



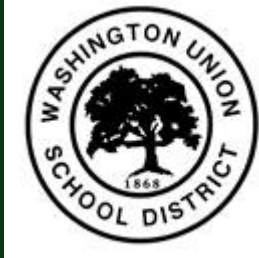
# San Benancio Middle School

43 San Benancio Road • Salinas CA, 93908 • (831) 484-1172 • Grades 6-8

Gina Uccelli, Principal

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



### Washington Union Elementary School District

43 San Benancio Road  
Salinas CA, 93908  
(831) 484-2166

[www.washingtonusd.org](http://www.washingtonusd.org)

#### District Governing Board

John Vorwerck

Kathy LaGrandeur

Tom Mallett

Suzanne du Verrier

Emily Hull-Parsons

#### District Administration

Dee Baker

**Superintendent**

Carissa Edeza

**Principal, Toro Park School**

Whitney Meyer

**Principal, Washington Union  
School**

Gina Uccelli

**Principal, San Benancio Middle  
School**

### School Description

#### Principal's Message

San Benancio Middle School offers a rich array of programs, challenging and engaging instruction and extracurricular activities—all of which encourage students to learn to reach their potential, whether it is through academics, sports, arts, music, or leadership. The school has a long and proud history of academic achievement, thanks to an experienced and dedicated teaching staff and a curriculum that aligns with Common Core State Standards in all content areas.

Students attending San Benancio experience challenging instruction that prepares them well for their high school experience. Graduates of San Benancio are academically successful and are often the student leaders in their high schools, whether in public or private settings. Students at the school perform exceptionally well on State tests and successfully compete in County academic competitions, such as the Spelling Bee and Math Counts.

In addition to academics, students may participate in several instrumental groups, in performance and visual arts, the school's yearbook, team sports, and community service activities. The school's principal and teachers strongly believe that the middle school experience should provide students with an abundance of opportunities to explore a variety of interests.

#### District Mission Statement

- To create a friendly, dynamic learning environment;
- To promote excellence in student academic achievement challenging the ability of each individual;
- To nurture positive personal, social and civic growth and responsibility; and
- To install a lifelong love of learning

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	112
Grade 7	113
Grade 8	100
<b>Total Enrollment</b>	<b>325</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.6
Asian	8.9
Filipino	1.8
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.6
White	65.5
Two or More Races	4.9
Socioeconomically Disadvantaged	6.5
English Learners	0.6
Students with Disabilities	9.2
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
San Benancio Middle School	14-15	15-16	16-17
With Full Credential	15	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Washington Union Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	42
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
San Benancio Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The District selects textbooks in a cooperative effort with the three schools in the District. During the year, a committee composed of teachers and an administrator, examines all the State-approved textbooks in a content area. The textbooks are evaluated on their alignment with the Common Core State Standards, their appropriateness for the District, their clarity, the teacher support materials, and their instructional appeal. Once the committee has made a recommendation, the District's Governing Board then reviews and takes action on it.

Once the District adopts the textbook, each student receives a copy of the book. The District has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: 09/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: Pearson, Ready Gen <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	2015: Houghton-Mifflin, GoMath! <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	2007: Focus on Earth, Glencoe/McGraw-Hill (Grade 6) 2007: Focus on Life, Glencoe/McGraw-Hill (Grade 7) 2007: Focus on Physical, Glencoe/McGraw-Hill (Grade 8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	2006: Ancient Civilizations, Pearson Prentice Hall (Grade 6) 2006: Medieval & Early Modern Times, Pearson Prentice Hall (Grade 7) 2006: America, History of Our Nation, Pearson Prentice Hall (Grade 8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

San Benancio Middle School is composed of 16 classrooms that house approximately 320 students. The Washington Union School District Office is also located on the campus. The first building at San Benancio Middle School was constructed in 1961. Since that time, the school has added three classroom wings, an office and library, a multipurpose room, and in 1992, a gymnasium with a capacity for 649 students.

