

Alum Rock Union Elementary School District 2017 – 18 Annual Report



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Alum Rock Union Elementary School District Vision

All students in the Alum Rock Union Elementary School District (ARUESD) are creative, collaborative and confident individuals with the competencies that will enable them to thrive in a diverse and competitive world.

Local Control Accountability Plan Goals

- Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.
- English Learners will have the required skills to reach grade level standards/proficiency.
- Provide all students and families a safe, welcoming, and caring environment conducive to learning.
- Engage Stakeholders in a meaningful way that promotes a positive learning, working, and community environment that is geared toward student achievement.

District Priorities

Priority 1: Increase the rate of reclassification for English Language Learners

Priority 2: Redesign Middle Schools to improve student achievement

Priority 3: Strengthen parent engagement

Snapshot of 2017-18 Accomplishments

- ✓ 27% of students were Fully Ready for school in the Fall 2017 Kindergarten Readiness Assessment, conducted in collaboration with First 5 Santa Clara.
- ✓ A Spanish Dual Immersion Preschool Program was added to Adelante I Dual Immersion Academy in collaboration with Think Together.
- ✓ 39% of all students Met or Exceeded grade-level standards in English Language Arts (ELA), measured by the Smarter Balanced Assessment.
- ✓ 30% of all students Met or Exceeded grade-level standards in Mathematics, measured by the Smarter Balanced Assessment.
- ✓ Redesignated 1,047 of the district's English Learner students as Fluent English Proficient – an increase of 113% since the 2014-15 academic year, when 492 English Learners were RFEP.
- ✓ The district's RFEP rate of 21% in 2017-18 was higher than the overall rate in Santa Clara County (13.2%) and the statewide rate (14.6%).

- ✓ All middle schools completed the redesign process, creating district-wide choices for College and Career Pathways.
- ✓ Renaissance Academy at Fischer and Renaissance Academy at Mathson were selected as Gold Ribbon Schools by the California Department of Education.
- ✓ Ocala STEAM Academy, Fischer Business and Media Academy, and Sheppard Middle Schools have become Verizon's Innovative Learning Lab sites.
- ✓ 467 parents attended the annual Back to District Night, hosted at San Antonio Elementary in September.
- ✓ 1,162 parents participated in ARUESD's Fall and Spring Parent University, a 66% increase in the participation rate since 2014-15. This reflects the growing interest among parents, as well as an increased understanding of and commitment to parent engagement among principals.
- ✓ ARUESD launched Sangha, a parent engagement app.
- ✓ A parent cooperative preschool is being established at Painter Elementary in a pilot partnership with the County Executive of the Santa Clara County Board of Supervisors, FIRST 5 Santa Clara, and the Santa Clara County Office of Education.

Superintendent's Message: Moving Our District Forward

The 2017-2018 school year was challenging and exciting. It was the year of facing unprecedented scrutiny, and it was also a year where the Alum Rock community came together in support of the great work our schools are doing. I can say that we, as a district, have embraced and fulfilled the Board of Trustees' philosophy that ***"Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential."*** I am proud to report that we have overcome great obstacles, and in the process, we have been able to better the quality of education that we offer each and every one of our students.

This was also a transition year in terms of district focus. This report will highlight the accomplishments we attained in institutionalizing the three district priorities that guided the work from 2014 to 2018. We were able to significantly increase the number of English Learners becoming proficient in English, every middle school has a college/career-going focus, and we have made parent engagement a key element in directing our district work. As we reflected on these successes, we saw the need to begin our district's transition to the next level of excellence. Thus, we gathered a Strategic Plan committee.

Strategic Planning is a new concept for Alum Rock, and we will be able to report more on this next year. However, I am very excited to share with you in the following pages the accomplishments that are a result of the arduous work we have done, and the limitless hope I have for our each of our students and our district. I am very grateful and humbled by the opportunity I have to be your Superintendent.

Gracias,

Hilaria Bauer, PhD
Superintendent
Alum Rock Union Elementary School District

2017-18 Accomplishments

SECTION I: GENERAL ADMINISTRATION

This section provides information about the fiscal management of our district. Our Business Division has been able to address most of the Fiscal Crisis Management Assistance Team (FCMAT) and Audit recommendations.

A. EFFICIENT/EFFECTIVE MANAGEMENT

1. Manages District affairs aggressively, imaginatively, and systematically.

a. Fiscal

- i. Brought cash reconciliation up to date for all funds.
- ii. Made significant progress with reconciling all suspense accounts.
- iii. Streamlined accounts payable procedures to provide better customer service. Both accounts payable staff are familiar with all vendors instead of assigning invoices by letter.
- iv. Paired accountants to support each other and provide cross training.
- v. Implemented a tracking and retrieval electronic system for Home Income Surveys, which are used to determine our unduplicated counts used for funding.

b. Information Technology Support Services

- i. Upgraded wireless internet for all middle schools for better speed and reliability.
- ii. Upgraded to a new work order system, *UpKeep*, and trained all staff.
- iii. Received Verizon Foundation grant worth \$4.5 M to reduce the homework gap by providing technology and professional development for Ocala, Sheppard and Fischer Middle schools. Verizon, in partnership with Digital Promise, provided iPads to every student and teacher with built-in internet access so that students can take the devices home to complete their homework and improve their learning outcomes. Participating schools acquired mobile device management (Airwatch); acquired cloud base filtering (Securly); and configured, deployed, and engraved iPads (2000+ Devices).
- iv. Trained teachers and other staff on various applications.
- v. Trained staff on Parent Engagement Application "Sangha."
- vi. Converted Cureton's PA System to Digital System.
- vii. Integrated SCCOE's DataZone software with our Active Directory.
- viii. Provided approximately 2000 Chromebooks and 600 EL iPads in schools.

c. Maintenance, Operations & Transportation (MOT)

In addition to running the MOT Department in an efficient and productive manner

(described in Section B2, Policies and Programs: Systematic Maintenance and Improvement of Schools), our great team accomplished a few extra projects:

- i. Implemented *Facilitron*, a vital tool in maintaining and efficiently coordinating special events at all sites.
- ii. Implemented and set in motion a pest control program that will help our schools be pest free.
- iii. Implemented a new work order system, *Upkeep*, to help input, assign and materialize work needed district-wide. We now have a more efficient system, and effective computerized system. During this school year, we addressed and completed close to 3,000 work orders, providing all our sites better maintained facilities.
- iv. Coordinated, set boundaries and set a plan in motion for functional use of fields at Ocala in coordination with Parks & Recreation.
- v. Performed assessment of sites for School Accountability Report Card (SARC) Reports, resulting in work orders and repairs.
- vi. Partnered with student services to install AED's District-wide.
- vii. Worked with San Jose Water Department to test all sites for lead (with great results).

d. Bond Projects – Summer 2017

- i. Installed HVAC at Dorsa Elementary School and L.U.C.H.A Elementary School.
- ii. Installed nine (9) new portable classroom buildings and lunch shade structure at Hubbard K-8 school site.
- iii. Modernized all restrooms at Mathson Middle School.
- iv. Completed roofing projects at the District Office, KIPP Heartwood, L.U.C.H.A, Mathson and Russo/McEntee.

e. Facilities Assessment

- i. Coordinated and completed Spring 2018 Facilities Assessment. Worked in coordination with EMG (independent vendor) to compile a district-wide facilities needs assessment by providing access, compiling information and escorting techs through each site. Results will enable ARUESD to make data-driven decisions about prioritizing facilities projects and funding.

f. Child Nutrition Services

- i. Continued to provide meals at no cost to all students, which is a significant fiscal challenge, given the continued declining enrollment. Alum Rock is the only district in Santa Clara County that offers this program to all its students. Students are provided nutritious hot meals complemented with a daily salad bar. All meals are compliant with the School Breakfast Program, Child and Adult

Care Food Program and the National School Lunch Program. The number of meals served for 2017-2018 were 559,158 breakfasts, 1,510,656 lunches and 385,461 suppers.

