

# Mary Farmar Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Mary Farmar Elementary School
<b>Street</b>	901 Military West
<b>City, State, Zip</b>	Benicia CA, 94510
<b>Phone Number</b>	(707) 747-8350
<b>Principal</b>	Rhonda Flemming
<b>Email Address</b>	rflemming@beniciaunified.org
<b>School Website</b>	<a href="https://mfe.beniciaunified.org/">https://mfe.beniciaunified.org/</a>
<b>County-District-School (CDS) Code</b>	48-70524-6050991

## 2021-22 District Contact Information

<b>District Name</b>	Benicia Unified School District
<b>Phone Number</b>	(707) 747-8300
<b>Superintendent</b>	Dr. Charles Young
<b>Email Address</b>	cyoung@beniciaunified.org
<b>District Website Address</b>	<a href="http://www.beniciaunified.org">www.beniciaunified.org</a>

## 2021-22 School Overview

### 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

## 2021-22 School Overview

Farmar implements Positive Behavior Interventions and Supports (PBIS) a system approach focused on positive discipline, as well as Character Counts! 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 services we have available, including counseling 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. Valero 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 PTG. These community-building events include movie nights, family dances, harvest dinner, where families can enjoy time together and feel included in our community. PTG 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 PTG. These activities and programs are constantly evolving to continue to be inclusive and engaging. During the COVID-19 pandemic, our PTG has consistently made adjustments to continue the meaningful activities that have been a part of our community along with being creative about different ways to engage during this time.

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	73
Grade 2	75
Grade 3	68
Grade 4	77
Grade 5	68
Total Enrollment	432

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	3.9
Filipino	3.5
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	15.5
White	50.7
English Learners	3.9
Homeless	1.4
Socioeconomically Disadvantaged	25.7
Students with Disabilities	7.6

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		12/1/2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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. All students have text and related	Yes	0

	instructional materials. Coupled with that is the supplement of Mystery Science.		
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Imagine Learning EL for Multilanguage Learners		0
<b>Health</b>	Marsh Productions	Yes	0

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

12/17/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		1 fountain being replaced
<b>Safety:</b> Fire Safety, Hazardous Materials	X			MPR: exit signs repaired or replaced
<b>Structural:</b> Structural Damage, Roofs	X			Modular: rooms 17-19 raised and leveled
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A Wing: kindergarten playground needs upgrade B Wing: tires on playground need repair

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	NT	NT	NT	NT
Female	91	NT	NT	NT	NT
Male	126	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	NT	NT	NT	NT
Female	91	NT	NT	NT	NT
Male	126	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Growth Student Groups	NWEA MAP Growth Total Enrollment	NWEA MAP Growth Number Tested	NWEA MAP Growth Percent Tested	NWEA MAP Growth Percent Not Tested	NWEA MAP Growth Percent At or Above Grade Level
All Students	225	211	93.8	6.2	36.5
Female	95	88	92.6	7.4	40.9
Male	130	123	94.6	5.4	33.3
American Indian or Alaska Native	1	1	100	0	0

<b>Asian</b>	2	2	100	0	50
<b>Black or African American</b>	18	17	94.4	5.6	29.4
<b>Filipino</b>	7	6	85.7	14.3	33.3
<b>Hispanic or Latino</b>	44	43	97.7	2.3	44.2
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	0
<b>Two or More Races</b>	41	39	95.1	4.9	28.2
<b>White</b>	108	101	93.5	6.5	38.6
<b>English Learners</b>	6	5	83.3	16.7	0
<b>Foster Youth</b>	0	0			
<b>Homeless</b>	2	2	100	0	50
<b>Socioeconomically Disadvantaged</b>	52	49	94.2	5.8	18.4
<b>Students with Disabilities</b>	18	15	83.3	16.7	13.3

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Growth Student Groups</b>	<b>NWEA MAP Growth Total Enrollment</b>	<b>NWEA MAP Growth Number Tested</b>	<b>NWEA MAP Growth Percent Tested</b>	<b>NWEA MAP Growth Percent Not Tested</b>	<b>NWEA MAP Growth Percent At or Above Grade Level</b>
<b>All Students</b>	225	210	93.3	6.7	24.8
<b>Female</b>	95	88	92.6	7.4	20.5
<b>Male</b>	130	122	93.8	6.2	27.9
<b>American Indian or Alaska Native</b>	1	1	100	0	0
<b>Asian</b>	2	2	100	0	50
<b>Black or African American</b>	18	17	94.4	5.6	17.6
<b>Filipino</b>	7	6	85.7	14.3	33.3
<b>Hispanic or Latino</b>	44	42	95.5	4.5	16.7
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	0
<b>Two or More Races</b>	41	39	95.1	4.9	33.3
<b>White</b>	108	101	93.5	6.5	25.7
<b>English Learners</b>	6	6	100	0	16.7
<b>Foster Youth</b>	0	0			
<b>Homeless</b>	2	2	100	0	50
<b>Socioeconomically Disadvantaged</b>	52	49	94.2	5.8	18.4
<b>Students with Disabilities</b>	18	16	88.9	11.1	0

