

ALWAYS LEARNING CHILDREN'S CABINET ANNUAL REPORT

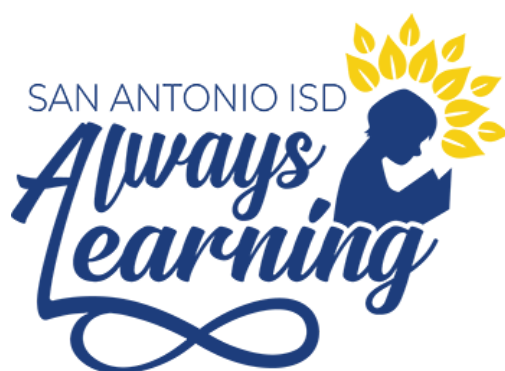
PRODUCED BY THE CHILDREN'S CABINET STEERING COMMITTEE
FACILITATED BY THE OFFICE OF STRATEGY

SEPTEMBER 2026



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Between November 2022 and February 2023, San Antonio ISD developed *Always Learning*, a comprehensive strategic management plan that charts a path to meet the ambitious vision set forth by the SAISD Board of Trustees. To ensure the district stays on course through leadership changes and shifting contexts, the final step in the *Always Learning* journey was to establish a Children's Cabinet—an accountability body designed to monitor progress toward outcomes.

The Children's Cabinet has advised the district's senior administration on the fidelity of the plan and its alignment with the Board's vision. As a voice for the community, the Cabinet holds the district accountable and advocates for improved educational outcomes for all students.

ANNUAL REPORT

Each year, the Children's Cabinet will produce an annual report from its perspective, documenting its activities and the ongoing, productive dialogue between the community and San Antonio ISD.

This report synthesizes valuable feedback from Children's Cabinet members. A dedicated Steering Committee reviewed and validated this feedback to ensure accuracy.

In turn, the district's leaders respond to the Children's Cabinet's feedback, showing how the Cabinet's input has been incorporated into ongoing work. This transparent, collaborative dynamic demonstrates that the district is eager to implement *Always Learning* based on the community's hopes and in alignment with current priorities.

This report also highlights key accomplishments from the 25-26 school year, capturing key findings on district strengths, opportunities for growth, and corresponding actions.

To focus and drive the work of the Children's Cabinet, this report concludes with key priorities for the upcoming year. The district, in turn, accepts this feedback as vital to its improvement cycle and commits to using these priorities to guide its work and drive a unified story of transformation.

MESSAGE FROM THE SUPERINTENDENT

Dear Cabinet Members,

On behalf of San Antonio ISD, I extend my deep appreciation to the Always Learning Children's Cabinet for your insight, expertise and feedback on our work to ensure every child is set on course for academic achievement and lifelong learning.

Children belong in classrooms that believe in their future. In SAISD, we believe in every child, and we appreciate you for believing in children, too. Every student who walks through our doors is part of a story we are writing together. A story of educators who refuse to settle for anything less than greatness for their students.

In our most recent state accountability ratings, SAISD retained its overall rating of C. The district also earned 92 distinction designations, up from 78 in 2025, with two campuses earning all possible distinctions.

Bright spots:

- 12 A-rated campuses, matching 2025
- 23 B-rated campuses, up from 18 last year
- 57% (45 out of 79 rated campuses) earned an A, B, or C rating, the same percentage as 2025
- 31 campuses increased a letter grade
- 2 campuses increased 3 letter grades
- 2 campuses increased 2 letter grades
- The number of F-rated campuses decreased by more than half (from 20 to 9)

We are incredibly proud of our campuses whose hard work resulted in improvements. A successful school turnaround is more than a milestone for one campus. It is a powerful sign that the strategies, investments, and support systems being implemented are having a meaningful impact. Most importantly, it shows that we are fulfilling our responsibility to ensure every child receives the excellent education they need to learn, grow, and thrive.

As we begin the 2026-27 school year, we are committed to making continual progress. We will engage students in learning and community, because every day matters and every child deserves a strong start.

There is joy in every subject we teach, and it is our responsibility to help students discover it. We will ignite their interest and nurture confidence so that our students see themselves not only meeting expectations, but exceeding them. We will make every lesson, every interaction, and every day count.

We will grow stronger together. Thank you for your partnership.



Adrian Bustillos, Ph.D.
Superintendent

BOARD OF TRUSTEES



Alicia Sebastian PRESIDENT | DISTRICT 2

Alicia Sebastian brings a deeply personal commitment to educational equity and community empowerment in her role as President of the SAISD Board of Trustees. Alicia attended Southern University of New Orleans for a year before following in her grandmother's footsteps and becoming a licensed cosmetologist. After relocating to San Antonio, Alicia worked in several salons before opening her own in 2010. In 2018, she returned to school, earning her associate degree in sociology from St. Philip's College. Alicia became increasingly involved in advocacy and leadership, earning national recognition as a White House Initiative HBCU Scholar. Deeply engaged in her children's education, she served as vice president of the PTO at Sam Houston High School and began mentoring young women in life skills. Alicia is the Senior Director of Development and Communications for AVANCE. She is driven by the belief that every child deserves the opportunity to succeed and that success is built through community, collaboration, and high expectations.



Christina Martinez VICE PRESIDENT | DISTRICT 6

Christina Martinez is the current Vice President of the board and has been representing the SAISD District 6 community since April 10, 2017. Throughout her career, Christina has worked in various nonprofits as a youth development professional. She is trained in Adverse Childhood Experiences and Trauma-Informed Care, and she serves as a trainer for The Search Institute's Developmental Relationships program. In March 2024, Christina joined UP Partnership as their Managing Director of Public Engagement. Additionally, she is a member of the Executive Committee of The Council of Great City Schools and was recently appointed to the San Antonio Housing Trust Board. As the daughter of two urban public school educators, Christina believes that public schools are essential to democracy and that all families should have the opportunity to find a school that best fits their needs.



Jacob Ramos SECRETARY | DISTRICT 3

Jacob Ramos grew up in District 3 and attended all SAISD schools. He is a veteran of the U.S. Marine Corps and attended Texas A&M University-San Antonio, where he graduated with a Bachelor of Arts in Mathematics (2018) with a minor in computer information systems. As the son of two retired educators, Jacob understands the importance of public education and the significant role our neighborhood schools play in strengthening our communities. As a current SAISD parent, he recognizes that all students deserve to have an advocate. As a student, Jacob received special education services — which he knows made a critical difference in his ability to accomplish his goals. He is a member of Our Schools San Antonio and the Highland Hills Neighborhood Association. Prior to being elected on the SAISD Board, he served on the SAISD Budget Committee. As a trustee, Jacob will continue to work towards bringing parents and community members together to support our students, teachers, and school workers because our students' education is the foundation of the future.



Ed Garza TRUSTEE | DISTRICT 7

Edward D. Garza is an independent consultant specializing in urban planning, public policy, real estate development and investment. He has served on numerous corporate and governing boards including the Texas A&M University Foundation, San Antonio chapter of AIA, San Antonio Historic Design and Review Board, CPS Energy, and more. In 2001, at the age of 32, Garza became San Antonio's youngest mayor in the city's history. He served the maximum, two terms, as Mayor of San Antonio and prior to that served two terms as a City Council representative. In 2009, Garza was once again elected by voters to serve on the SAISD Board of Trustees. Garza ran on a vision to rebuild an aging urban school district based on high academic achievement, "back to basics" discipline/core values, and leadership/character development; with the vision to transform SAISD into a national model urban school district.



Stephanie Torres TRUSTEE | DISTRICT 5

Stephanie Torres was elected to the Board of Trustees in May 2023. She is a mom to three SAISD students, an active parent volunteer and an education justice advocate. She was born and raised in San Antonio's Westside and attended SAISD schools. She is a founding member of Our Schools San Antonio, an organization of SAISD parents and community members who advocate for strong public schools that serve all students well. She is honored to have the privilege to continue to advocate with and for the Westside community as a member of the Board of Trustees.



Arthur V. Valdez TRUSTEE | DISTRICT 4

Art Valdez is a life-long resident of SAISD's District 4. He and his late wife of 50 years and all three of his children are graduates of Burbank High School. In addition, his grandchildren attended Burbank. Mr. Valdez served in the U.S. Air Force and is a Vietnam veteran. He is a retired Aircraft Systems Engineer whose career has spanned more than 40 years in both civil and U.S. Air Force military aircraft. Mr. Valdez developed and currently leads an aircraft engineering consulting company and serves as a consultant for Boeing Aircraft. He holds an engineering degree and certification from Embry Riddle School of Aeronautics. He credits the technical and vocational training he received at Burbank for helping to the way for his career.



Mike Villarreal, Ph.D. TRUSTEE | DISTRICT 1

A native of San Antonio, Dr. Mike Villarreal became the first in his family to graduate from college when he earned a bachelor's degree in economics from Texas A&M University, a master's degree in public policy from Harvard Kennedy School and a Ph.D. in public policy from the University of Texas at Austin. Dr. Villarreal represented San Antonio in the Texas House of Representatives for 15 years. His legislative accomplishments included establishing Texas' statewide education and workforce data system, defeating regressive tax proposals, and championing initiatives in early education, student financial aid, and workforce development. After leaving the legislature, he founded the Urban Education Institute at the University of Texas at San Antonio. His research has focused on early education, college readiness, dual credit coursework, and the effects of school mobility on educational achievement. Dr. Villarreal currently serves as Principal Data Scientist and equity partner at CML Insight.

STEERING COMMITTEE MESSAGE

The Children's Cabinet is proud to present our annual progress report on San Antonio ISD's strategic management plan, *Always Learning*. Since first convening in Spring 2023, the Cabinet has worked to ensure that the district's strategic management plan is a living, sustainable framework driven by authentic community dialogue and feedback. In the last year, the Children's Cabinet has had an opportunity to provide feedback and ask probing questions about six priorities. Our evaluation of the district's progress on the strategic plan is structured into three core areas:

- Commendations: Recognizing successes and effective implementation
- Recommendations: Advising on actionable, short-term adjustments
- Considerations: Suggesting long-term strategic opportunities

This report is developed to provide individual component evaluations combined with a high-level synthesis of progress to date, along with areas that require further improvement. The intention is to partner with the district to drive progress that improves outcomes for all students.