- ii. Offered Breakfast in the Classroom at eight schools, in collaboration with students, teachers, and parents. This provided students one of the most important meals of the day, helping them be ready to learn and achieve academic goals. Breakfast is offered before the bell for the rest of the schools, with Second Chance Breakfast offered at some schools. For 2018-19, we will increase our Breakfast in the Classroom and Second Chance Breakfast programs, which will increase our breakfast participation and allow more students the opportunity to receive a healthy meal.
- iii. Qualified all schools to continue providing meals at no cost. We are slowly introducing meal choices with clean labels, such as no artificial flavoring and no antibiotics. Elementary schools are offered a minimum of two hot meal choices along with a fresh salad bar. Middle Schools are offered a minimum of two meal choices like pozole, nachos, soft tacos and chili verde. Our goal for 2018-19 for Middle Schools is to introduce fresh-baked dinner and deli rolls.
- iv. Collaborated with several departments, such as Student Services, for the Annual Back to the District BBQ, Back to the District Night, Cesar Chavez March, and Parent University. We also partnered with our Purchasing Department for the “Fiesta at Alum Rock” in December. These have all been opportunities for staff and parent engagement.
- v. Started a new tradition in December 2017 of adopting all ARUESD foster students by providing them with a small gift.
- vi. Honored and thanked our staff for their hard work and commitment to our district by celebrating with a holiday potluck in December. In May, we honored them by celebrating years of service, retirees, free from injury and perfect attendance.
- vii. Began to celebrate students’ birthdays on a monthly basis, to continuously build relationships with students.
- viii. Celebrated National School Lunch Week and National School Breakfast Week and honored parents by inviting them to enjoy a healthy meal during “*Bring Your Parent to Lunch Day*” in October.
- ix. Provided an Elementary menu calendar for all parents and the quarterly menu flyer at all Middle Schools, based on positive feedback from families.

g. Purchasing

- i. Provided classroom furniture for incoming 7th grade classes at Hubbard Elementary.

- ii. Assisted with redesign of Instructional Services offices and conference rooms 3 & 4.
- iii. Collaborated with redesign of front lobby areas for: Adelante, Arbuckle, Chavez, Russo/McEntee, Aptitud, and Mathson M.S.
- iv. Assisted Painter in developing their parent collaboration room.
- v. Coordinated the RFQ process for the District Legal Counsel search and the RFQ for the Facilities Assessment Report.
- vi. Supported the M&O department to secure a new janitorial supply company.
- vii. Assisted with Annual District BBQ for all staff, Back to the District Night, Parent University, District Holiday Fiesta Luncheon.

2. Establishes and maintains a sound plan of organization and assignment of personnel.

- a. Reached a three-year instructional calendar agreement with all three bargaining units.
- b. Resolved an outstanding MOU matter with Teamsters Local 150 regarding custodial training.
- c. Received only one grievance for the entire 2017-18 school year, which was resolved at the first level.
- d. Established a consistent protocol for hiring process for Administrators, Directors and Managers.
- e. Established a holistic process for staffing schools, which included the Business and Academic Services Department.
- f. Began the 2018 school year fully staffed with teachers.
- g. Eliminated 31 teaching positions through retirements, temporary, and attrition, in order to better align staffing with declining enrollment.
- h. Presented “sunshine” proposals to the Board of Trustees in order to begin the bargaining process with all three bargaining units.
- i. Conducted 7 bargaining sessions with the Alum Rock Educators Association.
- j. Began the bargaining process with California School Employees Association.
- k. Updated and revised the Human Resources website.
- l. Established an inclusive hiring process with Managers and Directors.

3. Provides for proper delegation of authority and responsibility throughout the organization.

- a. Consistently supported every district office and site administrator on their duties and responsibilities.
- b. Provided mentorship and guidance to new site principals during monthly meetings.
- c. Continued the implementation of Site Administrator Round Table (SART) monthly meetings. These are monthly opportunities to “Sharpen the Saw” as it applies to site level leadership.

- d. Utilized monthly extended cabinet meetings to support and direct district initiatives and everyday affairs.
- e. Worked diligently with all district divisions to increase the quality of our district office services.
 - i. **Business Division:** With the support of a team of experts from the Santa Clara County Office of Education, we have started a total reconfiguration of the Business Division. Processes and procedures have been updated to address a number of insidious challenges in the business department, including cash reconciliation and payroll issues. In addition, we are in the process of resetting our bond program in order to provide much needed facilities upgrades and complete transparency and accountability for our taxpayers and the entire community.
 - ii. **Academic Services Division:** Supported the division in all aspects of planning and implementing innovative approaches to professional development for District and site leaders and staff.
 - iii. **Human Resources Division:** Significantly improved labor relations with all three bargaining units. Continued to build positive relationships through open and honest conversations. Addressed a number of challenging personnel situations assertively and collaboratively. Participated in the 2017 Program on Negotiations from Harvard Law School. Improved hiring procedures.

B. POLICIES AND PROGRAMS

1. Provides for dissemination, interpretation, and administration of District Policies.

- a. Made all decisions in accordance with all appropriate district policies. In addition, brought board policies that needed updates and renewal to the board's attention.
- b. Continued to work towards addressing all FCMAT recommendations.
- c. Utilized our website and other social media to keep open communication between the district and our stakeholders regarding all District policies. For example, when the board passed the safe district resolutions, we immediately provided staff and parents a plan of action in case of any ICE activity on our sites. This information was presented in three languages – English, Spanish, and Vietnamese.

2. Emphasizes systematic maintenance and improvement of Alum Rock Schools in accordance with District Policies.

- a. Continued to provide adequate maintenance services across our district. Met the majority of the compliance requirements, addressed deficiencies in this area, and made additional improvements, as described in Section A1c, Efficient/Effective Management: Maintenance, Operations & Transportation.

b. **Examples** of areas MOT addressed in 2017-18:

i. Emergencies

- Safety Call-Ins.
- Safety Mandatory Monthly Inspections. These generated work orders which take priority.
- School Accountability Report Card (SARC State Mandated).
- Uses FIT report (Facility Inspection Tool). This tool generates a list of priority repairs, which led to the completion of a total of 260 major emergency repairs across the district.

ii. Ongoing maintenance and facility improvements

- Installed temporary A/C installations at Ryan, Arbuckle, McCollam, Cureton and Russo.
- Installed storage containers for each department at the District Office.
- Improved Academic Instructional Service offices to include flooring, insulation, ceiling tiles, painting and cabinetry.
- Renovated front offices at Mathson, Goss and Chavez.
- Worked with volunteers on 3 different beautification days to paint Chavez exterior.
- Renovated Annex building at George Middle School
- Partnered with Think Together at Adelante I & II to refurbish Pre-K classrooms at each site.
- Started implementation of standard black out blinds which is slowly being implemented throughout the district.
- Worked in coordination with Academic Services to create locker/cubbies for boys and girls at Adelante I.
- Organized and set in motion decommissioning of kitchen grease traps District-wide (ON-GOING).

iii. State Compliance of D.O. and District (Hazardous compliance)

- California Environmental Reporting System
- Water Board
- Storm Drains/Water Run-off
- School Site Fire safety
- School Electrical/Custodial/HVAC/Storage clean-up and compliance

3. Seeks and obtains categorical state and federal funding, and corporate funding.

a. Successfully obtained funding from the following sources and partners for 2017-18:

Table 1: District Partners & Funding		
State Programs	Amount	Description
After School Education & Safety	\$2,907,405	Provided after school programming for all TK/K-8 th grade students until 5:00 p.m. at all sites.

Local Programs	Amount	Description
Verizon Grant	\$4,450,000	Verizon Innovative Learning - Last year, provided iPads for students and teachers and professional development for teachers in underserved communities to prepare students for STEM careers by integrating technology into the curriculum. This year, pays \$25K towards instructional coach at Fischer, Sheppard, and Ocala.
FIRST 5 Santa Clara County	\$150,000	Paid towards Early Learning Director's position.
Open Space Authority	\$20,365	Garden Project at Joseph George Middle School.
CTE Pathways	\$236,120	Collaboration with ESUHSD to fund 21st Century Learning projects at ARUSD Middle Schools.
Silicon Valley Education Foundation	\$104,000	Elevate Math classes - The Elevate [Math] program is designed for incoming 6 th through 10 th grade students who need extra support to be able to successfully complete their next level math.

