Baechtel Grove Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.
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.

2023-24 School Contact Information

School Name	Baechtel Grove Middle School
Street	1150 Magnolia Street

City, State, Zip	Willits, CA 95490
Phone Number	(707) 459-2417
Principal	Chris Kinney
Email Address	chriskinney@willitsunified.com
School Website	https://www.willitsunified.com/o/baechtel
County-District-School (CDS) Code	23-65623-6025282

2023-24 District Contact Information

District Name	Willits Unified School District
Phone Number	(707) 459-5314
Superintendent	Mark Bebee
Email Address	markbebee@willitsunified.com
District Website	https://www.willitsunified.com/

2023-24 School Description and Mission Statement

Mission: Baechtel Grove Middle School is devoted to fostering a culture rooted in community, equity, and kindness; where high standards, purposeful learning, and inclusive classrooms promote the development of individuals into lifelong learners.

At Baechtel Grove we are dedicated to instructing students according to the California Common Core State Standards. Our English Language Arts/English Language Development (ELA/ELD) and Math curricula offer explicit guidance on the Math Common Core Standards, along with pertinent reading materials for Language Arts. Both programs incorporate an online instructional component aimed at bolstering student success. Through the implementation of Foss Science Units, students actively apply the Next Generation Science Standards (NGSS), engaging in real-world experiences that foster a profound comprehension of science. As a school, we emphasize student participation in the scientific method through Science Fair projects. The district adheres to the Gradual Release of Responsibility lesson model, also known as the Willits Instructional Model.

Baechtel Grove Middle School is unwavering in its commitment to fostering a secure and respectful learning and working environment. We adamantly oppose any conduct that jeopardizes the safety and well-being of students and staff or disrupts the teaching and learning process. To achieve this goal, we actively teach and support students in cultivating behaviors that contribute to a culture of safety, security, and tranquility. We have established school-wide expectations for students, detailed in our "Student/Parent Handbook" available on our website at https://www.willitsunified.com/o/baechtel.

Chris Kinney, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	90
Grade 7	87
Grade 8	93
Total Enrollment	270

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1%
Male	55.6%
American Indian or Alaska Native	5.9%
Asian	1.1%
Black or African American	2.2%
Hispanic or Latino	38.1%
Two or More Races	2.6%
White	37.8%
English Learners	14.4%
Foster Youth	0.4%
Homeless	0.7%
Migrant	11.5%
Socioeconomically Disadvantaged	63%
Students with Disabilities	20%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	61.76	72.90	66.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	35.29	12.70	11.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.30	9.40	12115.80	4.41
Unknown	0.50	2.94	11.30	10.25	18854.30	6.86
Total Teaching Positions	17.00	100.00	110.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	66.67	80.10	70.64	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.67	4.60	4.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	13.33	10.60	9.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.80	8.71	11953.10	4.28
Unknown	2.00	13.33	8.10	7.14	15831.90	5.67
Total Teaching Positions	15.00	100.00	113.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	2.00
Misassignments	4.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The data was collected during the Williams Review on September 2023.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, Houghton Mifflin Harcourt, 2017 Adopted 2018	Yes	0
Mathematics	iReady Math, Curriculum Associates, 2020 Adopted 2020 Algebra 1, Houghton Mifflin, 2015 edition, Adopted 2017	Yes	0
Science	Flexbooks CK 12 Middle School Earth, Physical, and Life Science Adopted 2017	Yes	0
History-Social Science	Teachers Curriculum Institute, 2017 edition Adopted 2020	Yes	0
Foreign Language	Spanish - Savvas Autentico Adopted 2017	Yes	

School Facility Conditions and Planned Improvements

The school is maintained in good 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. 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

School Facility Conditions and Planned Improvements

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. 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 has used the funding to bring major repair to the school site; complete window replacement to the cafeteria and main office building, and roofs in all buildings were replaced. More maintenance repairs are scheduled for the next two years.

Year and month of the most recent FIT report	12/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		High storage unsecured, excessive paper. 20 ceiling tiles stained. Excessive clutter - curriculum storage. Excessive clutter on all counters. All items needing repair have been reported to maintenance.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		All items needing repair have been reported to maintenance
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Cabinets unsecured - have been reported to maintaince.
Structural: Structural Damage, Roofs	X			Exterior siding - extensive decay on bottom of north side, loose on west, hole in siding on north side. All items needing repair have been reported to maintenance
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19	18	28	26	47	46
Mathematics (grades 3-8 and 11)	8	5	18	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	256	252	98.44	1.56	17.86
Female	109	108	99.08	0.92	21.30
Male	145	142	97.93	2.07	14.79
American Indian or Alaska Native	17	17	100.00	0.00	17.65
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	96	98.97	1.03	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	41	97.62	2.38	12.20
White	91	89	97.80	2.20	20.22
English Learners	37	36	97.30	2.70	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	162	97.59	2.41	14.20
Students Receiving Migrant Education Services	30	30	100.00	0.00	10.00
Students with Disabilities	56	54	96.43	3.57	11.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	252	98.44	1.56	4.76
Female	109	108	99.08	0.92	4.63
Male	145	142	97.93	2.07	4.93
American Indian or Alaska Native	17	17	100.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	96	98.97	1.03	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	41	97.62	2.38	0.00
White	91	89	97.80	2.20	4.49
English Learners	37	36	97.30	2.70	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	162	97.59	2.41	4.94
Students Receiving Migrant Education Services	30	30	100.00	0.00	0.00
Students with Disabilities	56	54	96.43	3.57	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.88	10.00	18.56	17.66	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded

All Students	84	82	97.62	2.38	10.98
Female	37	37	100.00	0.00	8.11
Male	46	44	95.65	4.35	11.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	97.50	2.50	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	15.38
English Learners	13	12	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	53	96.36	3.64	3.77
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	18	16	88.89	11.11	12.50

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Collaboration with families plays a pivotal role in fostering student success. The school consistently communicates with parents, providing ongoing updates on their child's progress. Various traditional avenues for parental involvement on campus are available, including assistance with special events, contribution to the Yearbook, participation as judges for student Science projects at the BGMS Science Fair, and involvement in College and Careers Week student workshops. Opportunities extend to joining the School Site Council, participating in clubs, and collaborating with staff on school improvement initiatives.