The Steering Committee thanks all of the Children's Cabinet members for their time and their thoughtful work to provide feedback to the district on the selected areas of focus. Additionally, the Steering Committee is appreciative of the efforts of district staff to host each of the meetings and in being reflective in the feedback received.

With gratitude,

The Steering Committee of the
Always Learning Children's Cabinet

CHILDREN'S CABINET

25-26



CHILDREN'S CABINET INTRODUCTION

The purpose of the SAISD Children's Cabinet is to bring together a diverse group of students, parents, educators, community members, and national leaders to help San Antonio ISD create the conditions for all students to thrive.

Role of the Children's Cabinet

- Serve as a think tank that fosters two-way communication, helping the district improve its work on behalf of students. Through dialogue, the district can make better decisions that truly benefit its students.
- Champion the district's agenda and ensure continuity in its direction, even if leadership changes occur.
- Be ambassadors for the district, advocating for its work at the local, state, and national levels.

Members

Cabinet members represent all 7 SAISD single-member districts, in various roles including guardians, campus staff, district staff, businesses, and nonprofit representatives. [Read more](#) about the characteristics and responsibilities of Cabinet members [here](#).

Dialogue with the District

A critical role of the Children's Cabinet is to provide feedback, advice, and/or assistance with projects and goals identified in *Always Learning* and other priorities or initiatives.

A feedback loop is required to ensure this feedback is effectively considered in district decision-making.

1. **Gather input.** All feedback collected during quarterly meetings is recorded.
2. **Analyze & Prioritize.** After feedback is collected, topics and trends are identified. The appropriate district decision-maker is notified.
3. **Respond with Action.** The district is then able to consider this community feedback in priorities and initiatives.
4. **Report back.** To close the feedback loop, the district reports back on action taken to address the feedback.



25-26 PRIORITIES

The Cabinet's top six priorities for the 25-26 school year were:

- 1 Focus on High-Quality, Consistent Implementation.** The district has adopted excellent, research-based initiatives like high-quality instructional materials (HQIM), Professional Learning Communities (PLCs), and the School Performance Framework (SPF). The critical work now is to ensure these are implemented with fidelity, consistency, and excellence in every school and classroom, eliminating the variability that creates inequity and uneven performance.
- 2 Systematically Support the Adults Who Serve Our Children.** Student success is directly tied to the well-being and effectiveness of the adults in the system. This requires a systemic focus on managing teacher workload and preventing burnout, providing high-quality, job-embedded coaching for principals and teachers, and building clear, transparent pipelines for career growth that retain our best talent.
- 3 Translate Data into Tangible Action.** The district has made strides in collecting robust data across academics, finance, and school climate. The next crucial step is to close the feedback loop by consistently and transparently demonstrating how this data is used to drive tangible actions, from allocating mental health resources based on survey results to adjusting instructional strategies based on student performance.
- 4 Deepen Authentic Stakeholder Engagement.** True transformation requires moving beyond outreach to genuine partnership. The district must continue to empower families as leaders, formally involve teachers in the development of curriculum and policy, and proactively reshape public perception by elevating the authentic voices and success stories from within our school communities.
- 5 Pair High Expectations with Strong Support to Ensure Every Student Succeeds.** Upholding high academic and personal expectations for every student is non-negotiable. The path to ensuring they meet this high bar is providing strong, individualized support tailored to their specific needs. From defining leadership and providing access to technology to supporting our most vulnerable populations, every decision, policy, and practice must be examined to ensure it is closing opportunity gaps, removing barriers, and creating an inclusive environment where all children are both challenged and supported to reach their full potential.
- 6 Continue to place a high value on diverse representation among members of the Children's Cabinet along with other collaborative district and campus-based advisory bodies.** The district has done an admirable job of including the voices of a wide range of community members, employees and students on the Children's Cabinet. The district should build on these efforts. Strong and durable direction relies on many voices.

25-26 MEETINGS

Quarterly meetings during the 25-26 school year focused on the six priorities identified for the year. This targeted approach allowed for more in-depth discussion around complex challenges and collective ideation.

To ensure meaningful feedback, facilitators set a target around the percentage of time engaged in interactive activities during quarterly meetings. An attendance target was set to make sure that the logistics of the meeting allowed for high participation and contributions to Priority 6.

FEEDBACK LOOP



Attendance

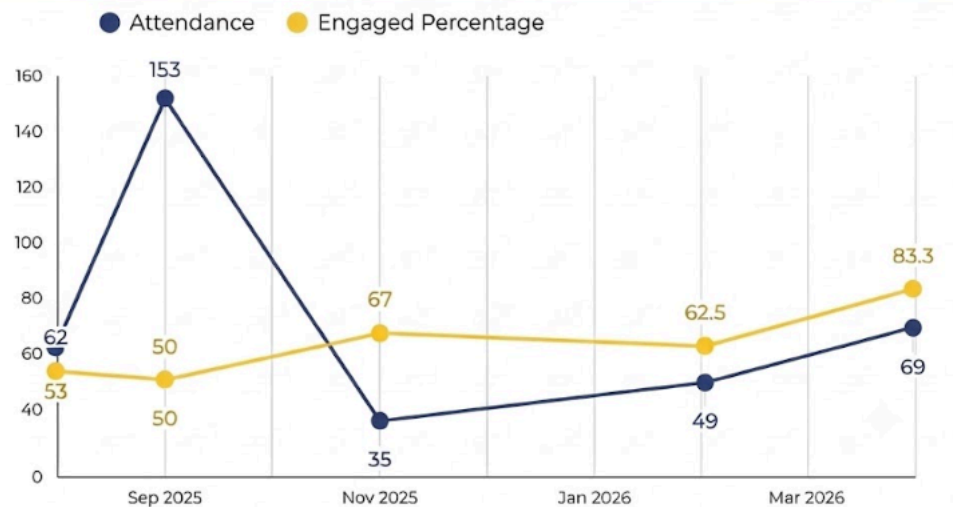
Target: 70 **EXCEEDED**

23% increase from 24-25

Engagement

Target: 66% **MET**

24% increase from 24-25



SEPTEMBER

More than 150 people including community leaders, family members, campus and district staff, students, and members from SAISD's advisory councils gathered at an augmented Children's Cabinet meeting to review the district's progress on the execution of *Always Learning*. The group heard district leaders present progress reports on academics and operations and had the opportunity to review the Cabinet's inaugural annual report. [Read more here.](#)

NOVEMBER

Focus: Priority 2, *Systematically support the adults who serve our children*

In November, the Cabinet asked, "What would it look like for us to be renowned for our adult educator support: what characteristics, programs, services, etc. does that future have and include?" The group brainstormed ideas and presented proposals. [Read more here.](#)

FEBRUARY

Focus: Priority 4, *Deepen authentic stakeholder engagement*

This quarterly meeting began with a preview of the *Always Learning* dashboard. Then Cabinet members heard presentations on the district's budget and The New Way Forward, a new perspective on capital investment priorities. Members were asked, "How do we share budget realities with schools, families, and the public in a way that is compelling, honest, and hopeful?" The Cabinet came up with several ways to engage and share within the community to tackle this complex concern. [Read more here.](#)

APRIL

Focus: Priority 3, *Translate data into tangible action*

In April, the Cabinet discussed avenues for providing feedback on the next Superintendent. After, members heard from district leaders on progress toward Key Performance Indicators for *Always Learning* within their areas of expertise. This data showcase allowed members to examine district progress and offer feedback on high-impact next steps. [Read more here.](#)

25-26 ACCOMPLISHMENTS

"convening such a large group of diverse stakeholders"

"focusing on a specific issue/topic or two at each meeting"

Children's Cabinet Members



RECOMMENDATIONS TO THE DISTRICT

This report synthesizes valuable feedback from Children's Cabinet members. Cabinet member comments were gathered at quarterly meetings and through an end-of-year survey.

Topics and trends were identified amongst this feedback and grouped into commendations and recommendations. A dedicated Steering Committee reviewed and validated this feedback to ensure accuracy and identify key priorities.

The majority of recommendations center around the six Children's Cabinet priorities for 25-26.

FEEDBACK LOOP



PRIORITY 1 RECOMMENDATIONS

Focus Relentlessly on High-Quality, Consistent Implementation

72%

Survey respondents believe this remains a priority for 26-27

- Strive for consistent, high-quality implementation of Professional Learning Communities across all school campuses regardless of challenges.
- Ensure that High-Quality Instructional Materials (HQIM) remain fully responsive to diverse student needs.
- Prioritize continuous professional development for instructional staff that focuses heavily on artificial intelligence (AI) tools and online digital safety.
- Track classroom implementation of practices and materials provided in professional learning workshops.
- Give an update to the Children's Cabinet on the status of the School Performance Framework.

"We didn't implement PLCs (Professional Learning Communities) consistently at the comprehensive high schools. We need to recommend this is consistently put back in, even with allocation issues. This should be a priority."

Children's Cabinet Member

PRIORITY 2 RECOMMENDATIONS

Systematically Support the Adults Who Serve Our Children

76%

Survey respondents believe this remains a priority for 26-27

- Expand the volunteer-backed "Thrivetime" to provide teachers with additional planning time and reduce the amount of work teachers bring home.
- Broaden the strategic focus of PLCs beyond student performance metrics to include teacher satisfaction, wellness, and educator support.
- Perform an audit across central office departments to systematically discontinue redundant paperwork.
- Recharge teachers through mental health support, wellness services, and support campus administrators in building a warm school culture with regular teacher recognition.
- Provide wrap-around community support systems to ensure staff know they are valued. Suggestions include an "adopt a school" corporate sponsorship, sponsoring perks (such as meals, gift cards, or services), and strengthening school partnerships.

