

# San Antonio Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	San Antonio Elementary School
<b>Street</b>	1721 East San Antonio St.
<b>City, State, Zip</b>	San Jose CA, 95116
<b>Phone Number</b>	(408) 928-8700
<b>Principal</b>	Dr. Ivan Montes
<b>Email Address</b>	ivan.montes@arUSD.org
<b>Website</b>	<a href="https://sanantonio.arUSD.org">https://sanantonio.arUSD.org</a>
<b>County-District-School (CDS) Code</b>	43-69369-6046304

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
Website	www.arUSD.org

### School Description and Mission Statement (School Year 2019-20)

**Our Promise:**

San Antonio will continue to be a cutting-edge school, leading the way with technology and innovation. We will continue to support all staff in their continued focus to make our school a place of learning that accelerates student achievement for all. Our school will communicate and collaborate with our middle school to support a smooth student transition to the next academic level. We will engage all stakeholders in our efforts to make San Antonio a beacon of learning in the Silicon Valley. We will provide a safe and nurturing learning environment that fosters high levels of teaching and learning. Our dedication to academic achievement and positive character traits will provide students with a positive self-image that will translate into productive leadership, support for their community, and college and career readiness.

**Our Mission:**

We will provide a safe, inclusive, and challenging environment where students engage in an innovative instructional program, while feeling welcomed, loved and supported.

**Our Vision:**

Our students will reach their potential and become productive citizens, critical thinkers and lifelong learners.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	49
Grade 2	47
Grade 3	42
Grade 4	66
Grade 5	65
<b>Total Enrollment</b>	<b>344</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
Asian	11
Filipino	4.1
Hispanic or Latino	78.5
Native Hawaiian or Pacific Islander	1.5
White	0.3
Two or More Races	2.9
Socioeconomically Disadvantaged	88.7
English Learners	41.3
Students with Disabilities	10.5
Foster Youth	0.3
Homeless	1.2

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	17	16	433
Without Full Credential	0	0	1	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools

- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
<b>Mathematics</b>	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
<b>Science</b>	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
<b>History-Social Science</b>	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
<b>Health</b>	Family Life - Planned Parenthood	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The construction of a new San Antonio Elementary School campus began in the summer of 2010. San Antonio Elementary 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 Union Elementary 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 recently collected** 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

**Year and month of the most recent FIT report:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm: Cafeteria-AC down. Rm: Stage-AC down. Rm: Cafeteria M102-Exhaust Grill Dusty. Rm: 101-Grill vent on ceiling dusty. Rm: K103 Workroom-Vent is dusty.
<b>Interior:</b> Interior Surfaces	Good	Rm: 106-Outside room in hall there is a hole on wall. Rm: Lower Storage 114- two damaged Floor Tiles. Rm: 209-Stain on Ceiling Tile. Rm: 209-Small hole on wall by door. Rm: 206-Four holes on clock wall. Rm: 201-Stain Ceiling by vent. Rm:K102-Ceiling stain by K103 door.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm: Office Data A108-Cluttered. Rm: Fire Office Riser-Dusty. Rm: Office Mechanical 112-Dusty. Rm: Cafeteria Boys Restroom-Two spiders at corner of Entrance. Rm: Custodial M105-Needs mopping. Rm: custodial M105-Webs by Boiler. Rm: Cafeteria M102, Storage Custodial-Cobwebs on corner. Rm: Lower Level girl's Restroom-Spiders behind door. Rm: Lower Storage 114-Needs mopping. Rm: 212 Electrical-Cluttered. Rm: 113 Outside Electrical-Dusty. Rm: Main Building Fire Riser-Dusty.
<b>Electrical:</b> Electrical	Good	Rm: Nurse Office-Light Cover is Missing. Rm: Staff Room-Three burnt Bulbs. Rm: Kitchen-Burnt Bulb above sink. Rm: Kitchen-Burnt Bulb in Office. Rm: Stage-Nine (9) Burnt Bulbs. Rm: 204-Two burnt Bulbs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Rm: Upper Boy's Restroom-Middle Sink not Working.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	Rm: 104-Lysol wipes under sink. Rm: 108-Clorox wipes under sink. Rm: 110-Clorox wipes on counter. Rm: 109-Clorox wipes on desk. Rm: 209-Lysol wipes under sink. Rm: 207-Clorox wipes on desk. Rm: 205-Clorox wipes on counter. Rm: 206-Paint chip by light switch. Rm: 204-Clorox on top of sink. Rm: K103 Work room-Clorox under sink. Rm:K102-Clorox under sink.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	39	42	41	40	50	50
<b>Mathematics (grades 3-8 and 11)</b>	34	37	33	33	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	174	96.13	3.87	41.62
Male	88	84	95.45	4.55	41.67
Female	93	90	96.77	3.23	41.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	149	144	96.64	3.36	34.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	160	154	96.25	3.75	37.25
English Learners	135	129	95.56	4.44	38.28
Students with Disabilities	27	26	96.30	3.70	11.54
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	178	98.34	1.66	37.08
Male	88	86	97.73	2.27	44.19
Female	93	92	98.92	1.08	30.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	78.57
Filipino	--	--	--	--	--
Hispanic or Latino	149	148	99.33	0.67	31.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	160	158	98.75	1.25	32.91
English Learners	135	133	98.52	1.48	33.83
Students with Disabilities	27	26	96.30	3.70	7.69
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.9	26.6	14.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 (School Year 2019-20)

