



San Antonio Elementary School

2013-2014 School Accountability Report Card

San Antonio Union Elementary School District

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

CDS Code:
27-66167-6026629

Eli Johnson,
Superintendent/ Principal
ejohnson@sanantonioud.org

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC. • For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>. • To view this SARC online at the school and/or LEA websites. • For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>. • For additional information about the school, parents and community members should contact the school principal or the district office.

Mission Statement

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.

School Profile (School Year 2014-15)

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 170 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 2013-2014 school year, K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Vision: "Student Learning is Our Priority."

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	8.7%
American Indian	1.2%
Asian	-
Filipino	1.9%
Hispanic or Latino	33.5%
Pacific Islander	-
White	47.8%
Two or More	3.7%
None Reported	3.1%
English Learners	6.8%
Socioeconomically Disadvantaged	52.8%
Students with Disabilities	6.8%

Enrollment By Grade (School Year 2013-14)

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

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	13	10	16
1st	24	11	10
2nd	19	25	12
3rd	14	16	23
4th	23	17	19
5th	23	22	15
6th	20	19	24
7th	26	18	19
8th	17	23	23

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

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	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	10	9	0	0
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies			
	11-12	12-13	13-14
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

Instructional Materials (School Year 2012-2013) (School Year 2014-15)

San Antonio Union Elementary held a public hearing on September 18, 2013, 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, 2013 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%

School Facilities (School Year 2014-15)

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

Cleaning Process

The Superintendent works daily with one full-time and one 1/2 time custodial staff members to ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance and Repair

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 2011-2012 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 hundred thousand dollars by overseeing the project.

In March of 2014, the district installed solar panels to reduce electrical usage. This project has proved quite successful.

Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	58	68	56	58	68	56	54	56	55
Mathematics	52	59	51	52	59	51	49	50	50
History/Social Science	61	81	68	61	81	68	48	49	49

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

School Facility Conditions				
Date of Last Inspection: 08/07/2013				
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			

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	81	63	80	81	63	80	60	59	60

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 Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	80
School	80
Males	80
Females	80
White	72
Socioeconomically Disadvantaged	92

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

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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

API School Results			
	2011	2012	2013
Statewide	5	7	6
Similar Schools	4	6	5
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-3	41	-22
White			
Actual API Change	-	-	-19
Socioeconomically Disadvantaged			
Actual API Change	-	29	-24

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

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			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4%	28.6%	14.3%
7	29.4%	47.1%	23.5%

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

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent Involvement (School Year 2014-15)

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.

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

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.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	33	22	12	33	22	12
Suspension Rate	18.4%	13.7%	7.5%	18.4%	13.7%	7.5%
Expulsions	1	3	0	1	3	0
Expulsion Rate	0.6%	1.9%	0.0%	0.6%	1.9%	0.0%

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 (School Year 2014-15)

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 2013 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.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2013-2014	
Year in PI (2014-15)	Year 1	
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	100.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	13	10	16	1	1	1	-	-	-	-	-	-
1	18	11	10	1	1	1	-	-	-	-	-	-
2	19	13	12	1	2	1	-	-	-	-	-	-
3	20	16	23	1	1	-	-	-	1	-	-	-
4	23	17	19	-	1	1	1	-	-	-	-	-
5	23	22	5	-	-	4	1	1	-	-	-	-
6	-	19	14	-	6	4	-	-	6	-	-	-
Other	-	-	-	1	-	-	-	-	-	-	-	-
By Subject Area												
English	22	14	14	2	4	6	2	2	-	-	-	-
Mathematics	17	8	14	1	5	3	-	-	-	-	-	-
Science	-	21	21	-	1	1	-	1	1	-	-	-
Social Science	63	41	42	-	-	-	-	-	-	1	1	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.

As of 2013-2014 with the introduction of the Local Control Funding Formula, class sizes for kindergarten through grade three are now required to reach the average class size goal of 24:1 over the next 8 years. San Antonio has been successful in reaching this goal during its first year of implementation.

CSR Participation			
	2011-12	2012-13	2013-14
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	0%

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 our new Superintendent Eli Johnson. Mr. Johnson has 25 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.

Counseling & Support Staff (School Year 2013-14)

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 district also received a three year Federal Grant to provide a counselor on site for three days a week. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

The district was able to increase the time for the counselor to 4 days per week which had good results for the students and staff for 2013-2014.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	.8
Instructional Aides	3	2.25
Librarian	1	.75
Occupational Therapist	1	As Needed
Speech/Language Specialist	1	.3

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, but is now moving to the Common Core Standards set by California.

The Superintendent sets the tone for the kind of instruction that is offered and the strategies that are used. He 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 2013-2014 school year the district began making changes to the curriculum to incorporate common core standards.

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 2013-2014. Various Workshops and Conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2013-2014 school year included: CLMS Annual Conference, Asperger's Syndrome & High Functioning Autism, Paraeducator Conference, Conference for Women, and mini staff days covering various subjects.

Data Sources

Data within the SARC was provided by San Antonio Union Elementary School District, retrieved from the 2012-13 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.

School Site Teacher Salaries (Fiscal Year 2012-13)

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 2012-13 financial statements).

Average Teacher Salaries	
School & District	
School	\$54,270
District	\$50,746
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$57,931
Percentage of Variation	-6.3%

Teacher & Administrative Salaries (School Year 2012-13)

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 2012-13		
	District	State
Beginning Teachers	\$37,896	\$38,970
Mid-Range Teachers	\$46,750	\$56,096
Highest Teachers	\$64,949	\$71,434
Elementary School Principals	-	\$91,570
Middle School Principals	-	\$97,460
High School Principals	-	\$99,544
Superintendent	\$99,750	\$107,071
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.0%	36.0%
Administrative Salaries	6.0%	7.0%

District Expenditures (Fiscal Year 2012-13)

San Antonio Union Elementary spent an average of **\$11,769** to educate each student, based on the 12-13 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.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$11,072
From Supplemental/Restricted Sources	
From Basic/Unrestricted Sources	
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	

District Revenue Sources (Fiscal Year 2013-14)

The State of California has started a new way to fund schools. It is called the Local Control Funding Formula (LCFF). This incorporates state funding and several categorical funding sources together to allow schools more control over funds received. In addition, San Antonio Elementary receives federal funding for the following categorical funds and other support programs: Title I-Part A, Title II-Part A, and Title VI Small Rural School Achievement. All previous categorical funds are now rolled into LCFF.

The prior Superintendent had 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. She was also successful in receiving Federal Counseling Grant to provide a counselor on site for three days a week.

The District's cash flow has remained adequate to meet the financial obligations of the district during the State of California financial crisis due to the Tier III Extreme Hardship Deferred Maintenance Funding. These funds were also included in LCFF and brings the district closer to full funding prior to the first year the state started making cuts to school funding.