"Discontinue redundancy of paperwork. Each department gives teachers "a bit of paperwork." leaving teachers with a LOT of paperwork. Each department can review what is truly needed and what is not."

Children's Cabinet Member

PRIORITY 3 RECOMMENDATIONS

Translate Data into Tangible Action

64%

Survey respondents believe this remains a priority for 26-27

- Refine data systems to allow individual campus performance metrics to be explicitly compared to similar types of schools across the state.
- Close the feedback loop. Don't just collect data, but transparently communicate how this information is used and how decisions are data-informed.
- Transparently communicate where the district has not met its goals and what steps are planned to close the gap.

PRIORITY 4 RECOMMENDATIONS

Deepen Authentic Stakeholder Engagement

60%

Survey respondents believe this remains a priority for 26-27

- Renew the urgency regarding robust community engagement at the district and campus level; shared decision-making is key to maintaining trust during periods of fiscal constraint.
- Give stakeholders a role. Ensure every audience, from staff to parents, feels valued and empowered by clearly including a call to action. Do not just inform, but identify methods to co-create solutions and follow-up on collected feedback.
- Create standard structures and processes so that community engagement is consistent across campuses for decisions that impact the community (such as closing a campus).
- Target district messaging, balancing radical transparency with genuine optimism for student outcomes. Specific strategies to accomplish this include starting with empathy, showing the 'why' before the 'how,' and reassuring the public that student learning remains the top priority.
- Leverage campus leaders by empowering principals with structured, concise narrative frameworks supported by centralized materials.
- Introduce focus groups to actively consult teachers regarding satisfaction and retention strategies rather than relying solely on surveys.
- Utilize appropriate budget messaging. Make the complex simple through analogies and relatable examples. Be explicit about what the district has accomplished despite tight fiscal constraints.
- Define parameters for deep and authentic stakeholder engagement. What does this look like, and how will it be accomplished?

"I urge the Children's Cabinet to bring renewed urgency to the need for robust, authentic community engagement... transparency, accountability and shared decision-making will be key to build the trust needed for an effective district-community partnership in the service of student and community success. As someone who works as a community organizer in the district, I can attest that caregivers, for one, want to be part and parcel of co-creating solutions to the district's challenges..."

Children's Cabinet Member

PRIORITY 5 RECOMMENDATIONS

Pair High Expectations & Strong Support to Ensure Every Student Succeeds

84%

Survey respondents believe this remains a priority for 26-27

- Reinforce postsecondary preparation. One idea is to create structures for successful alumni to return and share their stories with younger students.
- Establish smoother transition frameworks into kindergarten.
- Expand vocational opportunities, such as union trades apprenticeship partnerships.
- Make the connection between social emotional support and academic support crystal clear to parents, policy makers and teachers.
- Have attendance interventionists use research-backed strategies, such as home visits, to explicitly counter student truancy.
- Increase support for Special Education, such as resource toolkits for Special Education teachers and increasing campus instructional assistant (IA) support. Embed Special Education metrics into existing academic priority tracking.

The Children's Cabinet stands with the Student Advisory Committee's 2025-2026 recommendations and call to action concerning student achievement, particularly the following:



1. Foster a love of reading with print-rich environments, access to a variety of books at school and at home, and adult reading champions.
2. Increase hands-on activities and real world experiences in Science, Technology, Engineering and Math (STEM) such as labs, field trips, STEM bus, leadership opportunities, and career exploration.
3. Create a robust plan at every high school to ensure that students are Texas Success Initiative (TSI) and SAT ready.

PRIORITY 6 RECOMMENDATIONS

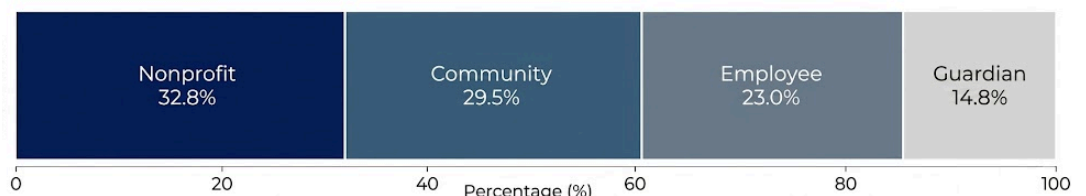
Diverse Representation Among Members of the Children's Cabinet

44%

Survey respondents believe this remains a priority for 26-27

- Continue to intentionally bring in business partners and community individuals outside the usual participants.

25-26 Children's Cabinet Composition



Additional Recommendations

Beyond the core priorities, the following recommendations emerged from the feedback.

Enrollment and School Choice

- Articulate a theory of action around neighborhood and choice schools to specify the recruitment strategy.
- Develop a structured recruitment plan and aggressive city-wide marketing campaigns to protect neighborhood school enrollment against competing out-of-district charters and private options.

School Consolidations

- Proactively evaluate the strategic and structural impact of consolidations on urban core neighborhoods, specifically considering safety, parking availability, drop-off zones, bus routes, and traffic impact.
- Continue to look at optimizing school facilities.
- When austerity prompts school and program consolidations, transparency, accountability, and shared decision-making are key to building trust.

The Role of the Cabinet

- Use the Children's Cabinet to support the Board and Superintendent in developing and articulating a clear vision for the future, as well as a source of community and stakeholder engagement.
- Clearly define the long-term scope, role, and operational parameters of the Children's Cabinet to maintain structural continuity during leadership transition.

Operational Communication

- Note that effective coordination between central leadership and campus personnel requires clear, non-redundant communication channels and alignment.
- When central office introduces new mandates or guidelines, it must establish a clear hierarchy of operational expectations—differentiating absolute requirements from flexible, optional initiatives—while providing direct implementation assistance to the schools.
- Introducing change requires an increase in communication that is crucial to successful implementation.

“Make sure the alignment between district to campus is more intertwined...the district, state and federal boards have a lot of expectations and changes each year...When the district places changes and mandates or new guidelines and processes, there needs to be more communication and more assistance to the campus...”

Children's Cabinet Member

FEEDBACK IN ACTION

In the **2024-2025 Annual Report**, the Children's Cabinet provided recommendations for the district to consider. District leaders were then able to incorporate this community feedback into priorities and initiatives.

To provide the Cabinet insight into how this input has been incorporated into ongoing work, district leaders were asked to report back examples of feedback in action.

This transparent, collaborative dynamic demonstrates that the district values community partnership in identifying strategies to implement *Always Learning* to advance district priorities and goals.

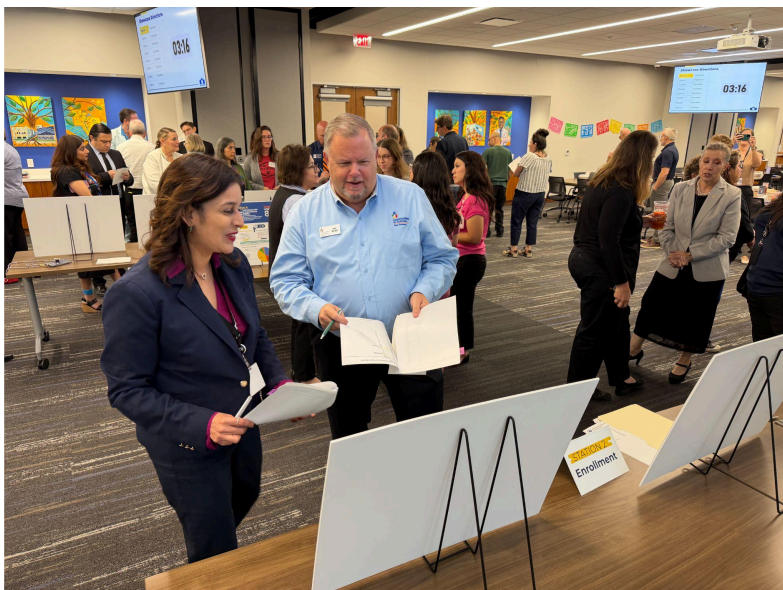
FEEDBACK LOOP



Actions are presented in the following format:

24-25 Children's Cabinet Recommendation

District leaders report back on action taken during 25-26 to address this feedback





25-26 RECOMMENDATION IN ACTION

Measure What Matters:

Defining clear qualitative and quantitative data points, with a focus on tangible student outcomes, will be crucial for measuring the true success of these initiatives.

College, Career, and Military Readiness (CCMR):

to the Children's Cabinet recommendation to establish clear data points centered on student outcomes, the district highlights the measurable impact of its **P-TECH** (Pathways in Technology Early College High School) model. SAISD has seen the impact of purposefully bringing at-risk, economically disadvantaged, and historically marginalized students into CCMR tracks. Over the past five years, this approach has yielded tangible student achievements, including increased attendance rates, high enrollment in dual credit courses, and strong representation of P-TECH participants in the top 10% of their cohorts. Through structured alignment with CTE pathways and wraparound support from district, industry, and higher education partners, students earn workforce credentials of value alongside early college credit. This data-driven framework demonstrates how targeted opportunity structures directly foster high achievement and long-term college and career readiness.

Sr. Officers of School Administration (SOS Team): To build thriving, safe schools, the district targets behavioral interventions using Critical Incident Reports (CIR). In close partnership with Social, Emotional, and Behavioral Support (SEBS) teams and counseling staff, the SOS team analyzes these trends to build targeted intervention plans. This structured approach has had measurable impact - specifically reductions in fights, campus weapons, assaults, drug use, and out-of-school suspensions. Moving beyond quantitative metrics, the district plans on incorporating qualitative evaluation through structured "SEBS walks" and behavioral checklists to measure positive school climate and active implementation of behavioral expectations. This comprehensive, data-informed safety model directly addresses critical behaviors to foster secure environments where students can focus on thriving academically and socially.



25-26 RECOMMENDATION IN ACTION

Ensure Consistent Implementation:

The Cabinet recommends ensuring that new initiatives like PLCs are implemented with consistency and equity across all campuses, suggesting more training for principals on how to build these systems.

