



# San Antonio Elementary School

## 2014-2015 School Accountability Report Card

### San Antonio Union Elementary School District

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

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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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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.

### Vision Statement

"Student Learning is Our Priority."

### School Profile (School Year 2015-16)

San Antonio Elementary is one of one elementary school in the San Antonio Union Elementary School District. The school is located in the San Antonio Valley, between San Antonio Lake and Fort Hunter Liggett, in the small community of Lockwood. The District currently averages approximately 165 students, grades K-8. The history of the school dates back to around 1860. Several small districts joined together in the early years to form one single school district. The 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 surrounding community consists of a horse sanctuary, vineyards, old family homes on acreage, a military base, some mobile home parks, a couple of little stores, and San Antonio Lake. Many ranches have cattle, horses and other livestock. The community also boasts an active 4-H Club.

Curriculum is focused on Common Core Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and interactive programs such as: The Fall Festival, Winter Program, Sports Program, Strings Program, as well as through classroom curriculum.

During the 2014-2015 school year, K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

## Enrollment By Ethnicity Or Student Group (School Year 2014-15)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	6.6%
American Indian or Alaska Native	0.6%
Filipino	1.8%
Hispanic or Latino	34.9%
Native Hawaiian or Pacific Islander	1.2%
White	50.0%
Two or More Races	4.8%
English Learners	9.0%
Socioeconomically Disadvantaged	53.0%
Students with Disabilities	11.4%

## Enrollment By Grade (School Year 2014-15)

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

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	10	16	18
1st	11	10	15
2nd	25	12	15
3rd	16	23	17
4th	17	19	24
5th	22	15	22
6th	19	24	14
7th	18	19	25
8th	23	23	20

## 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.

## Teacher Assignment

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

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	9	9	10	10
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	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			
	13-14	14-15	15-16
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 (School Year 2014-15)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

## School Facilities (School Year 2015-16)

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.

The District sets aside funds to pay 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 Deferred Maintenance program is no longer providing funds for these expenditures.

In March of 2014, the District installed solar panels to reduce electrical usage. This project has proved quite successful. The District is saving several thousand dollars each year in electrical costs. Security cameras were updated and new ones added to cover buses, solar panels, playground and outdoor stage.

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.

Data displayed in the chart was collected in January, 2016.

School Facility Conditions				
Date of Last Inspection: 08/07/2015				
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			

## Instructional Materials (School Year 2015-16)

San Antonio Union Elementary held a public hearing on September 14, 2015, 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 the recommendation 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 teachers and the Superintendent/Principal. A recommendation is made to the School Board. All recommended materials are available for parent examination at the District office prior to adoption. The table displays information collected in September, 2015 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	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2010	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2009	0.0%
K-5	History/Social Studies	Harcourt	2005	0.0%
6th	History/Social Studies	Holt, Rinehart & Winston	2010	0.0%
7th-8th	History/Social Studies	Holt, Rinehart & Winston	2005	0.0%
K-8	Mathematics	Engage NY Math	2014	0.0%
K-5	Science	Delta Education: Foss	2010	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2009	0.0%

