

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Benicia High School
Street	1101 Military West
City, State, Zip	Benicia CA, 94510
Phone Number	(707) 747-8325
Principal	Brianna Kleinschmidt
E-mail Address	bkleinschmidt@beniciaunified.org
School Website	https://bhs.beniciaunified.org/
CDS Code	48-70524-4831004

School Logo



Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by [clicking here](#).

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Benicia Unified School District
Street	350 East K Street
City, State, Zip	Benicia CA, 94510
Phone Number	(707) 747-8300
Superintendent	Dr. Charles Young
Web Site	www.beniciaunified.org
E-mail Address	cyoung@beniciaunified.org
District Logo	<div style="text-align: center;"><p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

Member 1	Name: Sheri Zada - President, Area 1 Title:
Member 2	Name: Gethsemane Moss - Clerk Area 3 Title:
Member 3	Name: Diane Ferrucci - Trustee, Area 5 Title:

Member 4	Name: Mark Maselli - Trustee, Area 4 Title:
Member 5	Name: CeCe Grubbs - Trustee, Area 2 Title:
Member 6	Name: Title:
Member 7	Name: Title:
Member 8	Name: Title:
Member 9	Name: Title:
Member 10	Name: Title:
Member 11	Name: Title:
Member 12	Name: Title:

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

Superintendent	Dr. Charles Young
Administrator 1	Name: Dr. Leslie Beatson Title: Assistant Superintendent - Ed Services
Administrator 2	Name: Dr. Khushwinder Gill Title: Assistant Superintendent - Human Resources
Administrator 3	Name: Tim Rahill Title: CBO
Administrator 4	Name: Julie Corona Title: Special Services Director

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Benicia High School's Vision Statement: Benicia High School will inspire learning with integrity in order to find personal success in an ever-changing world. Mission Statement: Benicia High School is a safe and respectful learning environment where students pursue their academic goals. Our community prepares students for the future by giving them both the foundation they need to succeed and the opportunity to develop their interests and skills. By actively engaging in the learning process, students will become well-rounded, self-directed, lifelong learners. Our continuous commitment to improvement promotes high standards for

students and staff alike. Expected Student Learning Results: Communicate & Collaborate, Critical Thinking & Problem Solving, Create & Innovate. As the only comprehensive high school in the town of Benicia, students display Panther Pride in our school and in our community.

The Benicia High School staff respects the value and integrity of each student in the expectations set forth in our Expected Student Learning Results (ESLRs) and in the district standards. We are committed to teaching and learning within a collegial atmosphere that supports and encourages a caring and safe learning environment. We provide every student with access to a high-quality education. Our educators create an academically rich environment which empowers all students to learn and to achieve. We promote an innovative curriculum that links classroom instruction to post-secondary education and to the business industry.

Benicia High School graduates demonstrate success within and across disciplines; thus constructing a foundation for conceptual thinking, problem solving and communication of ideas. They complete the necessary enrollment requirements to remain competitive with post-secondary opportunities. Our students are prepared to enter the four-year and two-year college systems; gain experience, skills and knowledge to support entry into a career field; and provide service to the school and to the community. BHS provides an range of extra-curricular programs to students in order to educate the whole student and to provide opportunities for career exploration.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Benicia High School parents are invited to participate in a variety of school organizations and to attend many parent-education events held by BHS staff. All opportunities may be found on the school website, school calendar, and in the monthly Panther Post school newsletter. For additional information, please contact Principal Brianna Kleinschmidt at (707) 747-8325 or bkleinschmidt@beniciaunified.org.

Parent-Teacher-Student Association (PTSA), President Kristin Kamm
School Site Council, Chairperson Brianna Kleinschmidt
Career Technical Education (CTE) Advisory Boards, CTE Department Chair Andreas Kaiser
Athletic Team Parent Groups, Athletic Director Craig Holden
Performing Arts Parent Organization: Drama, Theatre Director Nathan Day
Panther Band Boosters Organization: Band Director Patrick Martin
Performing Arts Parent Organization: Dance, Director Samantha Sanchez
Grad Night Parent Organization, President Judi Brink
Benicia Education foundation, President Alexandra Poole
Parent Education Series, Head Counselor Megan Guenther
Parent Forum Events, Principal Brianna Kleinschmidt
WASC Focus Groups, WASC Coordinator Karen Costa
English Learner Advisory Committee, Assistant Principal Dwight Rogers
School Safety Committee, Assistant Principal Sean Thompson

Due to COVID-19, all events and opportunities to work are virtual.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Benicia High School reviews and updates two plans that have been developed to ensure student and staff safety:

1. BHS Emergency Preparedness Plan 2020-21
2. BHS Comprehensive Safety Plan 2020-21

The BHS Emergency Preparedness Plan includes specific procedures for fire, earthquake, disaster and intruder. The plan lists specific staff members and their specific duties.

