	\$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.0	29.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,212.66	\$4,677.99	\$9,534.67	\$52,081
District	N/A	N/A	\$9,728.88	\$58,289
State	N/A	N/A	\$7,750	\$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.0	-11.2
School Site/ State	20.7	-27.9

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

## **Types of Services Funded**

The services provided by categorical funds are:

- Reading intervention courses during the regular day
- Mathematics intervention courses during the regular day
- Academic Support classes during the regular day
- After School Academic Intervention Program in Language Arts, and Mathematics
- Professional Development for teachers in CA Collections, Ready Math, AVID, and Delta Education Foss Science Units implementation
- AVID Program Summer Institute
- AVID Elective Sections, and District Director
- Educational Field Trips
- One to one Chromebooks for students
- Staff development for technology use in the classroom
- Intensive Language Arts instructional materials
- Supplemental Mathematics intervention materials
- Staff training to transition to CCSS instruction and for CCSS aligned materials
- Staff training in Trauma Informed practices
- Second Step Character Education teacher training
- Social Studies Framework training
- College visits by AVID students
- Read 180 reading program student use and staff development
- AR Reading Program and Books

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.