In response to the Cabinet's recommendation to ensure consistent implementation across campuses, SAISD continues to strengthen districtwide systems through ongoing professional learning and support for campus leaders, instructional coaches, curriculum specialists, and teacher leaders. Professional learning focused on the implementation of high-quality instructional materials, Get Better Faster coaching practices, content-specific learning communities, and specialized conferences such as Siempre Bilingüe all support instructional alignment and help ensure students across the district have access to high-quality learning experiences.

Provide Greater Clarity on Data Use:

The district should provide greater clarity and training on how to use student performance data effectively to inform and adjust instructional practices in real-time.

In response to the Cabinet's recommendation to provide greater clarity on data use, SAISD has expanded professional learning focused on the analysis and use of student performance data to drive instructional decision-making. The district provides training on TELPAS, STAAR, and EOC data to support campuses in monitoring student growth, identifying trends, and targeting supports for specific student groups. Additionally, Teaching & Learning staff participate in annual data summits and ongoing professional learning to strengthen their ability to support campuses, while i-Ready and CIRCLE data checkpoints are used throughout the year to guide data discussions, instructional adjustments, and continuous improvement efforts.



25-26 RECOMMENDATION IN ACTION

Engage All

Stakeholders: *The Cabinet repeatedly called for a more inclusive approach to curriculum development, recommending that the district actively seek feedback from teachers, parents, and the broader community.*

SAISD has strengthened stakeholder engagement through its Curriculum Advisory Council, which meets regularly to gather input from parents, teachers, and community members on curriculum and instructional initiatives. This forum provides stakeholders with meaningful opportunities to review district efforts, share feedback, ask questions, and help shape future work. By incorporating diverse perspectives into the decision-making process, the district continues to build a more inclusive and responsive approach to curriculum development.

Address College

Readiness Exams Early:

To better prepare students for postsecondary success, the district should address the need for earlier preparation for key exams, like the Texas Success Initiative Assessment (TSIA), ensuring students are equipped for success long before their senior years.

In response to the cabinet recommendation to address college readiness exams earlier, the district has begun shifting campus culture and mindsets regarding when students are introduced to college access exams. Through Leadership Summit messaging and ongoing campus support, SAISD is promoting awareness of college and career pathways, dual credit opportunities, TSIA preparation, transfer pathways, and college access beginning in middle school. This work will continue during the 2026-2027 school year to ensure students are equipped with the knowledge and opportunities needed to make informed decisions about their high school and postsecondary pathways.



25-26 RECOMMENDATION IN ACTION

Data-Informed Staffing:

To ensure data translates into action, the Cabinet recommends that survey results be used to determine the allocation of certified mental health professionals at both the district and campus levels.

Campus personnel allocations in SAISD depend upon various factors including student enrollment. To ensure alignment with Board Goal four: Improving Social Emotional Readiness, the district has placed Insights survey results by campus on the SAISD Dashboard. This information will help inform school leaders on the social emotional readiness status of their campus, which will allow school principals and staff to make informed decisions regarding certified mental health staff. At this time, certified mental health professionals at the district level are primarily funded through grant funding or state compensatory funding.

Identify Student Needs:

The survey data should be used systematically within an Multi-Tiered System of Support (MTSS) framework to effectively identify and respond to student needs.

This work is ongoing through 7 Mindsets and SEBS Core Team technical assistance and Tiered Fidelity Inventory (TFI) walkthroughs at SAISD campuses. Additionally, through the collaboration with the Campus Behavior Committee facilitated through the Senior Officers of School Administration, this work is systematically analyzed and used in partnership with school leaders to mobilize support across the continuum.

Actionable Data

Planning: *Members advise creating a specific plan for how to use the Insights survey data, broken down by role, to ensure it informs a MTSS process.*

At this time, the Coordinator for Responsive and Restorative Practices has created a **one-pager** titled Insights Survey Action Plan. This document will be vetted with a variety of committees before it is rolled out at-large through a Principal's Memo.



25-26 RECOMMENDATION IN ACTION

Targeted Recruitment:

The Cabinet recommends additional support for teacher recruitment, especially at the high school level and in hard-to-staff areas, to reduce reliance on long-term substitutes.

SAISD has implemented targeted marketing campaigns focused on high-priority campuses, critical vacancies, and leadership positions. Examples include recruitment campaigns for vacancies at Whittier Middle School, and information sessions to attract candidates for specialized areas.

To strengthen **recruitment pipelines**, SAISD partners with universities, educator preparation programs, and high schools. The district has also leveraged the SAISD Homegrown initiative to showcase the stories of current employees who chose to build their careers in SAISD, positioning the district as an employer of choice and attracting future educators.

Standardized

Onboarding: *Members advise creating a simple, standardized, and welcoming onboarding system to help new hires feel prepared and supported from day one.*

The district has taken steps to create a more consistent and welcoming onboarding experience for new employees through onboarding resources and guides. These resources provide clear expectations, timelines, benefits, culture, and support. New hires learn about district traditions and employee recognition programs, such as the **Honoring Our Own Yearbook**, to celebrate contributions of SAISD team members.

In addition, New Teacher Orientation has been enhanced through coordinated sessions that introduce district expectations, available resources, and opportunities to build relationships with colleagues and district leaders.

Strengthen Internal

Pipelines: *The Cabinet suggests providing more transparency around new teacher hires and strengthening pipelines.*

SAISD has continued to invest in internal talent pipelines through programs such as the Instructional Assistant-to-Teacher pathway and the Homegrown Pathways initiative. These efforts increase awareness of career advancement opportunities and encourage current employees to pursue teaching and leadership positions within the district. The district has also increased visibility of internal growth opportunities through targeted leadership recruitment campaigns, helping employees better understand available pathways into leadership roles.



25-26 RECOMMENDATION IN ACTION

Enhance Data

Reporting: *The Cabinet strongly recommends that the district provide more specific and consistent data—such as cohort demographics and graduate placement rates—to demonstrate the programs’ impact.*

The Leadership Enhancement and Development (LEAD) Office led a cross-functional team to include Human Capital Management, Office of Strategy, School Leadership, Data and Research, and Professional Learning to develop and build a Leadership Pathway System (LPS) with our platform partner, Crocus, that includes five dashboards: LEAD Pathways Data, School Support Visualizations, Overall School Health, Professional Learning, and Vacancy Planning. In the 2026-2027 school year, SAISD is the sole developer of LPS with technical assistance from our partner organization and is able to begin adding reliable data to demonstrate the programs’ impact.

Foster Structured

Collaboration: *The Cabinet advises creating more intentional opportunities for networking and shared learning across cohorts, including formal mentorship programs.*

During the July 2026 Leadership Summit, LEAD Office hosted its inaugural LEAD Aspire II Showcase Lunch and Learn. Participants shared their impact on their campus through their strategic change project and reflected on their learning as aspiring principals. The attendees included the superintendent, network instructional superintendents, other LEAD Cohort members, leadership coaches, school leadership teams, and 1882 partners, providing network opportunities and shared learning across the district. Additional showcases are planned for LEAD Cohorts, including during board meetings.

Democratize Access to Leadership:

Members suggest exploring ways to make coaching or LEAD Early I and Early II participation automatic rather than ‘opt-in’ to encourage broader engagement from potential leaders who may not otherwise self-select.

In collaboration with HCM and the Teaching, Learning, and Leadership departments, all 2026-2027 new principals and assistant principals were automatically enrolled into LEAD Early I and II cohorts, pairing new leaders with dedicated coaches to support their first-year journeys. To enhance professional networking, build community, and align training with district goals and TEA’s T-PESS standards, the district introduced Lead Ignite!, a unified onboarding process focused on critical topics. In direct response to feedback, the district also expanded its leadership coaching model to provide ongoing 1:1 mentorship throughout the school year. 71% of the new principal cohort previously developed leadership skills through LEAD Aspire II.



25-26 RECOMMENDATION IN ACTION

Increase Marketing to Support Enrollment: *The Cabinet recommended that the district increase its marketing of San Antonio ISD offerings by using buses, social media, and street banners to support enrollment, a key budget driver.*

The San Antonio ISD Communications Department dedicated the entirety of its \$50,000 marketing budget exclusively to enrollment-driven initiatives. To maximize impact, the district executed a highly coordinated, multi-channel strategy designed to boost visibility for general enrollment, school choice programs, and individual campus offerings across every neighborhood in the district.

Examples include:

Targeted Social Media Campaigns: The district utilized both organic and paid social media campaigns to promote enrollment, school choice opportunities, and campus-specific recruitment efforts. Paid campaigns leveraged geo-targeting by ZIP code and targeted audience demographics to ensure they reached families most likely to enroll in SAISD schools. This digital push was complemented by modern streaming video commercials, streaming audio ads, and paid airtime on local broadcast stations.

Street Banner Advertising: SAISD partners with Dixie Flag to strategically place street banners promoting choice schools, registration, and enrollment opportunities. Banner locations are selected based on traffic patterns, proximity to charter schools, and areas with high visibility to maximize awareness among prospective families.

Campus-Specific Marketing: Customized marketing campaigns were developed for campuses to highlight unique academic programs, extracurricular opportunities, dual language offerings, early college pathways, and other signature experiences that differentiate SAISD from neighboring districts and charter schools.



25-26 RECOMMENDATION IN ACTION

Modernize

Transportation: *To enhance operational systems, the Cabinet recommends that the district utilize technology to improve transportation services and student ridership, allowing for better communication and stronger safety protocols.*

The Transportation Department continues to utilize Stopfinder, a secure, real-time bus tracking and communication application. There are many key benefits to district operations: enhanced student safety by allowing guardians to track the real-time GPS location of their students, reduced call volume, direct two-way communication with real-time push notifications broadcasting route changes, and data security integrated with the district's routing software.

The Transportation Department distributed resources to principals for inclusion in campus newsletters and back-to-school nights and providing parent onboarding.

