

# Reginald M. Benton Middle Magnet School - Visual and Performing Arts Academy

15709 Olive Branch • La Mirada, CA 90638 • (562) 943-1553 • Grades 6-8  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Norwalk-La Mirada Unified School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### District Governing Board

Jesse Urquidi, Board President

Karen Morrison, Board Vice President

Darryl R. Adams, Board Member

Chris Pflanzner, Board Member

Sean M. Reagan, Board Member

Margarita Rios, Board Member

Ana Valencia, Board Member

#### District Administration

Ginger Shattuck  
Superintendent

Dr. Albert Clegg  
Assistant Superintendent -  
Educational Services

Estuardo Santillan  
Assistant Superintendent, Business  
Services

Wayne Shannon  
Assistant Superintendent, Human  
Resources

### School Description

At Benton Middle Magnet School, our Visual and Performing Arts (VAPA) program is the premiere program in our area for students interested in exploring the arts! We offer courses in Guitar, Orchestra, Band, Choir, World Percussion, Piano, Dance, Theatre Arts, Stagecraft, Media Arts, Studio Art, 3D Art, Cartooning, and Photography. Trained professionals support students through a challenging academic program while supporting them during their adolescent years. Our teachers participate in professional development regularly to enhance our understanding of teaching and learning strategies focused on instructional practices proven to work especially well with middle school students.

Currently, the school and district are immersed in Common Core initiatives designed to train teachers on the latest techniques and strategies to create an enriched learning environment and to implement the new curriculum. Teachers in all subject areas have been trained to support comprehension of their respective subjects and higher levels of engagement and inquiry.

Benton students are well-equipped for the rigorous coursework required in high school. Our focus is to prepare students to meet the Common Core outcomes of college and career readiness.

Mission Statement: Benton Middle School inspires and empowers all students to achieve academic excellence in a creative visual and performing arts environment.

## About the SARC

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 at (562) 943-1553.

| 2013-14 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Gr. 6                                     | 163                |
| Gr. 7                                     | 193                |
| Gr. 8                                     | 210                |
| <b>Total</b>                              | <b>566</b>         |

| 2013-14 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 2.8                         |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 1.2                         |
| Filipino                            | 3.2                         |
| Hispanic or Latino                  | 68.2                        |
| Native Hawaiian/Pacific Islander    | 0.7                         |
| White                               | 22.1                        |
| Two or More Races                   | 0.9                         |
| Socioeconomically Disadvantaged     | 59.5                        |
| English Learners                    | 4.6                         |
| Students with Disabilities          | 12.4                        |

## 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                                |       |       |       |
|--|-------|-------|-------|
| Reginald M. Benton Middle Magnet School -          | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | 27    | 24    | 24    |
| <b>Without Full Credential</b>                     | 1     | 0     | 1     |
| <b>Teaching Outside Subject Area of Competence</b> | 5     | 0     | 0     |
| Norwalk-La Mirada Unified School District          | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | ♦     | ♦     |       |
| <b>Without Full Credential</b>                     | ♦     | ♦     |       |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Reginald M. Benton Middle  | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 93.33                               | 6.67                                    |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 93.95                               | 6.05                                    |
| <b>High-Poverty Schools</b>   | 93.90                               | 6.10                                    |
| <b>Low-Poverty Schools</b>  | 95.05                               | 4.95                                    |

\* 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)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2014

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
|--|--|
| <b>Reading/Language Arts</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  | Grades 6-8 English-language Arts: California Holt McDougal Literature & Language Arts, adopted 2003 and Common Core aligned supplemental materials: Houghton Mifflin Harcourt Collections Close Reader |
| <b>Mathematics</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0            | Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014   |
| <b>Science</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                | Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008  |
| <b>History-Social Science</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 | Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006                                       |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Benton has recently undergone a 10-million dollar modernization project. As a result, we have state-of-the art classrooms and buildings fully equipped with new lighting, air conditioning, plumbing, paint, and flooring to provide an excellent environment for teaching and learning. Our new Visual and Performing Arts classrooms offer our students a second-to-none learning experience. These classrooms include, new music classrooms, a large theatre room with space for stagecraft building and prop design, an expanded art and ceramics room, a media arts room with space for stop motion animation, and a photography room with studio space. In addition, two new computer labs, four new science labs, and a new library offer space for inquiry and exploration.

