

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

San Antonio Elementary

Address: 1721 East San Antonio St. San Jose, CA 95116-3060

Principal: Wm. Derek Grasty, Principal

Phone: (408) 928-8700

Email: william.grasty@arusd.org

Web Site:

CDS Code: 43693696046304



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arusd.org

Web Site: www.arusd.org



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary
Phone Number: (408) 928-6800
Superintendent: Hilaria Bauer
E-mail Address: hilaria.bauer@arUSD.org
Web Site: www.arUSD.org

School Contact Information Most Recent Year

School Name: San Antonio Elementary
Street: 1721 East San Antonio St.
City, State, Zip: San Jose, CA 95116-3060
Phone Number: (408) 928-8700
Principal: Wm. Derek Grasty, Principal
E-mail Address: william.grasty@arUSD.org
Web Site:
County-District-School
(CDS) Code: 43693696046304

School Description and Mission Statement – Most Recent Year

San Antonio Elementary school is in east San Jose, California. The community is mostly Latino and economically-challenged. All students attending San Antonio School are motivated and supported to excel academically and socially. As Peace-Builders, we introduce and practice monthly character traits to promote respect and celebrate diversity. All staff members are fully committed to working as a team to develop optimal learning environments and to ensure all students will reach their full academic potential in a safe, nurturing and technology rich environment.

San Antonio School will produce college and career ready students for the 21st century, with skill-sets that will prepare students to be leaders and role-models in their community and beyond. Our focus areas are: preparing students for middle school, supporting our English learners and parent engagement.

Parents are active partners at our school, with opportunities to participate in a variety of school activities such as: joining parent committees, volunteering in classrooms, attending parent education classes, and organizing and assisting with daily school activities and special educational events. We have established strong community and business partnerships to support our student's academic and social success. We believe that a strong home-school partnership is at the core of a thriving and progressive school. Our motto is "STRIVE for Success" which signifies that every day, every instructional minute, and every child counts at our school.

It takes all community stakeholders to prepare students for life and adulthood. Parents play a vital role in this process and we seek their engagement. We support and hold each other accountable at San Antonio School. Our focus is to provide high levels of teaching and learning and to ensure all students are proficient in all subject areas, critical thinkers, innovative and self-reflective learners.

The mission of San Antonio Elementary School is to produce critical-thinkers through technology and project-based learning. We are committed to preparing students for the global society by developing their skills in the Common Core areas of critical thinking, problem-solving, collaboration, and creativity.

We will improve and enhance student achievement and student engagement by developing their listening, speaking, reading and writing skills. We will also enhance their ability to solve problems and improve their decision-making skills.

San Antonio is a technology school. We provide teachers with training through professional development, workshops, and conferences to learn the most current technology trends and skills. We have computers at all grade levels and provide 1:1 technology devices for all students to utilize technology for meaningful purposes.

San Antonio is a wonderful community of learners dedicated to student success and global achievement.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	62
Grade 2	81
Grade 3	82
Grade 4	86
Grade 5	85
Grade 6	0
Total Enrollment	461

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8%
American Indian or Alaska Native	0.2%
Asian	12.8%
Filipino	5%
Hispanic or Latino	76.1%
Native Hawaiian/Pacific Islander	2%
White	0.2%
Two or More Races	0.9%
Socioeconomically Disadvantaged	88.5%
English Learners	57.9%
Students with Disabilities	12.4%
Foster Youth	0.9%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (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 Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	24	21	23	568
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		1	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements – Most Recent Year

The construction of a new San Antonio School campus began in the summer of 2010. San Antonio School is a new state-of-the-art building that was completed in August 2011. School facilities were built according to the Field Act requirements of the State Building Code with a focus on earthquake safety.

The building provides two stories of spacious, technologically wired state of the art classrooms and a library. An Administration Building includes the office, staff lounge, nurse's office, work room and restroom facilities. A multipurpose room includes a kitchen office and stage. A separate kindergarten building includes safe playgrounds, staff work space, and restroom facilities for kindergarten students.

The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensures the school's buildings and grounds are safe and clean. Rigorous daily custodial schedules ensure that classrooms, restrooms, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. The school grounds and green fields are landscaped and are well-maintained. The school's buildings, grounds and play areas are safe for use.

