



# San Benancio Middle School

43 San Benancio Rd. • Salinas • (831) 484-1172 • Grades 6-8

Joe Carnazzo, Principal

[jcarnazzo@washingtonusd.org](mailto:jcarnazzo@washingtonusd.org)

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

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

Kathy Bozzo, DC, President

Hope Tinney, Clerk

John Vorwerck

Kathy LaGrandeur

Sara Young

#### District Administration

Gina Uccelli

**Superintendent**

Carissa Edeza

**Principal Toro Park School, Director  
of Special Education**

Whitney Meyer

**Principal Washington Union  
School, Director of Curriculum**

Joe Carnazzo

**Principal San Benancio Middle  
School, Director of Technology**

### 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 <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
Grade 6	109
Grade 7	109
Grade 8	99
Total Enrollment	317

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
Asian	7.9
Filipino	1.3
Hispanic or Latino	22.4
White	60.3
Two or More Races	6.3
Socioeconomically Disadvantaged	9.1
English Learners	0.9
Students with Disabilities	6.6

## 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 San Benancio Middle	17-18	18-19	19-20
With Full Credential	15	14	16
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	1	1

Teacher Credentials for Washington Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	1

## Teacher Misassignments and Vacant Teacher Positions at San Benancio Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	1
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)**

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: 11/2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: Pearson, Ready Gen (6th Grade) 2017: Teacher Created Curriculum (7th and 8th Grade)  <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	2019: Early Ages, Pearson MyWorld (Grade 6)  2019: World History, Pearson MyWorld (Grade 7)  2019: American History, Pearson MyWorld (Grade 8)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	2019: Human Relations Media <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

San Benancio Middle School is composed of 16 classrooms that house approximately 300 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. All classrooms and the computer lab are connected to the internet.

San Benancio Middle School has four travelling carts of 30 Chromebooks, bringing our inventory to approximately 120 devices.

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

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: 10-24-2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	.
<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	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<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	75	76	74	72	50	50
Math	64	57	62	57	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.

### 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	320	313	97.81	75.72
Male	168	163	97.02	69.33
Female	152	150	98.68	82.67
Black or African American	--	--	--	--
Asian	25	25	100.00	92.00
Filipino	--	--	--	--
Hispanic or Latino	73	70	95.89	57.14
White	191	187	97.91	80.21
Two or More Races	21	21	100.00	76.19
Socioeconomically Disadvantaged	31	31	100.00	58.06
English Learners	12	12	100.00	75.00
Students with Disabilities	23	22	95.65	40.91

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.

### 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
7	7.4	24.1	62.0

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.

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	320	313	97.81	56.55
Male	168	163	97.02	60.74
Female	152	150	98.68	52.00
Black or African American	--	--	--	--
Asian	25	25	100.00	88.00
Filipino	--	--	--	--
Hispanic or Latino	73	70	95.89	41.43
White	191	187	97.91	55.61
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	31	31	100.00	35.48
English Learners	12	12	100.00	58.33
Students with Disabilities	23	22	95.65	18.18

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)

School Site Council (SSC) is composed of parents and school staff. The SSC meets monthly to review the School 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 \$12,000. 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 State priority: School Climate (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 November 29, 2018

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.9	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.9	0.5
Expulsions Rate	0.0	0.0	0.0

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.1
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 (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	3	16		21	3	16		24	1	16	
Mathematics	24	1	8		20	2	8		23	1	8	
Science	27		7		25		8		26	1	7	
Social Science	27		8		25		8		26		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**

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

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 2017-18, the District offered staff training in the following areas:**

- \*Beginning Teacher Induction Program
- \*Mandated Reporter Training
- \*Trauma Informed Teaching
- \*Oppositional Defiance Disorder Management
- \*Next Generation Science Standards
- \*Multi-Tiered Systems of Support
- \*Newly adopted Social Studies Framework
- \*STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- \*Universal Design for Learning
- \*Consolidated Application



**In 2018-19, the District will offer staff training in the following areas:**

- \*Beginning Teacher Induction Program & Administrator Induction
- \*Mandated Reporter Training
- \*Trauma Informed Teaching
- \*SELPA Behavior Series
- \*Teacher and Student Technology in the Classroom
- \*Positive Behavior Intervention Systems
- \*Next Generation Science Standards
- \*STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- \*Universal Design for Learning

**In 2019-20, the District will offer staff training in the following areas:**

- \*Beginning Teacher Induction Program & Administrator Induction
- \*Mandated Reporter Training, Sexual Harassment, Pest Management, Blood Borne Pathogens
- \*SELPA Behavior Series & Autism Training
- \*Teacher and Student Technology in the Classroom
- \*Next Generation Science Standards and California Science Test
- \*STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- \*Math: Articulation, Equity and Access, and CAASPP Performance Tasks
- \*Understanding of Data Analysis
- \*IXL Implementation
- \*Safety and Situational Awareness

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,893	\$45,252
Mid-Range Teacher Salary	\$63,265	\$65,210
Highest Teacher Salary	\$83,470	\$84,472
Average Principal Salary (ES)	\$98,578	\$107,614
Average Principal Salary (MS)	\$101,758	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$135,195	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	31%
Administrative Salaries	5%	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 I: 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,296.66	\$654.78	\$4,641.88	\$58,043
District	N/A	N/A	\$6,423.26	\$65,236.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.7	-11.6
School Site/ State	-18.2	-4.8

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.

Title IV: Funds were used to support STEM learning activities and the creation of a STEM classroom in 2019

#### **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.