Our school is kept clean by students and staff who care about their environment and a hard-working custodial team.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/11/14

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

#### CAASPP 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 |       |       |
|         | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 55   | 63    | 62    | 53       | 56    | 55    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) 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.

#### STAR 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 |       |       |
|         | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA     | 57   | 65    | 62    | 52       | 54    | 54    | 54    | 56    | 55    |
| Math    | 24   | 42    | 37    | 46       | 47    | 48    | 49    | 50    | 50    |
| HSS     | 45   | 39    | 53    | 41       | 41    | 44    | 48    | 49    | 49    |

\* 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       | 4       | 6       | 6       |
| Similar Schools | 2       | 3       | 2       |

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

#### 2013-14 Percent of Students Meeting Fitness Standards

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 18.2  | 19.8   | 32.6   |

\* 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.

#### 2013-14 CAASPP Results by Student Group

| Group   | Percent of Students Scoring at Proficient or Advanced |  |
|---|---|--|
|   | Science (grades 5, 8, and 10)                         |  |
| All Students in the LEA                       | 55  |  |
| All Student at the School                     | 62  |  |
| Male  | 63  |  |
| Female  | 62  |  |
| Black or African American                     |   |  |
| American Indian or Alaska Native              |   |  |
| Asian   |   |  |
| Filipino                                      |   |  |
| Hispanic or Latino                            | 58  |  |
| Native Hawaiian/Pacific Islander              |   |  |
| White   | 79  |  |
| Two or More Races                             |   |  |
| Socioeconomically Disadvantaged               | 57  |  |
| English Learners                              |   |  |
| Students with Disabilities                    | 65  |  |
| Students Receiving Migrant Education Services |   |  |

\* 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.

#### API Growth by Student Group – Three-Year Comparison

| Group                            | Actual API Change |       |       |
|----------------------------------|-------------------|-------|-------|
|                                  | 10-11             | 11-12 | 12-13 |
| All Students at the School       | 12                | 46    | -14   |
| Black or African American        |                   |       |       |
| American Indian or Alaska Native |                   |       |       |
| Asian                            |                   |       |       |
| Filipino                         |                   |       |       |
| Hispanic or Latino               | 17                | 47    | -13   |
| Native Hawaiian/Pacific Islander |                   |       |       |
| White                            | 12                | 49    | -17   |
| Two or More Races                |                   |       |       |
| Socioeconomically Disadvantaged  | 15                | 56    | -11   |
| 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

## 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

Parental involvement at Benton is paramount to all that we do. Parents are invited and encouraged to partner with us to provide an enriched learning experience for every student. Parents are involved in decision-making processes at various levels

Parents elect three representatives who participate on our School Site Council (SSC). The SSC makes recommendations regarding our school calendar, schedules, school-wide goals and priorities, annual school plan, incentive programs, and budget. Parents of English Learners are vital to our English-Learner Advisory Committee and assist in supporting students who are in the process of acquiring the English language

Our Parent-Teacher-Student-Association (PTSA) works with teachers to host Back-to-School Night in the fall and Open House in the spring. In addition to these popular events, the Benton PTSA facilitates a number of special programs and enrichment opportunities for our students. Parents, along with student leaders, help to organize field trips, dances, and our 8th grade promotion ceremony. Parents also serve on our production teams for all of our theatre and musical performances, as well as our visual arts exhibits. They sponsor annual fundraisers to help enhance the learning experience, and our school environment. Parent education nights are held in conjunction with PTSA meetings to better communicate and educate parents in the community. Volunteer sign-ups are ongoing. There are a variety of ways in which parents can be involved. To find out more about becoming involved in the school, call our school office at (562) 943-1553, or contact our PTSA President or our PTA Volunteer Coordinator via our website at [www.bentonms.org](http://www.bentonms.org).

### 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.

### School Safety Plan

Our School Safety Plan is revised annually. The plan includes procedures for emergencies, exit routes, communication systems, and inventories of emergency supplies. We make the plan available at our school site and keep copies in the office for review. We share the plan with all staff during schoolwide staff meetings. We practice fire and earthquake drills regularly and review procedures with staff as needed. Teachers regularly review with students the rules and expectations for safe, responsible behavior in school. A Student Handbook has been developed to provide clear expectations for a safe and appropriate learning environment.