Local Programs	Amount	Description
ALearn	\$86,000	MAP classes – a summer math, college readiness, and growth mindset program designed for current 5 th - 7 th grade students who need extra support to be successful in their fall math courses.
Jose Valdes	\$112,800	Jose Valdes Institute provides a comprehensive Summer Math Program at a local college for district middle school students who are struggling in mathematics.
Springboard Collaborative	\$300,000	After school intervention= \$60,000 Summer program= \$240,000
Reading Partners	\$146,280	Provides students with additional individualized reading intervention by use of a volunteer-based tutoring structure.
Measure A (Santa Clara County)	\$164,092	Up to \$75,000 per school for supplies and events to engage families.
Measure A (Santa Clara County)	\$120,000	Pay \$40,000 towards three (.5) SLS Coordinators at Sheppard, Painter and Ocala.
MHSA Coordinator	\$93,500	The SLS (School Linked Services) Coordinator improves accessibility, efficiency and outcomes of multi-agency services provided to children in Santa Clara County schools through improved coordination, design and implementation of services provided by schools, public agencies and community-based organizations.

Local Programs	Amount	Description
Measure A (Santa Clara County) Expansion	\$58,545	The ARUSD SLS Expansion project aims to improve student social-emotional wellbeing and academic outcomes through streamlined service coordination at each elementary school in the district. This will be achieved through the provision of (1) School Counselor Intern and (1) Marriage Family Therapy intern/Social Work intern at each elementary school site.
Cowell Foundation	\$121,000	Implementation of a Social-Emotional Learning initiative at Cesar Chavez, San Antonio and Mathson Institute of Technology.
Total Funding Obtained	\$9,216,387	

- b. Continued the partnership with FIRST 5, Kidango and SOMOS Mayfair, enabling ARUESD to continue offering resources that benefit Alum Rock families, including: a Family Resource Center at Chavez, an Early Childhood Director, an annual School Readiness Assessment, progress toward achieving Universal Preschool in Alum Rock (we now have a preschool classroom in each of our 14 elementary campuses and 3 TK-8 sites), and coordination of wrap around services with the goal of providing medical, dental, and vision care to every preschool student in the Alum Rock attendance area.
- c. Received support through our City Year Corporate Partners: Applied Materials, Bain Capital, Cisco, Microsoft, NVIDIA, San Francisco 49ers, Synopsys.

C. PLANNING

1. Provides for the development and implementation of long-range and short-range plans for achieving District goals.

- a. Institutionalized the 2014-2017 District Priorities. The focus on English Proficiency for all English Learners and the intense focus on reclassification have diminished the numbers of Long-Term English Learners. All Middle Schools have a college/career-going emphasis. Parent engagement increased 66% throughout the district.

- b. Began the process of drafting Alum Rock Elementary School District's Strategic Plan for 2018-2023, which will be completed by Summer 2019. The Strategic Planning committee has representatives from all stakeholders, including students.

2. Provides for medium and long-range budget development and sound fiscal management.

- a. Brought a fiscally-responsible budget and a sound Local Control Accountability Plan (LCAP) to the board for approval for the third year in a row.
- b. Ensured a fiscally-responsible budget, as per our AB 1200 collective bargaining agreement disclosure, after providing generous and responsible salary increases for all employees.
- c. Prepared the district's multi-year projection showing a budget that meets the State's reserves requirement for the current and subsequent two years.
- d. Began the budget process and LCAP development around the district priorities and considered the variety of student growth data points on the California School Dashboard.
- e. Utilized marketing techniques to deter declining enrollment, including:
 - i. Community Liaisons recruitment efforts
 - ii. VTA bus summer campaign
 - iii. Billboard advertising
 - iv. Promotional materials and banners
 - v. Opening of Adelante II to increase Dual Immersion Programming

D. COMMUNICATION

1. Maintains communication systems that provide for communication internally and externally with individuals and groups.

- a. **Website:** Posted frequent and regular update on everything from Public hearings and general announcements to District and school site events. The Communications Assistant worked closely with all departments and school sites in order to stay current with events and capture necessary content. Efforts to make District content available to the community for download has improved the level of engagement with our website. There has been an average of 23 downloads per post over the last year, a metric we work to improve, with some reaching as high as 190. District departments continued to make constant updates to their department webpages to further ensure current and correct information is available.
- b. **Social Media**
 - i. Maintained **Facebook** as the prominent social media platform for the District, since it is the most popular choice amongst our community. Facebook posts coincide with web posts in order to further echo the post and reach a greater

audience. Our publishing of three to four posts per week that alternate between District, middle and elementary school related items have increased our Facebook followers from 2,570 to 3,520. This 36.9 percent increase in the digital space has been felt in the physical space, most notably in the increase in parent participation in District events as more parents are receiving District information and announcements. All interactions and replies to posts continue to be closely monitored and addressed in a timely manner.

- ii. Officially launched the District's **YouTube** Channel. While still in its infancy, AlumRockTV has secured 17 subscribers to the channel. The Communications Assistant will be working on making connections with appropriate school-site staff to create and establish a workflow to get student and school content uploaded and shared.
- iii. Implemented Sangha, the **Alum Rock parent App** provides parents with immediate school and district information.
- iv. Maintained an **open-door policy** for all stakeholders.
- v. Continued to conduct **home visits** as needed to address a variety of parents' concerns.

2. Maintains "open" communication channels with all employee representative organizations.

- a. Communicated the district's strengths, successes, challenges, and continuous improvement efforts in a respectful, professional manner. Maintained open dialog and a willingness to listen to divergent points of view through:
 - i. Monthly contract meetings with CSEA and AREA.
 - ii. Monthly board meeting prep with each unit representative, including administrators.
 - iii. Open Door Policy for all employees.

3. Maintains open communication with charter schools, and supports mutually agreed upon leases and Prop. 39 requests.

- a. Maintained regular and open communication with Alpha, KIPP, and Escuela Popular.
- b. Secured long-term lease agreements with all charter schools in the district. Prop. 39 requests will no longer be needed on a yearly basis.

SECTION II: INSTRUCTIONAL LEADERSHIP

This section provides information regarding high quality teaching and learning grounded in Common Core aligned instructional practices. All classroom teachers have been trained in our district adopted CCSS aligned curriculum.

A. Instructional Pedagogy

1. **Provides leadership for Board, staff, and community in developing and delivering research-based, instructional strategies designed to prepare students for college and career readiness.**
 - a. Provided ongoing support to implement **Balanced Literacy** throughout our elementary school classrooms. Two different Professional Learning Communities (PLCs) on Guided Reading and Balanced Literacy help the teachers grow their instructional practices. Teachers are utilizing Benchmark Advance curriculum materials to facilitate balanced literacy components (shared reading, read aloud, guided reading, and independent reading).
 - b. Provided ongoing support to implement **Project-based learning (PBL)** as an instructional design tool in support of the Common Core standards. Several sites have utilized the BUCK Institute PBL framework as an instructional model. Projects from the first annual STEAM Showcase illustrate and highlight the innovation of the district-wide use of PBL. Future plans include the creation of a PBL professional learning community comprised of teachers that complete PBL 101 facilitated by the BUCK institute. This learning opportunity will be supported by the academic services team, participating site administrators, and instructional coaches.
 - c. Combined **STEAM and educational technology initiatives** into an integrated focus to provide students with opportunities to engage in deeper learning. Future plans include the development of an Innovator PLC designed to include teacher representation from throughout the district. These monthly sessions will focus on the integration of the ISTE standards and STEAM pedagogy, as an avenue for increasing student engagement and access to state standards.
 - d. Continued **technology integration** across the disciplines and grade levels. Professional development has centered around establishing classrooms that exemplify blended learning models while providing increased opportunities for students to communicate, collaborate, and think creatively through the use of G-Suite and similar platforms. Throughout the district you will find blended models of instruction employing both Chromebooks and iPads to differentiate instruction. In addition, iReady is utilized to assess student learning in math and reading, and to provide students with a personalized learning path that will support them to proficiency.

