

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Barbara Benson Elementary School | District Name | Tustin Unified School District |
| Street | 12712 Elizabeth Way | Phone Number | (714) 730-7301 |
| City, State, Zip | Tustin, CA 92780 | Web Site | www.tustin.k12.ca.us |
| Phone Number | (714) 730-7531 | Superintendent | Gregory A. Franklin, Ed.D. |
| Principal | Norma Lemus | E-mail Address | gfranklin@tustin.k12.ca.us |
| E-mail Address | nlemus@tustin.k12.ca.us | CDS Code | 30-73643-6030688 |

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

All students shall be engaged in an academically rigorous and differentiated, standards-based curriculum which creates responsible citizens and well-balanced, independent, life-long learners.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The Benson community works together to support the students and our school programs on a daily basis. The Parent Teacher Organization works tirelessly to raise funds to pay for enrichment programs which support the curriculum. Thirty-five committee chairs organize school-wide events and various projects such as Discovery Garden, Mother Daughter Tea, Guy Stuff, Authors Tea, Art Masters, Family Movie Night, School Carnival, Class Act Music Program, and much, much more. Parent/family member volunteers are encouraged to work in the classrooms, and on any given day can be seen reading with students, working with small groups, preparing materials for instruction, organizing parties or events, and celebrating student successes. Our PTO meets monthly to plan and report on school programs, and include our ELAC parents in this process. The staff and students at Benson are truly blessed to have such a wonderfully supportive and dedicated parent group.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 70 |
| Grade 1 | 55 |
| Grade 2 | 67 |
| Grade 3 | 67 |
| Grade 4 | 67 |
| Grade 5 | 64 |
| Total Enrollment | 390 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 3.3 | White | 33.1 |
| American Indian or Alaska Native | 0.3 | Two or More Races | 0.8 |
| Asian | 5.4 | Socioeconomically Disadvantaged | 42.1 |
| Filipino | 2.3 | English Learners | 33.6 |
| Hispanic or Latino | 53.8 | Students with Disabilities | 16.2 |
| Native Hawaiian/Pacific Islander | 0.5 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|--------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 33 | 0 | 0 | 2 | 33 | 0 | 0 | 1 | 16.3 | 4 | 0 | 0 |
| 1 | 19.7 | 3 | 0 | 0 | 23.5 | 0 | 2 | 0 | 26.5 | 0 | 2 | 0 |
| 2 | 20.7 | 1 | 2 | 0 | 32 | 0 | 1 | 0 | 22 | 1 | 2 | 0 |
| 3 | 16.7 | 3 | 0 | 0 | 32 | 0 | 1 | 0 | 26.7 | 1 | 0 | 2 |
| 4 | 34 | 0 | 0 | 1 | 35 | 0 | 0 | 1 | 36 | 0 | 0 | 1 |
| 5 | 35 | 0 | 0 | 1 | 30.5 | 0 | 2 | 0 | 26.7 | 1 | 0 | 2 |
| Other | 0 | 0 | 0 | 0 | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The purpose of our safe school plan is to describe all measures in place to ensure student safety and to establish procedures and responsibilities for staff and students in the event of an emergency. In addition, school goals are created based upon an analysis of verifiable state data, including the suspensions, expulsions, student/parent/staff surveys, the Healthy Kids Survey, vandalism reports, and police reports. The school site council analyzed available data on the safety of all students. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals:

Plan Elements: Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

The Safe School Plan was reviewed and approved by the faculty on 10-26-11

The Safe School Plan was reviewed with the SSC on 11-09-11

The Safe School Plan was updated and approved by the School Site Council on 11-09-11

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 2.59 | 2.52 | 2.56 | 4.62 | 4.38 | 4.87 |
| Expulsions | 0 | 0 | 0 | 0.18 | 0.19 | 0.15 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

