

Executive Summary School Accountability Report Card, 2008-09

Benicia Unified School District

Matthew Turner

Address: 540 Rose Dr.
Benicia, CA 94510-3761
Principal: Barbara Sanders

Phone: 707-747-8390
Grade Span: K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Matthew Turner Elementary School is located in the City of Benicia. The school was named for after a master shipbuilder who had his shipyard in Benicia during the 1880's. The school was built in north Benicia next to a 50 acre community park and opened in September of 1993. Our community population ranges from middle to upper middle income. Four percent of our students come from low income families as determined by the free and reduced lunch count. Twenty-three full-time teachers provide the educational environment in self-contained classrooms for 500 kindergarten through grade five students. Our school offers an academic program for all levels of student abilities.

Student Enrollment

Group	Enrollment
Number of students	489
African American	6.75%
American Indian or Alaska Native	.82%
Asian	8.59%
Filipino	13.09%
Hispanic or Latino	10.43%
Pacific Islander	0%
White (not Hispanic)	54.81%
Multiple or No Response	5.52%
Socioeconomically Disadvantaged	4.0%
English Learners	3.0%
Students with Disabilities	16%

Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	75%
Mathematics	83%
Science	76%
History-Social Science	n/a

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	921
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

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

Matthew Turner School was inspected by two agencies:

1. Keenan and Associates
 2. Benicia City through the Fire Marshall's office.
- North Bay Insurance Authority report is filed with Maintenance and Operations

Repairs Needed

1. Medium priority for electrical outlet and chemical storage.
2. None

Corrective Actions Taken or Planned

1. Corrected
2. No corrective actions were needed.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	n/a
Visual and Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,199
District	\$5,417
State	\$5,512

School Completion

Postsecondary Preparation

Indicator	Result	Measures	Percent
Graduation Rate	n/a	Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
		Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	72%
Achievement Level - Proficient	30%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	270
Average Scale Score - National	282
Achievement Level - Basic	59%
Achievement Level - Proficient	23%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School
Accountability
Report
Card
(SARC),

which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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

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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2009-10)

This section provides the school's contact information.

School		District	
School Name	Matthew Turner	District Name	Benicia Unified
Street	540 Rose Dr.	Phone Number	707-747-8300
City, State, Zip	Benicia, CA 94510-3761	Web Site	www.beniciaunified.org
Phone Number	707-747-8390	Superintendent	Janice Adams
Principal	Barbara Sanders	E-mail Address	Jadams@beniciaunified.org
E-mail Address	bsanders@beniciaunified.org	CDS Code	48-70524-6111165

School Description and Mission Statement (School Year 2008-09)

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

School Description

Matthew Turner Elementary School is located in the City of Benicia. The school was named for after a master shipbuilder who had his shipyard in Benicia during the 1880's. The school was built in north Benicia next to a 50 acre community park and opened in September of 1993. Our community population ranges from middle to upper middle income. Four percent of our students come from low income families as determined by the free and reduced lunch count. Twenty-three full-time teachers provide the educational environment in self-contained classrooms for 500 kindergarten through grade five students. Our school offers an academic program for all levels of student abilities.

Message From Principal

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Matthew Turner School. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Matthew Turner has a seventeen year tradition for excellence. We focus on promoting academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. Matthew Turner School takes pride in its fine reputation for providing a positive setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to become contributing members of our community, empowered with the knowledge and skills to shape their future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents form the basis of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant in our school. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community.

Mission Statement

The mission of Matthew Turner School is to provide students with a positive and safe learning environment where students are encouraged to achieve to their highest potential, to become contributing members of our community, to be tolerant and respectful of others, and to be empowered with the knowledge and skills to shape their future.

District Mission Statement

By building bridges throughout our historical, culturally-rich and supportive community, our mission is to prepare all students for a successful future in a safe learning environment with diverse opportunities, enriched curriculum and high expectations.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Opportunities for Parental Involvement

Parents are an integral part of Matthew Turner School and serve our community through the Parent Teacher Association and Site Council. Parents volunteer in the computer lab, library, and classrooms. Parents assist with the following programs: art docent, Art Day, Engineering Day, garden, 5th grade Westminster Woods outdoor education, 4th grade Golden State Day, 3rd grade City Hall Day, 2nd grade Campout Day, Multicultural Night, and PTA Socials. Community support and connections are evident through the annual auction, direct donations, and various business partnerships. The parents and staff form a caring team and every effort is made to focus on our students and their path to achieving student success.

