



# San Antonio Elementary School

## 2010-2011 School Accountability Report Card

### San Antonio Union Elementary School District

67550 Lockwood/  
Jolon Rd.  
Lockwood, CA  
93932  
831-385-3051

Linda M. Irving,  
Superintendent /  
Principal

### Board of Education

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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 2010-2011 school year, K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Mission Statement: "Student Learning is Our Priority." San Antonio students will be able to read for information and enjoyment, write intelligibly, think critically and numerate well. Be upstanding citizens of good character, use technology efficiently and responsibly, and value a healthy lifestyle.

### 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 23 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

2010-11

	Percentage
African American	6.1%
American Indian	0.6%
Asian	1.1%
Filipino	3.3%
Hispanic or Latino	32.2%
Pacific Islander	-
White	56.7%
Two or More	-
None Reported	-

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	11	18	17
1st	22	13	17
2nd	25	23	11
3rd	18	26	21
4th	28	21	22
5th	20	29	20
6th	26	24	27
7th	22	27	19
8th	18	22	26

## 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 Instructional 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				
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
K	11	18	17	1	1	1	-	-	-	-	-	-
1	-	13	17	-	-	1	-	-	-	-	-	-
2	-	23	15	-	-	1	-	-	-	-	-	-
3	15	26	17	1	-	1	-	-	-	-	-	-
4	28	21	22	-	-	-	1	1	1	-	-	-
5	20	28	22	1	-	-	-	1	1	-	-	-
6	26	24	27	-	-	-	1	1	1	-	-	-
7	-	27	19	-	-	1	-	1	-	-	-	-
K-3	17	-	-	3	-	-	-	-	-	-	-	-
8	-	22	26	-	-	-	-	1	1	-	-	-
K-3	-	-	-	-	3	-	-	-	-	-	-	-
By Subject Area												
9	-	23	-	2	-	2	-	-	2	-	-	-
-	-	26	-	-	-	-	-	-	1	-	-	-

## 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			
	2008-09	2009-10	2010-11
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
7	100%	100%	100%
K-3	100%	100%	100%

## Data Sources

Data within the SARC was provided by San Antonio Union Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	33	15	30	33	15	30
Suspension Rate	17.4%	7.4%	16.7%	17.4%	7.4%	16.7%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	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 2010 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 1 full-time and 1 1/2 time custodial staff members 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. The 2010-2011 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 had forced the district to delay the Fire Alarm/Roofing projects and to seek new ways to use funds.

In the summer of 2009 the school wing housing rooms 5 through 8 received a new roof. The rest of the buildings received new roofing systems during the summer of 2010. The Fire Alarm/Intercom/Bell/Clock system has been replaced during the summer of 2011. The district was able to save several thousand dollars by overseeing the project.

School Facility Conditions				
Date of Last Inspection: 09/01/2011				
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			

## 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 2010-2011. Various Workshops and Conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2010-2011 school year included: CLMS Annual Conference, ACSA Interwrite Pad Training, Discovery Education, and mini staff days covering various subjects.

## Teacher Assignment

San Antonio Union Elementary recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	12	11	10	10
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.

	Misassignments/Vacancies		
	09-10	10-11	11-12
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	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## 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.

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

## Instructional Materials

San Antonio Union Elementary held a public hearing on (enter date) September 15, 2010, and determined that each school within the district had 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 California 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 collected in September, 2010 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	% Lacking	
K-5	English/ Language Arts	Houghton Mifflin	2010	Yes	0.0%	
6th-8th	English/ Language Arts	McDougal Littell	2009	Yes	0.0%	
K-5	History/Social Studies	Harcourt	2005	Yes	0.0%	
6th	History/Social Studies	Holt, Rinehart & Winston	2010	Yes	0.0%	
7th-8th	History/Social Studies	Holt, Rinehart & Winston	2005	Yes	0.0%	
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%	
K-5	Mathematics	Sadlier Oxford	2008	Yes	0.0%	
K-5	Science	Delta Education: Foss	2010	Yes	0.0%	
6th-8th	Science	Pearson/ Prentice Hall	2009	Yes	0.0%	

## 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.

## Curriculum Development

All curriculum development in the San Antonio Union Elementary is based on the California State Content Standards and Frameworks. The District adopted the California State Standards as District Standards.

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 Study Team (SST). 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 2010-2011 school year there were no changes to the curriculum.

## 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 and seven. 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			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.0%	30.0%	40.0%
7	19.0%	9.5%	42.9%

*\*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.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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.

Met AYP Criteria	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	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 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	61	57	58	61	57	58	49	52	54
Mathematics	51	50	52	51	50	52	46	48	50
Science	42	70	65	42	70	65	50	54	57
History/Social Science	37	58	61	37	58	61	41	44	48

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

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	52	65	61
School	58	52	65	61
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	45	50	50	*
Pacific Islander	*	*	*	*
White	*	*	*	*
Males	54	52	58	69
Females	62	53	73	50
Socioeconomically Disadvantaged	48	39	47	*
English Learners	*	*	*	*
Students with Disabilities	17	11	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.



## 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. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2008	2009	2010
Statewide	4	5	6
Similar Schools	1	4	2
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	36	17	-3
White			
Actual API Change	40	25	-
Socioeconomically Disadvantaged			
Actual API Change	55	-	-

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	139	804	139	804	4,683,676	778
Hispanic or Latino	41	776	41	776	2,406,749	729
Socioeconomically Disadvantaged	50	770	50	770	2,731,843	726
English Learners	22	754	22	754	1,521,844	707
Students with Disabilities	18	539	18	539	521,815	595

## 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		
2009-10		
	District	State
Beginning Teachers	\$37,111	\$38,744
Mid-Range Teachers	\$45,782	\$55,509
Highest Teachers	\$63,604	\$70,567
Elementary School Principals	-	\$92,338
Middle School Principals	-	\$96,427
High School Principals	-	\$94,401
Superintendent	\$95,000	\$109,381
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.2%	37.7%
Administrative Salaries	5.6%	6.9%

## 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 2009-2010 financial statements).

Average Teacher Salaries	
School & District	
School	\$46,470
District	\$46,470
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,071
Percentage of Variation	-18.58%

## District Expenditures

San Antonio Union Elementary spent an average of **\$8376** to educate each student, based on the 09-10 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	\$8,376
From Restricted Sources	\$2,178
From Unrestricted Sources	\$6,198
District	
From Unrestricted Sources	\$6,198
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	13.62%

## 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.

The Superintendent has worked diligently to add funding to the district through additional grant sources. She was successful in obtaining the Carol M. White PEP Grant for 2010 through 2013 which has added much needed funding for our physical education program.

2010-2011 continued to see budget cuts to the Revenue Limit and all categorical programs. This continued the loss of funding for all state revenues. President Obama's legislation provided a "Stimulus Package" in 2008-2009 which resulted in funding to back fill some of the state cuts and were carried over into 2009-2010. A small portion of those stimulus funds plus the Ed Jobs Fund continued to back fill Revenue Limit losses in 2010-2011. The District's cash flow has remained adequate to meet the financial obligations of the district during the State of California financial crisis.