Babara Benson Elementary School is a beautifully maintained school built in 1960. It closed for a period of time, and re-opened in 1991. The school was refurbished in 2006 with Measure G monies. Many exterior doors, restroom facilities, drinking fountains, and the fire emergency system were replaced, as well as grass re-seeding. Carpet was replaced in all classrooms and school buildings during the summer of 2008. Hand painted murals surround the campus. Some were painted by our very own head custodian, who takes great pride in keeping our campus in tip-top shape. The Benson Discovery Garden is groomed by our PTO. Our grounds are maintained by District staff. Visitors who walk on campus are welcomed by pleasant staff members and safe, happy students, who are surrounded by beautiful flowers and a clean campus. The facility inspection upon which this report was generated was completed on 12-05-11.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [X] | [] | [] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 19 | 17 | 11 | 735 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 99.52 | 0.48 |
| High-Poverty Schools in District | 99.03 | 0.97 |
| Low-Poverty Schools in District | 99.85 | 0.15 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff (paraprofessional) | 1 | --- |
| Psychologist | .6 | --- |
| Social Worker | 0 | --- |
| Nurse | .2 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist (non-teaching) | 0 | --- |
| Other | 1 | --- |

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Benson Elementary School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | <p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Reading: California, Medallion Edition (2010) is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Santillana Intensive English Teacher's Resource Kit and EL Achieve lesson plans are used as supplemental materials for English Language Learners.</p> | Yes | 0% |
| Mathematics | <p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Pupil Edition (2009) is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials In mathematics, we are using Math Pacing Guides developed through the University of California, Irvine Math Project, which provide standards-based alignment with our Houghton-Mifflin math text, as well as manipulative based, experiential learning activities.</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| Science | <p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Beckman@Science is the supplemental science curriculum used for grades K-5. This curriculum sequentially defines age appropriate skills and concepts within the Life, Earth, and Physical science standards. A science curriculum guide for each grade level contains lesson plans and is available for teachers to use for classroom instruction. Science Kits containing materials for the entire class to use are provided to each classroom on a trimester rotation schedule.</p> | Yes | 0% |
| History-Social Science | <p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials</p> | Yes | 0% |
| Foreign Language | n/a | | |
| Health | <p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school.</p> <p>Supplemental Textbooks and Materials</p> | | |
| Visual and Performing Arts | Supplemental Textbooks and Materials | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|--|------------------------------|---|--|------------------------|
| School Site | \$8,755 | \$3,286 | \$5,469 | \$78,026 |
| District | --- | --- | \$4,328 | \$73,154 |
| Percent Difference: School Site and District | --- | --- | 26.36% | 6.66% |
| State | --- | --- | \$5,455 | \$68,179 |
| Percent Difference: School Site and State | --- | --- | 0.25% | 14.45% |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Barbara Benson Elementary School receives funding for categorical programs that are available at our school site. These programs include Economic Impact Aid (EIA). The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning. The categorical funds are managed and spent with school site council input on various programs to support all the students at Benson. From curriculum support, personnel positions, and instructional materials, to extra-curricular activities, we work hard to see that our small budget goes a long way. At Benson we invest considerable time and resources to provide our teachers with up-to-date and meaningful staff development. Both credentialed teachers and teacher assistants are hired to assist small groups of identified "At Risk" students both during and after the school day, paid for with categorical funds. Because there are multiple combination classes at Benson, categorical funds are resourcefully spent to invest extra energy to support both staff and students in these classes. A portion of our categorical funding is used to supplement the hard work of many parent volunteers, and generous community efforts, to maintain our current technology. Internet accessible student computers are also available in each classroom. Cables connect each teacher computer to the classroom television which allows for interactive and engaging instruction by presenting resources made available on the Internet. The plan is to purchase two more Smart Boards in the near future to provide one kindergarten classroom, RSP and an additional SDC class with access to this technology tool.

Benson's categorical funds and PTO funds are generously spent in an attempt to incorporate the arts and offer all our students, including those with socioeconomically disadvantaged status, an opportunity to experience cultural and extra curricular programs. Programs include John Yeiser music, participation in the Class Act Music Program, Music Mobile, Art Masters, Imagination Machine, Choir productions, after school sports programs, and various physical education/programs equipment.