In March 2001, the District passed a \$13 million bond, which funded the modernization of all the classrooms on San Benancio's campus and the construction of a new math and science complex.

The modernization of all the school's classrooms included new heating and cooling systems, new cabinetry, and flooring, paint, and window coverings for each classroom. Work completed in the fall of 2003 included the school's new science and math complex, new restroom facilities, and an updated room designed for the District's Art Docent Program.

A new and expanded media center, including a 30-computer lab and a second 8-computer lab, was added. All classrooms and the computer lab are connected to the internet.

The staff is committed to providing a positive learning environment that allows teachers to teach and the opportunity for students to learn.

The school's library holds a collection of 8,364 books, or 23 books for each student on campus. The school has used State library funds and a generous donation from the Parents' Club to update its library collection.

The school's playing fields contain a baseball diamond and soccer field, a track, and six basketball courts.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10-17-2016

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

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	95	86	95	90	87	93	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	13.8	32.1	47.7

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	76	79	74	78	44	48
<b>Math</b>	52	65	60	68	34	36

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

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	101	100	99.0	95.0
Male	44	43	97.7	97.7
Female	57	57	100.0	93.0
Hispanic or Latino	16	16	100.0	93.8
White	61	60	98.4	95.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	111	109	98.2	77.8
	7	112	110	98.2	78.2
	8	101	101	100.0	82.0
Male	6	53	51	96.2	70.6
	7	55	55	100.0	72.7
	8	44	44	100.0	79.1
Female	6	58	58	100.0	84.2
	7	57	55	96.5	83.6
	8	57	57	100.0	84.2
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	13	12	92.3	91.7
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	14	14	100.0	50.0
	7	23	23	100.0	69.6
	8	16	16	100.0	62.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	6	79	77	97.5	82.9
	7	72	71	98.6	77.5
	8	61	61	100.0	83.3
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	6	--	--	--	--
	7	--	--	--	--
Students with Disabilities	6	16	15	93.8	40.0
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	111	109	98.2	69.2
	7	112	110	98.2	53.6
	8	101	101	100.0	72.2
Male	6	53	51	96.2	72.5
	7	55	55	100.0	56.4
	8	44	44	100.0	72.5
Female	6	58	58	100.0	66.1
	7	57	55	96.5	50.9
	8	57	57	100.0	71.9

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	13	12	92.3	83.3
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	14	14	100.0	28.6
	7	23	23	100.0	34.8
	8	16	16	100.0	68.8
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	79	77	97.5	74.7
	7	72	71	98.6	53.5
	8	61	61	100.0	70.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	6	--	--	--	--
	7	--	--	--	--
Students with Disabilities	6	16	15	93.8	13.3
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

School Site Council (SSC) is composed of parents and school staff. The SSC meets monthly to review the Single Plan for Student Achievement, receive updates on school programs, and approve the school's disaster plan.

Parents' Club provides funds for school activities, such as assemblies and other student-centered activities. The club meets monthly and is composed of parents and a teacher representative from the school. The Parents' Club hosts the District fall carnival, which annually raises approximately \$20,000. The club also sells T-shirts and sweatshirts featuring the District's logo, with the proceeds from these sales used to support school activities.

Washington Union Education Foundation (WUEF) is a volunteer organization within the District that raised over \$200,000 last year to support academic enrichment programs for the District. The WUEF Board is composed of parents within the District and holds two major fundraisers each year: the annual Fall Campaign, and the Dinner Dance and Auction, and held an additional dinner and silent auction this past fall. WUEF helps the District fund the fine arts, music, and technology for all of our students.

Other programs that rely on parent and volunteer support are the Art Docent Program, the Eighth Grade Speakers' Series, the Music Program, the Graduation Committee, the Strategic Planning Committee, the District Curriculum and Advisory Committee, and the School Dance Committee.