Optimize Ticketing

System: *Members also advise improving communication with campus staff by using the current ticketing system to its full potential, including continued training and establishing dashboards to leverage data.*

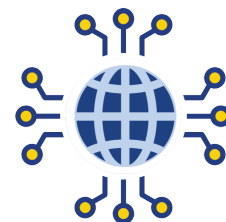
The Customer Service Center leverages Incident IQ (IIQ) communication tools, automated notifications, and dashboard capabilities to improve transparency and collaboration between campuses, the Customer Service Center, and Facilities Services. Real-time dashboards provide visibility into work order status, response times, completion rates, and service trends, allowing campus leaders to monitor operational performance, identify recurring issues, and track service delivery.

The IIQ platform provides ongoing training for campus staff and administrators, offering training resources that can be utilized to enhance user knowledge and use of the system's features.

Provide Data

Dashboards: *The district should establish clear, accessible data dashboards for leaders to track operational performance and work order status, promoting transparency and partnership.*

In addition to the dashboards provided to campus leaders, data is utilized by the Customer Service Center and Custodial Managers. Access to real-time data allows teams to review open and completed work orders, discuss service trends, address concerns, and identify opportunities for improvement collaboratively with campus leadership. The Service Center utilizes IIQ reporting and dashboard data to monitor and report Key Performance Indicators (KPIs), including work order volume, response times, completion rates, customer service metrics, and departmental performance.



25-26 RECOMMENDATION IN ACTION

Support Staff Adoption:

The Cabinet identified a need for clear strategies and professional development to ensure staff adopt new systems like the Incident IQ work order platform and don't revert to older methods.

The IT Department has implemented a change management and training strategy for Incident IQ that includes staff training, user guides, support, and communication of standardized processes. To promote adoption, the department conducts presentations and hands-on training sessions during summer conferences and other district professional development events, ensuring staff are familiar with system expectations and functionality before the start of the school year. The department also hosts monthly Campus Technology Representative meetings to share updates, demonstrate new features, answer questions, and reinforce standardized support processes. In addition, the IT Portal provides a centralized catalog of how-to guides, knowledge base articles, and support resources that staff can access on demand. These efforts are designed to encourage consistent use of Incident IQ, reduce reliance on legacy processes, and improve the overall support experience for staff.

Long-Term Planning:

Recommendations also included developing a long-term plan for improving and maintaining future internet infrastructure.

The IT Department has established a long-term strategy for maintaining and improving the district's internet infrastructure. The plan includes lifecycle management for network equipment, ongoing monitoring of network performance and capacity, annual reviews of bandwidth utilization, and alignment of infrastructure investments with instructional and operational needs. The district also leverages E-Rate and Bond funding opportunities and incorporates network upgrades into its multi-year technology planning process to ensure reliable, scalable, and secure internet connectivity for students and staff. This approach supports current demands, future growth, and the long-term sustainability of the district's technology infrastructure.



25-26 RECOMMENDATION IN ACTION

Communicate the SPF

Clearly: *Because the School Performance Framework (SPF) is a complex tool, the Cabinet recommends that the district work on communicating about it effectively, especially to non-educators.*

Before a final version was released, the tool was introduced during the Leadership Summit in July 2025, including the big picture, big domains, and current measures with sample data. When the final version was made available, training was provided at a Principal’s Meeting, as well as access to a Sharepoint with tools and presentations. Feedback was collected and questions answered. The purpose of the SPF is to guide educators in reflection and action, starting with utilizing the data within the Campus Improvement Planning process. An explanation to non-educators about the vision and approach can be found on the website [here](#).

Ensure a Supportive Accountability Model:

Many members want to ensure the district is not punitive in its approach to accountability and that it relies on qualitative as well as quantitative data.

To move away from a punitive approach to accountability, the district is incorporating diverse measures—including Family Surveys, Student Surveys, and Teacher Feedback—into the School Performance Framework (SPF). This ensures that qualitative community insights inform the framework alongside traditional quantitative accountability data.

Strengthen Campus Advisory Councils:

The Cabinet noted that the effectiveness of Campus Advisory Councils (CACs) varies, and the district will need to create consistency across them to fully meet expectations.

While Campus Advisory Councils (CACs) currently meet at least quarterly, their overall effectiveness varies across the district. To build consistency and maximize impact, SAISD will establish a standardized district-wide timeline to ensure CAC meetings occur concurrently across all campuses.



25-26 RECOMMENDATION IN ACTION

Leverage Platforms for Leadership:

The Cabinet recommends that the district use platforms like Family Hour and the DPAC to build leadership capacity and expand parent and community participation.

Statewide Conference Leadership:

SAISD sponsored District Parent Advisory Council (DPAC) members to attend the 2025 Parent and Family Engagement Statewide Conference in Waco, TX. Several of these members have been selected to help plan the parent section for this year's upcoming conference in San Antonio.

Community Service & Father Involvement: Family & Community Engagement (FACE) partnered with the Father Support Group on days of service, resulting in their active volunteer leadership across four food distribution events.

Expand Community Partnerships:

Members also advise broadening collaborations with community partners to help sustain program growth.

"Thrive Time," a program that provides teachers and administrators with dedicated, uninterrupted planning time, leveraged external community partners, including Good Samaritan, Boys & Girls Club, Girl Scouts, San Antonio Fire Department, and Communities In Schools (CIS). These partners led engaging student enrichment lessons during professional learning community (PLC) hours.

Student-to-Student Leadership Pathways: FACE partnered with Lanier High School CCMR students in the Teaching Pathway program to design and lead lessons during Thrive Time.

Enhance Transparency:

To strengthen trust, the Cabinet suggests ensuring family survey information and the district's response are easily accessible across multiple platforms.

Multi-Channel Accessibility & Historical Trends: Every campus posts its Family Survey results directly on its website in the Community section. To show long-term growth and progress, the past three years of data are posted so families can track the progression of their feedback over time. Results are also posted on the Family & Community Engagement website.

Deeper Transparency via POMP Scoring: Family Survey data reporting method was upgraded to include Percent of Maximum Possible (POMP) score alongside the Percent Favorable rate for each surveyed domain. POMP contributes to the School Performance Framework (SPF) and provides a truer picture of the areas that a campus might need to focus on.



25-26 RECOMMENDATION IN ACTION

Reshape Public

Perceptions: *The Cabinet makes a key recommendation to strengthen communications to reshape public perceptions of schools. Long-standing reputations—often based on outdated narratives—can overshadow current performance.*

During the 2025-2026 school year, SAISD identified nine priority schools to receive targeted academic support to accelerate learning and improve accountability outcomes. While allowing these campuses to focus on instructional improvement, the Communications Division intentionally elevated positive stories from each school, providing between 4 to 14 features per campus across district communication channels, exceeding the district's standard commitment of at least 2 stories each per our 84 schools annually. Coverage highlighted student accomplishments, family engagement, staff recognition, academic and extracurricular successes, community partnerships, and bond-related investments, helping showcase the strengths and progress occurring across these schools.

Focus on Strengths-Based Storytelling:

It is important to highlight equity and strengths without reinforcing stereotypes.

Throughout the year, SAISD highlighted a wide range of stories with a focus on the diversity of opportunities across the district. Some examples include recognition as a CTE District of Distinction, student achievements in academics or extracurriculars, innovative career and workforce development programs, expanded mental health supports, initiatives or events that celebrated culture and global perspectives, and award-winning educators and parent leaders.

Elevate Authentic

Voices: *Featuring parents, students, and local leaders in communications is critical.*

SAISD featured firsthand perspectives in stories highlighting student achievement, parent engagement, workforce development partnerships, mental health initiatives, academic and extracurricular successes, and community volunteerism. Examples include graduation testimonial videos that provided personal reflections on the impact of an SAISD education. Another example is the SAISD Familia series, which spotlights students, staff, and volunteers through personal stories.

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ALWAYS LEARNING
25-26



ALWAYS LEARNING INTRODUCTION

Always Learning is not your typical strategic plan with a vision statement, a mission statement and a handful of goals. It is a roadmap for how the district nurtures its full potential.

The *Always Learning* journey began in 2022 with the development of the Board Goals and Guardrails. See specific measurable outcome and interim goals [here](#).

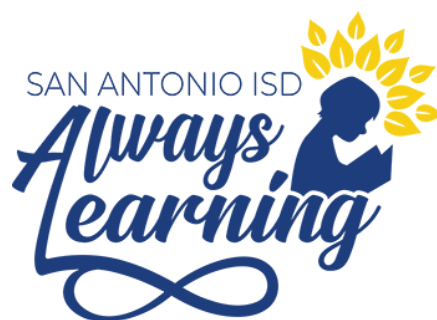


With the adoption of the Goals and Guardrails, the Board of Trustees called on the district to develop a plan to meet them. Over the next few months, feedback was systematically collected from students, staff, and community. Twelve broad components were identified, which were broken down into specific objectives and activities. [Read more](#) about how *Always Learning* was developed [here](#).

Always Learning is an evolving plan. Intentional updates occur when activities need to be adjusted in order to make progress toward objectives and when changes in district context and resources necessitate revisions.

Always Learning is also a plan of stability. The strategic management plan ensures the district stays on course to meet its goals regardless of shifts in leadership, personnel, organizational structure, or funding.

To anchor this effort, the Children's Cabinet was created to hold San Antonio ISD accountable for making progress toward these outcomes.