Teachers maintain close ties with parents through a range of communication channels, including phone calls, Zoom video calls, and formal virtual or in-person meetings such as 504's, SST's, IEP's, grade level group meetings, Parent Conferences, and informal discussions. The Aeries Parent Portal allows parents to access their students' assignments. Baechtel Grove ensures parents stay informed about involvement opportunities through Parent Newsletters, weekly automated calls, the school website live feed, and an SMS reporting system. Parental engagement is actively sought in determining LCAP funding, with the Principal, Assistant Principal, Counselor, and teachers serving as contact points for parent involvement.

This is the second year of the Parent Teacher Organization at Baechtel Grove. The organization convenes monthly on campus, dedicating its efforts to further enhancing the parent/school relationship and contributing to the continued growth of our school community.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	297	289	135	46.7
Female	134	128	58	45.3
Male	161	159	77	48.4
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	20	19	8	42.1
Asian	3	3	0	0.0
Black or African American	7	6	1	16.7
Filipino	0	0	0	0.0
Hispanic or Latino	109	107	50	46.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	7	77.8
White	109	107	49	45.8
English Learners	43	42	17	40.5
Foster Youth	5	3	1	33.3
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	193	187	99	52.9
Students Receiving Migrant Education Services	31	31	12	38.7
Students with Disabilities	66	64	34	53.1

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.17	17.87	17.17	0.52	5.67	7.53	0.20	3.17	3.60
Expulsions	0.00	0.34	0.34	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.17	0.34
Female	12.69	0
Male	21.12	0.62
Non-Binary		
American Indian or Alaska Native	25	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.01	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	17.43	0
English Learners	6.98	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	17.1	0.52
Students Receiving Migrant Education Services	3.23	0
Students with Disabilities	21.21	0

2023-24 School Safety Plan

The School Safety Plan is reviewed annually with staff . Updates are made to the plan at the annual School Site Council review of the plan this school year in December 2021, and board adopted in January 2022.

II. Component 1 Action Plan: People and Programs
Goal Statement
Our school is a place where students feel safe and connected to school. We will see a 5% increase in students feeling that the learning is relevant as reported on the CA Healthy Kids Survey. We will see a 5 % increase in students reporting to feeling safe as measured on the CA Healthy Kids Survey. We will see a 3% increase in student attendance. We will see a 3% decrease in student suspensions from the 2019-2020 school year.
Objective
We will create opportunities to be engaged in school, to participate in learning, to celebrate, and to remain connected.

III. Component 2 Action Plan: Place
Goal Statement
Students and Staff will be supportive and respectful of each other and the school environment . Use of Restorative Practices within the discipline continuum. We will see a 3% increase in student attendance. We will see a 3% decrease in student suspension. We will see a 5% increase in students feeling safe at school as reported on the CA Healthy Kids Survey (CHKS). We will see a 5% increase on students feeling that they contribute to school rules and other expectations as measured on the CHKS.
Objective
BGMS will continue to create opportunities for celebrations and interactions so that our school community will feel safe and connected.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	6	4	
Mathematics	20	5	4	
Science	23	3	4	
Social Science	23	3	4	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	3	5	
Mathematics	20	3	5	
Science	27	1	5	
Social Science	27		6	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	2	5	0
Mathematics	20	3	3	0
Science	24	1	4	0
Social Science	30	0	5	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,812.16	$5,725.00	$9,087.16	$55,435.39
District	N/A	N/A	$8,533.57	
Percent Difference - School Site and District	N/A	N/A	6.3	-7.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	31.8	-27.4

Fiscal Year 2022-23 Types of Services Funded

The services provided by categorical funds are:
Reading support courses during the regular day
Math support classes during the regular day
After School Academic Assistance Program in Language Arts, Mathematics, and Science
Professional Learning Communities Teacher Training
Gradual release of responsibility Instructional Model training for teachers
Ca Collections curriculum teacher collaboration
AVID teacher training through Summer Digital XP training to use in instruction in all subject areas and in student College readiness preparation
SEL Teacher Education training
Adult SEL professional development
College visits by AVID students
Access to technology, all students are 1 to 1 using Chromebooks
AR Reading Program
Academic Support classes during the regular day
AVID Elective Sections, and District Director
Staff development for technology use in the classroom
Language Arts support instructional materials
Mathematics support intervention materials
Staff training in Trauma Informed practices
Social Studies Framework training
Summer school Program
PLC analysis of aggregated data to inform instruction using the cycle of inquiry meetings
Use of accessibility tools in Google apps for EL students, and students with special education services in language intensive courses
ELD class during period 1 for EL students
AVID workshops, and Parent Education Nights partnering with First Five Mendocino
El Student Family for parent trainings
Newcomer Class for EL students
PE and Exploratory Department Lead to emphasize SEL in these sections of the master schedule
Student attendance incentives
Transportation for summer school

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	28.47%	27.82%
Percent of Budget for Administrative Salaries	6.01%	5.78%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4