

Barbara Benson Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Barbara Benson Elementary School
Street	12712 Elizabeth Way
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7531
Principal	Deena Vela
E-mail Address	dvela@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/Domain/9
CDS Code	30-73643-6030688

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Benson Mission Statement

“Engage all students with 21st century skills to become responsible, well-balanced life-long learners.”

Benson Vision

- Be Present
All staff will be present to support academic achievement and life-long learning.
- Engage All Community Members
All staff will work closely with the community to communicate and promote student success.
- Academic Excellence
All staff will engage students in academically rigorous curriculum with 21st century skills.
- Respectful, Responsible Citizens
All staff will encourage positive student behaviors through PBIS and other school support systems.
- Students will collaborate, create, communicate and think critically!
All staff will prepare students to be life-long learners in a continually changing global world.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	58
Grade 1	47
Grade 2	53
Grade 3	69
Grade 4	53
Grade 5	69
Total Enrollment	349

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.0
Asian	6.9
Filipino	3.7
Hispanic or Latino	53.3
Native Hawaiian or Pacific Islander	0.6
White	28.9
Two or More Races	1.4
Socioeconomically Disadvantaged	44.7
English Learners	27.5
Students with Disabilities	15.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	15	15	870
Without Full Credential		0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 13, 2014

On October 13, 2014, the Tustin Unified School District Board of Education verified by resolution that each student at this 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 of California.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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. Supplemental Textbooks and Materials	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Santillana Intensive English Teacher’s Resource Kit and EL Achieve lesson plans are used as supplemental materials for English Language Learners.		
Mathematics	<p>State-Adopted Textbooks</p> <p>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 Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials</p> <p>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%
Science	<p>State-Adopted Textbooks</p> <p>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</p> <p>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</p> <p>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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	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. Supplemental Textbooks and Materials		N/A
Visual and Performing Arts	Supplemental Textbooks and Materials		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Barbara 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. Recently, the school was painted and created a beautiful new look for the community. 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 excellent shape. 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/05/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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 Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	78	62	79	76	76	77	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	77
All Student at the School	79
Male	86
Female	73
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	73
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71	72	70	68	71	69	54	56	55
Mathematics	76	72	70	64	66	65	49	50	50
History-Social Science				63	66	64	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	9	7	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	B	-12	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-13	2
Native Hawaiian/Pacific Islander			
White		4	-15
Two or More Races			
Socioeconomically Disadvantaged		-12	-9
English Learners		-36	12
Students with Disabilities			

Note: "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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.4	32.8	34.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

The Benson community works together to support students and school programs on a daily basis. The Parent Teacher Organization (PTO) works hard to raise funds to pay for enrichment programs that support the curriculum. Thirty-five committee chairs organize school-wide events and various projects such as Girl Stuff, Guy Stuff, Author's Tea, Art Masters, Family Movie Nights, School Carnival, Class Act Music Programs, and much more. PTO meets monthly to plan and report on school programs. Parent/family member volunteers are encouraged to work in the classrooms on a daily basis. Parents also participate on the English Language Advisory Committee and School Site Council. The staff works closely with all parent groups to ensure an excellent educational program at Benson.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.9	0.5	1.3	2.5	3.2	3.9	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Reviewed with the SSC: 12-16-14

Updated and Approved by SSC: 12-16-14

Discussed with staff: 12-10-14

Key Plan Elements: Our Safe School Plan includes the following elements: 1. child abuse reporting procedures; 2. disaster procedures, routine and emergency (SEMS); 3. suspension, expulsion, or mandatory expulsion; 4. procedures to notify teachers of dangerous pupils; 5. sexual harassment policy; 6. provisions of any school wide dress code; 7. procedures for safe ingress and egress; 8. safe and orderly environment (School Safety Plan) includes school safety goals and objectives; 9. rules and procedures on school discipline; 10. hate crime reporting; 11. staff roster and class lists; and 12. SPSA.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	76.9

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13.8	4	0	0	9	5			10	6		
1	26.3	0	3	0	14	2	2		12	3	1	
2	23.7	1	2	0	14	3	2		13	3	1	
3	20.8	2	1	1	18	1	2		17	2	2	
4	21.5	1	0	1	13	4		1	17	1	2	
5	34	0	0	2	13	3	1	1	17	2	2	

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

Academic Counselors and Other Support Staff (School Year 2013-14)

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)	.494	---
Psychologist	.6	---
Social Worker	0	---
Nurse	.167	---
Speech/Language/Hearing Specialist	1.2	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,212	\$2,650	\$3,562	\$75,552
District	---	---	\$4,661	\$75,200
Percent Difference: School Site and District	---	---	-23.6	3.6
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-35.7	8.4

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Benson Elementary School receives funding for categorical programs that are available at our school site. These programs include LFCC-EL and Targeted Title 1 Program funds. The Tustin Public Schools Foundation and site PTO also support the school with donations and financial support throughout the year. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement. Programs that are offered using categorical monies include Response to Instruction which includes several specialized teachers for daily interventions for at-risk students, extra hours for ELD support teachers, professional development opportunities and instructional materials and technology resources.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$41,761
Mid-Range Teacher Salary	\$72,930	\$66,895
Highest Teacher Salary	\$97,074	\$86,565
Average Principal Salary (Elementary)	\$129,388	\$108,011
Average Principal Salary (Middle)	\$135,405	\$113,058
Average Principal Salary (High)	\$140,803	\$123,217
Superintendent Salary	\$275,000	\$227,183
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 Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

In regards to our educational programs and instruction, our dedicated teachers engage in collaborative planning three Wednesdays each month. The principal provides staff professional development meetings that focus on the processes of Response to Instruction (RtI), Cognitively Guided Instruction in Math (CGI), differentiating instruction, English language development, data interpretation and analysis and best first instruction. This year our site has moved toward a Balanced Literacy approach to teaching reading. We have contracted with Growing Educators to provide 6 days of professional development to support our literacy instruction. We continue to work on implementing the systems and processes of a Professional Learning Community (PLC) school culture, as well. Bi-monthly the Leadership Team meets to discuss school-wide timelines, data, systems and collegial support strategies - with a driving purpose of impacting student learning.