

San Antonio Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	San Antonio Elementary School
Street	1721 East San Antonio St.
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-8700
Principal	Lyssa Perry
E-mail Address	lyssa.perry@arUSD.org
Web Site	http://www.arUSD.org/Domain/340
CDS Code	43-69369-6046304

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

School Description and Mission Statement (School Year 2018-19)

San Antonio Elementary School is a TK-5 school located in east San Jose, California. The community is mostly Latino and socio-economically disadvantaged. All students attending San Antonio Elementary School are motivated and supported to excel academically and socially. As Peace-Builders, we introduce and practice monthly character traits to promote respect and celebrate diversity. All students Kinder through Fifth grade also participate in the Youth Positive Curriculum to build a healthy, positive self-image and self-confidence. All staff members are fully committed to working as a team to develop optimal learning environments and to ensure all students will reach their full academic potential in a safe, nurturing and technology rich environment. San Antonio School produces college and career ready students for the 21st century, with skill-sets that will prepare students to be leaders and role-models in their community and beyond. Our focus areas are: preparing students for middle school, supporting our English learners and parent engagement.

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

Our Mission:

The mission of San Antonio Elementary School is to produce critical thinkers through technology and project-based learning. We are committed to preparing students for the global society by developing their skills in the Common Core areas of critical thinking, problem solving, collaboration, communication and creativity. We will improve and enhance student achievement and student engagement by developing their listening, speaking, reading and writing skills. We will also enhance their ability to solve problems and improve their decision-making skills. San Antonio is a technology school. We provide teachers with training through professional development, workshops and conferences to learn the most current technology trends and skills. We strive to provide all students with 21st Century skills so students are successful for college and career.

Our Vision:

Provide all students with a rigorous, challenging, and innovative instructional program that empowers students with the confidence, perseverance, and integrity needed to prepare them for college-readiness and contributing members of a global society.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	66
Grade 1	47
Grade 2	56
Grade 3	64
Grade 4	68
Grade 5	89
Total Enrollment	390

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.0
Asian	12.1
Filipino	4.6
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	1.3
White	0.8
Socioeconomically Disadvantaged	87.7
English Learners	46.4
Students with Disabilities	13.6
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	19	17	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm.C12: Filled with desks and chairs.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm. C-210: Drinking fountain not working properly.
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	39.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	34.0	33.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	210	97.22	39.05
Male	113	109	96.46	34.86
Female	103	101	98.06	43.56
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	24	23	95.83	73.91
Filipino	--	--	--	--
Hispanic or Latino	165	162	98.18	32.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	181	96.79	35.91
English Learners	156	151	96.79	36.42
Students with Disabilities	39	38	97.44	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	213	98.61	33.8
Male	113	111	98.23	34.23
Female	103	102	99.03	33.33
Black or African American	--	--	--	--
Asian	24	24	100	70.83
Filipino	--	--	--	--
Hispanic or Latino	165	163	98.79	23.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	184	98.4	29.35
English Learners	156	154	98.72	28.57
Students with Disabilities	39	38	97.44	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	18.8	12.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

San Antonio values and includes all stakeholders in all facets of the educational process. Parents are constantly informed of all the activities available for their participation. They receive Parent-Link messages on a weekly or daily basis and a monthly newsletter. Our website also serves as a means of communication as well as our electronic marquee. Our School Accountability Report Card is available on the district’s website, as well as other school information such as the monthly calendar, the student handbook, a weekly newsletter, results of the school evaluation process, and school data. We have a system to create many opportunities for parents to get involved depending on their availability. Each grade level has a binder with the children’s names, and all parent volunteers sign-in by their children’s names. We hold a meeting at the start of the year to review all established methods for completing service hours and to brainstorm new ideas. We hold monthly community meetings to revisit the parent participation policy.

Parents complete surveys to gather their input about our school. We identify parents’ needs and desires through their responses, and we provide trainings and opportunities to volunteer and engage based on those needs. In addition, our parents are involved in the English Language Advisory Committee, School Site Council, Parent Teacher Association, Community-based English Tutoring, parent education classes, and pre-kinder training. 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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.9	0.9	2.1	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. It was last approved in December 2017, to be approved again at the end of 2019. 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. They too participate and understand our safety plan.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	3		20	1	2		22	1	2	
1	23		1		23		2		24		2	
2	22		3		23		3		19	3		
3	19	4			23		3		21	1	2	
4	33		1	1	26		3		33		1	1
5	27	1	3		23		3		23	1	3	
Other	23		1		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.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,694.30	\$2,216.25	\$4,478.05	\$83,406
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-8.9
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-6.1

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 2017-18)

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 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. Springboard will be provided in the Spring as an after-school program and will be paid for jointly by both the school and the district.

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 1-5. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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.

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.