

San Antonio Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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).

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	Dr. Ivan Montes
Email Address	ivan.montes@arUSD.org
Website	https://sanantonio.arUSD.org
County-District-School (CDS) Code	43-69369-6046304

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	55
Grade 1	53
Grade 2	44
Grade 3	52
Grade 4	53
Grade 5	66
Total Enrollment	323

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	9.9
Filipino	3.7
Hispanic or Latino	80.5
White	0.3
Two or More Races	3.1
Socioeconomically Disadvantaged	88.2
English Learners	40.9
Students with Disabilities	13
Homeless	0.9

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	16	14	431
Without Full Credential	0	1	2	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Due to COVID-19, campus facilities access has been limited as a safety precaution. As a result of distance learning all community events have transitioned to a virtual setting--decreasing the demand and use of physical building space during distance learning.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm:C205-Paint peeling off on wall by entrance. Rm:C206-Wall needs paint. Rm:C204-Wall needs paint, cabinet needs five handles. Rm:C110-Holes on wall by entrance. Rm:C108-Walls need paint, holes on wall. Rm:C109-Paint on walls peeling off. Rm:C101 Library- 15 Cabinet handles missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm:Boys Restroom-First sink faucet needs adjust water pressure.
Safety: Fire Safety, Hazardous Materials	Good	Rm:K102-Sprinkler outside rusty.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm:K102-Entrance door doesn't close by itself. Rm:K101-Entrance door doesn't close by itself.
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	40	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

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, Parent Square 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:

- participating virtually in any of our school functions: Back-to-School Night, EPIC build, etc.
- participating virtually in any of our district functions: Back to the District, Parent University, etc.
- participating virtually in any of our parent workshops provided through our community partnerships
- participating virtually 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	0.5	3.8	2.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.009090909		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 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 and YMCA participate in a variety of activities at school including roles in our earthquake and disaster drills. They also provides a safe after-school program for our students.

During the COVID-19 pandemic, we have worked with our district office in partnership with the Santa Clara County Public Health Department, the Santa Clara County Office of Education to ensure we adhere and communicate all COVID-19 safety protocols and procedures.

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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	2		19	2	2		18	1	2	
1	24		2		25		2		25		2	
2	19	3			24		2		24		1	
3	21	1	2		21		2		26		2	
4	33		1	1	32		2		24		2	
5	23	1	3		23	1	2		30		2	
Other**									18	1	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,855.63	\$3,919.94	\$11,935.69	\$100,278.21
District	N/A	N/A	\$1,148.34	\$88,855
Percent Difference - School Site and District	N/A	N/A	164.9	12.1
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	42.5	17.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$51,004
Mid-Range Teacher Salary	\$89,476	\$82,919
Highest Teacher Salary	\$106,470	\$104,604
Average Principal Salary (Elementary)	\$119,374	\$131,277
Average Principal Salary (Middle)	\$131,610	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$212,178	\$230,860
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 how to deliver distance learning instruction both synchronously and asynchronously. Professional development was also provided in the areas of guided reading, assessments, socio-emotional learning as well as our core curricular programs to assist us in successfully delivering distance learning.

On going collaboration, planning and reflection takes place during staff meetings and the instructional leadership team meetings.