



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 2007/08 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 By Program

During the 2007/08 school year 202 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.



Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.0%
American Indian	3.5%
Asian	1.5%
Caucasian	60.4%
Filipino	1.0%
Hispanic or Latino	28.2%
Pacific Islander	1.0%
Multiple or No Response	2.5%

Enrollment Trend by Grade Level

2005-06 2006-07 2007-08

	2005-06	2006-07	2007-08
K	22	24	25
1st	29	16	21
2nd	16	26	24
3rd	21	22	29
4th	24	20	22
5th	26	25	23
6th	16	19	27
7th	24	21	15
8th	10	20	16

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
By Grade Level												
K	17	19	18	1	1	1	-	-	-	-	-	-
1	17	-	-	1	-	-	-	-	-	-	-	-
2	16	14	-	1	1	-	-	-	-	-	-	-
3	21	22	23	-	-	-	1	1	1	-	-	-
4	24	20	22	-	1	-	1	-	1	-	-	-
5	26	23	22	-	-	-	1	1	1	-	-	-
6	16	19	27	1	1	-	-	-	1	-	-	-
K-3	17	17	19	1	2	2	-	-	1	-	-	-
By Subject Area												
English	-	-	12	-	-	2	-	-	-	-	-	-

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		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	0%	0%
2	100%	100%	0%
3	0%	0%	0%

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 during February 2008 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 a 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	14	42	12	0	42	12
Suspension Rate	7.4%	21.8%	5.9%	0.0%	21.8%	5.9%
Expulsions	0	4	2	0	4	2
Expulsion Rate	0.0%	2.1%	1.0%	0.0%	2.1%	1.0%

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.

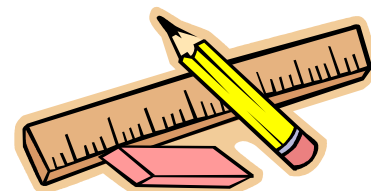
Cleaning Process: The Superintendent works daily with 2 full-time custodial staff to ensure that the cleaning of the school is maintained to provide a clean and safe school. The district governing board has adopted cleaning standards for our school. A summary of these standards are available at the district 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 2007/08 school year the district allocated \$8,106 for the deferred maintenance program. During the 2007/08 school year, the district's governing board approved an Extreme Hardship deferred maintenance project and a Modernization Project which will be completed during 2008/09.

The district completed a remodel of the Cafeteria Kitchen which included a new counter, larger sink, and a dishwasher.

School Facility Conditions				
Date of Last Inspection: 5-23-2007				
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 2007/08 school year, San Antonio Elementary had 12.5 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	12	12	12	12
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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 2007/08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

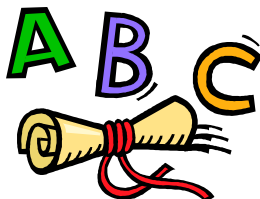
Highly Qualified Teachers

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	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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 led 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. This support has continued during the 2007/08 school year. 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 2007/08 school year, changes to the curriculum included: Adoption of a new Math Program: K-5 Sadlier Oxford and 6-8 McDougal Littell.

Instructional Materials

San Antonio Union Elementary held a Public Hearing on September 19, 2007, 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. Science materials have received a waiver from the California Department of Education and will be purchased during the 2008-2009 school year. 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
6th-8th	Mathematics	McDougal Littell	2008	Yes
K-5	Mathematics	Sadlier Oxford	2008	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 **\$10,290** 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	\$10,290
From Restricted Sources	\$3,086
From Unrestricted Sources	\$7,204
District	
From Unrestricted Sources	\$7,204
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	35.92%

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 V-Part A, 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.

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		
2006-07		
	District	State
Beginning Teachers	\$37,111	\$37,322
Mid-Range Teachers	\$44,191	\$53,824
Highest Teachers	\$57,879	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	\$95,000	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.6%	37.6%
Administrative Salaries	5.9%	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 2007-2008 financial statements).