For additional information about organized opportunities for parent involvement at Matthew Turner Elementary, please contact Kari Birdseye at 745-6230.

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

School Safety Plan

Matthew Turner School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

Component 1: People and Program: The School Climate

* The staff at Matthew Turner believes that all students should feel safe at school, both physically and emotionally. Our goal is to continue to offer programs to our students focusing on behaviors conducive to a safe learning environment. The staff has implemented classroom management techniques, playground management, and bullying prevention as presented by Robert MacKenzie, author of Setting Limits in the Classroom.

* Implement additional supports for those students whose behavior is challenging their ability to succeed.

* Matthew Turner Parent handbook available to all parents in the office and on the website.

*The Matthew Turner provides parents with school information aligned with marquee and news notes.

* Continue with Special Friends and Second Step individual and small group social skills.

* Class meetings led by classroom teacher to discuss appropriate behaviors and peer group assistance.

* Utilize services of psychologist / SST team for identified students to develop behavior plans.

*Psychologist available for consults.

Our goal is to increase involvement and connectivity when parents and students are given opportunities to enjoy the school activities together.

* Teachers will begin the year with team building activities to develop a sense of community in classrooms and across grade levels.

* All classrooms will have a "buddy class" for the purposes of cross-grade level activities.

* Welcome packet distributed to new families familiarizing them with our district and our school.

* Community building events such as Back to School Night, Fall Social, student performances, Open House, Kindergarten orientation, and Talent Show will continue efforts made to include more families. All events are free to participants.

* Use of the Connect Ed communication system to keep parents apprised of school events and important dates.

Our school is a place where every child feels valued and respected and all parents feel welcomed and appreciated as partners in the education of their students.

* Review the ELL/ EIA resources, assess needs of ELL students, develop goals and action plans, and deliver services accordingly through Reading Specialist and classroom teachers.

* Purchase supplemental materials for ELL students as needed.

* Schedule cultural and ethnic events on the school campuses through an assembly (at least one) and in an evening family event (PTA). Utilize the ethnic characteristics and talents of our diverse population in classroom activities and events.

We will improve the health and wellness of all students by providing instruction and programs to promote choices for healthy, active life styles.

*Utilize CAPON for kindergarten students.

* 1-3rd grade practice of physical education with rotational cycles of skills, games, and exercise.

* Utilize the Community Park for the weekly grade level walk-arounds.

* Continue dialogue with BUSD Maintenance and Operations to relocate the kiln and redesign the room for PE equipment and access for all grade levels.

Component 2: Place: The Schools Physical Environment

The physical environment of Matthew Turner Elementary School is a safe and orderly place for students to learn and grow.

* Safety plan to be revised annually to reflect the changes in staffing and procedures related to emergency responses.

* Staff development provided to review safety plan, crisis response, and team responsibilities in the event of an emergency.

* Students and staff to participate in evacuations related to Code Orange (fire), Code Green (earthquake), and Code Red (intruder)

* Staff provided with identification tags and lanyard for keys.

* Staff to be visible on campus playground, transportation loading areas, and cafeteria.

* When a student leaves campus without permission, the office will immediately be notified. The principal will notify parents and the police.

* A student shall be restrained only in the instance that they are causing physical harm to themselves, another person or if they are causing substantial property damage.

School Safety Plan

- * Repairs will be reported and made on a regular, on-going basis.
 - * Removal of all graffiti the morning after it appears.
 - * Participate in keeping our campus clean through litter pick-up patrols organized by Student Council, Nature Bowl, and Safety patrol.
 - * Continue to explore funding sources for purchase of outdoor tables and benches.
 - * Recondition courtyard planter boxes in preparation for plants.
 - * Continue to work with the garden staff, students, and BUSD grounds on the reconstruction of the garden.
- Maximize school safety by having a practicing knowledge of the responsibilities and procedures in the school safety plan.
- * Ensure consistent supervision of crossing areas.
 - * Assistance with before school traffic with a campus supervisor in the AM
 - * Ensure student's safety when crossing with the assistance of Safety Patrol.
 - * Address the Safe Routes to School site recommendations from 06-07.
 - * Students present permission from parent agreement to follow bike safety rules, and proof of a helmet prior to riding bike to school.
 - * Work with BPD encouraging students to practice bike safety rules in annual bike Rodeo and Walk and Ross week activities.