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	72	NT	NT	NT	NT
<b>Female</b>	24	NT	NT		
<b>Male</b>	48	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	22	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	32	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	25	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Our Mary Farmar PTG has provided many opportunities throughout the years 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, the Art Zone during recess and other community events. Due to COVID-19, many of the previous types of events have not been possible or may look different, but the group has been thoughtful and creative at looking at additional ways that families can volunteer during the COVID-19 pandemic.

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.

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	444	15	3.4
Female	201	196	1	0.5
Male	254	248	14	5.6
American Indian or Alaska Native	1	1	0	0.0
Asian	11	11	0	0.0
Black or African American	20	17	1	5.9
Filipino	15	15	1	6.7
Hispanic or Latino	99	98	4	4.1
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	67	67	0	0.0
White	237	230	7	3.0
English Learners	22	22	2	9.1
Foster Youth	0	0	0	0.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	126	123	13	10.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	44	4	9.1

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.64	0.00	3.21	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.17	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.43	2.34	2.45
<b>Expulsions</b>	0.00	0.08	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Each school site is required to maintain an accurate and up-to-date Emergency Response Plan (formerly Comprehensive Safety Plan). Contained in the plan are the district-adopted emergency protocols including specific procedures for fire, earthquake, disaster and intruders. The plan lists specific staff members and their assigned roles, duties and contact information. The Emergency Response Plan also includes site specific input from staff and community through Site Council and Leadership before being approved by the school board.

Date of Upcoming Update: 2/01/2022

Date of Safety Plan Review with Staff Safety Committee 1/07/2022

Date of Safety Plan Review with SSC 1/12/2022

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	23		3	
2	24		3	
3	25		3	
4	32		2	
5	31		3	
6				



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	26		3	
2	32		2	1
3	25		3	
4	30		2	
5	31		2	
6				
Other	29		1	

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	33		2	1
3	23		3	
4	26	1	2	
5	23	1	2	
6				

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6,021	328	5,694	80,658
District	N/A	N/A	6,422	\$81,022
Percent Difference - School Site and District	N/A	N/A	-12.0	-0.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-38.9	4.6

## 2020-21 Types of Services Funded

Please see school site plan

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$47,017	\$48,119
<b>Mid-Range Teacher Salary</b>	\$76,025	\$74,665
<b>Highest Teacher Salary</b>	\$96,787	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$122,417	\$118,542
<b>Average Principal Salary (Middle)</b>	\$128,843	\$125,068
<b>Average Principal Salary (High)</b>	\$126,580	\$133,516
<b>Superintendent Salary</b>	\$223,864	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	38%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	3	2

# Benicia Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Benicia Unified School District
<b>Phone Number</b>	(707) 747-8300
<b>Superintendent</b>	Dr. Charles Young
<b>Email Address</b>	cyoung@beniciaunified.org
<b>District Website Address</b>	www.beniciaunified.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2316	13	0.56	99.44	100.00
Female	1127	7	0.62	99.38	--
Male	1189	6	0.50	99.50	--
American Indian or Alaska Native	--	--	--	--	--
Asian	98	0	0.00	100.00	--
Black or African American	143	0	0.00	100.00	--
Filipino	140	1	0.71	99.29	--
Hispanic or Latino	497	2	0.40	99.60	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	359	3	0.84	99.16	--
White	1065	7	0.66	99.34	--
English Learners	60	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	22	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	579	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	231	2	0.87	99.13	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2316	13	0.56	99.44	69.23
Female	1127	7	0.62	99.38	--
Male	1189	6	0.50	99.50	--
American Indian or Alaska Native	--	--	--	--	--
Asian	98	0	0.00	100.00	--
Black or African American	143	0	0.00	100.00	--
Filipino	140	1	0.71	99.29	--
Hispanic or Latino	497	2	0.40	99.60	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	359	3	0.84	99.16	--
White	1065	7	0.66		--
English Learners	60	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	22	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	579	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	231	2	0.87	99.13	--