

Barbara Benson Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

DataQuest

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Barbara Benson Elementary School
Street	12712 Elizabeth Way
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7531
Principal	Jackie Christy
Email Address	jchristy@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/benson
County-District-School (CDS) Code	30-73643-6030688

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Barbara Benson Elementary is an outstanding California Gold Ribbon and Title I Academic Achievement school that focuses on the educational achievement of all students through rigorous standards and engaging instructional strategies. As a Title I School with 49% socio economically disadvantaged students (SED) and 21% English Language Learners (ELL), many students arrive at school with limited learning experiences and social-emotional challenges. Benson Elementary's 1:1 iPad initiative provides students opportunities to use technology to enhance their learning opportunities and prepare our students with 21st century learning skills. Additionally, the 1:1 technology learning environment increases student engagement and minimizes negative behaviors for all students including the unique population of Special Education students.

Benson Elementary seeks to increase the overall reading achievement of all students through balanced literacy instruction with an emphasis on conferring during ELA and Math instructional blocks. Teachers are supported with Connect Coaches (Teacher On Special Assignment) who directly support teachers through coaching and modeling of best teaching practices. These intensive, grade level specific, lab-model professional development days support teachers in their craft of teaching reading and writing and to ensure high quality instructional practices at Benson Elementary. Benson has two Multi-Tiered Support Systems teachers to support students with reading and math instruction in small group settings. We also have a Multi-Tiered Support Systems paraeducator on staff who works with at-risk students to enhance their academic learning opportunities.

Benson's staff continues to focus on our mission to "Engage all students with 21st century skills to become responsible, well-balanced life-long learners."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	117
Grade 1	52
Grade 2	56
Grade 3	50
Grade 4	49
Grade 5	59
Total Enrollment	383

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	7.6
Filipino	4.4
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.8
White	17.8
Two or More Races	7.3
Socioeconomically Disadvantaged	48.3
English Learners	17.8
Students with Disabilities	17.8
Foster Youth	0.3
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	19	913
Without Full Credential	0	.5	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

On September 9, 2019, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p> <p>Students have access to a school wide library, classroom libraries containing both literature and non-fiction text, as well as access to online fiction and non-fiction stories and articles.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Barbara Benson Elementary School is a beautifully maintained school built in 1960. It closed for a period of time, and re-opened in 1991. The school was refurbished in 2006 with Measure G monies. Recently, an extended parking lot was added to the school. This allowed for more staff to park on site improving traffic flow. Landscape was updated to enhance curb appeal. Benson also received three portables which were painted and created a beautiful new look for the school campus. Carpet was replaced in all classrooms and school buildings during the summer of 2019. Hand painted murals surround the campus. Our grounds are maintained by District staff. Visitors who walk on campus are welcomed by pleasant staff members and safe, happy students, who are surrounded by beautiful flowers and a clean campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/11/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	47	63	62	50	50
Mathematics (grades 3-8 and 11)	39	47	53	53	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	142	97.93	2.07	47.18
Male	83	80	96.39	3.61	41.25
Female	62	62	100.00	0.00	54.84
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	94	96.91	3.09	38.30
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	57.14
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	89	88	98.88	1.12	40.91
English Learners	38	37	97.37	2.63	48.65
Students with Disabilities	25	22	88.00	12.00	13.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	142	97.93	2.07	47.18
Male	83	80	96.39	3.61	46.25
Female	62	62	100.00	0.00	48.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	94	96.91	3.09	36.17
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	61.90
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	89	88	98.88	1.12	36.36
English Learners	38	37	97.37	2.63	43.24
Students with Disabilities	25	22	88.00	12.00	13.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.3	26.3	42.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent. Parents at Benson Elementary participate in activities such as Title I Parent Information meeting, Parent/Teacher Conferences, School Site Council meeting, English Language Advisory Committee meetings, Coffee with the Principal and Parent/Teacher Association events.

The Benson community works together to support students and school programs on a daily basis. We encourage parents to attend parent education opportunities that are offered to educate parents on topics such as homework, responsibility, and positive discipline. Events and workshops that the principal and community liaison prepare include, but are not limited to, "Supporting Your At-Risk Reader" presented by our intervention teacher, "Academic Parent Teacher Team" meetings presented by teachers, and Parents in Action active lunch time organized game play with supplemental evening activities to engage the whole family. In addition, Benson's Parent Teacher Organization (PTO) works hard to raise funds to pay for enrichment programs that support the curriculum. For more information on how to become involved at the school, please contact Jackie Christy at (714) 730 - 7531.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.3	1.0	2.8	2.7	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council (SSC): 2/5/2019 (Pending 1/28/2020)

Date Updated and Approved by SSC: 2/5/2019 (Pending 1/28/2020)

Date Discussed by Staff: 08/08/2019

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	13	9			12	9			13	9		
1	25		2		24		2		25		2	
2	25		2		24		2		26		2	
3	27		2		31		1		30		1	
4	32		1		30		2		30		2	
5	22	1	2		23	1	2		28		2	
Other**	11	1			8	1			11	2		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,872	\$2,704	\$8,168	\$86,095
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	2.9	0.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	4.3	6.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Benson Elementary School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

With a school wide goal of increasing literacy achievement of all students, professional development was provided by Momentum in Teaching consulting group to help teachers execute productive reading and writing workshop lessons. To support teachers in the teaching of mathematical mindsets, professional development with Nicholas Johnson will be part of Title I fund use, as well. Additional Title I funding is used purchase instructional technology (including software subscriptions) to deliver scientifically-based, personalized instruction to improve the achievement of students in the areas of reading and mathematics.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$83,297	\$74,676
Highest Teacher Salary	\$110,872	\$99,791
Average Principal Salary (Elementary)	\$139,850	\$125,830
Average Principal Salary (Middle)	\$158,854	\$131,167
Average Principal Salary (High)	\$162,561	\$144,822
Superintendent Salary	\$329,796	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction. In regards to our educational programs and instruction, our dedicated teachers engage in collaborative planning two Wednesdays each month. The principal provides staff professional development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction in Math (CGI), differentiating instruction, data interpretation and analysis and best first instruction. For the 2017-18 and 2018-19 school years, we contracted with Momentum consultants to provide professional development in the area of Reading and Writing Workshop. For the 2019-20 school year, professional development is offered in the area of mathematical mindsets through Stanford's online YouCubed program.

Benson teachers continue to meet in weekly Professional Learning Communities (PLC) to plan and target instructional practices. The school Leadership Team meets monthly to discuss school-wide timelines, data, and systems to support student learning. Teachers are also supported by instructional coaches. The coaches plan and work with teachers to improve instruction in English Language Arts, Math, and Social Emotional Learning curriculum to ensure success for all students. All new teachers participate in the district's induction program. Non-instructional staff are offered professional development opportunities at the beginning of each school year.