Mary Farmar Elementary School
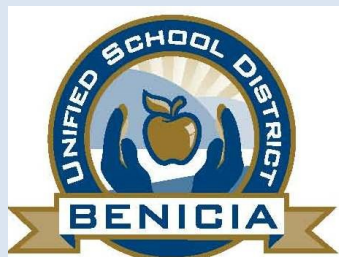
901 Military West • Benicia CA, 94510 • (707) 747-8350 • Grades K-5
Mellissa Harley, Principal
mharley@beniciaunified.org
http://mfe.beniciaunified.org/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Benicia Unified School District
350 East K Street
Benicia CA, 94510
(707) 747-8300
www.beniciaunified.org

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Superintendent

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Assistant Superintendent, Ed Services

Dr. Khushwinder Gill
Assistant Superintendent, Human Resources

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Special Services Director

School Description

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

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

Mary Farmar Elementary School is a dedicated, caring school, working hard every day to provide students with foundational knowledge. We provide instruction in higher-level, critical thinking (analysis, synthesis, evaluation), and work continuously to help all our students become academically proficient in math, reading, and writing. To accomplish this goal, we provide differentiated instruction and academic intervention supporting the diverse needs of our students through research-based strategies. Our staff collaborates to determine students' needs and then develops instruction to respond to individual student needs. We provide music for grades 1-3, and PE and weekly music for our fourth and fifth grade students. We expect meaningful, achievement-oriented communication among all stakeholders, including staff, administration, parents, and community members.

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

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

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

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

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

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

Mission Statement: Mary Farmar School will provide a safe, stimulating learning environment in which all children will learn and prepare for the opportunity to attend college if they choose. They will develop a respect for themselves and others with sensitivity to, and appreciation for, cultural and individual diversity.

About the SARC

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, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	69
Grade 2	71
Grade 3	75
Grade 4	79
Grade 5	77
Total Enrollment	443

Teacher Misassignments and Vacant Teacher Positions at Mary Farmar Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.7
Asian	2.9
Filipino	4.1
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.9
White	49
Two or More Races	11.5
Socioeconomically Disadvantaged	27.3
English Learners	5.4
Students with Disabilities	6.5
Homeless	1.1

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

Teacher Credentials for Mary Farmar	17-18	18-19	19-20
With Full Credential	18.75	20	19
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Benicia Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	179
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	3

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: 01/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The elementary school instructional methodology for literacy is Reading, Writing Workshop by Lucy Caulkins. This instructional mythology uses a wide range of novels and non-fiction reading materials. In addition our primary grade classes K-1 use Literacy Footprints Guided Reading as a core instructional methodology. Leveled books are used to support this program. **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	The state adopted text is Everyday Math and it was adopted according to CA State Standards and curriculum frameworks. **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	The state adopted text is California Science and it was adopted in April 2007 according to CA State Standards and curriculum frameworks. **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	The state adopted text is Harcourt Brace Reflections and it was adopted and approved in 2006 according to CA State Standards and curriculum frameworks **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Health	Marsh Productions **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

A scheduled maintenance program is administered by the Benicia Unified School District to ensure that all classrooms and facilities are maintained and serviced as necessary. The data has been reported and determined that the site is in good repair as documented in the completed Facility Inspection Tool (FIT), The FIT includes the school site inspection date, the Facility Inspection completion date, and the date of any remedial action taken, if needed. The FIT is available upon request at the sites office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Principals office moved and painted. Modular: Room 24 and 29 siding repaired. Room 16 threshold damaged
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MPR: Fridge repair made- .
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	A wing: Door repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	Play structure removed - siding of portables repaired.