## 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);

## California Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

### California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	38	38	44
Mathematics (Grades 3-8 and 11)	32	32	33

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

### California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	18	17	94.4	6	0	0	0	17	94.4	24	41	35	0
Male	18	10	55.6	--	--	--	--	10	55.6	--	--	--	--
Female	18	7	38.9	--	--	--	--	7	38.9	--	--	--	--
Black or African American	18	2	11.1	--	--	--	--	2	11.1	--	--	--	--
Filipino	18	3	16.7	--	--	--	--	3	16.7	--	--	--	--
Hispanic or Latino	18	5	27.8	--	--	--	--	5	27.8	--	--	--	--
White	18	5	27.8	--	--	--	--	5	27.8	--	--	--	--
Two or More Races	18	2	11.1	--	--	--	--	2	11.1	--	--	--	--
Socioeconomically Disadvantaged	18	8	44.4	--	--	--	--	8	44.4	--	--	--	--
English Learners	18	2	11.1	--	--	--	--	2	11.1	--	--	--	--
Students with Disabilities	18	2	11.1	--	--	--	--	2	11.1	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	26	24	92.3	58	13	25	4	24	92.3	33	38	29	0
Male	26	14	53.8	50	14	29	7	14	53.8	21	43	36	0
Female	26	10	38.5	--	--	--	--	10	38.5	--	--	--	--
Black or African American	26	1	3.8	--	--	--	--	1	3.8	--	--	--	--
Filipino	26	1	3.8	--	--	--	--	1	3.8	--	--	--	--
Hispanic or Latino	26	10	38.5	--	--	--	--	10	38.5	--	--	--	--
Native Hawaiian or Pacific Islander	26	1	3.8	--	--	--	--	1	3.8	--	--	--	--
White	26	11	42.3	27	18	45	9	11	42.3	0	64	36	0
Socioeconomically Disadvantaged	26	12	46.2	75	8	8	8	12	46.2	58	17	25	0
English Learners	26	3	11.5	--	--	--	--	3	11.5	--	--	--	--
Students with Disabilities	26	4	15.4	--	--	--	--	4	15.4	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	21	19	90.5	37	37	16	5	19	90.5	37	53	5	0
Male	21	10	47.6	--	--	--	--	10	47.6	--	--	--	--
Female	21	9	42.9	--	--	--	--	9	42.9	--	--	--	--
Filipino	21	2	9.5	--	--	--	--	2	9.5	--	--	--	--
Hispanic or Latino	21	5	23.8	--	--	--	--	5	23.8	--	--	--	--
White	21	10	47.6	--	--	--	--	10	47.6	--	--	--	--
Two or More Races	21	2	9.5	--	--	--	--	2	9.5	--	--	--	--
Socioeconomically Disadvantaged	21	8	38.1	--	--	--	--	8	38.1	--	--	--	--
English Learners	21	2	9.5	--	--	--	--	2	9.5	--	--	--	--
Students with Disabilities	21	2	9.5	--	--	--	--	2	9.5	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	15	14	93.3	7	36	36	14	14	93.3	43	36	14	0
Male	15	9	60	--	--	--	--	9	60	--	--	--	--
Female	15	5	33.3	--	--	--	--	5	33.3	--	--	--	--
Filipino	15	1	6.7	--	--	--	--	1	6.7	--	--	--	--
Hispanic or Latino	15	3	20	--	--	--	--	3	20	--	--	--	--
White	15	10	66.7	--	--	--	--	10	66.7	--	--	--	--
Socioeconomically Disadvantaged	15	6	40	--	--	--	--	6	40	--	--	--	--
Students with Disabilities	15	2	13.3	--	--	--	--	2	13.3	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts									Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	26	24	92.3	8	42	38	13	24	92.3	13	38	46	4
Male	26	14	53.8	14	29	50	7	14	53.8	0	36	57	7
Female	26	10	38.5	--	--	--	--	10	38.5	--	--	--	--
Black or African American	26	4	15.4	--	--	--	--	4	15.4	--	--	--	--
Hispanic or Latino	26	9	34.6	--	--	--	--	9	34.6	--	--	--	--
White	26	8	30.8	--	--	--	--	8	30.8	--	--	--	--
Two or More Races	26	2	7.7	--	--	--	--	2	7.7	--	--	--	--
Socioeconomically Disadvantaged	26	5	19.2	--	--	--	--	5	19.2	--	--	--	--
Students with Disabilities	26	1	3.8	--	--	--	--	1	3.8	--	--	--	--

### California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts									Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	20	19	95	21	5	32	42	19	95	11	42	32	16
Male	20	7	35	--	--	--	--	7	35	--	--	--	--
Female	20	12	60	17	8	17	58	12	60	0	33	42	25
Black or African American	20	2	10	--	--	--	--	2	10	--	--	--	--
American Indian or Alaska Native	20	0	0	--	--	--	--	0	0	--	--	--	--
Hispanic or Latino	20	9	45	--	--	--	--	9	45	--	--	--	--
Native Hawaiian or Pacific Islander	20	1	5	--	--	--	--	1	5	--	--	--	--
White	20	7	35	--	--	--	--	7	35	--	--	--	--
Socioeconomically Disadvantaged	20	8	40	--	--	--	--	8	40	--	--	--	--
English Learners	20	1	5	--	--	--	--	1	5	--	--	--	--
Students with Disabilities	20	2	10	--	--	--	--	2	10	--	--	--	--



## 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 Science, for the most recent three-year period.

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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	61	80	88	61	80	88	59	60	56

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

#### Subgroups

Subject	Science
District	88
School	88
Females	91

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

## 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 2014-15)

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

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	20.0%	5.0%
7	16.7%	25.0%	16.7%

*\*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 school site.

