



# SAN ANTONIO ELEMENTARY

67550 Lockwood Jolon Rd., Lockwood, CA 93932 • (831) 385-3051  
Linda Irving, Superintendent

## School Accountability Report Card

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the San Antonio Elementary School at 831-385-3051.

### School Profile

San Antonio Elementary is one of one elementary school in the San Antonio Union Elementary School District. Our school is located in the San Antonio Valley, between San Antonio Lake and Fort Hunter Liggett, in the very small town of Lockwood. We currently average approximately 200 students, grades K-8. The history of our school dates back to around 1860. Several very small districts joined together in the very early years to form our single school district. Our current school site was built in 1974 and houses the Bryson-Pleyto school bell, which was donated when transportation became available in the early 1960's and the Bryson-Pleyto students began attending San Antonio School. The community surrounding our area consists of vineyards, old family homes on acreage, a military base, some mobile home parks, a couple of little stores, an apple farm, the river and the lake. Many ranches have cattle, horses and other livestock, and the 4-H Club is very active.

Curriculum is focused on California State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and interactive programs such as; Family Day, sports, classroom curriculum, etc.

During the 2006/07 school year, K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Mission Statement: We are committed to providing a balanced, quality education through a positive, safe and nurturing environment for our students and staff.

### Parent Involvement

Our Parent Teacher Organization (PTO) sponsors Fun Nights, a Fall Festival, two Scholastic Book Fairs and a Talent Show. We also have parents who help in the classrooms and who coach the athletic teams. The Monterey County Reads Program has parents as well as community members who participate. Parents also serve as School Site Council Members and as members of our Governing Board.

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

#### Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	29	22	24
1st	19	29	16
2nd	23	16	26
3rd	25	21	22
4th	26	24	20
5th	17	26	25
6th	19	16	19
7th	12	24	21
8th	25	10	20

### Enrollment By Program

During the 2006/07 school year 193 students were enrolled at San Antonio Elementary, of which 10% were students with disabilities, 3% were English Learners, and 39% were socioeconomically disadvantaged.



## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from three Teacher Aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	05	06	07	05	06	07	05	06	07	05	06	07
By Grade Level												
1st	16	17	0	1	1	0	0	0	0	0	0	0
2nd	0	16	14	0	1	1	0	0	0	0	0	0
3rd	16	21	22	1	0	0	0	1	1	0	0	0
4th	16	24	20	1	0	1	0	1	0	0	0	0
5th	17	26	23	1	0	0	0	1	1	0	0	0
6th	19	16	19	1	1	1	0	0	0	0	0	0
7th	12	24	21	1	0	0	0	1	1	0	0	0
8th	25	10	20	0	1	1	1	0	0	0	0	0
K	15	17	19	2	1	1	0	0	0	0	0	0
K-3	16	17	17	2	1	2	0	0	0	0	0	0
4th-8th	0	0	0	0	0	0	0	0	0	0	0	0

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. San Antonio Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2004-05	2005-06	2006-07
K	100%	100%	100%
1st	100%	100%	0
2nd	0	100%	100%
3rd	100%	0	0
K-3	100%	100%	100%

## Safe School Plan

Safety of students and staff is a primary concern of San Antonio Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 11/15/2006 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff and classified staff, and classified staff supervise students during lunch. Occasionally Parent volunteers help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the office any time they are at the school.

## Discipline & Climate for Learning

Students at San Antonio Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and

acceptance of others. The goal of San Antonio Elementary discipline program is to guide students to be responsible for their own behavior. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: 4-H, Boy Scouts, and Girl Scouts. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored team that competes with other schools in the area. Athletic programs include: Volleyball, Basketball, Softball, and Football.

San Antonio School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teachers.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	7	14	0	0	0	0
Suspension Rate	3.59%	7.45%	0.00%	0.00%	0.00%	0.00%
Expulsions	0	0	3	0	0	3
Expulsion Rate	0.00%	0.00%	1.55%	0.00%	0.00%	1.55%

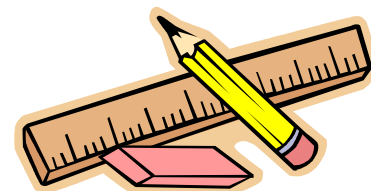
## School Facilities

San Antonio Elementary was originally constructed in 1974 and is comprised of 13 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 1 playground.

**Cleaning Process:** The Superintendent works daily with 2 full-time custodial staff to ensure that the cleaning of the school is maintained to provide a clean and safe school. The district governing board has adopted cleaning standards for our school. A summary of these standards are available at the district office for review.

**Maintenance and Repairs for the District** are completed as necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$8,106 for the deferred maintenance program. During the 2006/07 school year, the district's governing board did approve deferred maintenance projects for the next school year, which included the remodeling of the Cafeteria.