- e. Focused on implementation of **Next Generation Science Standards (NGSS)** for science teachers throughout the district. NGSS instruction is grounded in three-dimensional learning: Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting Concepts. Teachers at all of our sites have been trained on the instructional shifts. Classroom instruction has included pre-pilot curriculum addressing the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate) to bridge the gap until state curriculum is available.
2. **Provides leadership and sets high standards for academic achievement.**
- a. Celebrated designation of Renaissance Academy at Fischer and Mathson as **Gold Ribbon Schools** by the California Department of Education. This followed the designation of Adelante Dual Language Academy, L.U.C.H.A. and Joseph George Middle School as Gold Ribbon Schools in 2015-16. These five Alum Rock schools received this prestigious award for their innovative and effective efforts to implement the academic content and performance standards adopted by the State Board of Education, including the California Standards for English Language Arts and Mathematics, California English Language Development Standards, and Next Generation Science Standards.
 - b. Evaluated every site principal based on their work towards creating **excellent school sites**. Principals set academic goals at the beginning of the year. They then have a mid-year "check in" where we review the school's up-to-date academic data based on iReady and other formative qualitative and quantitative measures. At the end of the year, principals review their academic goals and present their accomplishments to a group of their peers.
 - c. Convened monthly **management meetings** that included all certificated and classified managers. These meetings focus district work on academic excellence. During the 2017-18 school year, we read *The Multiplier Effect* by Liz Wiseman. District and site managers were grouped heterogeneously, and every month led rich discussion integrating mindset and the content of the reading to our work at Alum Rock. Some sites also used the book with their own teacher teams and as a result, we have been able to integrate the book's central ideas in a number of classrooms across our district.
3. **Provides leadership and sets high standards for integrating technology into our curriculum.**
- a. **Technology integration** is an essential component of our curriculum. In addition to the accomplishments described in Section A1b, Effective/Efficient Management: Information Technology Support Services, our district:
 - i. Advanced one-to-one electronic devices to all middle school students.
 - ii. Provided professional development for teachers to become experts in

innovative resources.

4. Provides leadership for the support and creation of innovative programs.

- a. **English Learners:** Continued to integrate Constructing Meaning (CM) as the pedagogy to assist teachers to decrease the number of Long-term English Learners. We secured a cadre of 8 staff trainer-of-trainers in CM who have provided professional development for staff throughout the district. Over two hundred teachers have been trained using the CM model, and five of our instructional coaches serve as the in-house experts.
- b. **Middle School Redesign:** All schools completed the redesign process, providing students and families with a range of choices for college and career pathways. The middle school redesign process resulted in the following district-wide college and career pathways:
 - i. **STEAM Academies:** Ocala, Ryan
Curriculum and teaching methods emphasize 21st century learning with a particular focus on engineering & technology. Students learn to use the Design Thinking Process (Empathize, Define, Ideate, Prototype, and Test) which allows them to participate in STEAM competitions/challenges like Tech Academy, Destination Imagination, Math Olympiad, MESA and Techbridge. STEAM Academies also network with local companies, including Google, Opterra/Stanford and Intel, which provides students with real-world exposure to career options in the STEAM field.
 - ii. **Code to the Future:** Arbuckle, César Chavez, LUCHA, Mathson, San Antonio
These elementary and middle schools partner with Code to the Future to provide students with a comprehensive computer science immersion program. Students learn software coding skills as part of the daily academic curriculum. Code to the Future provides the computer science curriculum as well as ongoing coaching for teachers.
 - iii. **Visual And Performing Arts:** Cureton, Linda Vista, Lyndale Elementary Schools, with Gold Ribbon Award winner George Middle School as the flagship for the Visual and Performing Arts (VAPA) Cluster. In addition to integrating visual and performing arts into the academic curriculum, schools in this cluster offer a variety of artistic and career-oriented opportunities to all students. Students in the early grades participate in daily music lessons that integrate mathematics and other relevant academic areas. All middle school students have an opportunity to participate in a VAPA-related elective that provides them the foundation of a strong career path. Middle school electives include Advanced Art, Digital Art and Design, Digital Photography, Choir, and others.

- iv. **Media Arts Academy:** Hubbard
Hubbard Media Arts Academy is the first school in the Bay Area implementing the Youth Cinema Project, providing 4th and 7th grade students with the opportunity to learn and produce their own short-films. Hubbard has completed the process of identifying grade-level appropriate standards and activities to prepare all students with a strong curriculum in communication arts. During the 2017-18 school year, students produced and premiered their first short films alongside guests from PIXAR and the community. The Santa Clara County Office of Education has continued to be a key partner and collaborator.
- v. **New Tech Network:** Fischer, Sheppard
As part of a 200-school national network, staff and students at Fischer Middle School of Business and Communications and Sheppard Middle School utilize advanced technology to solve problems and learn. Students build their knowledge through research, experience, collaboration and creativity. Staff participate in continuous professional development to learn how to integrate technology and educational apps into the academic curriculum.
- c. **Social Emotional Learning:** Continued to prioritize the health and well-being of our students through Social Emotional Learning (SEL), a holistic approach designed to promote the social and emotional learning skills students need to be successful in their academic careers. Alum Rock's SEL programs are coordinated by district counselors and local community-based organizations and include classroom lessons on topics such as communication, coping, and decision-making skills, as well as parent education opportunities. SEL Programs offered in 2017-18 included:
 - i. **Positive Behavioral Interventions and Supports (PBIS)** – A decision-making framework that guides selection, integration and implementation of the best evidence-based behavioral practices for improving important behavior outcomes for all students. District and school staff collaborate in designing behavioral support systems at each participating school site. ARUESD implemented and supported 11 PBIS school sites.
 - ii. **Restorative Justice (RJ) Practices** – Empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools in ARUESD. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. RJ Professional Development opportunities were provided throughout the school year to all staff.
 - iii. **Pure Edge Training** – For systemic and sustainable change to occur in schools, it is paramount that professional training programs for future teachers, educational leaders, and school counselors incorporate self-care skills, development of children's social-emotional learning (SEL), and character development (CD), as well as how to assess and address school culture and

climate. ARUESD Staff and students engaged in short, easy-to-learn/teach Mindful Movement (MM) sequences of breathing exercises through Pure Edge training.

- iv. **ARCC** – Provided school-based services including individual/group counseling, crisis response, trauma-informed practices, and parent workshops. These preventative and intervention services were offered at eligible sites.
 - v. **Foothill Community Health Center** – Foothill provided behavioral health services, including one-on-one counseling, at eligible ARUESD school sites.
 - vi. **San Jose Crime Prevention Workshops** – The Crime Prevention Unit, in conjunction with ARUESD, offered presentations on bullying, drug awareness, gang awareness, child safety and cyberbullying. Presentations are available throughout the school year for teachers, parents, and community groups upon request.
 - vii. **Project Cornerstone** – Project Cornerstone provided Developmental Assets trainings at ARUESD districtwide. Developmental assets are the positive values, relationships, skills and experiences that help children and teens thrive. Young people with high asset levels are most likely to make healthy choices.
- d. **Prenatal – 3rd Grade Early Learning:** Adopted and began implementing the district’s strategic plan for building a high-quality, integrated prenatal – 3rd grade health and early learning system. The strategic plan was developed in collaboration with FIRST 5 Santa Clara County, the County Office of Education, Kidango, SOMOS Mayfair and Grail Family Services, with the understanding that the pathway to college and career begins with high-quality early learning opportunities. ARUESD is committed to ensuring all of its youngest learners – starting in preschool, Transitional Kindergarten, and Kindergarten – have opportunities to participate in robust and high-quality early learning programs that foster a love of learning and establish a strong foundation for success in school, college, career, and life. The prenatal – 3rd grade strategic plan positioned ARUESD to become a pilot site for Santa Clara County’s new health and early learning system, led by the County Executive’s Office. Activities and accomplishments in 2017-18 include:
- i. Implemented 15 preschool classrooms in the district through partnerships with Kidango, Head Start, San Juan Bautista, and YMCA.
 - ii. Continued to work with partner to implement a centralized outreach and preschool enrollment process, resulting in a streamlined, family-friendly process for enrolling ARUESD children in preschool.
 - iii. 1,172 new children attended early learning partners’ preschools in Alum Rock School District.
 - iv. ARUESD staff from State and Federal programs and Early Learning co-presented a professional development workshop on “Developmentally Appropriate

Practices: Social Emotional Learning, Environment Management, and 21st Century Learning-The Soft Skills.” Thirty-five teachers, supervisors, and after school teams from our extended day partners, Think Together and YMCA Evergreen, participated.