Although we welcome and encourage parent/community involvement, we strive to ensure our campus is safe. As such, Benton is a closed campus. Visitors must enter the school through the main door and sign in at the office. Volunteers who work directly with our students must be cleared by the school district. Parents who assist as chaperones on our travel excursions must be willing to undergo a national background check. Students are not allowed off campus during the school day, except for study field trips and travel excursions under the direction of their teachers. Supervision and the custodial staff routinely monitor gates and exits throughout the day.

### Suspensions and Expulsions

| School           | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 8.6   | 11.5  | 6.9   |
| Expulsions Rate  | 0     | 0     | 0.0   |
| District         | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5     | 5.7   | 3.6   |
| Expulsions Rate  | 0.1   | 0     | 0.1   |
| State            | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7   | 5.1   | 4.4   |
| Expulsions Rate  | 0.1   | 0.1   | 0.1   |

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

### 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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   |        |          |
| Met Participation Rate: English-Language Arts            |        |          |
| Met Participation Rate: Mathematics                      |        |          |
| Met Percent Proficient: English-Language Arts            |        |          |
| Met Percent Proficient: Mathematics                      |        |          |
| Met API Criteria   |        |          |

| 2014-15 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2009-2010 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  |        | 16        |
| Percent of Schools Currently in Program Improvement |        | 94.1      |

\* 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.

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 1   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | 1   |
| Psychologist   | 1   |
| Social Worker  | 0   |
| Nurse  | 0   |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist  | 2   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 522 |

\* 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 |      |    |    |                       |    |    |       |    |    |     |    |    |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Grade  | 12   | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| Gr. 6  |      | 18 | 14 |                       | 44 | 58 |       | 21 | 13 |     | 10 | 10 |
| English  | 24.8 | 24 | 26 | 7                     | 6  | 5  | 5     | 8  | 6  | 7   | 6  | 6  |
| Math   | 25.9 | 26 | 27 | 6                     | 5  | 3  | 6     | 6  | 6  | 4   | 6  | 6  |
| Science  | 30.2 | 26 | 27 | 1                     | 7  | 2  | 7     | 5  | 9  | 5   | 7  | 4  |
| SS   | 30.1 | 30 | 29 | 1                     | 3  | 2  | 5     | 4  | 6  | 7   | 8  | 6  |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary                       | \$44,764        | \$41,318                                     |
| Mid-Range Teacher Salary                       | \$69,406        | \$65,615                                     |
| Highest Teacher Salary                         | \$91,049        | \$84,981                                     |
| Average Principal Salary (ES)                  | \$117,028       | \$107,624                                    |
| Average Principal Salary (MS)                  | \$120,045       | \$112,817                                    |
| Average Principal Salary (HS)                  | \$120,189       | \$121,455                                    |
| Superintendent Salary                          | \$205,000       | \$206,292                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 39              | 40   |
| Administrative Salaries                        | 5               | 5  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

| Level                                    | Expenditures Per Pupil |            |              | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
|  | Total                  | Restricted | Unrestricted |                        |
| School Site                              | 8537.45                | 2368.24    | 6169.21      | 67441.40               |
| District                                 | ♦                      | ♦          | 6057.23      | \$72,884               |
| State                                    | ♦                      | ♦          | \$4,690      | \$69,360               |
| Percent Difference: School Site/District |                        |            | 1.8          | -7.5                   |
| Percent Difference: School Site/ State   |                        |            | 31.5         | -2.8                   |

**Types of Services Funded at Reginald M. Benton Middle Magnet School - Visual and Performing Arts Academy**

**Professional Development provided for Teachers at Reginald M. Benton Middle Magnet School - Visual and Performing Arts Academy**

Benton Middle School provides professional development for staff on an ongoing basis. Teachers are provided time every Wednesday to plan, collaborate, and receive professional development on the latest curriculum and instructional shifts. Instructional support is provided by administration, common core coaches, common core leads, and intervention coaches. We continue to strengthen our analysis of data and best practices in order to increase student achievement.