

Benicia High 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

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

2021-22 District Contact Information

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

2021-22 School Overview

Benicia High School's Vision Statement: Benicia High School will inspire learning with integrity in order to find personal success in an ever-changing world. Mission Statement: Benicia High School is a safe and respectful learning environment where students pursue their academic goals. Our community prepares students for the future by giving them both the foundation they need to succeed and the opportunity to develop their interests and skills. By actively engaging in the learning process, students will become well-rounded, self-directed, lifelong learners. Our continuous commitment to improvement promotes high standards for students and staff alike. Expected Student Learning Results: Communicate & Collaborate, Critical Thinking & Problem Solving, Create & Innovate. As the only comprehensive high school in the town of Benicia, students display Panther Pride in our school and in our community.

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

2021-22 School Overview

achieve. We promote an innovative curriculum that links classroom instruction to post-secondary education and to the business industry.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	384
Grade 10	396
Grade 11	366
Grade 12	369
Total Enrollment	1,515

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	5.5
Black or African American	7.9
Filipino	9.2
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.6
White	44.3
English Learners	1.8
Foster Youth	0.1
Homeless	0.2
Socioeconomically Disadvantaged	23.6
Students with Disabilities	9

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (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		12/13/21	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>9th grade: Pre-AP English 1 Curricular Materials (print and online); Common Threads: Core Readings by Method and Theme, Bedford/St. Martin's, Kuhl-Repetto and Aaron, 2013; Animal Farm; Heroes, Gods and Monsters; Hiroshima; Fahrenheit 451; To Kill a Mockingbird; Romeo and Juliet; Inherit the Wind; The Pearl; The Odyssey; Anthem; Night</p> <p>10th Grade: Pre-AP English 2 Curricular Materials (print and online); Common Threads: Core Readings by Method and Theme, Bedford/St. Martin's, Kuhl-Repetto and Aaron, 2013; Lord of the Flies; Cyrano de Bergerac; Julius Caesar; Of Mice and Men; Raisin in the Sun; All Quiet on the Western Front; Catcher in the Rye; A Separate Peace</p> <p>11th grade: Expository Reading and Writing curriculum materials (print and online); America, Houghton Mifflin; Black Boy; The Crucible; Moby Dick; Ordinary People; The Great Gatsby; One Flew Over the Cuckoo's Nest; The Things They Carried; Montana 1948; Death of a Salesman; Cannery Row; Grapes of Wrath; Old Man and the Sea. Or, AP Language & Composition curriculum materials (print and online).</p> <p>12th grade: Expository Reading and Writing curriculum materials (print and online); Into the Wild; 1984; Hamlet; Macbeth; Frankenstein. Or, AP Literature & Composition curriculum materials (print and online).</p>	Yes	0
Mathematics	<p>Integrated Math I: Core Connections Integrated 1, CPM, 2nd Edition, Version 6.0, 2014 Integrated Math II: Core Connections Integrated 2, CPM, 2nd Edition, Version 6.0, 2015 Integrated Math III: Core Connections Integrated 3, CPM, 2nd Edition, Version 6.0, 2015 AP Statistics: The Practice of Statistics, W.H. Freeman, 4th edition, 2012 Personal Finance Math: Mathematics with Business Applications, Glencoe, 2007</p>	Yes	0

