

San Antonio High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	San Antonio High School
Street	500 Vallejo Street
City, State, Zip	Petaluma
Phone Number	(707) 778-4758
Principal	Gregory Stevenson
Email Address	gstevenson@petk12.org
School Website	https://www.petalumacityschools.org/sanantonio
Grade Span	9-12
County-District-School (CDS) Code	49-708624935862

2025-26 District Contact Information

District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

San Antonio High School (SAHS) is a continuation high school for students who need a more individualized program to complete high school credits. Students receive daily instruction in classes with fewer than 20 students. Additionally, all students are assigned a mentor teacher, have access to an academic counselor, a marriage and family therapy (MFT) counselor, and a very supportive staff, while they attend and complete their graduation goal. Students can also access the San Antonio satellite office of the Petaluma Health Center for medical concerns. San Antonio High School is accredited by the Western Association of Schools and Colleges (WASC), with our most current accreditation occurring in 2024.

San Antonio High School provides a positive alternative education for students who have not found success in other settings. We believe that our students, regardless of past experiences, possess the potential for improved life skills, increased academic performance, and enhanced awareness and self-esteem. We believe every student can succeed when they begin to see themselves as valuable, productive members of society. We endeavor, as a school community, to be a place where students are inspired, and supported, to pursue their passions and creativity.

Our special focus is a school wide approach that uses current standards-based instruction while supporting our students social and emotional growth with mentorships, school wide activities and team building exercises. We foster collaboration through group work and presentations that illustrate student thinking and learning. In short, we strive to engage the whole student so that are positioned to take their place in the world as successful members of society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	12
Grade 11	32
Grade 12	64
Total Enrollment	108

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40
Male	58.5
Non-Binary	1.5
American Indian or Alaska Native	1.5
Asian	1.5
Black or African American	3.1
Hispanic or Latino	63.1
Two or More Races	3.1
White	27.7
English Learners	9.2
Foster Youth	4.6
Homeless	3.1
Socioeconomically Disadvantaged	86.2
Students with Disabilities	32.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.6	66.43	208.2	84.93	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.5	2.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	25	17.5	7.16	11953.1	4.28
Unknown/Incomplete/NA	0.6	8.57	10.4	4.25	15831.9	5.67
Total Teaching Positions	7	100	245.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.6	57.03	199.8	85.18	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	7.81	1.7	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	7.81	11.1	4.77	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	27.34	14.1	6.05	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.6	3.27	14303.8	5.15
Total Teaching Positions	6.4	100	234.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.7	64.55	198.6	84.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.4	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	9	3.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	28.69	12.2	5.2	12112.8	4.34
Unknown/Incomplete/NA	0.4	6.63	12.9	5.49	13705.8	4.91
Total Teaching Positions	7.3	100	235.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.70	1.7	2.1
Total Out-of-Field Teachers	1.70	1.7	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at
<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Gold, Prentice Hall 5th edition; 2005 The Great Gatsby by F. Scott Fitzgerald; Scribner, 2004 A Moveable Feast by Ernest Hemingway; Scribner, 1992 The Absolutely True Diary of a Part-Time Indian by Sherman Alexie; Little Brown and Company, 2007 One Flew Over the Cuckoo's Nest by Ken Kesey; Signet, 1989 Bad by Jean Ferris; Farrar Strauss Giroux, 1998 The Female of the Species by Mindy McGinnis; Katherine Tegan Books, 2016 The Color Purple by Alice Walker; Mariner Books, Houghton Mifflin Harcourt, 1992 I Know Why the Caged Bird Sings; Maya Angelou; Little Brown Book Group, 1984 I'm Not Your Perfect Mexican Daughter by Erika L. Sánchez; Knopf Books for Young Readers, 2017 To Kill a Mockingbird by Harper Lee, J.B. Lipencott, 1960 I Know Why the Caged Bird Sings by Maya Angelou, Random House, 1969 Perks of Being a Wallflower by Stephen Chbosky, Pocket Books, 1999 Fahrenheit 451 by Ray Bradbury, Balantine Books, 1953 Deadline by Chris Crutcher, Harper Collins, 2007 All American Boys, by Jason Reynolds and Brendan Kelly, Atheneum Books, 2015 House on Mango Street, by Sandra Cisneros, Arte Publico Press, 1984 Raisin in the Sun, by Lorraine Hansberry, Random House, 1959 House Arrest, by KA Holt, Chronicle Books, 2015 Yaqui Delgado Wants to Kick Your Ass, by Meg Medina, Candlewick, 2014 The Hate U Give, by Angie Thomas, HarperCollins Publishers, 2017 Speak, by Laurie Halse Anderson, Farrar Straus Giroux, 1999 Dear Martin, by Nic Stone, Crown Publishing Group, 201	0.0%