ALWAYS LEARNING COMPONENTS

COMPONENT I		COMMUNICATING A VISION FOR POTENTIAL
COMPONENT II		HIGHLY ACADEMIC EXPECTATIONS & HIGHLY SKILLED EDUCATORS
COMPONENT III		HIGH EXPECTATIONS WITH RICH, ALIGNED CURRICULUM
COMPONENT IV		SOCIAL, EMOTIONAL & ACADEMIC DEVELOPMENT
COMPONENT V		A REWARDING PLACE TO WORK
COMPONENT VI		EXEMPLARY, EQUITY-CENTERED LEADERSHIP
COMPONENT VII		FINANCIAL SERVICES & BUSINESS OPERATIONS: SOLID & SUSTAINABLE
COMPONENT VIII		OPERATIONS: THE PREFERRED SERVICE PROVIDER IN ALL FIELDS
COMPONENT IX		INFORMATION TECHNOLOGY: A SAFE, RELIABLE EQUITABLE DIGITAL ENVIRONMENT
COMPONENT X		CONTINUOUS IMPROVEMENT ACROSS CENTRAL OFFICE & SCHOOLS
COMPONENT XI		REAL CONNECTIONS BETWEEN FAMILIES, STAFF, & COMMUNITY PARTNERS
COMPONENT XII		EQUAL ACCESS TO HIGH-QUALITY SCHOOL OPTIONS

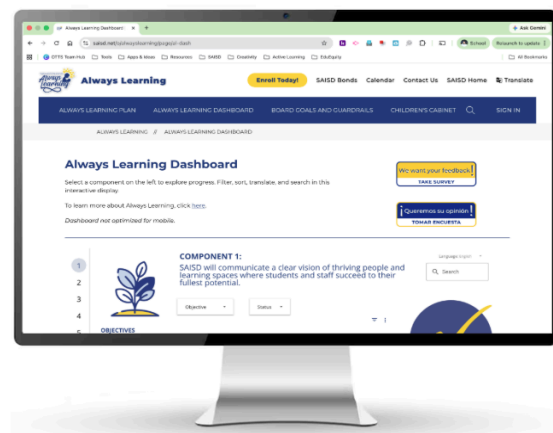
ALWAYS LEARNING DASHBOARD

From the start, *Always Learning* was intended to be a living document, allowing the district to adapt and respond to changing realities.

That's why the district published the *Always Learning Dashboard* in March 2026, a transparent way to track our most current updates and progress. The dashboard is an interactive tool that allows all members of the SAISD *Familia* to see quarterly updates to the plan and how the district is progressing towards its goals.

The Children's Cabinet received a first look at the new dashboard at their third quarter meeting. They were then able to give feedback on usability and structure before the dashboard went live.

Explore the dashboard by visiting
www.saisd.net/alwayslearning



COMPONENT PROGRESS

On the dashboard website, you will see a **high-level overview** of our progress for each of the main 12 components of *Always Learning*.



Our Students: Our Future

As a community we acknowledge that our responsibility is to prepare our next generation, without regard to skin color, language, gender, or socioeconomic status.



Component I. Communicating a Vision for Potential



Component II. Highly Academic Expectations and Highly Skilled Educators



Component III. High Expectations with Rich, Aligned Curriculum

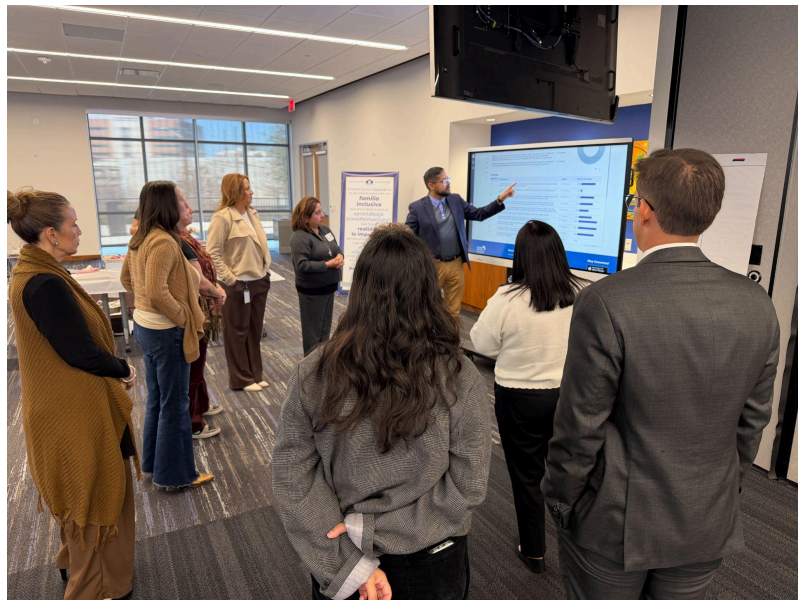
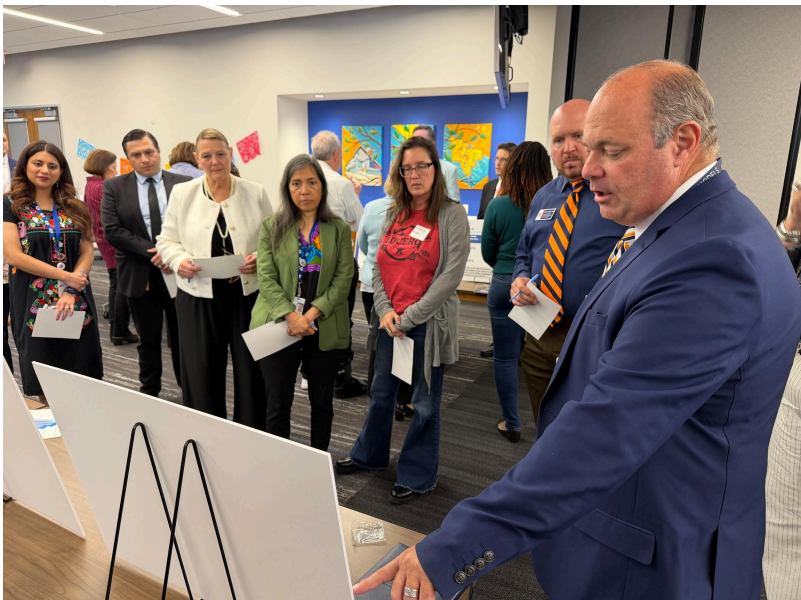
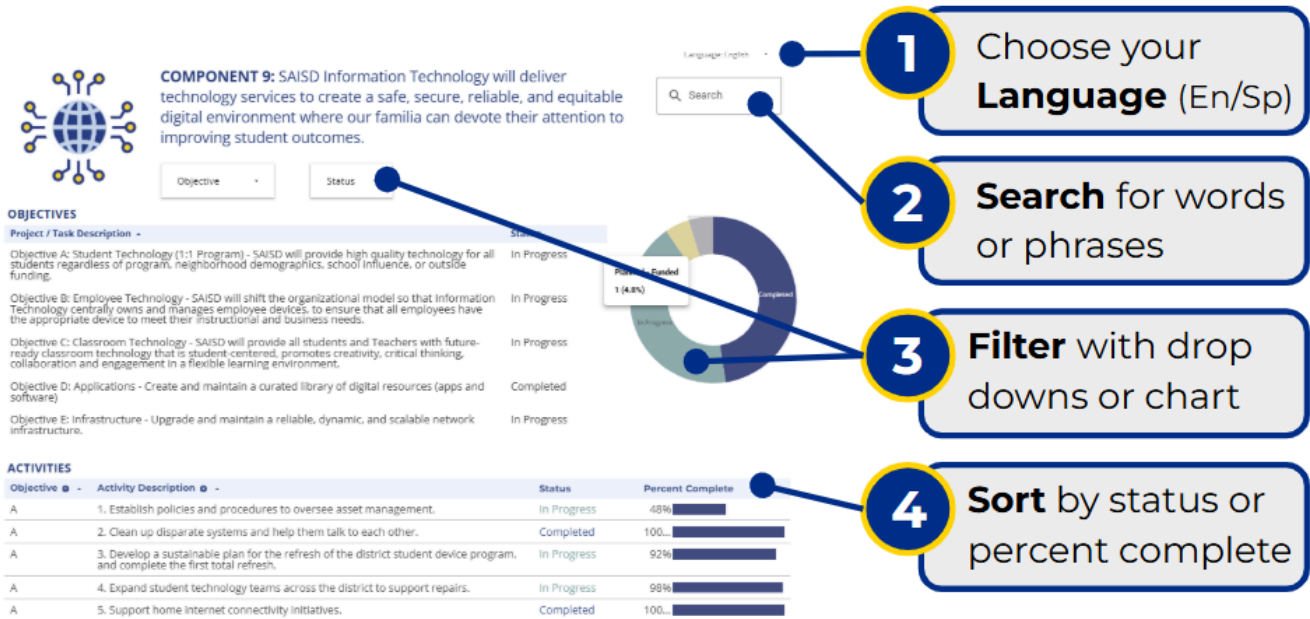


Component IV. Social, Emotional, & Academic Development



INTERACTIVE DASHBOARD

For more detailed information, you can view a breakdown of each component's objectives and activities in the **interactive dashboard**. Interactive features allow the public to access the information in which they are interested.



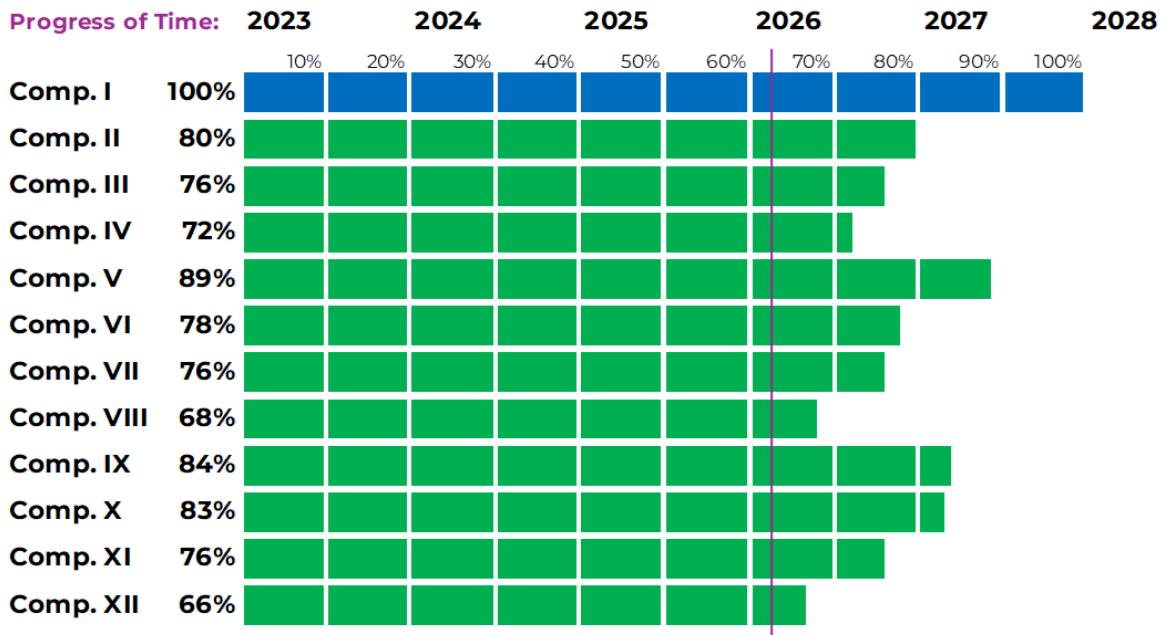
Having an "Always Learning" dashboard that shows transparency is an accomplishment in itself. Not every district does this, and it demonstrates a connection to the community."