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 and ClassDoJo messages on a weekly or daily basis. 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 and constantly focus in on parent participation.

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, and pre-kinder training. Opportunities for parental involvement include, but are not limited to:

- volunteering in their child(ren)'s classes
- participating in Los Dichos (a monthly reading program in both English and Spanish)
- helping teachers with copies/lamination, etc.
- attending field trips
- participating any of our school functions: Back to School Night, EPIC build, etc.
- participating any of our district functions: Back to the District, Parent University, etc.
- participating any of our parent workshops provided through our community partnerships
- parent outreach to recruit more parents
- participating in parent coffee, ELAC, SSC, and/or PTA to inform school-based decisions

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.9	2.1	0.5	2.8	3.8	2.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

San Antonio Elementary 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. 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, a 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 a detailed explanation of all expectations to ensure students' safety.

We also have City Year and YMCA at San Antonio Elementary School. City Year participates in a variety of activities at school including roles in our earthquake and disaster drills. City Year also provides a safe after-school 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	2		22	1	2		19	2	2	
1	23		2		24		2		25		2	
2	23		3		19	3			24		2	
3	23		3		21	1	2		21		2	
4	26		3		33		1	1	32		2	
5	23		3		23	1	3		23	1	2	
Other**	13	1										

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,637.28	3,606.93	11,030.35	99,516.44
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	162.3	13.2

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	38.0	18.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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 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 after-school program and academic support for students. City Year services are not funded by our school. The Reading Partners Program supports our students with 1:1 reading tutors in grades 1-5. Grail Reading also supports our Transitional Kindergarten and Kindergarten students and families with tutoring and books to take home. Reading Partners is funded by the school site, while Grail is a free, community-based reading program.

San Antonio uses state and federal funds to support struggling students with their reading skills with the partnership from Reading Partners. Reading Partners offers 1:1 reading tutoring support for student 0.5 months behind or more in grade levels 1-4. Selected students meet with tutors twice per week for 45 minutes. Funds are used to cover the cost of an on-site coordinator and supervisor, along with professional development for tutors, and books for students. All state and federal funds are used to meet the students' goals set by our School Improvement Plan.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$57,473	\$45,741
<b>Mid-Range Teacher Salary</b>	\$89,476	\$81,840
<b>Highest Teacher Salary</b>	\$106,470	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$119,374	\$129,221
<b>Average Principal Salary (Middle)</b>	\$131,610	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$212,178	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	37%	36%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

There are three non-student, professional development days embedded into the academic school calendar. Two take place before school begins in August, and the third takes place in October.

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, and during the school day.

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, and most recently the immersion of computer science. Training for teachers and administrators that was offered in the following areas: K-6 literacy, English Language Development, Writing, Mathematics, Data, Social-Emotional Learning, and computer science.

San Antonio teachers received training and professional development in technology and computer science on site. Professional development was also provided in the areas of guided reading, mathematical practices, computer science, and restorative justice. We will continue our efforts to enhance professional development and life-long learning.