## Parent Involvement (School Year 2015-16)

The Parent Teacher Organization (PTO) sponsors Fun Nights, a Fall Festival, two Scholastic Book Fairs and a Talent Show. Parents and community members help in the classrooms and coach the athletic teams. Parents also serve on the School Site Council, Safety Committee and on the District's 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: School Climate

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

- Pupil suspension and 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.

### Suspensions & Expulsions

	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	8.3%	5.0%	7.7%	1.7%	0.0%	0.0%
District	8.3%	5.0%	7.7%	1.7%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: 4-H, Boy Scouts and Girl Scouts. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete 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 (School Year 2015-16)

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 December 2015 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. 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.

## Adequate Yearly Progress (School Year 2014-15)

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. 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.
- 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, district and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	No		No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	Yes	No	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	No		No		Yes	
Met Graduation Rate	N/A		N/A		Yes	

## Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	Year 2	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In 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.

## 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 performed by our Superintendent Eli Johnson. Mr. Johnson has 26 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, School Site Council, and Safety Committee.

Beginning July 1, 2015, Pamela Gildersleeve-Hernandez has assumed responsibilities as the Superintendent/Principal of San Antonio Union School District.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located at Fort Hunter Liggett as well as King City and Paso Robles, which contain numerous computer workstations.

## 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 2014-2015. Various workshops and conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2014-2015 school year included: CLMS Annual Conference, Asperger's Syndrome & High Functioning Autism, and in house staff development covering various subjects.

## Counseling & Support Staff (School Year 2014-15)

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 continued the increased days for the counselor which had continued the year with good results for the students and staff for 2014-2015.

## Curriculum Development

All curriculum development in the San Antonio Union Elementary is based on the Common Core Standards. San Antonio Union School District is in the process of adopting the Next Generation Science Standards (NGSS).

The Superintendent sets the tone for the kind of instruction that is offered and the strategies that are used. He also worked 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.

The Student Study Team (SST) meets to discuss specific students having difficulty and recommends strategies to teachers and parents based on referrals they receive.

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

School staff meetings are held weekly. Minimum days are scheduled monthly to provide staff development for teachers and staff.

During the 2014-2015 school year the district has been continuing to make changes to the curriculum to incorporate Common Core Standards.

### 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

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	.8
Instructional Aides	7	4
Librarian	1	.75
Occupational Therapist	1	As Needed
Speech/Language Specialist	1	.3



## School Site Teacher Salaries (Fiscal Year 2013-14)

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 2013-14 financial statements).

Average Teacher Salaries	
School & District	
School	\$52,681
District	\$52,278
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$59,180
Percentage of Variation	-11%

## Teacher & Administrative Salaries (School Year 2013-14)

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 2013-14		
	District	State
Beginning Teachers	\$38,967	\$39,948
Mid-Range Teachers	\$48,071	\$57,401
Highest Teachers	\$66,784	\$73,183
Elementary School Principals	-	\$94,578
Middle School Principals	-	\$97,400
High School Principals	-	-
Superintendent	\$99,750	\$112,657
Salaries as a Percentage of Total Budget		
Teacher Salaries	25.0%	35.0%
Administrative Salaries	5.0%	7.0%

## District Expenditures (Fiscal Year 2013-14)

San Antonio Union Elementary spent an average of **\$13,070** to educate each student, based on the 13-14 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	\$13,070
From Supplemental/Restricted Sources	\$3,003
From Basic/Unrestricted Sources	\$10,067
District	
From Basic/Unrestricted Sources	\$10,067
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	88.2%

## District Revenue Sources (Fiscal Year 2014-15)

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 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.