### School Facility Conditions

Date of Last Inspection: 05/23/2007

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

### Teacher Assignment

San Antonio Union Elementary recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, San Antonio Elementary had 12 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

#### Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	13	12	12	12
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

#### Misassignments/Vacancies

	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

### Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

#### NCLB Compliant Teachers

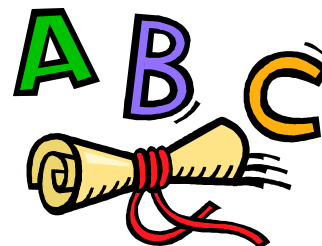
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

### Substitute Teachers

The San Antonio Union Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at San Antonio Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Superintendent assumes the role of substitute.

### Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. San Antonio Union Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.



## Counseling & Support Staff

It is the goal of San Antonio Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The superintendent contacts outside agencies to meet the needs of the district. The 2006-07 school year brought the beginnings of counseling for 7-8th grades 4 hours every other week. The table lists the support service personnel available at San Antonio Elementary.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	As Needed
Instructional Aides	3	2.25
Librarian	1	.75
Occupational Therapist	1	As Needed
Speech/Language Specialist	1	.1

## Curriculum Development

All curriculum development in the San Antonio Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Superintendent, to align with the state standards, district goals, and the statewide assessment program.

The Superintendent sets the tone for the kind of instruction that is offered and the strategies that are used. She also works to provide the kind of materials and equipment needed to present learning in the most exciting and positive styles.

The School Site Council, composed of teachers and community members, works on school improvement programs and extra-curricular activities.

Assisting with instructional delivery is the Student Intervention Team. This group meets to discuss specific students having difficulty and recommends strategies to teachers and parents.

The school's Special Education Program is available for students with identified learning disabilities and student assessments.

School staff meetings are held weekly at which information for teachers is provided and discussions of issues takes place. Minimum days are scheduled monthly to provide staff development for teachers and staff.

During the 2006/07 school year, changes to the curriculum included: GEMS Science Kits for hands on Science.

## Instructional Materials

San Antonio Union Elementary held a Public Hearing on September 20, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### District-Adopted Textbooks

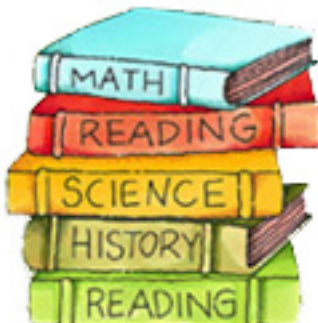
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-8	Language Arts	Houghton-Mifflin	2004	Yes
7th-8th	Mathematics	Prentice Hall	2002	Yes
K-6	Mathematics	Scotts Foresman	2002	Yes
K-8	Science	McGraw-Hill	2001	Yes
K-6	Social Studies	Harcourt	2006	Yes
7th-8th	Social Studies	Holt, Reinhart and Winston	2006	Yes

## District Expenditures

San Antonio Union Elementary spent an average of **\$8,000.68** to educate each student, based on the 06-07 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted and restricted sources with other schools in the district and throughout the state.

### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$8,001
From Restricted Sources	\$2,560
From Unrestricted Sources	\$5,440
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	10.06%



## District Revenue Sources

In addition to general state funding, San Antonio Elementary receives state and federal funding for the following categorical funds and other support programs: Title I-Part A, Title II-Part A, Title IV-Part A, Title V-Part A, Title VI REAP Flexibility, Title VI Small Rural School Achievement, School Safety and Violence Prevention, Economic Impact AID, and PEER Assistance Review. The district also receives AB825 Block Grants for School Improvement/Library and Staff Development.

Two Grants were applied for in 2006/07 which resulted in additional funds to begin an afterschool program and to purchase a much needed new school bus.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$36,562	\$36,760
Mid-Range Teachers	\$43,538	\$52,816
Highest Teachers	\$57,024	\$64,666
Elementary School Principals	-	\$83,075
Middle School Principals	-	\$86,138
High School Principals	-	-
Superintendent	\$95,625	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.9%	38.5%
Administrative Salaries	5.6%	6.4%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-2006 financial statements).