	Pre-calculus/Pre-calculus Honors: Mathematical Concepts, GlenCoe/McGraw-Hill, 2006 AP Calculus A/B/C: Calculus, 10th edition, Ron Larson, 2014		
Science	Environmental Science for AP, Friedland and Relyea Conceptual Physical Science, Prentice Hall Biology Heath Chemistry Chemistry, Houghton Mifflin Conceptual Physics Chemistry, the Central Science Campbell Biology Biotechnology for a New Millenium Earth Science Life on an Ocean Planet Human Anatomy and Physiology	Yes	0
History-Social Science	US History: History Alive! Pursuing American Ideals, Teacher's Curriculum Institution (TCI) World Civilizations: Modern World History, Beck, Black, Krieger, Baylor, Shabaka; Houghton Mifflin Harcourt AP Government: American Politics Today, Norton Government: Government Alive, TCI Economics: Economics, Pearson Geography: Geography, Arreola, Deal, Petersen, Sanders; Houghton Mifflin Harcourt UP US History: Out of Many, Pearson AP World History: Traditions and Encounters: A Global Perspective on the Past, 6th edition; Bentley; McGraw Hill Ethnic & Identity Studies: OpenStax Introduction to Sociology; Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color by Kimberle Crenshaw; White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh	Yes	0
Foreign Language	Spanish 1, 2, 3: Avancemos, Houghton Mifflin Harcourt Spanish 3 Honors: Avancemos and Workbook in Spanish: Three Years, Second Edition, AMSCO, Nassi & Levy AP Spanish: Cumbre: curso AP de la lengua espanola, CENGAGE Learning, Sandstedt & Kite French 1, 2, 3: Bien dit!, Houghton Mifflin Harcourt	Yes	0
Health	Lifetime Health-Holt; Get Focused Stay Focused: Career Choice; My10YearPlan.com	Yes	0
Science Laboratory Equipment (grades 9-12)	All necessary laboratory equipment for science courses offered is located in each classroom i.e. Bunsen Burners, hot plates, microscopes, glassware, consumable chemicals, etc.	Yes	0

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

11/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Central Kitchen: sewer system cleared from back up
Interior: Interior Surfaces		X		MPR: ceiling tiles continue to have issues - need replacement G Wing: restroom repainted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			PAB: lights sustained power outage damage
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Gym: Gym floor repaired - leak slowed in weight room
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B Wing: exterior lights upgrades

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	351	13	3.7	96.3	100
Female	168	7	4.17	95.83	--
Male	183	6	3.28	96.72	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	0	0	100	--
Black or African American	24	0	0	100	--
Filipino	35	1	2.86	97.14	--
Hispanic or Latino	56	2	3.57	96.43	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	3	5.77	94.23	--
White	165	7	4.24	95.76	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	2	6.25	93.75	--

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	351	13	3.70	96.30	69.23
Female	168	7	4.17	95.83	--
Male	183	6	3.28	96.72	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	0	0.00	100.00	--
Black or African American	24	0	0.00	100.00	--
Filipino	35	1	2.86	97.14	--
Hispanic or Latino	56	2	3.57	96.43	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	3	5.77	94.23	--
White	165	7	4.24	95.76	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	2	6.25	93.75	--

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	365	293	80.3	19.7	51.5
Female	171	137	80.1	19.9	46.7
Male	194	156	80.4	19.6	55.8
American Indian or Alaska Native	3	2	66.7	33.3	0

Asian	16	12	75	25	75
Black or African American	23	15	65.2	34.8	13.3
Filipino	34	30	88.2	11.8	66.6
Hispanic or Latino	60	50	83.3	16.7	34
Native Hawaiian or Pacific Islander	0	0	NA	NA	0
Two or More Races	64	55	85.9	14.1	58.2
White	165	129	78.2	21.8	55
English Learners	1	1	100	0	5.6
Foster Youth	0	0			
Homeless	2	2	100	0	50
Socioeconomically Disadvantaged	80	80	100	0	17.5
Students with Disabilities	29	20	69	31	30

*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.

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	365	303	83	17	51.8
Female	171	141	82.5	17.5	51.8
Male	194	162	83.5	16.5	51.9
American Indian or Alaska Native	3	3	100	0	0
Asian	16	14	87.5	12.5	92.9
Black or African American	23	19	82.6	17.4	26.3
Filipino	34	32	94.1	5.9	78.1
Hispanic or Latino	60	51	85	15	47.1
Native Hawaiian or Pacific Islander	0	0	NA	NA	0
Two or More Races	64	57	89.1	10.9	36.8
White	165	127	77	23	54.3
English Learners	1	1	100	0	0
Foster Youth	0	0			
Homeless	2	2	100	0	50
Socioeconomically Disadvantaged	80	80	100	0	17.5
Students with Disabilities	29	21	72.4	27.6	14.3