### State Priority: School Climate

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

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

### School Safety Plan

Students attend school in a safe environment. The District supplies supervisory staff for recess and lunch. Support staff members monitor loading and unloading of the buses, and students participate in annual bus safety and evacuation drills.

The school maintains a closed campus where students are carefully accounted for and checked in and out through the school office. The school ensures safety for students by having all visitors check in at the office. Parent volunteers and other visitors wear ID badges, identifying them as visitors to the campus.

San Benancio Middle School's Safety Plan is reviewed and updated annually and includes accurate descriptions of room evacuation routes and designated persons responsible in times of emergencies. The Safety Plan includes procedures and emergency evacuation for all situations ranging from a hostile intruder on campus to an earthquake or fire. A copy of the plan is kept on file in the school office for parents to examine. Our school staff reviews the plan at the beginning of each year, and also reviews emergency procedures with the students. Monthly fire and quarterly emergency drills reinforce safety precautions. The Salinas Rural Fire Department conducts an emergency audit each year to assure compliance with State laws.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on December 15, 2016

A phone tree has been established to dispense information to our site staff in the event of an emergency such as flood, earthquake, natural disaster, or possible terrorism.

Several school staff members have received first aid training, including the health clerk. Student emergencies are handled quickly and appropriately. Parents are contacted immediately and, if necessary, 911 emergency personnel are contacted.



### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.8	2.0	0.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.7	1.0	0.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.30
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist	0.00
Other	2.35
Average Number of Students per Staff Member	
Academic Counselor	---

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	27	27	2	1	1	14	16	16			
Mathematics	26	28	28	1			7	8	8			
Science	26	28	28				8	8	8			
Social Science	26	28	28	1			7	8	8			

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

#### Professional Development provided for Teachers

The District devotes one-half day during every school year to teachers' professional development. In addition to 16 restructured days, the District uses one minimum day for teacher collaboration and professional development. Three additional minimum days support teachers in report card completion. The District's Strategic Plan, current changes in State Standards and textbooks, teacher feedback about training needs, and local and State requirements govern the training content each year.

Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices. Teachers are encouraged to enroll in college and university courses related to their assignment; completion of these courses entitles them to advance on the District's salary schedule. Teachers new to the profession participate in the Beginning Teacher Support and Assessment (BTSA) program, designed to support new teachers through training and individual coaching.

In 2015-16, the District offered staff training in the following areas:

- Special Education workshops
- Beginning Teacher Induction workshops
- Training in the Math adoption

- Bus Driver Training
  - Special Ed Aide and staff training for Learning Center
- \*Mandated Reporter Training

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,330	\$41,085
Mid-Range Teacher Salary	\$61,111	\$59,415
Highest Teacher Salary	\$79,324	\$75,998
Average Principal Salary (ES)	\$97,628	\$100,438
Average Principal Salary (MS)	\$108,370	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$141,351	\$116,069
Percent of District Budget		
Teacher Salaries	37%	33%
Administrative Salaries	6%	7%

\* 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

Title 1: Students in grades K-3 are supported by these funds. Early intervention is provided to identified students by instructional assistants and certificated teachers.

Class Size Reduction (CSR): The District participates in the Class Size Reduction program for K-3 grade levels. Student enrollment in these classes is kept at a maximum enrollment of 25 students.

Special Education: Students who have been identified as having a specific learning disability qualify for additional services through the District's Special Education Program. Special education students at each school receive services from a resource specialist, or a speech and language pathologist, in alignment with the goals and objectives on their Individualized Education Plan (IEP). Students with more severe disabilities receive services from the Monterey County Office of Education's Special Education program.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,296.66	\$654.78	\$4,641.88	\$58,043
District	◆	◆	\$6,423.26	\$65,650
State	◆	◆	\$5,677	\$60,985
Percent Difference: School Site/District			-27.7	-11.6
Percent Difference: School Site/ State			-18.2	-4.8

\* Cells with ◆ do not require data.