	The Sun is Also a Star, by Nicole Yoon, Delacorte Books, 2016	
Mathematics	CPM, Core Connection Integrated 1, 2014, CPM Education CPM, Core Connections, Integrated 2, 2015, CPM Education Business Math, 2006, South-Western	0.0%
Science	McGraw Hill Inspire Science Science Adopted 2020-29	0.0%
History-Social Science	Grade 10-12: American History - Reconstruction to the Present (2019, Houghton Mifflin Harcourt Publishing Company) Economics - Principles in Action (2019, Savvas Learning Company) Government- American Government (2022, Cengage Learning, Inc.)	0.0%
Foreign Language	ONLINE LANGUAGE PROGRAMS: Conjugemos Quia Quizlet Spanish II (Spanish for heritage speakers) El espanol para nosotros - curso para hispanohablantes - Schmitt Glencoe 2006, Adopted 2012Exploratory Spanish Realidades 1 Prentice Hall Boyles, Met, Sayers, Wargin Copyright 2008 Spanish for Native/Heritage Speakers El español para nosotros Nivel 1 - Curso para hispanohablantes. McGraw Hill-Glencoe Conrad J Schmitt Copyright 2006	0.0%
Health	Making Life Choices - West End Publishing 2nd Edition - 1999 Physical Education Text: Personal Fitness Looking Good and Feeling Good Authors: Charles S. Williams Emmanouel G. Harageones Dewayne J. Johnson Charles D. Smith Kendall Hunt Publishing Company 2005	0.0%
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Overall, the school facility is in excellent condition.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

Dec 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)		19	54	56	47	48
Mathematics (grades 3-8 and 11)	0	0	37	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	26	81.25	18.75	19.23
Female	14	10	71.43	28.57	--
Male	18	16	88.89	11.11	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	15	71.43	28.57	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	22	78.57	21.43	22.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	25	86.21	13.79	0.00
Female	13	10	76.92	23.08	--
Male	16	15	93.75	6.25	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	16	80.00	20.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	21	84.00	16.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	1.49	2.56	33.71	34.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	39	79.59	20.41	2.56
Female	19	12	63.16	36.84	0.00
Male	30	27	90.00	10.00	3.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	24	75.00	25.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	7.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	30	76.92	23.08	3.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2024-25 Career Technical Education Programs

Career Technical Education Programs are not offered at San Antonio High School at this time, however, students may co-enroll at the comprehensive sites if their credit deficiency and/or class availability allow for it.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to attend our annual Back to School night, Open House - Digital Portfolio Night, our Spring and Fall Alternative Education Parents' Night, and our bi-annual college nights and financial aid information nights. We regularly communicate with families using Parent Square and publish a monthly newsletter, "The Phoenix Flyer", that is shared with families and contains updates on current events, planned activities and important upcoming dates. Our Site Council meets several times each year and is involved in planning and budget discussions with representation from parents, students, staff and community members.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	53.7	1.9	29.4	8.2	1.8	6	8.2	8.9	8
Graduation Rate	43.9	29.6	70.6	89.9	87.4	92	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	34	24	70.6
Female	14	10	71.4
Male	20	14	70.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	20	14	70.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	30	21	70.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	7	63.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	108	92	72	78.3
Female	44	36	32	88.9
Male	63	55	40	72.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	60	45	75.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	28	24	20	83.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	95	79	61	77.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	33	27	81.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.65	0.93	0	4.33	3.21	2.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.88	0	0	0.18	0.16	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

San Antonio High School's comprehensive School Safety Plan focuses on prevention and intervention. It was designed in collaboration with the Valley Oaks High School staff to provide a framework for protecting students, staff, and the school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements, District policy, and Administrative Regulations. Regularly scheduled drills are held with students, staff, and District personnel to practice implementation. The document was last updated and reviewed by school staff and school site council, Fall 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	7	0	0
Mathematics	20	3	0	0
Science	18	3	0	0
Social Science	15	8	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	7		
Mathematics	14	4		
Science	12	5		
Social Science	13	10		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	8		
Mathematics	17	3		
Science	17	3		
Social Science	9	10		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	81

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19046.47	8915.12	10131.35	82795
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	27.6	-4.1
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-9.5	

Fiscal Year 2024-25 Types of Services Funded

San Antonio High School offers a wide variety of supports and opportunities for students to meet their graduation goals. San Antonio High School affords all students an avenue for credit recovery. Students have access to online learning and credit recovery via the Edgenuity platform administered by a credentialed teacher; students have the option to co-enroll in Adult Education, Santa Rosa Junior College, or both; and teachers are available to support students at lunch and after school by individual arrangements. Every student enrolled in San Antonio High School has access to an academic counselor and a college/career counselor who assists with job placement and applications for scholarships and post high school opportunities. Additionally, every student is assigned a mentor teacher responsible for helping the student navigate their path towards graduation. Our Teen Center boasts a pool/ping pong table and provides a safe place for students to hang out during break or at lunch time. Depending on student interest, we participate in intramural sports with other alternative high schools, offering opportunities for all students to participate in basketball and/or soccer. Our social/emotion counselors provide ongoing support and help students focus on their goal of graduation. Petaluma Health Center supports a satellite office on our campus, providing our students with professional and confidential medical services

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

5 professional development days have been built into the work year calendar for 2025-2026. These PD days are a combination of district-wide, secondary and site-specific PD. Two PD days held prior to the start of the school year were dedicated to an overall theme of equity. Staff participated in a series of district-wide, secondary-only, site-specific and workshop sessions focused on: empowering students and teachers; equity in the math classroom; Universal Design for Learning; Project Based Learning; redesigning student assessments to empower students to self-assess; using site improvement data for continuous improvement; Title VI training; and LGBTQ+ rights.

Petaluma City Schools continues to prioritize Positive Behavioral Interventions and Support (PBIS), and Welcoming Schools (LGBTQ+) training for secondary staff. In addition, trainings have been scheduled throughout the school year to support a core team at each school site dedicated to enhancing a positive school climate.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5