Our School is a community place. San Antonio is host to a variety of school district events including Parent University and the Alum Rock Honors Band concerts.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); 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 Assessment of Student Performance and Progress Results for All Students –
(School Year 2014–15)**

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	34%	33%	44%
Mathematics (grades 3-8 and 11)	22%	23%	33%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	83	81	97.6%	37%	37%	11%	15%
Male	83	39	47%	44%	41%	3%	13%
Female	83	42	50.6%	31%	33%	19%	17%
Black or African American	83	2	2.4%	–	–	–	–
American Indian or Alaska Native	83	1	1.2%	–	–	–	–
Asian	83	13	15.7%	23%	46%	0%	31%
Filipino							
Hispanic or Latino	83	63	75.9%	40%	35%	13%	13%
Native Hawaiian or Pacific Islander	83	2	2.4%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	83	69	83.1%	42%	35%	12%	12%
English Learners	83	58	69.9%	36%	40%	12%	12%
Students with Disabilities	83	7	8.4%	–	–	–	–
Students Receiving Migrant Education Services	83	3	3.6%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	86	83	96.5%	49%	23%	14%	12%
Male	86	47	54.7%	60%	19%	11%	11%
Female	86	36	41.9%	36%	28%	19%	14%
Black or African American	86	1	1.2%	—	—	—	—
American Indian or Alaska Native							
Asian	86	5	5.8%	—	—	—	—
Filipino	86	1	1.2%	—	—	—	—
Hispanic or Latino	86	71	82.6%	55%	21%	13%	10%
Native Hawaiian or Pacific Islander	86	3	3.5%	—	—	—	—
White							
Two or More Races	86	2	2.3%	—	—	—	—
Socioeconomically Disadvantaged	86	76	88.4%	50%	22%	14%	12%
English Learners	86	45	52.3%	69%	20%	11%	0%
Students with Disabilities	86	17	19.8%	94%	6%	0%	0%
Students Receiving Migrant Education Services	86	2	2.3%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	84	82	97.6%	35%	16%	37%	12%
Male	84	39	46.4%	41%	18%	33%	8%
Female	84	43	51.2%	30%	14%	40%	16%
Black or African American	84	2	2.4%	—	—	—	—
American Indian or Alaska Native							
Asian	84	16	19%	13%	0%	44%	44%
Filipino	84	8	9.5%	—	—	—	—
Hispanic or Latino	84	55	65.5%	44%	18%	33%	5%
Native Hawaiian or Pacific Islander	84	1	1.2%	—	—	—	—
White							
Two or More Races							
Socioeconomically Disadvantaged	84	72	85.7%	39%	15%	35%	11%
English Learners	84	28	33.3%	75%	11%	14%	0%
Students with Disabilities	84	17	20.2%	82%	6%	12%	0%
Students Receiving Migrant Education Services	84	3	3.6%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	83	81	97.6%	42%	27%	22%	9%
Male	83	39	47%	38%	28%	26%	8%
Female	83	42	50.6%	45%	26%	19%	10%
Black or African American	83	2	2.4%	–	–	–	–
American Indian or Alaska Native	83	1	1.2%	–	–	–	–
Asian	83	13	15.7%	31%	15%	23%	31%
Filipino							
Hispanic or Latino	83	63	75.9%	44%	32%	19%	5%
Native Hawaiian or Pacific Islander	83	2	2.4%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	83	69	83.1%	45%	30%	20%	4%
English Learners	83	58	69.9%	38%	34%	21%	7%
Students with Disabilities	83	7	8.4%	–	–	–	–
Students Receiving Migrant Education Services	83	3	3.6%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	86	84	97.7%	43%	39%	13%	5%
Male	86	47	54.7%	45%	40%	9%	6%
Female	86	37	43%	41%	38%	19%	3%
Black or African American	86	1	1.2%	—	—	—	—
American Indian or Alaska Native							
Asian	86	5	5.8%	—	—	—	—
Filipino	86	2	2.3%	—	—	—	—
Hispanic or Latino	86	71	82.6%	44%	39%	14%	3%
Native Hawaiian or Pacific Islander	86	3	3.5%	—	—	—	—
White							
Two or More Races	86	2	2.3%	—	—	—	—
Socioeconomically Disadvantaged	86	77	89.5%	45%	38%	13%	4%
English Learners	86	46	53.5%	63%	28%	9%	0%
Students with Disabilities	86	17	19.8%	88%	6%	6%	0%
Students Receiving Migrant Education Services	86	2	2.3%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	84	83	98.8%	51%	33%	7%	10%
Male	84	40	47.6%	50%	25%	13%	13%
Female	84	43	51.2%	51%	40%	2%	7%
Black or African American	84	2	2.4%	—	—	—	—
American Indian or Alaska Native							
Asian	84	16	19%	25%	19%	31%	25%
Filipino	84	8	9.5%	—	—	—	—
Hispanic or Latino	84	56	66.7%	63%	30%	0%	7%
Native Hawaiian or Pacific Islander	84	1	1.2%	—	—	—	—
White							
Two or More Races							
Socioeconomically Disadvantaged	84	73	86.9%	55%	29%	7%	10%
English Learners	84	29	34.5%	83%	10%	3%	3%
Students with Disabilities	84	17	20.2%	82%	12%	6%	0%
Students Receiving Migrant Education Services	84	3	3.6%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	35%	53%	38%	50%	52%	47%	59%	60%	56%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	—
All Students at the School	38%	White	
Male	53%	Two or More Races	
Female	27%	Socioeconomically Disadvantaged	36%
Black or African American	—	English Learners	10%
American Indian or Alaska Native		Students with Disabilities	—
Asian	92%	Students Receiving Migrant Education Services	—
Filipino	—	Foster Youth	—
Hispanic or Latino	18%		

