



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

15709 E. Olive Branch • La Mirada, CA 90638 • (562) 210-2500 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Norwalk-La Mirada Unified School District

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(562) 868-0431
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District Governing Board

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Chris Pflanzner, Board Vice President
Darryl R. Adams, Member
Karen Morrison, Member
Jesse Urquidi, Member
Margarita Rios, Member
Ana Valencia, Member

District Administration

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Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John Lopez
**Assistant Superintendent, Human
Resources**

School Description

At Benton Middle School, our Visual and Performing Arts (VAPA) magnet program is the premier 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 (Drama), Stagecraft, Media Arts, Studio Art, 3D Art, Cartooning, Video Productions, and Photography. We also offer French as a World Language. 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

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	161
Grade 7	180
Grade 8	163
Total Enrollment	504

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	1
Filipino	2
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	0.4
White	19.2
Two or More Races	1
Socioeconomically Disadvantaged	53.4
English Learners	6
Students with Disabilities	10.1
Foster Youth	0.6

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 School - Visual and	14-15	15-16	16-17
With Full Credential	24	25	26
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Reginald M. Benton Middle	14-15	15-16	16-17
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.7	4.4
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

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: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 12/11/2016				
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 Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	44	50	43	46	44	48
Math	25	24	25	29	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	61	62	64	54	52	47	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.8	23	15.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	161	160	99.4	64.4
Male	75	74	98.7	62.2
Female	86	86	100.0	66.3
Hispanic or Latino	118	117	99.2	61.5
White	28	28	100.0	82.1
Socioeconomically Disadvantaged	95	95	100.0	59.0
English Learners	11	11	100.0	9.1
Students with Disabilities	20	19	95.0	26.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	159	159	100.0	45.3
	7	182	177	97.3	51.4
	8	161	161	100.0	53.4
Male	6	55	55	100.0	32.7
	7	82	80	97.6	33.8
	8	75	75	100.0	46.7
Female	6	104	104	100.0	51.9
	7	100	97	97.0	66.0
	8	86	86	100.0	59.3
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	114	114	100.0	42.1
	7	139	136	97.8	44.9
	8	118	118	100.0	56.8
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	6	32	32	100.0	50.0
	7	34	33	97.1	69.7
	8	28	28	100.0	53.6
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	6	79	79	100.0	36.7
	7	94	90	95.7	40.0
	8	95	95	100.0	51.6
English Learners	6	12	12	100.0	
	7	--	--	--	--
	8	11	11	100.0	9.1
Students with Disabilities	6	12	12	100.0	16.7
	7	26	26	100.0	23.1
	8	20	20	100.0	20.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	159	159	100.0	22.6
	7	182	177	97.3	20.9
	8	161	161	100.0	29.8
Male	6	55	55	100.0	12.7
	7	82	80	97.6	11.3
	8	75	75	100.0	28.0
Female	6	104	104	100.0	27.9
	7	100	97	97.0	28.9
	8	86	86	100.0	31.4
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	114	114	100.0	15.8
	7	139	136	97.8	19.1
	8	118	118	100.0	29.7
Native Hawaiian or Pacific Islander	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	6	32	32	100.0	37.5
	7	34	33	97.1	21.2
	8	28	28	100.0	35.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	6	79	79	100.0	19.0
	7	94	90	95.7	14.4
	8	95	95	100.0	23.2
English Learners	6	12	12	100.0	
	7	--	--	--	--
	8	11	11	100.0	
Students with Disabilities	6	12	12	100.0	8.3
	7	26	26	100.0	3.9
	8	20	20	100.0	10.0
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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) 210-2500, or contact our PTSA President or our PTA Volunteer Coordinator via our website at 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	2013-14	2014-15	2015-16
Suspensions Rate	6.9	4.4	4.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		88.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	525

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	27	27	5	4	4	6	3	3	6	7	7
Mathematics	27	27	27	3	2	2	6	7	7	6	4	4
Science	27	29	29	2	3	3	9	2	2	4	7	7
Social Science	29	27	27	2	2	2	6	7	7	6	4	4

* 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.

Professional Development provided for Teachers

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9372.07	2196.66	7175.40	75,773.54
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-2.9	-5.6
Percent Difference: School Site/ State			26.4	2.1

* Cells with ♦ do not require data.

Types of Services Funded

Benton Middle School provides an array of support services for students. Services include, Special Education, Gifted and Talented Education (GATE), Visual and Performing Arts, and academic and behavioral interventions. We strive to identify students who require additional support and implement targeted resources to meet their individual needs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.