

# Matthew Turner Elementary School

540 Rose Drive • Benicia CA, 94510 • (707) 747-8390 • Grades K-5

Stephen J. Slater, Principal  
sslater@beniciaunified.org

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Benicia Unified School District**

350 East K Street  
Benicia CA, 94510  
(707) 747-8300  
www.beniciaunified.org

### **District Governing Board**

Gethsemane Moss

Sheri Zada

Diane Ferrucci

Mark Maselli

Stacy Holguin

### **District Administration**

Dr. Charles Young  
**Superintendent**

Dr. Leslie Beatson  
**Assistant Superintendent, Ed  
Services**

Dr. Khushwinder Gill  
**Assistant Superintendent, Human  
Resources**

Tim Rahill  
**CBO**

Julie Corona  
**Special Services Director**

### **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. Six percent of our students come from low income families as determined by the free and reduced lunch count. Twenty full-time teachers provide the educational environment in self-contained classrooms for 502 TK through grade five students. Our school offers an academic program for all levels of student abilities.

### **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.

## 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 <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	73
Grade 2	75
Grade 3	77
Grade 4	76
Grade 5	103
<b>Total Enrollment</b>	<b>498</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.4
Asian	5.4
Filipino	10
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.2
White	47
Two or More Races	16.3
Socioeconomically Disadvantaged	13.7
English Learners	5.2
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	0.2

## 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 for Matthew Turner	17-18	18-19	19-20
With Full Credential	20	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Benicia Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	179
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	3

### Teacher Misassignments and Vacant Teacher Positions at Matthew Turner Elementary School

Indicator	17-18	18-19	19-20
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)

### Textbooks and Instructional Materials

Year and month in which data were collected: 1/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The elementary school instructional methodology for literacy is Reading, Writing Workshop by Lucy Caulkins. This instructional methodology uses a wide range of novels and non-fiction reading materials. In addition our primary grade classes uses Guided Reading as a core instructional methodology. Leveled books are used to support this program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	The state adopted text is Every Day Math and it was adopted according to CA State Standards and curriculum frameworks. Percent of students lacking their own assigned textbook: 0
Science	The state adopted text is California Science and it was adopted in April 2007 according to CA State Standards and curriculum frameworks. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	The state adopted text is Harcourt Brace Reflections and it was adopted and approved in 2006 according to CA State Standards and curriculum frameworks. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Marsh Productions The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

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 sites office.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Admin: Fire Alarm repairs.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	MPR: Window closer needing repair
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Modular: ramps new slip proof sheets installed. Admin: Garden needing attention
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	68	53	58	50	50
Math	68	66	52	54	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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.0	33.8	15.6

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	255	98.08	68.24
Male	130	130	100.00	66.92
Female	130	125	96.15	69.60
Black or African American	14	14	100.00	35.71
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	75.00
Filipino	20	20	100.00	80.00
Hispanic or Latino	48	48	100.00	56.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	117	96.69	73.50
Two or More Races	39	39	100.00	71.79
Socioeconomically Disadvantaged	39	38	97.44	57.89
English Learners	21	20	95.24	55.00
Students with Disabilities	20	20	100.00	35.00
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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	256	98.46	66.41
Male	130	130	100.00	69.23
Female	130	126	96.92	63.49
Black or African American	14	14	100.00	28.57
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	76.92
Filipino	20	20	100.00	85.00
Hispanic or Latino	48	48	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	117	96.69	71.79
Two or More Races	39	39	100.00	71.79
Socioeconomically Disadvantaged	39	38	97.44	55.26
English Learners	21	21	100.00	57.14
Students with Disabilities	20	20	100.00	35.00
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.

## 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)

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 media scape room, library, art room, and classrooms. Parents assist with the following programs: art docent, International Night, STEAM Week and Night, garden, 5th grade Westminster Woods outdoor education, 4th grade Coloma outdoor education, 3rd grade City Hall Day, 2nd grade Campout Day, 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 our PTA President at TurnerPTAPresident@gmail.com.

### 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.

**School Safety Plan**

Annually, Matthew Turner Elementary reviews and updates two plans that have been developed to ensure student and staff safety:

1. MTE Emergency Preparedness Plan 2019-20
2. MTE Comprehensive Safety Plan 2019-20

The MTE Emergency Preparedness Plan includes specific procedures for fire, earthquake, disaster and intruder. The plan lists specific staff members and their specific duties.

The Comprehensive Safety Plan includes specific components, goals and activities concerning personal characteristics of our school, our community, our students, a healthy life style, and the physical environment.

Date of Last Review /Update: 1/8/2020

Date Last Reviewed with Staff 8/19/2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.4	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.8	3.2
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

\* 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 (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	24	1	3		22		4		20	1	4	
1	25		3		25		3		24		3	
2	25		3		25		3		24		3	
3	27		3		24		3		26		3	
4	30		3		30		3		30		2	
5	28		3		29		3		30		4	
Other**												

\*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.

### Professional Development provided for Teachers

Benicia Unified School District offers ongoing professional development opportunities to all staff. The District's LCAP/Strategic Plan offers a wide range of support across all academic areas. Professional Development offerings take place before, during and after school and during the summer. Two district wide Professional Development days have been funded by LCAP to support professional growth. Staff Meetings, Site Leadership Teams, department chair meetings, and department and grade-level collaboration are all avenues to provide professional development workshops for our staff.

Guided Reading using the DRA assessment system, Words Their Way, and/or Teacher's College Phonics and Writer's Workshop comprise a balanced literacy program for grades TK-2nd grade. Teachers are implementing Reader's and Writer's Workshop at grades 2-8. Additionally, teachers in grades 2-5 use the Fountas and Pinnell assessment system. In Mathematics, we have adopted Everyday Math as our core curriculum. Our partnership with UC Davis Math Project has strengthened our knowledge of the eight mathematical practices including modeled drawing and fractions. We have a standards aligned report card at grades TK - 5 with district benchmark assessments as support. All common assessments are recorded and used to drive instruction.

At the secondary level, our literacy focus is argument writing, speaking and listening standards through accountable talk and close reading strategies. English teachers in grades 6-8 are using Reader's and Writer's Workshop along with other materials and instructional strategies to provide literacy instruction. Grades 9 and 10 have adopted Common Threads and all English courses have been aligned to the Common Core Standards. In mathematics, we have implemented an integrated pathway adopting CPM instructional materials emphasizing critical thinking strategies to support learning. Teachers in all academic areas have received training and support in the integration of the literacy standards. Social Studies teachers have been trained in DBQ strategies and Science teachers are realigning curriculum to the Next Generation Science Standards.

Our District Strategic Plan/Local Control Accountability Plan identify goals and practices that strengthen instruction and support Professional Development.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,534	\$46,208
Mid-Range Teacher Salary	\$72,010	\$72,218
Highest Teacher Salary	\$91,676	\$92,742
Average Principal Salary (ES)	\$119,811	\$134,864
Average Principal Salary (MS)	\$127,616	\$118,220
Average Principal Salary (HS)	\$129,612	\$127,356
Superintendent Salary	\$200,850	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	6%	6%

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

#### Types of Services Funded

Please see site plan

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,596	\$77	\$5,519	\$79,048
District	N/A	N/A	\$6,159	\$75,443
State	N/A	N/A	\$7,510	\$71,392

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.0	4.7
School Site/ State	-30.6	10.2

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.