- v. Began planning to establish a parent cooperative preschool at Painter Elementary, in a pilot-partnership with County Executive of the Santa Clara County Board of Supervisors, First 5 of Santa Clara, and The Santa Clara County Office of Education.
- vi. Instructional coaches, TK, K, 1st, 2nd & 3rd grade teachers participated with our partner, Grail Family Services, in “The Building Blocks of Parent Engagement-Best Practices for Family Engagement.”
- vii. Collaborated with SOMOS Mayfair to offer Bridge to Kindergarten, a 4-week summer school program that supports children’s readiness and school success prior to the start of a new school year. A total of 148 T4/TK/K students participated. Pre/post data demonstrated statistically significant improvements on 19 of the 20 kindergarten readiness skills (e.g. writes own name, recognizes numbers, works and plays cooperatively with others, and follow directions, etc.)
- viii. Adelante I and Adelante II, in partnership with Think Together, began preparing to launch two high-quality dual immersion early learning preschools for families.
- ix. Painter Elementary School began preparing to establish a high-quality Parents as Teachers Coop Preschool. The Coop preschool will serve 24 preschool age children in a morning session, with the goal to add 24 more in 2019. This endeavor to provide universal preschool access in a mixed delivery of services in early learning education experiences is being pursued with many like-minded partners: Catholic Charities, FIRST 5 Santa Clara County, Franklin-McKinley School District, Grail Family Services, Healthier Kids Foundation, Kidango, Santa Clara County-The Board of Supervisors, Santa Clara County Office of Cultural Competency, Santa Clara County Office of Education, SJB, SOMOS Mayfair, and Think Together.
- x. Partnered with FIRST 5 and SOMOS Mayfair to continue operating a Family Resource Center (FRC) at César Chavez Elementary School. The FRC provides year-round programs including, but not limited to: parent workshops and training, early literacy, family engagement opportunities, and leadership development.

B. Program Evaluation

1. Implements a strong evaluation and improvement program.

- a. Academic achievement data is the foundation for all program decisions. The

California Assessment of Student Performance and Progress (CAASPP) data, iReady, English Language Proficiency Assessments of California (ELPAC), and curriculum-based assessments are continuously used to determine students' academic achievement and their English acquisition progress. For example, middle school students who need English Language Development (ELD) acceleration have an extra (ELD) period as part of their school day. These classes are designed to support the English language acquisition of students in speaking, reading, writing and listening to accelerate reclassification rates and strengthen their academic achievement.

- b. Every before/after school program at Alum Rock has a strong evaluation component. For example, City Year has a comprehensive assessment and student monitoring program. The same applies for Citizen Schools, Think Together, and other partners.
- c. Preschool and TK/K students are assessed in school readiness areas. This effort lets us know how many students coming to Alum Rock are ready for Kindergarten. With the increase of preschool access throughout the district, we expect to increase this percentage in the near future.
- d. English Learner programs and services were thoroughly reviewed by the State of California as part of the Federal Program Monitoring and the process found ARUESD to be fully compliant with state and federal policies during the 2016-17 school year. As a district we have continued to maintain a keen lens on state and federal policies through our English Learner Liaisons committee, which is a group of teacher stakeholder groups from across the district.

2. Demonstrates knowledge, experience, and leadership on programs for EL students and specifically dual immersion.

- a. Added third grade to our Adelante II Dual Immersion site. As of today, Adelante II is filled to capacity with plans to expand to fourth grade next year.
- b. Continued to implement *Constructing Meaning* throughout the curriculum as an essential pedagogical element to advance the achievement of our students via our designated and integrated ELD.
- c. All English Learners are expected to be redesignated within 3 to 5 years in our programs. Every site administrator reports on the increase of redesignation rate in their school during their evaluation process.
- d. District and site staff also actively monitor the progress of students redesignated to fluent English proficient for four years to ensure their continued academic success via the RFEP monitoring process.

3. Sets high expectations for all children and staff.

- a. Increased the number of students participating in summer enrichment math classes by 61 students at the prestigious Jose Valdes Math Institute. A total of 121 Alum

Rock 6th and 7th grade students successfully completed the 5-week Math enrichment institute.

- b. Converted the district-wide Science Fair into a STEAM (Science, Technology, Engineering, Arts, and Math) Showcase. The 2018 STEAM Showcase was hosted at the Tech Museum with 700 parent and student participants attending the event.
- c. Two of our middle schools, Renaissance at Fischer and Renaissance at Mathson, obtained the prestigious Gold Ribbon Award.
- d. RYAN STEAM Academy received the much-coveted Hoffman Award.
- e. Innovate Schools Awards were earned by Renaissance at Fischer and Renaissance at Mathson

4. Smarter Balanced Assessment Results

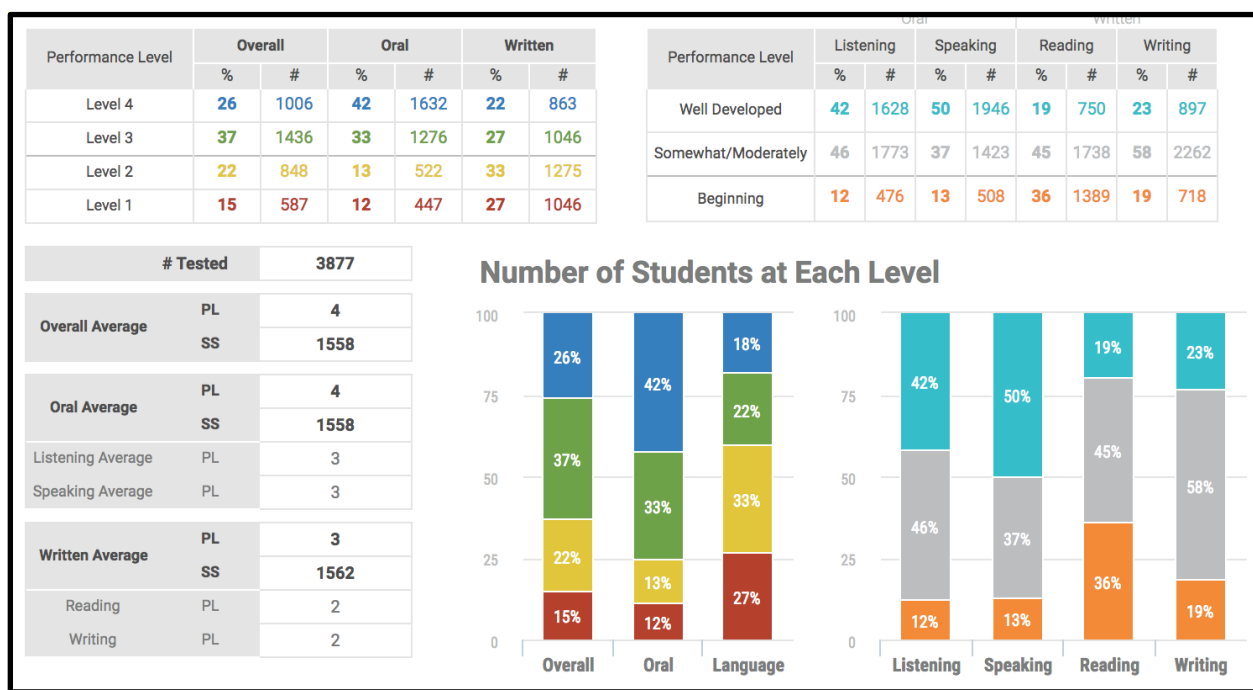
- a. Maintained overall student achievement levels in English Language Arts. ARUESD's 2017-18 Smarter Balanced Assessment Results show that 39% of all students were meeting or exceeding grade-level standards in English Language Arts. The overall trend is improving.
- b. Maintained overall student achievement levels in Mathematics. Thirty percent of all students met or exceeded grade-level standards in Mathematics in 2017-18. Although this is a slight decrease of 2% from the previous year, the overall results are a 5% increase since 2014-15.
- c. Although there is still tremendous room for growth to ensure all students are meeting or exceeding grade-level standards, these upward trends indicate that ARUESD's efforts to provide all students with a rigorous, challenging, and innovative instructional program are producing steady and consistently positive results.