The Comprehensive Safety Plan includes specific components, goals and activities concerning personal characteristics of our school, our community, our students, a healthy life style, and the physical environment. These plans are created, reviewed, and updated by the BHS Safety Committee, which is a subcommittee of the School Site Council. The plans are presented to and approved by the School Site Council as part of the process. An addendum/letter to parents regarding release of students in the event of early end to the school day if/when called by the district office went out to all parents in December 2019.

Date of Last Review/Update: 02/12/2020

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 09-25-2020

This section should be kept to 1-2 paragraphs.

A scheduled maintenance program is administered by the Benicia Unified School District to ensure that all classrooms and facilities are maintained and serviced as necessary. The data has been reported and determined that the site is in good repair as documented in the completed Facility Inspection Tool (FIT). The FIT includes the school site inspection date, the Facility Inspection completion date, and the date of any remedial action taken, if needed. The FIT is available upon request at the sites office.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MPR - ceiling tiles continue to have issues , GYM - Gym floor repaired
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Central Kitchen - freezer and oven replacement excellent , Admin - new marquee installation underway
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	Library - New doors and front landscape , F Wing - repair of sidewalk tripping hazards
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	71	69	67.66	201.66
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	3	3	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	2	0	1

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 12/11/2020

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>9th grade: Pre-AP English 1 Curricular Materials (print and online); Common Threads: Core Readings by Method and Theme, Bedford/St. Martin's, Kuhl-Repetto and Aaron, 2013; Animal Farm; Heroes, Gods and Monsters; Hiroshima; Fahrenheit 451; To Kill a Mockingbird; Romeo and Juliet; Inherit the Wind; The Pearl; The Odyssey; Anthem; Night</p> <p>10th Grade: Pre-AP English 2 Curricular Materials (print and online); Common Threads: Core Readings by Method and Theme, Bedford/St. Martin's, Kuhl-Repetto and Aaron, 2013; Lord of the Flies; Cyrano de Bergerac; Julius Caesar; Of Mice and Men; Raisin in the Sun; All Quiet on the Western Front; Catcher in the Rye; A Separate Peace</p> <p>11th grade: Expository Reading and Writing curriculum materials (print and online); America, Houghton Mifflin; Black Boy; The Crucible; Moby Dick; Ordinary People; The Great Gatsby; One Flew Over the Cuckoo's Nest; The Things They Carried; Montana 1948; Death of a Salesman; Cannery Row; Grapes of Wrath; Old Man and the Sea.</p> <p>12th grade: Expository Reading and Writing curriculum materials (print and online); Into the Wild; 1984; Hamlet; Macbeth; Frankenstein.</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Integrated Math I: Core Connections Integrated 1, CPM, 2nd Edition, Version 6.0, 2014 Integrated Math II: Core Connections Integrated 2, CPM, 2nd Edition, Version 6.0, 2015 Integrated Math III: Core Connections Integrated 3, CPM, 2nd Edition, Version 6.0, 2015 AP Statistics: The Practice of Statistics, W.H. Freeman, 4th edition, 2012 Consumer Math: Mathematics with Business Applications, Glencoe, 2007 Trig/Stats: Trigonometry, 7th edition, Ron Larson & Robert Hostetler, 2007; Elementary Statistics, 6th edition, Allan G. Bluman, 2007 Pre-calculus/Pre-calculus Honors: Mathematical Concepts, GlenCoe/McGraw-Hill, 2006 Calculus: Calculus, 10th edition, Ron Larson, 2014	Yes	0
Science	Environmental Science for AP, Friedland and Relyea Conceptual Physical Science, Prentice Hall Biology Heath Chemistry Chemistry, Houghton Mifflin Conceptual Physics Chemistry, the Central Science Campbell Biology Biotechnology for a New Millenium Earth Science Life on an Ocean Planet Human Anatomy and Physiology	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	US History: History Alive! Pursuing American Ideals, Teacher's Curriculum Institution (TCI) World Civilizations: Modern World History, Beck, Black, Krieger, Baylor, Shabaka; Houghton Mifflin Harcourt AP Government: American Politics Today, Norton Government: Government Alive, TCI Economics: Economics, Pearson Geography: Geography, Arreola, Deal, Petersen, Sanders; Houghton Mifflin Harcourt UP US History: Out of Many, Pearson AP World History: Traditions and Encounters: A Global Perspective on the Past, 6th edition; Bentley; McGraw Hill AP Human Geography: The Cultural Landscape: Introduction to Human Geography, 11th ed, Rubenstein, Pearson Art History: Gardner's Art Through the Ages: A Global History, 13th ed, Kleiner, Thomson- Wadsworth	Yes	0
Foreign Language	Spanish 1, 2, 3: Avancemos, Houghton Mifflin Harcourt Spanish 3 Honors: Avancemos and Workbook in Spanish: Three Years, Second Edition, AMSCO, Nassi & Levy AP Spanish: Cumbre: curso AP de la lengua espanola, CENGAGE Learning, Sandstedt & Kite French 1, 2, 3: Bien dit!, Houghton Mifflin Harcourt	Yes	0
Health	Lifetime Health--Holt	Yes	0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12 schools only)	All necessary laboratory equipment for science courses offered is located in each classroom i.e. Bunsen Burners, hot plates, microscopes, glassware, consumable chemicals, etc.	Yes	0