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	52	53	58	50	50
Math	58	54	52	54	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.9	17.9	24.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	229	96.62	51.97
Male	128	123	96.09	48.78
Female	109	106	97.25	55.66
Black or African American	19	18	94.74	38.89
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	58.33
Hispanic or Latino	51	50	98.04	40.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	103	97	94.17	56.70
Two or More Races	25	25	100.00	60.00
Socioeconomically Disadvantaged	80	76	95.00	43.42
English Learners	16	15	93.75	46.67
Students with Disabilities	28	26	92.86	23.08
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	229	96.62	53.71
Male	128	123	96.09	56.10
Female	109	106	97.25	50.94
Black or African American	19	18	94.74	38.89
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	41.67
Hispanic or Latino	51	50	98.04	38.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	103	97	94.17	62.89
Two or More Races	25	25	100.00	60.00
Socioeconomically Disadvantaged	80	76	95.00	38.16
English Learners	16	15	93.75	20.00
Students with Disabilities	28	26	92.86	19.23
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Our Mary Farmar PTA provides many opportunities for parent involvement in a wide range of activities from our S.T.E.A.M Week, a school-wide STEAM Fair, fundraising events, movie nights, multicultural events, classroom volunteering, art docents, recess team and other community events.

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

Mary Farmar welcomes parent involvement and encourages input and support from our families.

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

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.

School Safety Plan

Please see school site safety plan, updated with input from staff and community through Site Council. Approval date 1/31/2020: Our school uses the district-adopted emergency protocols. Annually, Mary Farmar Elementary reviews and updates two plans that have been developed to ensure student and staff safety:

1. MFE Emergency Preparedness Plan 2019-2020
2. MFE Comprehensive Safety Plan 2019-2020

The MFE Emergency Preparedness Plan includes specific procedures for fire, earthquake, disaster and intruder. The plan lists specific staff members and their specific duties.

The Comprehensive Safety Plan includes specific components, goals and activities concerning personal characteristics of our school, our community, our students, a healthy life style, and the physical environment.

Date of Upcoming Update: 2/01/2020

Date of Safety Plan Review with staff safety committee 1/09/2020

Date of Safety Plan Review with SSC 1/15/2020

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.6	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.8	3.2
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	3		17	2	2		24		3	
1	25		3		26		3		23		3	
2	26		3		25		3		24		3	
3	26		3		26		3		25		3	
4	27		3		30		2		32		2	
5	28		3		30		3		31		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Benicia Unified School District offers ongoing professional development opportunities to all staff. The District's 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 LCAP to support professional growth. Staff Meetings, Site Leadership Teams, department chair meetings, and department and grade-level collaboration are all avenues to provide professional development workshops for our staff.

Guided Reading using the DRA assessment system, Words Their Way, and/or Teacher's College Phonics and Writer's Workshop comprise a balanced literacy program for grades TK-2nd grade. Teachers are implementing Reader's and Writer's Workshop at grades 2-8. Additionally, teachers in grades 2-5 use the Fountas and Pinnell assessment system. In Mathematics, we have adopted Everyday Math as our core curriculum. Our partnership with UC Davis Math Project has strengthened our knowledge of the eight mathematical practices including modeled drawing and fractions. We have a standards aligned report card at grades TK - 5 with district benchmark assessments as support. All common assessments are recorded and used to drive instruction.

At the secondary level, our literacy focus is argument writing, speaking and listening standards through accountable talk and close reading strategies. English teachers in grades 6-8 are using Reader's and Writer's Workshop along with other materials and instructional strategies to provide literacy instruction. Grades 9 and 10 have adopted Common Threads and all English courses have been aligned to the Common Core Standards. In mathematics, we have implemented an integrated pathway adopting CPM instructional materials emphasizing critical thinking strategies to support learning. Teachers in all academic areas have received training and support in the integration of the literacy standards. Social Studies teachers have been trained in DBQ strategies and Science teachers are realigning curriculum to the Next Generation Science Standards.

Our District Strategic Plan/Local Control Accountability Plan identify goals and practices that strengthen instruction and support Professional Development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,534	$46,208
Mid-Range Teacher Salary	$72,010	$72,218
Highest Teacher Salary	$91,676	$92,742
Average Principal Salary (ES)	$119,811	$134,864
Average Principal Salary (MS)	$127,616	$118,220
Average Principal Salary (HS)	$129,612	$127,356
Superintendent Salary	$200,850	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	6%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,761	$296	$5,464	$76,059
District	N/A	N/A	$6,159	$75,443
State	N/A	N/A	$7,125	$71,392

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.0	0.8
School Site/ State	-26.4	6.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Please see school site plan

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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).

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.