

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	Mary Farmar Elementary School
Street	901 Military West
City, State, Zip	Benicia CA, 94510
Phone Number	(707) 747-8350
Principal	Mellissa Harley
E-mail Address	mharley@beniciaunified.org
School Website	https://mfe.beniciaunified.org/
CDS Code	48-70524-6050991


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: CeCe Grubbs 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.

School Description:

Mary Farmar Elementary School is named for long-time Benicia teacher, Mary Farmar, who taught for 33 years before retiring in 1922. She was widely known and appreciated for her dedication to her teaching, and for being an inspiration to all her students. The first school in Benicia, West End Grammar School, was fondly known as "Miss Farmar's School". Over fifty years ago, when the current campus was built, it was rightfully

named to honor Mary E. Farmar, an outstanding teacher and community member.

Our school site overlooks the beautiful Carquinez Strait, offering the best bay view in Benicia. Also, our campus is adjacent to the Benicia High School campus, which supports collaborative work between staff and students from each site. Teaching Pathways Program allows high school students interested in becoming teachers, to work in Mary Farmar classrooms.

Mary Farmar Elementary School is a dedicated, caring school, working hard every day to provide students with foundational knowledge. We provide instruction in higher-level, critical thinking (analysis, synthesis, evaluation), and work continuously to help all our students become academically proficient in math, reading, and writing. To accomplish this goal, we provide differentiated instruction and academic intervention supporting the diverse needs of our students through research-based strategies. Our staff collaborates to determine students' needs and then develops instruction to respond to individual student needs. We expect meaningful, achievement-oriented communication among all stakeholders, including staff, administration, parents, and community members.

Our staff is also dedicated to supporting the social-emotional growth of our students alongside their academic growth. Mary Farmar has implemented PBIS system of positive discipline, as well as Character Counts! Pillars of Character. All our students and staff know our Three B's - Be Safe, Be Kind, Be Responsible, which connects to all of our behavior expectations. PBIS is facilitated through the site-wide implementation of shared expectations, consistent consequences, and ongoing problem-solving to support positive student behavior for all of our students. Our staff monitors students who may need additional support, referring them to the appropriate service we have available, including early mental health interventions and social skills groups.

Mary Farmar is fortunate to have a team of dedicated volunteers who work to create unique and enriching experiences for our students and their families. Our students have opportunities to connect with nature through our "Merry Farmer Garden Program", facilitated by our own master gardener. Garden docents help our students learn how their food is grown and how to take care of the plants. The Benicia Education Foundation supports science, technology, engineering, art, and math (STEAM) through a rotating series of classes for our 3rd through 5th grade. There are also several different after school programs held on our campus providing a variety of fun and educational enrichment opportunities including art, Lego club, strings instrumental instruction, and guitar.

Mary Farmar Elementary is a focal point for our community, providing many school activities supported by our PTA. These community-building events include movie nights, family dances, harvest dinner, where families can enjoy time together and feel included in our community.

PTA has supported school-wide musical instruction through In Harmony Music. Our Kindergarten through 2nd grade students also enjoy a science and design program through Brickspace, supported by our PTA. These activities and programs are constantly evolving to continue to inclusive and engaging.

We have developed the Mary Farmar Safe Passage to School Coalition comprised of school staff, parents, city staff, and Solano County Safe Routes to School representatives to continue to resolve traffic safety issues that impact our site. Our efforts have been recognized by the Solano Transit Authority.

Our students reap the benefits of a balanced day of instruction through the dedication of our staff and school community.

Mission Statement: Mary Farmar School will provide a safe, stimulating learning environment in which all children will learn and prepare for the opportunity to attend college if they choose. They will develop a

respect for themselves and others with sensitivity to, and appreciation for, cultural and individual diversity.

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.

Our Mary Farmar PTA provides many opportunities for parent involvement in a wide range of activities from our S.T.E.A.M Week, a school-wide STEAM Fair, fundraising events, movie nights, multicultural events, classroom volunteering, art docents, recess team and other community events.

We have an active, engaged School Site Council, who are additionally advised by representatives from our English Learners and Title I families.

Mary Farmar welcomes parent involvement and encourages input and support from our families. Due to COVID-19, all events and opportunities to work are virtual.

For additional information about organized opportunities for parent involvement at Mary Farmar Elementary, please contact the school at 707 747-8350.

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.

Please see school site safety plan, updated with input from staff and community through Site Council.

Approval date 1/31/2020: Our school uses the district-adopted emergency protocols. Annually, Mary Farmar Elementary reviews and updates two plans that have been developed to ensure student and staff safety:

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

The MFE 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 Upcoming Update: 2/01/2021

Date of Safety Plan Review with staff safety committee 1/08/2021

Date of Safety Plan Review with SSC 1/13/2021

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: 10/9/2020

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	Modular - general appearance good. Admin - OK
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	A Wing - Water leak repaired
Safety: Fire Safety, Hazardous Materials	Good	MPR - Exit signs replaced and/or repaired
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	20	19	19	201.16
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	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	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
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: 12/1/2020

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	The adopted (8/2017) elementary school instructional methodology for literacy is Reading, Writing Workshop by Lucy Caulkins. This instructional methodology uses a wide range of novels and non-fiction reading materials. In addition our primary grade classes use Guided Reading as a core instructional methodology. Leveled books are used to support this program. In addition, K-1 classes use Teachers' College Phonics.	Yes	0
Mathematics	The state adopted text is Every Day Math and it was adopted in June 2016 according to CA State Standards and curriculum frameworks.	Yes	0
Science	The state adopted text is California Science and it was adopted in April 2007 according to CA State Standards and curriculum frameworks.	Yes	0
History-Social Science	The state adopted text is Harcourt Brace Reflections and it was adopted and approved in 2006 according to CA State Standards and curriculum frameworks	Yes	0
Foreign Language	n/a		0
Health	Marsh Productions	Yes	0
Visual and Performing Arts	n/a		0
Science Laboratory Equipment (grades 9-12 schools only)	n/a		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	\$5,722	\$307	\$5,416	\$79,155
District	♦	♦	\$6,366	\$78,947
Percent Difference: School Site and District	♦	♦	-16.1	0.3
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	-35.5	4.5

♦ 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.
