

## 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.

<b>School Name</b>	Liberty High School
<b>Street</b>	351 East J Street
<b>City, State, Zip</b>	Benicia
<b>Phone Number</b>	707-747-8323
<b>Principal</b>	Kimberly Lewis
<b>E-mail Address</b>	klewis@beniciaunified.org
<b>School Website</b>	<a href="https://lhs.beniciaunified.org/">https://lhs.beniciaunified.org/</a>
<b>CDS Code</b>	48-70524-4830048
<b>School Logo</b>	<div><p>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 <a href="#">clicking here</a>.</p></div>

### 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.

<b>District Name</b>	Benicia Unified School District
<b>Street</b>	350 East K Street
<b>City, State, Zip</b>	Benicia CA, 94510
<b>Phone Number</b>	(707) 747-8300
<b>Superintendent</b>	Dr. Charles Young
<b>Web Site</b>	www.beniciaunified.org
<b>E-mail Address</b>	cyoung@beniciaunified.org
<b>District Logo</b>	<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 <a href="#">clicking here</a>.</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.

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

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

#### **District Administration**

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

<b>Superintendent</b>	Dr. Charles Young
<b>Administrator 1</b>	<b>Name:</b> Dr. Leslie Beatson <b>Title:</b> Assistant Superintendent, Ed Services
<b>Administrator 2</b>	<b>Name:</b> Dr. Khushwinder Gill <b>Title:</b> Assistant Superintendent, Human Resources
<b>Administrator 3</b>	<b>Name:</b> Tim Rahill <b>Title:</b> CBO
<b>Administrator 4</b>	<b>Name:</b> Julie Corona <b>Title:</b> 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.

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LHS is a California Model Continuation High School that is fully accredited, standards based continuation high school within the Benicia Unified School District serving students 16-18 years old in grades 10-12. Most students who attend Liberty High School enter the school behind in credits and are not on track for graduation. It is the goal of the school to assist students to develop a plan and provide an opportunity for the student to graduate on time. To receive a diploma from Liberty High School students must complete 220 credits. Teachers at Liberty High School work together as a professional learning community. They receive

ongoing professional development to develop, implement and share "best practices." Teachers collaborate weekly to discuss students' progress and develop plans to assist students to fulfill their academic goals. There is a school wide focus on academic language and improving students' critical thinking, reading, writing skills, and building the soft skills they will need in the future.

With keeping with the intent to prepare the students for their future, Liberty High School launched its Big Picture Learning internship program. The program is a Learning Through Interests (LTI) model where students work closely with his or her advisor to identify interests and personalize learning. They would spend considerable time in the community under the tutelage of mentors and they would not be evaluated solely on the basis of standardized tests. Instead, students would be assessed on standards based exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, and heart – reflecting the real world evaluations and assessments that all of us face in our everyday lives.

The student as the center of learning truly engages and challenges the student, and makes learning authentic and relevant. Parents and families are actively involved in the learning process, helping to shape the student's learning plan and are enrolled as resources to the school community. The result is a student-centered learning design, where students are actively invested in their learning and are challenged to pursue their interests by a supportive community of educators, professionals, and family members.

Before the Covid-19 pandemic and distance learning, Liberty High School has 32% (20 students) of its student population has obtained an internship placement. These placements ranged from Marine Mammal Center, Benicia Fire Department, and Sustainable Solano. All these placements were based on student "voice" and their spark of curiosity.

Currently, we have embedded LTI inquiry model in our distance learning plan. Students are encouraged and guided to learn about their interests, virtually explore internship pathways, and build their Individual Learning Plans based on such interests. Students are creating videos, powerpoints, and other forms of presentations to articulate their knowledge gained to move forward in that field of interest.

#### Mission:

Liberty High School provides a safe and caring alternative learning environment that supports the development of academic, personal and social skills, enabling students to become responsible, productive members of their community.

#### Goals for 2020-21:

- 1- Increase the number of 11th graders passing the SBAC exams.
- 2- Improve student's positive view of their future possible selves, set and work towards goals, and their belief that they can influence what happens in their lives using the Aspirations category of the REACH survey.
- 3- Decrease the percentage of chronically absent students.

#### 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.

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Before the Covid -19 pandemic, Liberty High School welcomed parents to our school. Parents were

encouraged to participate in our parent forums, district advisory committees, attend field trips, visit classrooms and attend special functions. Now, all this outreach and community connection is being conducted on the Zoom platform. We are holding our SST meetings, parent forums and parent conferences virtually. We also have members of the community who volunteer as mentors for our students. These meetings are being held virtually as well. Parents of at risk students are invited every quarter to build individual success plans with staff for their students. Parents are able to contact their student's teachers through email or zoom.

### 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.

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

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

The LHS 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.

Date of Last Review /Update: 9/18/2020

Date Last Reviewed with Staff: 9/18/2020

### 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.

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**Year and month of the most recent FIT report:** 10/7/2020

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.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Good</b>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Restrooms painted and new bottle fill station installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Fair</b>	New Wellness Center. Window needing replacement
<b>Overall Rating:</b>	<b>Good</b>	

### 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
<b>With Full Credential</b>	4	5	4	201.16
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	0	3
<b>Teaching Outside Subject Area of Competence</b> 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	0	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
<b>Misassignments of Teachers of English Learners</b> '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
<b>Total Teacher Misassignments</b> '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
<b>Vacant Teacher Positions</b> '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.

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

**Year and month in which the data were collected:** 1/2020

This section should be kept to 1-2 paragraphs.

Our textbooks are in good shape and in adequate numbers.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>StudySync</p> <p>English classes at Liberty High School read a variety of texts that may include:</p> <p>Edge: Reading, Writing and Language...Hampton-Brown</p> <p>Expository Reading and Writing Course</p> <p>1984—Orwell</p> <p>Different Seasons—King</p> <p>Into the Wild—Krakauer</p> <p>Rule of the Bone—Shane</p> <p>Short Story Masterpieces</p> <p>One flew over the Cuckoo's Nest</p> <p>Invisible Man</p> <p>Lovely Bones</p> <p>World Mythology</p>	Yes	0
<b>Mathematics</b>	<p>Integrated Math I: Core Connections Integrated 1, CPM, 2nd Edition, Version 6.0, 2014</p> <p>Integrated Math II: Core Connections Integrated 2, CPM, 2nd Edition, Version 6.0, 2015</p> <p>Integrated Math III: Core Connections Integrated 3, CPM, 2nd Edition, Version 6.0, 2015</p>	Yes	0
<b>Science</b>	<p>Biology....Holt –McDougal</p> <p>Earth Science.....Holt McDougal</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Modern World History: Patterns of Interaction - Mcdonald-Littell  Econ Alive: the Power to Choose TCI  Gov Alive: Power Politics and You—TCI  History Alive: Pursuing American Ideals...TCI	Yes	0
<b>Foreign Language</b>	n/a		0
<b>Health</b>	Lifetime Health: Holt	Yes	0
<b>Visual and Performing Arts</b>	n/a		0
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>			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	\$14,466	\$151	\$14,315	\$71,869
District	♦	♦	\$6,366	\$78,947
Percent Difference: School Site and District	♦	♦	76.9	-9.4
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	59.5	-5.2

♦ 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.

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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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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.

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