

San Antonio Union Elementary School District

San Antonio Elementary School

2008-2009 School Accountability Report Card

**Linda M. Irving,
Principal**

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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 2008-2009 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.

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.

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.

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 21 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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.6%
American Indian	1.6%
Asian	0.0%
Caucasian	63.7%
Filipino	3.7%
Hispanic or Latino	27.4%
Pacific Islander	0.0%
Multiple or No Response	1.1%

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	24	25	11
1st	16	21	22
2nd	26	24	25
3rd	22	29	18
4th	20	22	28
5th	25	23	20
6th	19	27	26
7th	21	15	22
8th	20	16	18

Enrollment By Program

During the 2008-2009 school year 190 students were enrolled at San Antonio Elementary by October 7th, of which 3.7% were English Learners and 42.1% 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			
07	08	09	07	08	09	07	08	09	07	08	09	
By Grade Level												
K	19	18	11	1	1	1	-	-	-	-	-	-
2	14	-	-	1	-	-	-	-	-	-	-	-
3	22	23	15	-	-	1	1	1	-	-	-	-
4	20	22	28	1	-	-	-	1	1	-	-	-
5	23	22	20	-	-	1	1	1	-	-	-	-
6	19	27	26	1	-	-	-	1	1	-	-	-
K-3	17	19	17	2	2	3	-	1	-	-	-	-
By Subject Area												
English	-	12	9	-	2	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			
	2006-07	2007-08	2008-09
K	100%	100%	100%
2	100%	0%	0%
3	0%	0%	100%

Instructional Time (includes Minimum days)

For the 2008-2009 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

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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	42	12	33	42	12	33
Suspension Rate	21.8%	5.9%	17.4%	21.8%	5.9%	17.4%
Expulsions	4	2	0	4	2	0
Expulsion Rate	2.1%	1.0%	0.0%	2.1%	1.0%	0.0%

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.

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.

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.

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	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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. The 2008-2009 school year district's required allocation has been suspended for the deferred maintenance program. Due to the current economic status of the State of California, the Deferred Maintenance Program funding may be used for "other educational purposes".

The district qualified for an Extreme Hardship Deferred Maintenance Project. Prior years of funding were received to complete projects within one year. The State of California has elected to payout the funds over a 5 year period. This has forced the district to delay the Fire Alarm/Roofing projects and to seek new ways to save funds.

Teacher Assignment

San Antonio Union Elementary recruits and employs the most qualified credentialed teachers. For the 2008-2009 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
	06-07	07-08	08-09	08-09
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 2008-2009 school year, the most current data are reported.

Misassignments/Vacancies			
	07-08	08-09	09-10
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 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.

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 two days to staff development for the whole staff in 2008-2009. Various Workshops and Conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2008-2009 school year included: CLMS Annual Conference, ACSA Interwrite Pad Training, Anita Archer Written Expression in the Primary Grades, Way to Go!, and 2nd Annual CyberCitizenship Summit.

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 2008-2009 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 2008-2009 school year there were no changes to the curriculum.

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.

Instructional Materials

San Antonio Union Elementary held a Public Hearing on September 24, 2008, 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.

The current economy made drastic changes for all California Schools. Currently, new adoptions are suspended until 2012-2013. A district may choose flexibility and use the funds for "other educational purposes". San Antonio USD has chosen to continue to use these funds to purchase needed textbooks.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-8	Language Arts	Houghton-Mifflin	2004	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
K-5	Mathematics	Sadlier Oxford	2008	Yes	0.0%
K-8	Science	McGraw-Hill	2001	Yes	0.0%
K-6	Social Studies	Harcourt	2006	Yes	0.0%
7th-8th	Social Studies	Holt, Reinhart and Winston	2006	Yes	0.0%

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	6	5	4	
Similar Schools Rank	4	1	1	
All Students				
Actual Growth	-10	2	36	791
Socioeconomically Disadvantaged				
Actual Growth	-36	-4	55	723
Caucasian				
Actual Growth	-17	10	40	800

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	51	46	61	51	46	61	43	46	50
Mathematics	45	46	51	45	46	51	40	43	46
Science	50	50	41	50	50	41	38	46	50
History/Social Science	38	69	37	38	69	37	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	45	23	*
Pacific Islander	*	*	*	*
Caucasian	63	52	52	36
Males	52	49	38	*
Females	70	54	45	36
Socioeconomically Disadvantaged	47	39	26	*
English Learners	*	*	*	*
Students with Disabilities	39	33	*	*
Migrant Education	*	*	*	*

**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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7%	30.4%	47.8%
7	19.0%	19.0%	19.0%

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

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.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress					
Reading and Mathematics Results for					
Students with Disabilities (SD) and/or English Language Learners (ELL)					
By Grades 4 & 8 and Participation Rate - All Students					
	Participation Rate				
	State		National		
	SD	ELL	SD	ELL	
Reading 2007 Grade 4	74	93	65	80	
Reading 2007 Grade 8	78	92	66	77	
Math 2009 Grade 4	79	96	84	94	
Math 2009 Grade 8	85	96	78	92	

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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.

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	\$44,103
District	\$43,886
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	21.65%

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 2007-08		
	District	State
Beginning Teachers	\$37,111	\$38,481
Mid-Range Teachers	\$45,782	\$55,789
Highest Teachers	\$63,604	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	\$95,000	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.6%	37.2%
Administrative Salaries	4.9%	6.6%

District Expenditures

San Antonio Union Elementary spent an average of **\$9,382** to educate each student, based on the 07-08 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	\$9,382
From Restricted Sources	\$2,627
From Unrestricted Sources	\$6,755
District	
From Unrestricted Sources	\$6,755
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	22.55%

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.

2008-2009 saw budget cuts to the Revenue Limit and all categorical programs. This resulted in the loss of approximately 18% to 20% of all state revenues. President Obama passed legislation to provide a "Stimulus Package" which resulted in funding to back fill some of the state cuts. The District's cash flow has remained adequate to meet the financial obligations of the district during the State of California financial crisis.

Data Sources

Data within the SARC was provided by San Antonio Union Elementary School District, retrieved from the 2008-2009 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.