- Children's Cabinet Member

ACCOMPLISHMENTS

The Children's Cabin Commends the district for the following accomplishments:

An analysis of activities within the *Always Learning* 5-year strategic management plan indicates that activities are on track to be completed by 2028!



COMPONENT II, III, IX | Educational Technology

- ✓ Significant benchmarks achieved in instructional technology and streamlining EdTech tools across campuses
- ✓ Improvements in processes for software approvals and textbook adoptions
- ✓ Execution of the district's EdTech cohort, earning substantial training hours and continuing professional education (CPE) credits for staff

**COMPONENTS:
2, 3 & 9:
EDUCATIONAL
TECHNOLOGY**

Objective A
Leverage Technology with High Quality Instructional Materials (HQIM)
Use and leverage technology as an accelerator to HQIM that encourages student collaboration, engagement, creativity, and supports lesson internalization.

HQIM PD Target:
80%
Outcome to Date:
75.2%

COMPONENT III | Curriculum

- ✓ HQIM adoption and initial steps toward implementation, including consistency and fidelity across the system
- ✓ Early Childhood Education (ECE) achievements, bolstered by the success of the PreK-ECE grant and foundational systems
- ✓ Significant progress in College, Career, and Military Readiness (CCMR) pathways

98%

Progress toward Districtwide ECE access, enrollment, and instructional quality objectives

100%

Completion of the Districtwide Course Convention process, establishing consistent expectations for high-quality secondary coursework

94%

Progress across major CCMR initiatives

"...these accomplishments deserve to be shouted out...We should celebrate and promote all of our wins!"

Children's Cabinet Member

COMPONENT IV | Social, Emotional, & Academic Development

- ✓ The rollout of the Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Behavior Support (SEBS) models to foster safe learning environments

Multi-Tiered System of Supports

The Whole Child



From Foundations to Impact

SEBS in SAISD is a multi-tiered approach to supporting students' social, emotional, and behavioral needs. Year 1 focused on building strong Tier 1 foundations through clear expectations and consistent practices. Year 2 expands to Tier 2 and Tier 3 supports, strengthening targeted and intensive interventions to ensure every student receives the support they need to succeed.

COMPONENT V | Human Capital Management

Component 5: HCM
Teacher Vacancies

FIRST DAY TEACHER VACANCIES

Objective A: SAISD creates a teacher pipeline that ensures the District is able to recruit and retain highly skilled teachers in every classroom.

First Day Teacher Vacancies

2023-2024

261

2024-2025

170

2025-2026

127

51% decrease in first day teacher vacancies since 2023-2024.

- ✓ Outstanding progress in teacher recruitment and substitute onboarding, including a visible increase in substitute and instructional assistant (IA) fill rates
- ✓ The reduction in teacher vacancies at the start of school
- ✓ The introduction of "Homegrown Pathways" as an innovative model that actively minimizes classroom vacancies

COMPONENT VIII | Operations

- ✓ Buses that are safer and more on-time than industry standard.

10%
Decrease

in bus accidents from the 2025 school year.

	Description	Industry Standards	2024-2025 SY Average	2025-2026 SY Average
On-Time Performance	Measures buses arriving on time during the morning schedule (at least 15 minutes before instruction).	90% (within a 10 minute window but before instruction)	92% (Buses on time for the school year)	93% (Buses on time for 1 year)
Transportation Safety	Student Safety: Allows for the design of safety programs to reduce and prevent accidents.	54 Accidents 2024	30 Accidents 2025	27 Accidents 2026

- ✓ Above industry standards in food service

“Student participation in child nutrition meals is so impressive! A testament to a well-run program for our students!”

Children’s Cabinet Member

COMPONENT 8:
Child Nutrition
Services: Meal
Participation

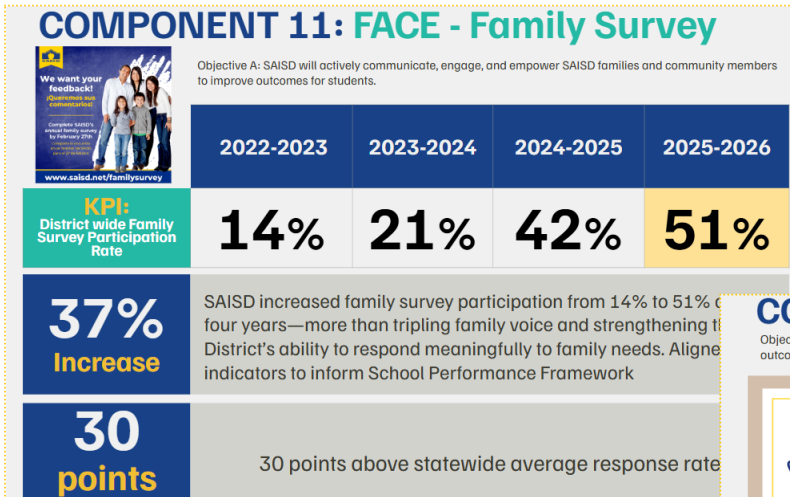


Objective: Conduct culinary demonstrations and training for all Child Nutrition employees to enhance food quality, recipe preparation, and overall kitchen efficiency.

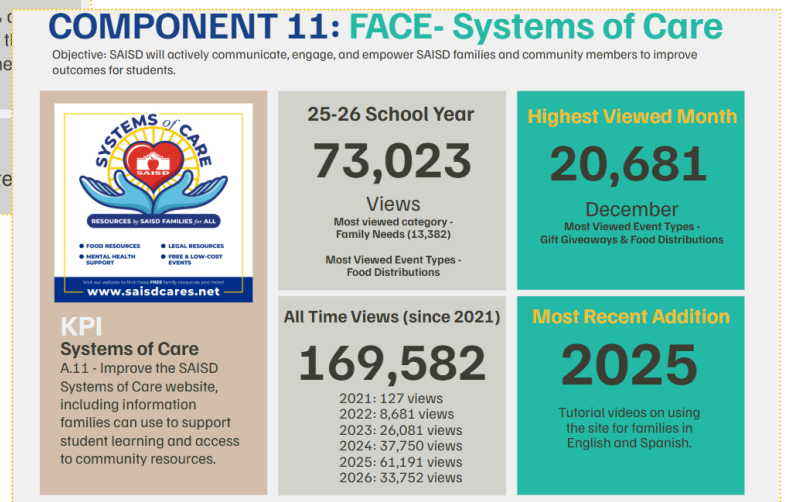
Meal Period	Industry Standard	SAISD	Exceeded Industry Standard
Breakfast	32%	60%	↑ 28%
Lunch	72%	84%	↑ 12%

COMPONENT XI | Family and Community Engagement

- ✓ Great family survey response rate, increasing communication and transparency



- ✓ Improvements to the offerings on the Systems of Care website



COMPONENT XI, XII | Enrollment

- ✓ Positive trends in student attendance, characterized by a reduction in chronic absenteeism
- ✓ The school choice program, resulting in thousands of students transferring to SAISD schools from out of district

89.5%

2024-2025 YTD attendance rate

90.2%

2025-2026 YTD attendance rate

Learn more about the accomplishments highlighted in this section **here**.

OUTCOMES

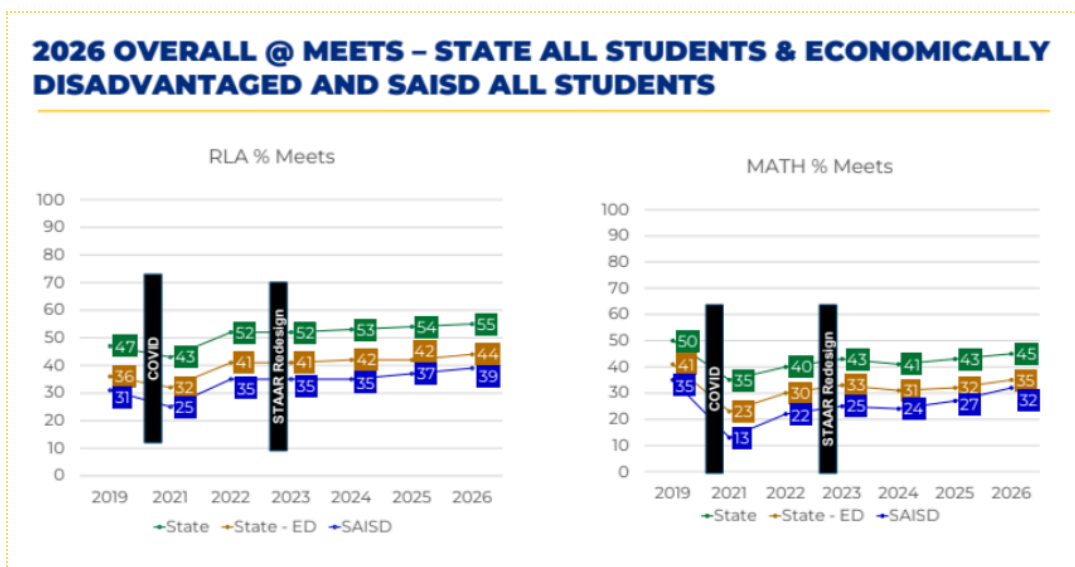
Always Learning is a strategic management plan created in service of meeting district Board Goals and elevating student outcomes. True success is not measured simply by completing planned activities, but by the tangible impact those actions have on student growth.