Component 3: Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

Component 4: Emergency/ Disaster Procedures: In order to ensure the safety of students and school personnel, the School Site Council and school leadership team writes a comprehensive Disaster Preparedness/ Safety Plan. Emergency drills are held once a month and evaluated for effectiveness by the Benicia Fire Department.

Component 5: School Discipline: Matthew Turner School has created a school wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is reviewed at a September Assembly and discussed with all 1st -5th grade students through a power-point presentation. Staff members consistently enforce the school wide standards.

Component 6: Procedures to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

Component 7: Sexual Harassment Policy: Matthew Turner adheres to district policies which prohibit sexual harassment or discrimination of any kind. Staff members are advised of their duty to take prompt action if they become aware of any incidents of harassment.

Component 8: School wide Dress Code: Matthew Turner School sets the following standards for student dress and grooming: the student should be neat and clean at school, not wear clothing that compromises safety or modesty, or that is disruptive to the educational process.

Component 9: Safe and Orderly Environment: Matthew Turner School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1.2	0.2	2.2	8.2	6.2	5.4
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Facility Conditions and Improvements

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

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	25	24	251
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence			1	17

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.7	4.3
All Schools in District	92.0	8.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	91.9	8.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1	495
Psychologist	.4	495
Social Worker	0	n/a
Nurse	1.4	495
Speech/Language/Hearing Specialist	1	495
Resource Specialist (non-teaching)	1	495
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	The state adopted text is <u>Houghton Mifflin Reading</u> and it was adopted according to CA State Standards and curriculum frameworks. All students have text and related instructional materials.	0
Mathematics	The state adopted text is <u>enVision Math</u> and it was adopted according to CA State Standards and curriculum frameworks. All students have text and related instructional materials.	0
Science	The state adopted text is <u>California Science</u> and it was adopted in April 2007 according to CA State Standards and curriculum frameworks. All students have text and related instructional materials.	0
History-Social Science	The state adopted text is <u>Harcourt Brace Reflections</u> and it was adopted and approved in	0

	2006 according to CA State Standards and curriculum frameworks. All students have text and related instructional materials.	
Foreign Language	n/a	0
Health	n/a	0
Visual and Performing Arts	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	4716	517	4199	\$60,037
District	n/a	n/a	5417	\$64,540
Percent Difference – School Site and District	n/a	n/a	2%	-8%
State	n/a	n/a	\$5,512	\$60,994
Percent Difference – School Site and State	n/a	n/a	-24%	-.2%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Types of Services Funded

This school is not a PI school

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,488	\$38,941
Mid-Range Teacher Salary	\$60,617	\$59,686
Highest Teacher Salary	\$76,409	\$77,828
Average Principal Salary (Elementary)	\$98,905	\$94,258
Average Principal Salary (Middle)	\$103,294	\$98,271
Average Principal Salary (High)	\$120,000	\$104,869
Superintendent Salary	\$164,503	\$142,247
Percent of Budget for Teacher Salaries	46.80%	38.20%
Percent of Budget for Administrative Salaries	5.90%	5.90%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	76	75	85	66	65	69	43	46	50
Mathematics	83	83	89	57	57	60	40	43	46
Science	82	76	86	60	61	68	38	46	50
History-Social Science	n/a	n/a	n/a	52	53	56	33	36	41

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	71	71	*	n/a
American Indian or Alaska Native	*	*	*	n/a
Asian	94	97	92	n/a
Filipino	89	96	93	n/a
Hispanic or Latino	83	88	*	n/a
Pacific Islander	*	*	*	n/a
White (not Hispanic)	85	89	90	n/a
Male	80	87	83	n/a
Female	93	92	92	n/a
Economically Disadvantaged	*	67	*	n/a
English Learners	64	73	*	n/a
Students with Disabilities	64	72	83	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.7	32.6	29.2
7	n/a	n/a	n/a
9	n/a	n/a	n/a

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2006	2007	2008
Statewide	10	10	10
Similar Schools	8	8	7

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-12	-9	27	921
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-18	-13	24	920
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities			48	784

Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	14.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	n/a	n/a	n/a	0.3	4.4	3.3	3.5	4.4	3.9
Graduation Rate	n/a	n/a	n/a	98.7	92.6	87.8	83.4	80.6	80.2

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year funded by Title II money. Staff members share their experiences and knowledge with other colleagues. Benicia Unified offers three staff development days annually where teachers are offered an opportunity to work on improving instruction and increasing student learning.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92