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,027	\$138	\$6,890	\$77,794
District	♦	♦	\$6,366	\$78,947
Percent Difference: School Site and District	♦	♦	7.9	-1.5
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	-11.7	2.7

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Please see school site plan.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Benicia Unified School District offers ongoing professional development opportunities to all staff. The District's LCP/ LCAP/Strategic Plan offers a wide range of support across all academic areas. Professional Development offerings take place before, during and after school and during the summer. Two district wide Professional Development days have been funded by our District to support professional growth. Staff Meetings, Site Leadership Teams, department chair meetings, department and grade-level collaboration and tech mentors at each level are all avenues to provide professional development workshops for our staff. Even in the wake of a pandemic, BUSD prides itself in moving forward with professional learning.

Several opportunities for Professional Growth were offered to support the shift in teaching to Virtual/ Hybrid Learning. We altered our model to support the Health and Safety Guidelines by providing Online Learning through a Virtual Professional Learning Classroom. Topics included digital teacher tools, social emotional learning support, virtual learning, equity work through Epoch Education and Universal Design for Learning, subject specific curricular support and data usage. Professional Learning around Systems such as Powerschool and the NWEA Map assessment tools were designed to support the ongoing practice of using formative and summative assessments to drive instruction and support our students. Teachers were given the choice to pursue their own learning plan once district-wide mandatory topics were satisfied. Even within the mandatory topics there was choice provided to meet the various needs of our diverse staff.

Weekly Zoom sessions to support curriculum specific learning and additional tech tools support were provided through Education Services with the support of tech mentors, BUSD TOSA and or site staff meetings. Grade Level and subject area Google Classrooms were established to support Professional Learning, and collaboration across our district. Ongoing Professional Learning support for certificated, classified and management staff as well as our parent/caregiver community is supplemented with videos, slideshows, and 'how to' documents made available on our district website. These provide assistance as needed for teacher growth and support for all members of our BUSD community. Our District Strategic Plan/Local Control Accountability Plan/LCP identifies goals and practices that strengthen instruction and support Professional Development.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Benicia High School supports college and career readiness through Career Technical Education programs. We currently offer the following courses:

Introduction to Programming & Robotics
Engineering/Architectural Design
Advanced Engineering
Introduction to Computer Hardware/Software
Digital Media
Advanced Digital Media
Welding Fabrication 1
Advanced Welding & Fabrication
Construction & Building Trades 1
Advanced Construction Technology
Beginning Dance 1
Intermediate Dance 2
Advanced Dance 3
Bio-Technology
iQuest - Internship Course
Intro to Medical Careers
Medical Science & Terminology
Get Focused, Stay Focused

Measurable outcomes are determined based on the number/percentage of students who complete the CTE Pathway of their choosing, grades in all CTE courses, post-secondary placement for students in CTE courses, and successful completion of requirements for articulated courses to earn college credits. There are several

CTE Advisory Boards currently running to provide support to the many pathways at BHS, including a Performing Arts Advisory Board, Welding/Fabrication/Construction Advisory Board, and Enginnering/Programming/Robotics Advisory Board.