San Antonio Elementary School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

San Antonio Elementary

Contact Information (School Year 2014-15)

1721 East San Antonio St.

San Jose, CA 95116-3060

(408) 928-8700

Principal:	William Derek Grasty, Principal
Contact E-mail Address:	william.grasty@arusd.org
County-District-School (CDS) Code:	43693696046304

Alum Rock Union Elementary

Contact Information (School Year 2014-15)

(408) 928-6800

www.arusd.org

Superintendent:	Hilaria Bauer
Contact E-mail Address:	hilaria.bauer@arusd.org

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

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	William Derek Grasty, Principal
E-mail Address	william.grasty@arusd.org
Web Site	http://www.arusd.org
County-District-School (CDS) Code	43693696046304

School Description and Mission Statement- Most Recent Year

All students attending San Antonio School are challenged and supported to excel academically and socially. As PeaceBuilders 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. Parents are active partners and can count on a variety of opportunities to participate at school 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 and is the foundation 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. We support and hold each other accountable to provide high standards and rigorous instruction and to ensure all students reach the highest level of academic achievement.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	61
Grade 1	78
Grade 2	87
Grade 3	77
Grade 4	90
Grade 5	82
Grade 6	0
Total Enrollment	475

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	13.7
Filipino	4.6
Hispanic or Latino	74.9
Native Hawaiian/Pacific Islander	1.7
White	1.3
Two or More Races	0.8
Socioeconomically Disadvantaged	88.2
English Learners	56
Students with Disabilities	10.5

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	21	24	21	518
Without Full Credential		0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			1

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 2013-14)

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	97.44	2.56
High-Poverty Schools in District	97.44	2.56
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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent 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, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. The school grounds and green fields have been newly landscaped and are well maintained. The school's buildings, grounds and play areas are safe for use.

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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	No apparent problems.
Interior: Interior Surfaces	✔	—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	No apparent problems.
Electrical: Electrical	✔	—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials	✔	—	—	No apparent problems.
Structural: Structural Damage, Roofs	✔	—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

B. 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 successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	29%	35%	54%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	54%
Male	53%
Female	55%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	64%
Filipino	N/A
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	50%
English Learners	13%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	54%	48%	48%	52%	50%	54%	56%	55%
Mathematics	70%	63%	61%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	4
Similar Schools	8	8	6

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

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	17	16	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	0	-29
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	17	16	-30
English Learners	11	16	-28
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

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

California Physical Fitness Test Results (School Year 2013-14)

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	20.7%	18.3%	20.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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 Parental Involvement State Priority (Priority 3):

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

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.

All parents complete a survey at the beginning of the year. 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 928-8700.

State Priority: School Climate

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

• Pupil suspension rates;

• Pupil expulsion rates; and

• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	1.8	2.2	1	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

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 an elected 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 2013. 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 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.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

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	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.8	4	0	0	19	4			20	2	1	
1	20	4	0	0	22		4		20	2	2	
2	20	4	0	0	20	3	1		17	2	3	
3	19	4	0	0	21	1	3		19	4		
4	31	0	1	2	27	1	2		23	2		2
5	32.5	0	1	1	26	1		2	21	2		2
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	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,637	$2,684	$6,953	$68,949
District	N/A	N/A	N/A	$68,814
Percent Difference – School Site and District	N/A	N/A	N/A	0.2
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	48.25	-2.6

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

Types of Services Funded (Fiscal Year 2013-14)

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.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,567	$41,507
Mid-Range Teacher Salary	$72,497	$67,890
Highest Teacher Salary	$84,619	$86,174
Average Principal Salary (Elementary)	$107,361	$109,131
Average Principal Salary (Middle)	$112,730	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$204,900	$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

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 staff development plan is coordinated by the district Curriculum and Instruction department in accordance with district and site priorities. Additional staff 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.