5. English Learners

- a. Approximately 33% of ARUESD's student population are classified as English Learners. The goal of our English Learner Development program is to help students acquire proficiency in English as soon as possible, demonstrated through the redesignation process. Alum Rock's targeted and data-driven initiatives have steadily increased the percentage of English Learner students that are Redesignated as Fluent English Proficient (RFEP) and decreased the percentage of Long-Term English Learners.
- b. Redesignated 1,047 of the district's English Learner students as Fluent English Proficient – an increase of 113% since the 2014-15 academic year, when 492 English Learners were RFEP. The district's RFEP rate of 21% in 2017-18 was higher than the overall rate in Santa Clara County (13.2%) and the statewide rate (14.6%).¹

¹ Annual Reclassification (RFEP) Counts and Rates: Retrieved from <https://dq.cde.ca.gov/dataquest/Cbeds3.asp?Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=4369369--Alum+Rock+Union+Elementary&cChoice=DstProf1&cYear=2017-18>

- c. Assessed 3,877 students using the state's new summative English Language Proficiency Assessments for California (ELPAC) in school year 2017-18. Achievement is measured out of four levels, with four being the highest level of achievement. Of those students tested, 26% of students achieved a level of 4. The percentage of English Learners making progress toward proficiency continues to increase, while the percentage of students showing losses in English language development continues to decrease each year). Taken together, the RFEP rate and ELPAC scores provide additional evidence of the effectiveness of ARUESD's English Learner Development Program.



6. School Readiness

- a. Engaged 13 elementary schools (28 kindergarten classrooms) in the district's second school readiness assessment, conducted in partnership with FIRST 5 Santa Clara County and Applied Survey Research in Fall 2017. Over 500 kindergarten students and their families participated in the study, enabling ARUESD to obtain a measurement of students' readiness for school in three key domains: Self-Regulation, Social Expression, and Kindergarten Academics.
- b. The results, shown in Table 2, indicated that just over a quarter of children (27%) were Fully Ready for kindergarten in all three domains (Self-Regulation, Social Expression, and Kindergarten Academics) – approximately the same percentage (26%) as in 2016. However, there were fewer children who were Not Ready (36%) in 2017 compared to 2016 (41%). More children were Partially Ready in 2017 (37%) than in 2016 (33%). These are subtle, positive shifts from the 2016 baseline, but not

yet statistically significant.

- c. Similar to the 2016 baseline study, students who had attended a formal preschool program – particularly programs rated as high quality – were more likely to be fully ready for kindergarten than those with no preschool experience or those who had attended programs with lower quality ratings. Kindergarten students who arrived at school well-rested (healthy) and whose family read with them at least five times a week were more likely to be fully ready for school.
- d. In addition, SOMOS Mayfair offers the Bridge to Kinder program, which is a summer school readiness program for incoming Alum Rock kindergarteners and their families. From pre- to post-assessment, children demonstrated statistically significant improvements on 19 of 20 kindergarten readiness skills. The percentage of Bridge to Kinder children who were Fully Ready for kindergarten increased by 37 percentage points by the end of the 3-week program.
- e. When this school readiness data is viewed alongside Smarter Balanced Assessment results at 3rd grade (a predictor of future educational outcomes) and 8th grade (when students leave ARUESD), it becomes clear that the college and career pathway begins years before students arrive to our kindergarten classrooms. These findings validate the need for ARUESD to continue taking a leadership role in implementing the Alum Rock Prenatal – 3rd Grade Health and Early Learning System strategic plan.

7. Attendance & Suspension Rates

- a. **Attendance.** Student Services implemented the Attention to Attendance program that generates attendance notifications on a bi-weekly basis. The initiative ensures that parents are informed of their student absences. Community Liaisons have been trained on this program and school office staff monitor and follow up on improving student attendance at their sites. Student Services staff encourage student independent study for family emergencies or short vacations, which recovers ADA funding. In the 2017-18 academic year, these efforts helped the district recuperate close to \$216,000. Students Services also follows up with family home visits to check into chronic absentees and offer resources to families as a way of regaining student attendance. The district was able to provide make-up Saturday school to recover instructional time lost for excused absences. As a last alternative, the district facilitates SARB hearings to offer additional support in improving attendance.
- b. **Suspensions.** Student Services provided guidance and support to site administrators to promote alternatives to suspensions. In an effort to reduce student referrals, the department also manages and supports 13 school sites with Positive Behavior Intervention Support (PBIS), which promotes a positive school climate. Our School Linked Services district coordinator assists in coordinating referrals to community-based organizations to provide additional support to student/family needs (mental

health, family crisis, attendance). See Suspension Report for 2014-18 in the Appendix.

C. Staff Development

1. Provides for staff development programs that result in maximizing individual contribution to the effectiveness of the organization.

- a. Site Leadership Development
 - i. Convened monthly Instructional Leadership PLCs with principals and coaches to refine our instructional program and provide professional development centered around NTC's Effective Schools Framework.
 - ii. Convened our beginning-of-year launch and Theory of Action (TOA) development planning over two days during the summer and facilitated a mid-year check in order to align and assess progress against our TOA.
 - iii. Ensured monthly site Instructional Leadership Team (ILT) meetings with administrators and teacher leaders took place across all schools. Academic Services followed up with site ILTs to provide active and targeted support based on qualitative and quantitative measures. In addition, an ILT network day was conducted in February to bring all site leadership teams together in a collaborative format to share successes and challenges, learn from one another, and refine their identified actions connected to the TOA.
 - iv. Conducted an "infield network day," in partnership with NTC, in the Spring to allow schools to share their refined problem of practice work with a larger audience of administrators and coaches, and to receive meaningful input to inform their leadership actions moving forward
- b. Continued to deepen proficiency with CCSS math and ELA shifts to ensure academic rigor
 - i. Guided Reading PLC
 - ii. Balanced Literacy PLC
 - iii. Literacy foundational skills
 - iv. Elementary Math PLC
 - v. Middle School Math PLC
 - vi. TK PLC
 - vii. Middle School ELA PD (Study Sync)
 - viii. NGSS (Next Generation Science Standards) PD
- c. Strengthened structured student talk through integrated ELD to support oral language development
 - i. Through elementary and middle school Constructing Meaning cohorts as well as through targeted ELD professional developments, we actively enhanced

structured student talk routines, which ensures each student practices the target language multiple times during every lesson. PDs have assisted teachers to:

- **Review** the rationale behind Structured Student Talk.
 - **Reflect** on how we use Structured Student Talk in our practice.
 - **Analyze** the Structured Student Talk in lessons.
 - **Enhance** lessons to include structured student talk routines.
- ii. Integrating technology in a thoughtful manner to provide 21st century instructional teaching and learning opportunities. We have integrated a slew of practices and trainings to support and advance the instructional teaching and learning of instructional leaders as well as a support staff across all sites and departments which include:
- Promethean board training
 - Edtech PLC
 - STEAM PLC
 - Innovating Learning Conference
 - Blended Learning
 - Gsuite
- iii. Provided three district-wide full professional development days throughout the school year for all certificated staff.
- Beginning of the year - over 500 teachers engaged in professional learning that covered a wide variety of district aligned initiatives (technology integration, social emotional learning, instructional practices around Common Core, restorative justice, and student engagement).
 - Middle of the year - site level professional learning took place to implement site initiatives, culture building, and deepen staff understanding of best practices.