*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
Science (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
All Students	300	NT	NT	NT	NT
Female	166	NT	NT		
Male	134	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	65	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	39	NT	NT	NT	NT
White	133	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	62	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

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

Measurable outcomes are determined based on the number/percentage of students who complete the CTE Pathway of their choosing, grades in all CTE courses, post-secondary placement for students in CTE courses, and successful completion of requirements for articulated courses to earn college credits. There are several CTE Advisory Boards currently running to provide support to the many pathways at BHS, including a Performing Arts Advisory Board, Welding/Fabrication/Construction Advisory Board, and Engineering/Programming/Robotics Advisory Board.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	666
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	57.1

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.07
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	45.96

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

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

Parent-Teacher-Student Association (PTSA), President Kristin Kamm
School Site Council, Chairperson Miel Uoo
Career Technical Education (CTE) Advisory Boards, CTE Pathway Improvement Coordinator Annette Fewins
Athletic Team Parent Groups, Athletic Director Craig Holden
Performing Arts Parent Organization: Drama, Theatre Director Nathan Day
Panther Band Boosters Organization: Band Director Candice Crismond
Performing Arts Parent Organization: Dance, Director Samantha Sanchez
Grad Night Parent Organization, President Judi Brink
Parent Education Series, Head Counselor Justin Keppel
Parent Forum Events, Principal Brianna Kleinschmidt
WASC Focus Groups, WASC Coordinator Ryan James
English Learner Advisory Committee, Assistant Principal Dr. Sarah Heidel
School Safety Committee, Assistant Principal Sean Thompson

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.8	0.7	1.9	2.0	1.1	3.7	9.0	8.9	9.4
Graduation Rate	98.3	98.3	97.0	96.1	96.1	92.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	367	356	97.0
Female	202	198	98.0
Male	165	158	95.8
American Indian or Alaska Native	--	--	--
Asian	18	17	94.4
Black or African American	31	31	100.0
Filipino	28	27	96.4
Hispanic or Latino	82	80	97.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	47	46	97.9
White	158	152	96.2
English Learners	11	9	81.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	103	98	95.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	33	29	87.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1535	1523	49	3.2
Female	789	782	28	3.6
Male	746	741	21	2.8
American Indian or Alaska Native	6	6	0	0.0
Asian	84	84	3	3.6
Black or African American	123	121	7	5.8
Filipino	142	141	1	0.7
Hispanic or Latino	320	315	11	3.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	177	177	2	1.1
White	680	676	25	3.7
English Learners	28	28	1	3.6
Foster Youth	5	3	1	33.3
Homeless	7	7	0	0.0
Socioeconomically Disadvantaged	369	363	22	6.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	153	150	16	10.7

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
Suspensions	5.29	0.20	3.21	0.06	3.47	0.20
Expulsions	0.37	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
Suspensions	3.80	2.34	2.45
Expulsions	0.12	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.40	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.56	0.00
White	0.15	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.65	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 Last Review/Update: February 2021

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	47	8
Mathematics	27	10	40	6
Science	26	4	45	
Social Science	29	5	28	12

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	35	17
Mathematics	25	17	32	9
Science	26	5	46	
Social Science	27	7	30	13

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	18	13
Mathematics	28	7	14	11
Science	28	1	23	2
Social Science	31	2	9	14

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	378.8

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)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.7
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	0.9

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	7,017	139	6,879	81,733
District	N/A	N/A	6,422	\$81,022
Percent Difference - School Site and District	N/A	N/A	6.9	0.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-20.4	5.9

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

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	23.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	0
Social Science	6
Total AP Courses Offered	18

Professional Development

Benicia Unified School District offers ongoing professional learning 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 Learning 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 learning workshops for our staff. Even in the wake of a pandemic, BUSD prides itself in moving forward with professional learning growth.

Additional Professional Growth opportunities were offered virtually. These opportunities were in direct alignment with the four goals in the Strategic Plan-LCAP and done in collaboration with SCOE and EPOCH Education. Topics for these optional classes included digital teacher tools, social-emotional learning support, equity work through Epoch Education and Universal Design for Learning, subject-specific curricular support, and data usage. Professional Learning around Systems such as Aeries 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	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

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