Average Teacher Salaries	
School & District	
School	\$0
District	\$42,139
Percentage of Variation	
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	

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			Social Science					
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
School	58	30	57	69	55	35	38	67	56	59	42	48	73	45	36	23	47	63	15	38	69
District	58	30	57	69	55	35	38	67	56	59	42	48	73	45	36	23	47	63	15	38	69
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	*	*	64	64	*	*	*	67	*	*	*	50	82	*	*	*	42	*	*	42	*
District	0	0	64	63	0	0	0	67	0	0	0	50	82	0	0	0	41	0	0	41	0
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Caucasian																					
School	55	*	64	69	*	36	42	69	*	55	*	57	77	*	27	25	46	*	17	46	*
District	54	0	65	69	0	36	42	69	0	54	0	57	77	0	27	25	46	0	17	46	0
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

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

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												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	26	67	31	29	21	38	59	58	45	46	52	59	52	46	37	33	36	45	50	43	55	42	79	54	42	52	41
District	26	67	31	29	21	38	59	58	45	46	52	59	52	46	37	33	36	45	50	43	55	42	79	54	42	52	41
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	18	64	23	*	27	50	67	*	50	27	53	55	55	64	46	*	40	58	50	*	58	27	73	55	36	60	36
District	18	64	23	0	27	50	66	0	50	27	53	54	54	63	46	0	40	58	50	0	58	27	74	54	36	60	36
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	*	71	*	*	*	29	*	64	*	62	*	62	*	35	*	*	*	35	*	55	*	54	*	54	46	*	46
District	0	70	0	0	0	30	0	63	0	61	0	61	0	36	0	0	0	36	0	54	0	54	0	54	46	0	46
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	*	73	*	*	9	*	*	*	*	25	*	*	*	36	*	*	27	*	*	*	*	17	*	*	25	*	*
District	0	73	0	0	9	0	0	0	0	25	0	0	0	36	0	0	27	0	0	0	0	16	0	0	25	0	0
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Caucasian																											
School	25	64	36	23	21	38	60	67	50	54	61	59	50	41	18	23	36	48	53	50	58	54	78	65	62	61	41
District	25	64	36	23	21	39	60	67	50	53	61	59	50	41	18	23	35	48	53	50	58	54	78	65	62	62	41
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*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			3			7		
		06	07	08	06	07	08	06	07	08	06	07	08
		All Students											
School		43	25	48	63	61	47	38	36	48	89	67	35
District		43	25	48	63	61	47	38	36	48	89	67	35
State		37	38	38	46	47	49	55	56	56	50	51	52
		Males											
School		*	20	50	64	*	*	*	40	67	91	*	*
		Females											
School		*	*	47	*	*	*	*	*	35	*	*	*
		Socioeconomically Disadvantaged											
School		*	9	*	*	*	*	*	36	*	*	*	*
		Caucasian											
School		38	21	43	77	*	45	23	36	52	100	*	36

*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.

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			
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	6	5	
Similar Schools Rank	5	4	1	
All Students				
Actual Growth	8	-10	2	758
Socioeconomically Disadvantaged				
Actual Growth	-	-36	-4	668
Caucasian				
Actual Growth	11	-17	10	761

Percentage of Students in Healthy Fitness Zone		
2007-08 Test Results		
	5th Grade	7th Grade
School		
School Overall	54.2%	35.3%
School (Boys)	54.5%	*
School (Girls)	53.8%	*
District		
District Overall	54.2%	35.3%
District (Boys)	54.5%	*
District (Girls)	53.8%	*
State		
State Overall	28.5%	32.9%
State (Boys)	25.5%	30.2%
State (Girls)	31.6%	35.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.		



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	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
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 (2008-09)	-	-
# 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 20 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 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 2007/08 school year included: Technology with Harry Powell-NetTrekker, Science Integration Technology Implementation, Power School for Teachers, and Understanding Poverty by Ruby Payne.

Instructional Time (includes Minimum days)

For the 2007/2008 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 2007-08 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.