2. Participates in professional growth opportunities

- a. Attended Santa Clara County Superintendents' Retreat in September 2017.
- b. Attended CLSBA (California Latino School Board association) conference, September 2017.
- c. Participated in the Program on Negotiations at Harvard School of Law, October 2017.
- d. Attended CSBA (California School Boards Association) conference December 2017.
- e. Attended ACSA's superintendent's retreat in February 2018
- f. Participated in NEXUS conference in April 2018, this is a national superintendents' association.
- g. Continued the collective reading of one professional book per year with our management team, *The Multiplier Effect* by Liz Wiseman. In addition, continued

professional readings around the areas of Leadership, English Language Learners, Management and the Future of Education

h. Awards and Recognition:

- i. Received the 2017 District 5 United “Community Hero” Award in Fall 2017.
- ii. Received High 5 Award from Santa Clara County First 5 in Fall 2017.

3. English Language Development (ELD)

- a. Implemented a comprehensive effort to ensure every EL student becomes proficient in English within three to five years of consistently attending one of our sites through the use of both integrated and designated ELD. Teachers have also received ongoing training of the California ELD framework and the English Language Proficiency Assessments for California, which provide a pathway to amplify the Common Core standards and support students through their path of English language acquisition.
- b. Our commitment includes the use of research-based methodology throughout the academic day (Constructing Meaning), multiple data point assessments (ELPAC, iReady, and curriculum-based assessments), and consistent student progress monitoring (using student data information tools to assess the number of students who fall within the threshold of qualifying as Long-term English Learners).

4. Materials & Curriculum

- a. Continued to provide training and coaching for teachers learning about new materials and curriculum. The training focus for Elementary staff was on Guided Reading and Math. Middle School teachers continue their training on adopted materials and math.

5. Technology Integration

- a. 2017-2018 was a great technology innovation year at ARUESD. Ocala STEAM Academy, Fischer Academy of Business and Media, and Sheppard Middle School all were awarded the Verizon Innovative Learning Lab (VILL) grant. These schools now offer one-to-one iPads, and parents receive training on how to use the device. In addition, the VILL program brings with it home Wi-Fi access for all students, as well as professional development modules for teachers to assist them with technology integration. Additionally, ARUESD deployed 16 iPad carts with 35 iPads across 16 sites to deepen technology integration for our students classified as English learners in grades K-2.

6. Leadership Development

- a. Maintained open and regular communication with the leadership team through Site Administrator Round Tables (SART), management meetings, and management retreats. We read The Multiplier Effect by Liz Wiseman during Management

meetings.

D. Stability and Continuity

1. Maintains organizational effectiveness.

- a. See Section IA (General Administration: Efficient/Effective Management)

2. Promotes continuity and effectiveness of Instructional Program

- a. See Section II: Instructional Leadership

SECTION III: LEADERSHIP STYLE

A. Leadership Areas

1. Is student focused and an advocate for student success.

- a. All district initiatives and efforts are student centered. Every priority and new initiative has been focused on the goal to provide a solid college/career going foundation for all our students. For the past three years, one of our priorities has been to reduce the number of Long-Term English Learners. We want to make sure students enter High School ready to take A-G requirements. We have gone from close to 60% English Learners in 2014 to 41% English Learners in 2017. Most of this change has been due to an aggressive reclassification effort.

2. Promotes visionary thinking and processes.

- a. As we move Alum Rock to become a beacon of excellence in the Eastside of San Jose, we have made innovation the tool of preference. Our schools have been transformed into college/career going hubs for young students. This has led to the development of focused academies throughout the district.
- b. Most of the innovative structures across the district have integrated the appropriate use of technology. We have been able to attain about 80% of one-to-one devices from 3rd to 8th grade in all schools.
- c. In addition, innovation has embraced 21st Century Skills such as collaboration, critical thinking, and creativity.

3. Collaborative Management Process.

- a. Working in collaboration with all stakeholders has been the main ingredient in our district's transformation.
- b. There are a number of structures that nurture collaboration throughout the district, including:
 - i. Superintendent Parent Advisory and Resource Council (SPARC)

- ii. District Advisory Committee (DAC)
- iii. English Learners Advisory Committee (DELAC)
- iv. Management Meetings and Retreats
- v. Site Administrators Round-Tables (SART)
- vi. New Administrators Monthly Meetings
- vii. Community Forums (Local Control Accountability Plan-LCAP)
- viii. Strategic Planning Forums

SECTION IV: COMMUNITY RELATIONS

A. Communication

1. Establishes a communication system that leads to community understanding and support of the school district.

- a. **Media.** Maintained a strong Alum Rock presence in broadcast, online, and print media with the support of Volar Strategic Advisors. In the first six months of 2018, Alum Rock's communications activities resulted in 1,000 Total Mentions in the media with a Total Publicity Value of \$1.64 million. Our comprehensive communications initiatives and activities promote Alum Rock's innovative, high-quality programs and foster positive communication and interactions between families, school sites, and the District.
- b. **Alum Rock: Providing High Quality Educational Programs for All Students.** Alum Rock is a turned around district. During the past two years, three of our schools have been designated as a 'Golden Ribbon School': George Middle School, LUCHA and Adelante Academies. Our quest for high achievement and innovation has caught the attention of a number of partners, including: FIRST 5, Santa Clara County Office of Education, and the City of San Jose. Our focus on Middle School redesign has created the Alum Rock Middle School Model focused on college and career readiness, starting in TK. Alum Rock has high student expectations and provides students with the academic rigor and student support that each student needs to be ready for the 21st century work environment.

2. Demonstrates knowledge, experience, and sensitivity in working with parents.

- a. **Community Liaisons:** Maintained a cadre of 24 community liaisons – one at every site. Their role focuses not only on increasing parent engagement at the site, but also in translating school policies, activities, and culture for all parents.
- b. **Back to District Night:** Hosted the annual district celebration at San Antonio Elementary. A total of 467 participated in this fun event that welcomed back ARUESD families and highlighted our VAPA program.
- c. **Annual Parent University Conferences:** Organized and hosted the Fall and Spring

Parent University, attended by 1,162 parents, a 66% increase over 2017-18 (n=700). Parents attended classes on topics such as Positive Parenting, Pathways to College, Cyberbullying, LCAP, and Early Literacy.

- d. **Annual College Pathways Night:** Continued to provide upper elementary and middle school parents with an opportunity to learn more about supporting their students on their pathway to college. This year we hosted 2 “Pathway to College” nights, with 100 parents attending.
- e. **Parent Leadership Programs:**
 - i. **Superintendent’s Parent Advisory and Resource Committee (SPARC):** Superintendent’s monthly meeting with parents representing each site. The representatives serve as a liaison between the site parents and the superintendent. They report back to other parents in either School Site Council or PTA meetings. During 2017-18, we increased parent attendance to the SPARC meetings from an average of 8-10 sites in 2015-2016 to 18-20 site representatives in 2017-18.
 - ii. **Annual Parent Jubilee:** District-wide volunteer celebration sponsored by SPARC representatives. Parent volunteers from across the district are celebrated during this event.
 - iii. **Parent Institute for Quality Education (PIQE):** We were able to expand the number of schools offering PIQE. Last year, we had about 60 parents graduate from this parent leadership program. This year we had another 60 graduates, but from different sites, increasing the number of sites offering this training.
 - iv. **Cesar Chavez March 25th Anniversary:** 1,110 Alum Rock students and parents marched to the San Jose PAL Stadium where they recognized this local hero in remembrance of his advocacy for farm workers.
- f. **Parent Workshops/Trainings:** Offered a wide variety of workshops and training on diverse topics such as English as a Second Language, Positive Parenting, Basic Tech, Respect Institute, Nutrition, and San José Police Department Anti-bullying workshops. A number of schools implemented Los Dichos Program which is a culturally relevant parent led program where parents read books aloud in the classroom.
- g. **School readiness:** Distributed 400 copies of First 5 Santa Clara County’s publication “Are You Ready? A Family’s Guide to Starting Kindergarten” to families at preschool transition to kindergarten meetings.
- h. **Kindergarten enrollment** efforts continued throughout the year in a variety of ways. Perla Rodriguez, from VOLERSA, provided professional development for community liaisons and site office administrative assistants on customer service and outreach.
- i. **ARUESD Family Resource Center @ Chavez Elementary:** Parent resources and workshops were provided through the SOMOS Mayfair initiative.