Average Teacher Salaries	
School & District	
School	\$41,929
District	\$41,554
Percentage of Variation	0.90%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	22.55%



# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5												
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07									
<b>All Students</b>																											
School	50	26	67	30	29	21	43	59	58	64	46	52	55	52	46	58	33	36	50	50	43	74	42	79	31	42	52
District	50	26	67	30	29	21	43	59	58	64	46	52	55	52	46	58	33	36	50	50	43	74	42	79	31	42	52
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
<b>Males</b>																											
School	45	18	64	29	*	27	33	67	*	27	53	64	64	*	40	58	50	*	27	73	*	36	60	*	36	60	
District	45	18	64	28	0	27	33	66	0	*	27	53	64	54	63	65	0	40	59	50	0	*	27	74	*	36	60
State	39	43	44	29	33	33	44	46	48	37	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
<b>Females</b>																											
School	54	*	71	*	*	*	50	*	64	*	62	*	46	*	35	*	*	*	43	*	55	*	54	*	*	46	*
District	54	0	70	*	0	0	50	0	63	*	61	0	46	0	36	*	0	0	43	0	54	*	54	0	*	46	0
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
<b>Socioeconomically Disadvantaged</b>																											
School	*	*	73	*	*	9	33	*	*	*	25	*	*	*	36	*	*	27	33	*	*	*	17	*	*	25	*
District	*	0	73	*	0	9	33	0	0	*	25	0	*	0	36	*	0	27	33	0	0	*	16	0	*	25	0
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
<b>Caucasian</b>																											
School	40	25	64	33	23	21	50	60	67	67	54	61	47	50	41	61	23	36	57	53	50	73	54	78	33	62	61
District	40	25	64	33	23	21	50	60	67	67	53	61	46	50	41	61	23	35	57	53	50	73	54	78	34	62	62
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
<b>Language Arts</b>																											
	6		7		8		6		7		8		8														
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07												
<b>All Students</b>																											
School	45	58	30	*	69	55	39	38	67	45	59	42	*	73	45	23	47	36	15	38							
District	45	58	30	*	69	55	39	38	67	45	59	42	*	73	45	23	47	36	15	38							
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35							
<b>Males</b>																											
School	46	*	*	*	64	*	42	*	67	38	*	*	*	82	*	*	42	39	*	42							
District	46	0	0	*	63	0	42	0	67	39	0	0	*	82	0	0	41	39	0	41							
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36							
<b>Females</b>																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
District	*	0	0	*	0	0	*	0	0	*	0	0	*	0	0	0	0	0	0	0							
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33							
<b>Socioeconomically Disadvantaged</b>																											
School	*	*	*	*	*	*	17	*	*	*	*	*	*	*	*	*	*	9	*	*							
District	*	0	0	*	0	0	17	0	0	*	0	0	*	0	0	0	0	9	0	0							
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20							
<b>Caucasian</b>																											
School	50	55	*	*	69	*	45	42	69	50	55	*	*	77	*	25	46	42	17	46							
District	50	54	0	*	69	0	45	42	69	50	54	0	*	77	0	25	46	43	17	46							
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52							

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3		7		07		3		7			
	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>												
School	38	43	25	*	63	61	46	38	36	*	89	61
District	38	43	25	*	63	61	46	38	36	*	89	61
State	36	37	38	46	46	47	55	55	56	49	50	47

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## Physical Fitness

In the spring of each year, San Antonio Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone		
2006-07 Test Results		
	5th Grade	7th Grade
<b>School</b>		
School Overall	24.0%	52.9%
School (Boys)	33.3%	*
School (Girls)	*	*
<b>District</b>		
District Overall	24.0%	52.9%
District (Boys)	33.3%	*
District (Girls)	*	*
<b>State</b>		
State Overall	24.6%	29.4%
State (Boys)	22.4%	27.2%
State (Girls)	26.9%	31.8%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	6	6	
Similar Schools Rank	4	5	4	
<b>All Students</b>				
Actual Growth	1	8	-10	757
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-	-	-36	673
<b>Caucasian</b>				
Actual Growth	-19	11	-17	753

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*

## California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## School Leadership

Leadership at San Antonio Elementary is a responsibility shared between district administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Superintendent Linda Irving. Ms. Irving has 19 years of experience in education with positions as teacher and administrator. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: PTO and School Site Council.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated three days to staff development annually for the past three years for the whole staff. Various Workshops and Conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2006/07 school year included: Writing Workshop with Scott Purdy and SPARKS:Physical Education Grades K-8.

## Instructional Time (includes Minimum days)

For the 2006/07 school year, San Antonio Elementary offered 180 days of instruction, comprised of 160 regular days. The additional 20 minimum days were utilized for: Parent/Teacher Conferences and staff meetings for training and to discuss curriculum. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	56,400
2nd	50,400	56,400
3rd	50,400	56,400
4th	54,000	58,800
5th	54,000	58,800
6th	54,000	58,800
7th	54,000	58,800
8th	54,000	58,800

## Data Sources

Data within the SARC was provided by San Antonio Union Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of King City and Paso Robles, which contain numerous computer workstations.