Library purchases to support literacy at Benson are a high priority for staff, parents, and students. Site principal and teachers work closely with the site library media tech annually to conduct and provide an inventory of resources which supplement our textbook adoptions, books available for checkout, Core Novels, leveled readers, and multimedia resources. A needs/wish list of suggested books/resources/materials/ and technology resources for purchase is generated. The Principal, School Site Council, and teachers, allocate monies for spending on library purchases. Benson is fortunate, as well, to have a substantial budget provided by the PTO to support library purchases over and above allocated site funds.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,210 | \$42,017 |
| Mid-Range Teacher Salary | \$72,930 | \$67,294 |
| Highest Teacher Salary | \$97,074 | \$86,776 |
| Average Principal Salary (Elementary) | \$127,113 | \$108,534 |
| Average Principal Salary (Middle) | \$131,967 | \$112,893 |
| Average Principal Salary (High) | \$138,109 | \$123,331 |
| Superintendent Salary | \$252,906 | \$226,417 |
| Percent of Budget for Teacher Salaries | 41% | 38% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 62 | 68 | 71 | 64 | 66 | 68 | 49 | 52 | 54 |
| Mathematics | 62 | 69 | 76 | 58 | 60 | 64 | 46 | 48 | 50 |
| Science | 65 | 60 | 71 | 66 | 70 | 75 | 50 | 54 | 57 |
| History-Social Science | N/A | N/A | N/A | 55 | 59 | 63 | 41 | 44 | 48 |

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 68 | 64 | 75 | 63 |
| All Student at the School | 71 | 76 | 71 | N/A |
| Male | 68 | 75 | 76 | N/A |
| Female | 73 | 77 | 65 | N/A |
| Black or African American | 73 | 73 | 0 | N/A |
| American Indian or Alaska Native | | | | N/A |
| Asian | 75 | 67 | 0 | N/A |
| Filipino | 0 | 0 | 0 | N/A |
| Hispanic or Latino | 62 | 71 | 52 | N/A |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | N/A |
| White | 84 | 87 | 84 | N/A |
| Two or More Races | 0 | 0 | 0 | N/A |
| Socioeconomically Disadvantaged | 63 | 70 | 65 | N/A |
| English Learners | 51 | 66 | 0 | N/A |
| Students with Disabilities | 85 | 75 | 0 | N/A |
| Students Receiving Migrant Education Services | | | | N/A |

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20 | 21.7 | 25 |

* Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 8 | 7 | |
| Similar Schools | 8 | 7 | |

Academic Performance Index Growth by Student Group - Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | -1 | | B |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Filipino | | | |
| Hispanic or Latino | 4 | | |
| Native Hawaiian/Pacific Islander | | | |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | -27 | | |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 249 | 874 | 17,141 | 857 | 4,683,676 | 778 |
| Black or African American | 10 | | 374 | 771 | 317,856 | 696 |
| American Indian or Alaska Native | 0 | | 36 | 871 | 33,774 | 733 |
| Asian | 11 | 915 | 2,775 | 958 | 398,869 | 898 |
| Filipino | 3 | | 334 | 907 | 123,245 | 859 |
| Hispanic or Latino | 136 | 840 | 7,607 | 779 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 2 | | 84 | 815 | 26,953 | 764 |
| White | 85 | 917 | 5,611 | 912 | 1,258,831 | 845 |
| Two or More Races | 2 | | 246 | 922 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 113 | 841 | 6,771 | 769 | 2,731,843 | 726 |
| English Learners | 85 | 833 | 5,506 | 761 | 1,521,844 | 707 |
| Students with Disabilities | 48 | 873 | 1,649 | 689 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | No |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | --- | 8 |
| Percent of Schools Currently in Program Improvement | --- | 27.6 |

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

At Benson we invest considerable time and resources to provide our teachers with up-to-date and meaningful staff development. Since the adoption of our District standards, extensive training and support has been provided to ensure that all teachers are knowledgeable and comfortable implementing the standards-based curriculum. The continual focus of our staff development is analyzing our assessment data from the CST's, Math Benchmarks, Houghton Mifflin Summative Tests, District Writing exams, and DIBELS tests to further modify and improve our instructional programs. Based on the results of these data sources, our grade level teams develop specific and measurable goals in the areas of language arts and mathematics that remain the focus for the year. Three school days per year are set aside for professional development sessions with all members of the teaching staff. In addition to training sessions, upon the adoption of new textbooks, teachers may also participate in a variety of professional development offerings. Within recent years, the Benson staff has enrolled in UCI Mathematics trainings, SMART Board training, Houghton Mifflin Vocabulary Instruction That Works, Advanced Technology courses, Professional Learning Communities, DIBELS Next, Systematic English Language Development, and GATE trainings.