- j. **Middle School Expo Nights** held to promote the great work our middle schools are doing and provide parents with an opportunity to learn about ARUESD's middle school programs and our open enrollment policy.
- k. **Media outreach:** Continued to work on establishing good communications with our local media. I had opportunities to provide a positive district presence on TV, social media, and print media.
- l. **Translation:** Increased translation/interpretation services in Spanish and Vietnamese in major district-wide events, including Parent University and Lunar New Year Event, FCMAT audit translations, etc.

3. Establishes district or school-wide goals for increasing parent involvement.

- a. Every principal included a **Parent Engagement Goal** as part of their evaluation process. Principals held monthly Principal-Parent Coffee Talks. We established four new PTA/PTO organizations throughout the district.

B. Visibility

1. Projects a positive image of the district by being visible within the district and the community.

- a. I continue to visit every school in the district. I attended the majority of Back to School and Open House nights throughout the district. I participated in a number of parent meetings, including Principal's Coffees, PTO/PTA meetings, Middle School, Kinder, and Elementary promotion ceremonies. I worked closely with community/parent groups, including SOMOS Mayfair, PIQUE, etc.
- b. I spent many hours supporting and participating in a variety of volunteer events, including multiple City Year beautification events. I participated in many LCAP input sessions with our community and supported sites special events.

SECTION V: BOARD/SUPERINTENDENT RELATIONSHIPS

A. Communication

1. Keeps the Board informed in a complete and timely manner.

- a. **Friday Memos:** Updated the Board every week, except after some Fridays after Board meetings.
- b. **Text messages:** Texted the Board in a variety of situations, especially during emergencies and to alert them of emails sent.
- c. **Emails:** Used email communication regularly to keep board apprised.

2. Strives to accommodate the communication needs of the Board.

- a. Per Board member request, I texted individual Board members to alert them of my

messages via email.

- b. I also provided both electronic and printed documents as requested by individual Board members.

3. Provides sufficient and appropriate background information as requested.

- a. Maintained regular and transparent communication with Board members, ensuring the Board had timely and factual data to make informed policy and funding decisions.
- b. Responded in a timely manner to questions, concerns and requests from and on behalf of ARUESD Board members.
- c. Communicated with Board members about the district's strengths, successes, challenges, and continuous improvement efforts in a respectful, professional manner. Maintained open communication and a willingness to listen to divergent points of view.

B. Teamwork/Mutual Support

1. Is responsive to the direction of the Board.

- a. Worked collaboratively with board president to create board meeting agendas.
- b. Supported the inclusion of agenda items requested by all board members.
- c. Provided information and support during challenging items to be considered by the board, including FCMAT audit, employee contract negotiations, etc.

2. Is committed to developing and nurturing a spirit of teamwork, mutual support, and a high level of trust.

- a. Provided information with truth and integrity even when the response from board members may not have been positive.
- b. Supported the request for board retreats and looked for potential facilitators, even when the board majority was reluctant.

3. Approaches and treats each Trustee equitably and respectfully.

- a. Treated every trustee with respect and integrity.
- b. Honored each trustee's communication style by responding promptly to every trustee's request for agenda items and information.
- c. Served as a liaison and facilitated information-sharing and joint problem-solving in an effort to strengthen the partnerships between the Board, district leaders, schools, families and the community.

SECTION VI: PERSONNEL MANAGEMENT

A. Visibility

1. Is visible and accessible to employees.

- a. Maintained an open-door policy. Met with all employee groups on regular basis to cultivate positive working relationships and address questions, concerns and suggestions proactively.

2. Prepares district proposals and strategies for collective bargaining.

- a. Reached a three-year instructional calendar agreement with all three bargaining units.
- b. Resolved an outstanding MOU matter with Teamsters Local 150 regarding custodial training.
- c. Presented “sunshine” proposals to the Board of Trustees in order to begin the bargaining process with all three bargaining units.
- d. Conducted 7 bargaining sessions with the Alum Rock Educators Association.
- e. Began the bargaining process with California School Employees Association.

B. Morale

1. Strives to foster high morale and create a spirit of teamwork and mutual trust and confidence among all employees.

- a. Received one grievance for the entire 2017-18 school year. Grievance was resolved at the first level.
- b. Maintained positive working relationships with all units. Great support from both Teamsters and CSEA groups, and once Work to Rule was lifted, we resumed a positive relationship with AREA. Generally, even through Work to Rule, teachers were supportive of district initiatives.
- c. Successfully reached agreements that provided responsible and generous contracts for three employee groups, which raised employee morale significantly.

C. Staff Development

1. Provides for development of individuals and groups to meet present and future organizational needs.

- a. I continue to support our classified employees when they ask to receive more training. Provided Teamsters and CSEA with growth opportunities. For example, classified employees joined certificated staff on a Saturday to increase their skills using Google Docs. In addition, we have set up a process to “grow our own.” We were in need of a plumber and one of the maintenance workers has been assigned an apprenticeship to obtain his certification.

- b. I continued to support AREA leaders in their effort to provide AREA members with Common-Core training. We paid teachers to participate in these trainings.
- c. I have supported all staff in their pursuit of higher degrees, including all administrators seeking a doctorate. As of today, we have three administrators working on their doctorate degree.

D. Staffing

1. Provides for maximum utilization and effectiveness of personnel resources through staffing and assignments.

- a. Began the 2018 school year fully staffed with teachers.
- b. Updated and revised the Human Resources website.
- c. Established an inclusive hiring process with Managers and Directors.
- d. Established a consistent protocol for hiring process for Administrators, Directors and Managers.
- e. Established a holistic process for staffing schools, which included the Business and Academic Services Department.
- f. Able to eliminate 44 teaching positions through retirements, temporary, and attrition in order to balance the District's budget.

LOOKING TO THE FUTURE

As I reflect on the 2017-18 school year, I am proud of our accomplishments and excited and hopeful about our continued growth in the 2018-19 school year. I am confident that with open communication and a shared commitment to collaborative problem-solving, our common vision of a better future will be fully realized. I look forward to another year of working in partnership with the Board of Trustees.

Hilaria Bauer, PhD
Superintendent
December 2018



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APPENDIX

	School	2016-17 Total # of Incidents	2016-17 Sum of Durations	2017-18 Total # of Incidents	2017-18 Sum of Durations	2018-19 Total # of Incidents	2018-19 Sum of Durations
Elementary Schools	Adelante	6	6	3	6	6	6
	Adelante II	0	0	1	1	2	2
	Aptitud	24	49	16	27	0	0
	Arbuckle	0	0	9	15	13	13
	Cassell	2	4	3	7	0	0
	Chavez	33	37	16	16	16	17
	Cureton	11	24	2	4	1	2
	Dorsa	1	1	8	11	2	3
	Hubbard	1	2	25	47	3	5
	Linda Vista	4	5	6	9	4	8
	Lucha	0	0	0	0	0	0
	Lyndale	0	0	0	0	0	0
	McCollam	1	1	1	2	0	0
	Meyer	4	5	11	12.5	16	24
	Painter	11	17	14	20	1	3
	Russo/McEntee	7	9.5	6	10	4	6
	Ryan	12	21	19	37	12	15
	San Antonio	6	11	12	13	1	1
Middle Schools	Adelante 6-8	6	14	2	3	2	4
	Aptitud 6-8	10	18	32	51	4	7
	Fischer	37	59	93	141	21	26.5
	George	47	84	76	148.5	15	22.5
	Hubbard 6-8			18	28	0	0
	Mathson	83	140	142	185	31	46.3
	Ocala	12	13	17	26	3	8
	Ren 1	10	10	10	12	5	5
	Ren 2	12	14.5	6	6	1	1
	Sheppard	79	141	59	89	8	12.3
	Total	419	686	607	927	171	237.6