



San Antonio Elementary School

2016-2017 School Accountability Report Card

San Antonio Union Elementary School District

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Lockwood, CA
93932

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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/>.
- 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.

School Profile (School Year 2017-18)

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 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.

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

This chart below illustrates the enrollment trend by ethnicity and also by student group.

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	5.1%
American Indian or Alaska Native	0.6%
Asian	-
Filipino	1.3%
Hispanic or Latino	35.0%
Native Hawaiian or Pacific Islander	-
White	47.8%
Two or More Races	8.3%
EL Students	14.6%
Socioeconomically Disadvantaged	56.1%
Students with Disabilities	10.2%
Foster Youth	-

Enrollment By Grade (School Year 2016-17)

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	18	14	20
1st	15	15	13
2nd	15	15	19
3rd	17	18	12
4th	24	14	23
5th	22	23	13
6th	14	20	26
7th	25	17	16
8th	20	27	15

A. 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;
- Pupil access to standards-aligned instructional materials; and
- School facilities maintenance report/rating.

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	10	9	7	7
Without Full Credentials	0	0	2	2
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		
	15-16	16-17	17-18
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

School Facilities (School Year 2017-18)

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 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.

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 additional cameras installed to cover buses, solar panels, playground areas and outdoor stage.

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 data displayed in the chart was collected in January 2018.

School Facility Conditions				
Date of Last Inspection: 11/13/2017				
Overall Summary of School Facility Conditions: Good				
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		Portables - setting mouse traps.
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 2017-18)

San Antonio Union Elementary held a public hearing on September 12, 2017, 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 then 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 January 2018 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	From Most Recent Adoption	% Lacking
K-2	English/Language Arts	Benchmark Education Company	2017	Yes	0.0%
K-5	English/Language Arts	Houghton Mifflin	2010	Yes	0.0%
6th-8th	English/Language Arts	Pearson	2017	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%
K-5	Mathematics	Edgenunity	2017	Yes	0.0%
6th-8th	Mathematics	Engage NY Math	2014	Yes	0.0%
K-5	Science	Delta Education: Foss	2010	Yes	0.0%
6th-8th	Science	Pearson/Prentice Hall	2009	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	44	35	--	44	35	--	48	48
Mathematics (Grades 3-8 and 11)	--	23	19	--	23	19	--	36	37
Science (Grades 5, 8, and 10)	88	60	--	88	60	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
	All Students	118	112	94.92	34.82	112	94.92
Male	69	66	95.65	27.27	66	95.65	19.7
Female	49	46	93.88	45.65	46	93.88	17.39
Hispanic or Latino	37	34	91.89	26.47	34	91.89	14.71
White	54	51	94.44	35.29	51	94.44	9.8
Socioeconomically Disadvantaged	74	71	95.95	26.76	71	95.95	18.31
English Learners	18	18	100.00	22.22	18	100.00	22.22
Students with Disabilities	13	12	92.31	0	12	92.31	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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

2016-17

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	38.5%	7.7%	15.4%
7	20.0%	40.0%	6.7%

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

C. 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 2017-18)

The Parent Teacher Organization (PTO) sponsors Fun Nights, a Fall Festival, two Scholastic Book Fairs and other events. 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 table displays the suspensions and expulsions rates for the school, district, and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	6.47	6.91	6.81	0.00	0.00	0.00
District	6.47	6.91	6.81	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide 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 2017-18)

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 in December 2017 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.

D. 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 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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	Year 2	
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

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 2015-2016. Various workshops and conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2015-2016 school year included: Google connect, Engage New York, GAFE camp, NCGSS, EdTech Academy, Handle with care training and CUE Annual Conference.

Counseling & Support Staff (School Year 2016-17)

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 has contracted counseling services through Monterey County Health Department. A counselor comes to the school once a week to meet with students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Instructional Aides	7	4.9
Librarian	1	0.75

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.

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	16	18	14	1	1	1	-	-	-	-	-	-
1	10	15	16			1						
2	22	22	15	-	-	1	1	1	-	-	-	-
3	23	25	18	-	-	1	1	1	-	-	-	-
4	19	24	13	1	-	1	-	1	-	-	-	-
5	6	22	24	3	-	-	-	1	1	-	-	-
6	23	13	19	-	3	1	3	-	-	-	-	-
By Subject Area												
English	14	15	22	6	4	1	-	2	1	-	-	-
Mathematics	14	11	22	3	3	1	-	1	1	-	-	-
Science	21	23	22	1	1	1	1	1	1	-	-	-
Social Science	42	45	22	-	-	1	-	-	1	1	1	-

District Revenue Sources (Fiscal Year 2016-17)

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.

District Expenditures (Fiscal Year 2015-16)

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	\$14,156
From Supplemental/Restricted Sources	\$2,894
From Basic/Unrestricted Sources	\$11,262
District	
From Basic/Unrestricted Sources	\$11,262
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	71.3%

School Site Teacher Salaries (Fiscal Year 2015-16)

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 2014-15 financial statements).

Average Teacher Salaries	
School & District	
School	\$53,167
District	\$53,167
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$61,939
Percentage of Variation	-14.2%

Teacher & Administrative Salaries (School Year 2015-16)

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		
2015-16		
	District	State
Beginning Teachers	\$41,695	\$42,598
Mid-Range Teachers	\$51,436	\$62,232
Highest Teachers	\$71,459	\$80,964
Elementary School Principals	-	\$102,366
Middle School Principals	-	\$104,982
High School Principals	-	-
Superintendent	\$99,750	\$117,868
Salaries as a Percentage of Total Budget		
Teacher Salaries	21.0%	32.0%
Administrative Salaries	4.0%	7.0%