



Benicia High School 2022 Site Action Plan

Last Updated on April 18, 2022

Approved by BHS Site Council on April 19, 2022

Approved by Benicia Unified School Board on _____

VISION

Benicia High School will inspire learning with integrity in order to find personal success in an ever-changing world.

MISSION

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

GOAL #1: SOCIAL-EMOTIONAL LEARNING

Benicia Unified School District LCAP Goal: All students in Benicia Unified School District, especially those who have been underrepresented, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.

BHS GOAL: Improve student average response scores to 60 out of 100 on the REACH Survey in two measures: positive school climate and sense of belonging.

| | Fall 2021 REACH Results | May 2018 REACH Results |
|--------------------------------------|---|--|
| School Climate: | 52 out of 100 average score | 48 out of 100 average score |
| Sense of Belonging at School: | 48 out of 100 average score | 48 out of 100 average score |

ACTIONS:

- The Leadership Team, with assistance from administration and mental health staff, will review, and pilot social-emotional skill-building and mindfulness activities. Administration and the Leadership Team will plan a theme for each month with a selection of related activities provided to teachers to use in their classes, Homeroom, or Access that month.
- Professional development for staff to support delivery of social-emotional learning (SEL) in the classroom.
- Administration will hold student focus groups to listen and learn about current school climate concerns in order to gather ideas and form actions to address areas of needed improvement. Administration and staff will implement and study two improvement ideas from students.
- All staff will communicate and model the schoolwide RISE expectations (Respect, Include, Support and Engage) and incorporate the use of the engagement strategies and rewards as part of Positive Behavioral Interventions and Supports (PBIS) program implementation. Staff will engage in meeting/collaboration time to review and plan to implement strategies to support this goal.
- Use Homeroom/Access Period as time for teacher-student check-in, regular review of student's academic progress, and time to deliver PBIS and SEL-focused activities to intentionally increase student's sense of belonging.
- Administration and staff will develop and deliver Tier 2 interventions, maintain support provided with the Wellness Center, and provide other resources as needed.

METRICS:

- REACH Survey results
- PBIS Tiered Fidelity Inventory results
- Stakeholder survey data/analytics

GOAL #2: DATA DRIVEN CYCLE OF IMPROVEMENT

Benicia Unified School District LCAP GOAL: All students in Benicia Unified School District will demonstrate mastery on and be supported in grade level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Benicia Unified School District LCAP GOAL: All students in Benicia Unified School District will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

BHS GOAL: By the end of the 2022-23 school year, every student will have an Academic Plan in Aeries, which will be reviewed and used by the counseling department to track student progress toward College & Career Indicators, in order to increase the percentage of students meeting College & Career Indicators based on meeting a-g requirements from 53.3% for the Class of 2021 to 60% for the Class of 2023.

Benicia High School Graduating Student a-g Completion Over Time

| Cohort | 2021 | 2020 | 2019 | 2018 |
|------------------------------|-------------|-------------|-------------|-------------|
| All Students | 53.3% | 57.3% | 64.4% | 61.5% |
| African American | 54.8% | 30.8% | 52.6% | 60.0% |
| American Indian | * | * | * | * |
| Asian | 61.1% | 78.9% | 73.3% | 70.6% |
| Filipino | 71.4% | 74.5% | 64.3% | 62.5% |
| Hispanic | 34.1% | 46.0% | 54.8% | 54.2% |
| Pacific Islander | * | * | * | * |
| White | 57.2% | 57.7% | 68.2% | 65.7% |
| Two or More Races | 59.6% | 56.8% | 64.7% | 52.5% |
| English Learners | 9.1% | * | * | * |
| Socio-economic Disadvantaged | 45.2% | 42.0% | 35.2% | 40.0% |
| Students with Disabilities | 0% | 21.4% | 20.0% | 42.9% |
| Foster students | * | * | * | * |
| Homeless | * | * | * | * |

ACTIONS:

- Implement completion of Aeries Academic Plan for all students as part of 9th grade Get Focused Stay Focused (GFSF) class, with the support of the Counseling Department. In addition, campaign to increase the number of students completing registration and earning college credit in 9th grade year for the GFSF class.
- Through the use of data and progress reports, Counselors will identify students who are not progressing and initiate interventions to address their needs.
- Counselors will review Academic Plans in Aeries at least once per year, desegregate and analyze the data to verify that students are on track towards graduation, meeting a-g requirements, and College & Career measurement completion, with specific attention to unduplicated students and student groups showing achievement gaps. Students not on track for College/Career Readiness completion will receive additional counseling support, credit recovery opportunities, and interventions as needed.
- Open credit recovery opportunities provided by BUSD/BHS to include students with D grades so they can remediate and get back on track to complete a-g requirements (Summer 2022).
- Parents, students, and staff will all have access to student's Academic Plans in Aeries to review and provide support towards completing their plans, updating as needed, and working towards completion of one or more College/Career Readiness indicators.
- Staff will improve the use of Access Period for academic enrichment and remediation by providing students with an orientation of expectations for Access Period at the start of the

school year and making resources for personal and academic growth available throughout the year.

- Staff will engage in professional learning on College and Career Readiness, student learning support, and grading practices.

METRICS:

- Aeries Data Reports & Academic Plans
- California Dashboard: College & Career Readiness

GOAL #3: EQUITY & OPPORTUNITY

Benicia Unified School District LCAP GOAL: Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school. BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are black, socio-economically disadvantaged, English learners, Latinx, LGBTQ, and students in special education.

BHS GOAL: Improve student average response scores by at least ten percentage points on the REACH Survey (meeting or exceeding goal) in the measure of Culturally Affirming Classroom.

| | Fall 2021 REACH Results | May 2018 REACH Results |
|--|---|--|
| Culturally Affirming Classroom: | 29 out of 100 average score | 27 out of 100 average score |

ACTIONS:

- Staff will collect, disaggregate, and analyze data on equity and access to all school programs.
- Staff will continue professional development on Culturally Responsive Practices and Universal Design for Learning.
- Staff, administration, and counselors will work together to review the results of each REACH survey and work together to gather ideas and actions to put into place in the classroom and around campus.
- Administration will facilitate student focus groups to listen and learn about current concerns regarding culturally affirming classrooms in order to gather ideas and form actions to address areas of needed improvement. Administration and staff will implement and study two improvement ideas from students.
- Administration and the PBIS Team will research and consider a pilot of Restorative Justice program as part of implementing alternatives to suspension and other means of correction, with professional development for staff.

METRICS:

- REACH Survey
- Aeries Data reports
- California Dashboard