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	13.4%	26.8%	23.2%
7			
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - Most Recent Year

San Antonio values and includes all stakeholders in all facets of the educational process. Parents are constantly informed of all the activities available for their participation. They receive Parent-Link messages on a weekly or daily basis and a monthly newsletter. Our website also serves as a means of communication as well as our electronic marquee. Our School Accountability Report Card is available on the district's website, as well as other school information such as the monthly calendar, the student handbook, a weekly newsletter, results of the school evaluation process, and school data.

We have a system to create many opportunities for parents to get involved depending on their availability. Each grade level has a binder with the children's names, and all parent volunteers sign-in by their children's names. We hold a meeting at the start of the year to review all established methods for completing service hours and to brainstorm new ideas. We hold monthly community meetings to revisit the parent participation policy.

Parents complete surveys to gather their input about our school. We identify parents' needs and desires through their responses, and we provide trainings and opportunities to volunteer and engage based on those needs. In addition, our parents are involved in the English Language Advisory Committee, School Site Council, Parent Teacher Association, Community-based English Tutoring, parent education classes, and pre-kinder training. For more information regarding parent involvement, please contact the principal, Wm. Derek Grasty, at (408) 928-8700.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.25	0.96	1.01	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

San Antonio School has a very detailed, comprehensive school safety plan outlining protocols, systems, and procedures in the event of any/all emergencies. The safety plan contains the yearly safety goals as determined by the students, staff, and parents. It is revised by our safety committee on a yearly basis and presented to the School Site Council and English Learner Advisory Committee for review and input. All stakeholders' input is taken into account to finalize the plan and present it to the Alum Rock Union Elementary School District Board of Trustees for annual approval. It was last approved in December 2014. The Safety Plan and drill procedures are reviewed throughout the year with all staff members during meetings and via memos. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required earthquake and fire drills are calendared and completed, and the results are shared with the staff and students.

The Safety Plan has a comprehensive, enforceable, set of rules and regulations that include a behavior policy, a dress code policy, a set of protocols for safety/emergency drills, a tardy policy, an attendance policy, a referral policy, a non-discriminatory policy on student rights and responsibilities, a campus security policy, an harassment policy, a conflict management policy, an Internet safety policy, and an intervention policy. In addition, our parents are provided with a student handbook with detailed explanation of all expectations to ensure students' safety.

We also have City Year at San Antonio School. City Year participates in a variety of activities at school including roles in our earthquake drills. City Year also provides a safe afterschool program for our students.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	4			20	2	1		22		3	
1	22		4		21	1	2		21	1	2	
2	20	3	1		21	2	3		20	3	1	
3	21	1	3		19	4			21	2	2	
4	32		2		33			2	33			2
5	32		1	2	27	1	1	2	26	1	3	
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	1	N/A

NOTE: Cells with N/A values do not require data.

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,003	\$2,358	\$6,646	\$73,595
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	2.78%	5.00%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	24.27%	0.82%

NOTE: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

San Antonio uses state and federal funds to support ALL students based on their specific needs. We pay for the Little Heroes Program, which ensures students have structured play during recess, an opportunity to attend after school tutoring and mentoring, access to a junior coach, and a sports league to promote health, wellness and an appreciation of sports. Funds are also used to support a resource teacher who provides direct support to teachers and students. Funds are used to offer professional development, after school intervention programs, supplemental materials, classroom materials and field trips. All state and federal funds are used to meet the students' goals set by our School Improvement Plan.

City Year is a program that enhances our school via teacher release, an afterschool program and academic support for students. City Year services are not funded by our school. The United Way supports our students with reading tutors. Grail Reading also supports our students and families with tutoring and books to take home. United Way and Grail Reading are additional non-funded site programs that benefit our students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The professional development plan is coordinated by the district Curriculum and Instruction department in accordance with district and site priorities. Additional professional development was conducted throughout the year before, after school and on Saturdays.

Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training or State, county-wide conferences or outside consultants, teachers were encouraged to attend in-services that promote best practice strategies in both literacy, written language, mathematics and E.L.D. Training for teachers and administrators that was offered in the following areas: K-6 literacy, English Language Development, Writing and Mathematics.

San Antonio teachers received training and professional development in technology on site and at the CUE conference. Professional development was also provided in the areas of guided reading, and Constructing Meaning. We will continue our efforts to enhance professional development and life-long learning.