

Liberty 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/fg/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	Liberty High School
Street	351 East J Street
City, State, Zip	Benicia
Phone Number	707-747-8323
Principal	Kimberly Lewis
Email Address	klewis@beniciaunified.org
School Website	https://lhs.beniciaunified.org/
County-District-School (CDS) Code	48-70524-4830048

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

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

2021-22 School Overview

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

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

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

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

Post-pandemic, IHS has recognized the need for more SEL support. We have partnered with SCOE to open up our Wellness Center. This safe space allows for a variety of opportunities to address mental and physical health.

Mission:

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

Goals for 2021-22:

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	26
Grade 12	34
Total Enrollment	60

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1.7
Black or African American	10
Filipino	3.3
Hispanic or Latino	23.3
Two or More Races	11.7
White	46.7
English Learners	6.7
Foster Youth	1.7
Homeless	1.7
Socioeconomically Disadvantaged	45
Students with Disabilities	21.7

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

Our textbooks are in good shape and in adequate numbers.

Year and month in which the data were collected

8/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>StudySync</p> <p>English classes at Liberty High School read a variety of texts that may include:</p> <p>Edge: Reading, Writing and Language...Hampton-Brown</p> <p>Expository Reading and Writing Course</p> <p>1984—Orwell</p> <p>Different Seasons—King</p>	Yes	0

	Into the Wild—Krakaur Rule of the Bone—Shane Short Story Masterpieces One flew over the Cuckoo's Nest Invisible Man Lovely Bones World Mythology		
Mathematics	Integrated Math I: Core Connections Integrated 1, CPM, 2nd Edition, Version 6.0, 2014 Integrated Math II: Core Connections Integrated 2, CPM, 2nd Edition, Version 6.0, 2015 Integrated Math III: Core Connections Integrated 3, CPM, 2nd Edition, Version 6.0, 2015	Yes	0
Science	Biology....Holt –McDougal Earth Science.....Holt McDougal	Yes	0
History-Social Science	Modern World History: Patterns of Interaction - McDonald-Littell Econ Alive: the Power to Choose TCI Gov Alive: Power Politics and You—TCI History Alive: Pursuing American Ideals...TCI	Yes	0
Health	Lifetime Health: Holt	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

12/16/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Gym needs heater work
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			New fire alarms
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window replacement completed

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	33	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	11	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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	33	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	11	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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	31	18	58.1	41.9	27.8
Female	9	3	33.3	66.7	33.3
Male	21	15	71.4	28.6	26.7
American Indian or Alaska Native	0	0	NA	NA	

Asian	1	0	0	100	
Black or African American	2	1	50	50	0
Filipino	1	1	100	0	0
Hispanic or Latino	6	3	50	50	33.3
Native Hawaiian or Pacific Islander	0	0	NA	NA	0
Two or More Races	7	4	57.1	42.9	75
White	14	9	64.3	35.7	11.1
English Learners	1	1	100	0	0
Foster Youth	0	0			
Homeless	0	0	NA	NA	
Socioeconomically Disadvantaged	10	10	100	0	30
Students with Disabilities	4	2	50	50	0

*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	31	18	58.1	41.9	16.7
Female	9	3	33.3	66.7	33.3
Male	21	15	71.4	28.6	13.3
American Indian or Alaska Native	0	0	NA	NA	0
Asian	1	0	0	100	0
Black or African American	2	1	50	50	0
Filipino	1	1	100	0	0
Hispanic or Latino	6	3	50	50	33.3
Native Hawaiian or Pacific Islander	0	0	NA	NA	0
Two or More Races	7	3	42.9	57.1	0
White	14	10	71.4	28.6	20
English Learners	1	1	100	0	100
Foster Youth	0	0			
Homeless	0	0	NA	NA	NA
Socioeconomically Disadvantaged	10	10	100	0	30
Students with Disabilities	4	2	50	50	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
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	26	NT	NT	NT	NT
Female	11	NT	NT		
Male	15	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	11	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	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

n/a

2020-21 Career Technical Education (CTE) Participation

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

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	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

Pre-pandemic, Liberty High School welcomed parents to our school. Parents were encouraged to participate in our parent forums, district advisory committees, attend field trips, visit classrooms and attend special functions. Now, all this outreach and community connection is being conducted on the Zoom platform. We are holding our SST meetings, parent forums and parent

2021-22 Opportunities for Parental Involvement

conferences virtually. We also have members of the community who volunteer as mentors for our students. These meetings are being held virtually as well. Parents of at promise students are invited every quarter to build individual success plans with staff for their students. Parents are able to contact their student's teachers through email or zoom. Now, using the BUSD Covid-19 protocols, parents are able to attend either in-person or zoom SST meeting, parent forums and conferences.

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	9.8	6.5	21.6	2.0	1.1	3.7	9.0	8.9	9.4
Graduation Rate	80.5	71.0	51.4	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	37	19	51.4
Female	14	9	64.3
Male	23	10	43.5
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	18	10	55.6
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	22	12	54.5

Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	91	89	43	48.3
Female	35	35	17	48.6
Male	56	54	26	48.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	10	10	6	60.0
Filipino	2	2	1	50.0
Hispanic or Latino	29	28	16	57.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	13	12	6	50.0
White	36	36	13	36.1
English Learners	5	5	1	20.0
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	45	43	22	51.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	6	35.3

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	6.45	0.00	3.21	0.06	3.47	0.20
Expulsions	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
Suspensions	3.70	2.34	2.45
Expulsions	2.47	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	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	0.00	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 Last Review /Update: 10/13/2021
Date Last Reviewed with Staff: 10/13/2021

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	9	14		
Mathematics	18	2		
Science	18	3		
Social Science	16	7		

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	7	15		
Mathematics	16	2		
Science	14	3		
Social Science	14	6		

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	6	14		
Mathematics	17	2		
Science	14	2		
Social Science	14	9		

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	120

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Speech/Language/Hearing Specialist	0
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	16,829	77	16,752	74,876
District	N/A	N/A	6,422	\$81,022
Percent Difference - School Site and District	N/A	N/A	89.2	-7.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	65.9	-2.9

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

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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
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	--