San Antonio ISD has multiple tools to measure academic growth. A framework that evaluates performance across several dimensions and aligns with *Always Learning* is the School Performance Framework. These outcome reports are at the school-level and drive reflection and school action. [Read more](#) about the School Performance Framework [here](#).

The primary measurement for student performance is state accountability. San Antonio ISD results for 25-26 were mixed.

25-26 STATE ACCOUNTABILITY | INCREASES

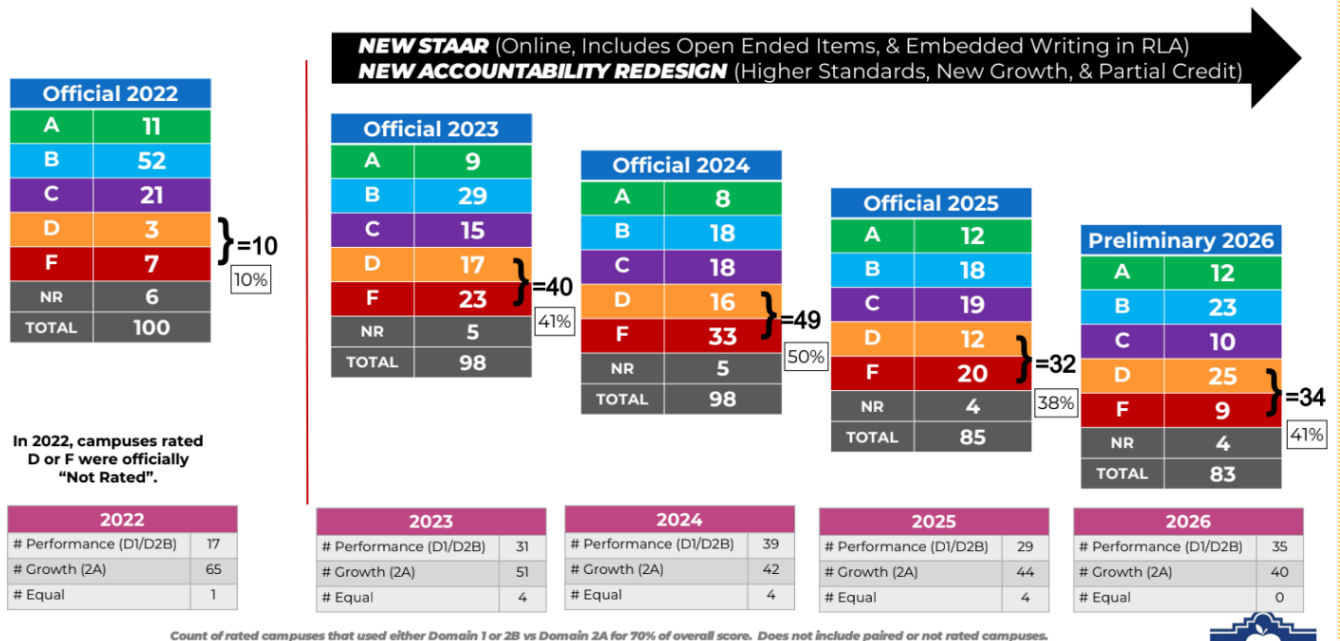
- District ratings have trended generally upwards in the last five years, with the exception of a small drop in 2024.
- Campus counts by A through F have also improved over time with significant reductions in the number of D and F campuses since 2024.
- While D and F campus counts did not decrease from 2025 to 2026, the number of campuses rated F did drop by just over half.
- There were two campuses that increased three letter grades and two campuses that increased two letter grades.
- SAISD significantly increased the overall number of distinction designations awarded. Two schools earned all possible distinction designations for their campuses.
- The number of campuses identified for comprehensive support and improvement decreased by half.



25-26 STATE ACCOUNTABILITY | DECREASES

- There were three campuses that decreased two letter grades.
- There are 34 schools that earned a D or F rating in the 2026 school year.
- 12 campuses have been identified as priority schools. These are campuses in year two or higher of consecutive years unacceptable and are managed by San Antonio ISD.
- Counts for consecutive years academically unacceptable are: four campuses identified as Year 4, four Year 3 campuses, nine Year 2 campuses, and three Year 1 campuses.
- There are thirteen campuses that earned a D and have 0 years unacceptable

CAMPUS STATE ACCOUNTABILITY RESULTS



"We should prioritize strategies around the [teacher recruitment, certification, and retention pathways] that show the greatest impact on student achievement."

Children's Cabinet Member

2026 STAAR Data: SAISD

At Approaches GL Standard or Above



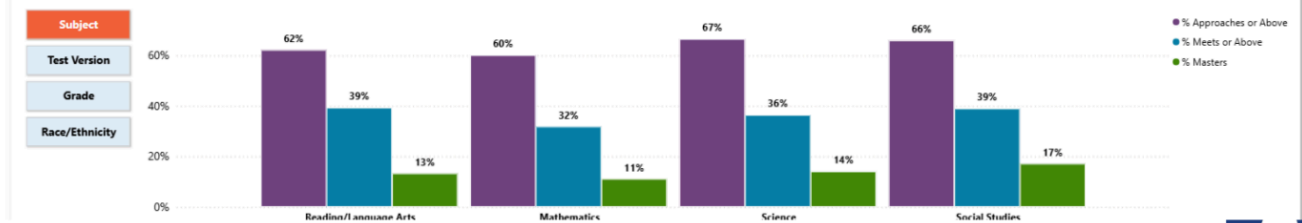
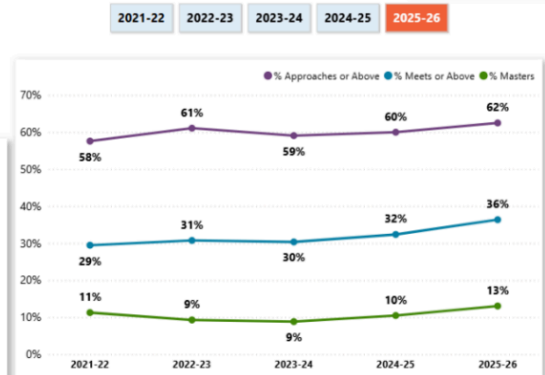
At Meets GL Standard or Above



At Masters GL Standard



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	2,892	1,734	60%	935	32%	306	11%
Hispanic	53,031	33,026	62%	19,095	36%	6,714	13%
White	1,770	1,291	73%	896	51%	457	26%
American Indian	84	42	50%	21	25%	5	6%
Asian	428	237	55%	149	35%	53	12%
Pacific Islander	**	**	50%	**	34%	**	3%
Two or More Races	392	283	72%	202	52%	106	27%
Unknown	*	*	*	*	*	*	*
Total	58,630	36,630	62%	21,309	36%	7,642	13%



25



Learn more about SAISD's 2025-2026 State Accountability results [here](#) or by visiting TEA's website [here](#).



CONCLUSION

This report reflects a year of dedicated dialogue and partnership. The insights gathered here will inform the Cabinet's future work as its members continue to focus on the work that will ensure every student in San Antonio ISD has the opportunity to thrive.

Priorities for 26-27

In consideration of a year of dialogue, a membership survey, and Steering Committee input, the Children's Cabinet has decided to **maintain five of its priorities**, with edited language in blue.

- 1 Focus Relentlessly on High-Quality, Consistent Implementation.** The district has adopted excellent, research-based initiatives like high-quality instructional materials (HQIM), Professional Learning Communities (PLCs), and the School Performance Framework (SPF). The critical work now is to ensure these are not just plans on paper, but are implemented with fidelity, consistency, and excellence in every school and every classroom, eliminating the variability that creates inequity.
- 2 Systematically Support the Adults Who Serve Our Children.** Student success is directly tied to the well-being and effectiveness of the adults in the system. This requires a systemic focus on managing teacher workload and preventing burnout, providing high-quality, job-embedded coaching for principals and teachers, and building clear, transparent pipelines for career growth that retain our best talent.
- 3 Communicate How Data Drives Action.** The district has made commendable strides in collecting robust data across academics, finance, and school climate. The next crucial step is to close the feedback loop by consistently and transparently demonstrate how this data is used to drive tangible actions, from allocating mental health resources based on survey results to adjusting instructional strategies based on student performance.
- 4 Genuinely Partner with Stakeholders.** True transformation requires moving beyond outreach to genuine partnership. The district must continue to empower families as leaders, formally involve teachers in the development of curriculum and policy, and proactively reshape public perception by elevating the authentic voices and success stories from within our school communities.
- 5 Pair High Expectations with Strong Support to Ensure Every Student Succeeds.** Upholding high academic and personal expectations for every student is non-negotiable. The path to ensuring they meet this high bar is by providing strong, individualized support tailored to their specific needs. From defining leadership and providing access to technology to supporting our most vulnerable populations, every decision, policy, and practice must be examined to ensure it is closing opportunity gaps, removing barriers, and creating an inclusive environment where every child is both challenged and supported to reach their full potential.

The Children's Cabinet has decided to **add the following priority.**



Anchor Leadership Transitions in Sustained Momentum. A primary purpose of the Children's Cabinet is to *"ensure continuity in our direction, even if leadership changes occur."* The 26-27 school year provides an opportunity to fulfill this duty. The Children's Cabinet offers a bridge of continuity—providing grounded community insight to sustain effective initiatives and build upon established successes while driving long-term vision forward.

The Children's Cabinet has decided to **retire the following priority.** The Cabinet remains committed to embedding diverse representation into its core practices.

Continue to place a high value on diverse representation among members of the Children's Cabinet along with other collaborative district and campus based advisory bodies. The district has done an admirable job of including the voices of a wide range of community members, employees and students on the Children's Cabinet. The District should build on these efforts. Strong and durable direction relies on many voices.

Acknowledgements

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