

Superintendent's Annual Report



2016-2017
Committed to Excellence

Alum Rock Union Elementary School District 2016 – 17 Annual Report



Alum Rock Union Elementary School District Vision

Every student in the Alum Rock Union Elementary School District (ARUESD) will be a creative, collaborative and confident individual 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

1. Improve achievement for English Learners
2. Improve achievement for middle school students
3. Strengthen parent engagement

Highlights of District Academic Successes in 2016-17 Preliminary Data

2017 California Assessment for Student Performance and Progress (CAASPP)

- ✓ 38% of all students met or exceeded grade-level standards in ELA
- ✓ 31% of all students met or exceeded grade level standards in Mathematics

CAASPP Trends Over Time: Cohort Proficiency (% met or exceeded grade-level standards), 2015 to 2017

3rd Grade (2015) Cohort

- ✓ Increased cohort proficiency by 9% in ELA

4th Grade (2015) Cohort

- ✓ Increased cohort proficiency by 5% in ELA

5th Grade (2015) Cohort

- ✓ Increased cohort proficiency by 8% in ELA
- ✓ Increased cohort proficiency by 16% in Math

6th Grade (2015) Cohort

- ✓ Increased cohort proficiency by 13% in ELA
- ✓ Increased cohort proficiency by 7% in Math

2017 English Learner Reclassifications

- ✓ 18% of English learners were reclassified to Fluent English Proficient, an increase of 10% from 2014-15
- ✓ Addition of Adelante II as our second Dual Immersion site.

Middle School Redesign

- ✓ 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.

Parent Engagement

- ✓ 700 parents participated in ARUESD's Parent University, more than double the number of participants in 2015-16.

Early Learning

- ✓ Early learning data: 26% of students fully ready for school in baseline Kindergarten Readiness Assessment, conducted in collaboration with First 5 Santa Clara.
- ✓ Universal Preschool: One preschool classroom in every elementary school.

Alum Rock Union Elementary School District 2016 – 17 Annual Report



As I reflect on the 2016-17 school year, I am reminded why I remain deeply committed and passionate about serving as the Superintendent of the Alum Rock Union Elementary School District. I share 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."* As your Superintendent, I have remained focused on our district's priorities, which were shaped by the parents and stakeholders of our Alum Rock community: improving achievement for English Learners, improving achievement for middle school students, and strengthening parent engagement.

As you will see in this annual report, our district has made great strides in each of these priorities. The focused, collaborative efforts of everyone – Board members, staff, families, students, and community partners – are transforming the outcomes and lifelong opportunities for students in our district. I am proud of the accomplishments described in this report and my role in leading and implementing our district's efforts to achieve them.

You will also see that we still have much work to do in order to fulfill our commitment to Alum Rock students and families. Although our district has faced significant challenges, we must always maintain our hope and remember that all children and families in the Alum Rock community are "our students" and "our families" before, during and after the years spent in our classrooms. As your Superintendent, I remain committed to working in partnership with the Board of Trustees and our entire Alum Rock community to ensure that all of our district's students receive the highest-quality education that not only put them on the path to college/career, but also prepares them for lifelong learning and success.

Hilaria Bauer, PhD
Superintendent
Alum Rock Union Elementary School District

2016-17 ACCOMPLISHMENTS

SECTION I: GENERAL ADMINISTRATION

A. Efficient/Effective Management

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

- a. Settled generous and responsible contracts with each of our bargaining units.
- b. Kept a positively accredited budget for the past three years.
- c. Utilized LCFF resources to provide and sustain innovation throughout the district, including:
 - i. Provided after school programming at all sites, including TK/K specialized initiatives in lieu of extended day kindergarten.
 - ii. Provided a variety of summer programming (2017) for over 3,000 students throughout the district.
 - iii. Increased the number of technology initiatives, including:
 1. Code to the Future at San Antonio and LUCHA
 2. The Latino Youth Film Project at Hubbard Elementary (with support from the Santa Clara County Office of Education)
 3. Planning year for New Tech Network Schools Fischer and Sheppard
 4. Project-based learning professional development through the BUCK Institute
 5. Ed Tech Rockers, leveraging Google Drive, Blended Learning: Implementing Station Rotations, Blended Learning: Accountability & Formative Assessments
 6. ARUESD provided over 200 teachers with tech training in various areas (leveraging Google Drive, Blended Learning: Implementing Station Rotations, Blended Learning: Accountability & Formative Assessments, Mini-Cue)

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

- a. Started the year fully staffed, except for several special education “hard to find” positions.
- b. Supported the increase of the Human Resources Division from seven employees to eleven employees. The addition of an HR receptionist and an additional sub desk clerk allowed us to provide more efficient customer service to all our employees.
- c. Worked with Teamsters to begin to rebuild the maintenance team dismantled during the recession, despite budgetary challenges due to declining enrollment.

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. Utilized monthly extended cabinet meetings to support and direct district initiatives and everyday affairs.
- d. Worked diligently with all district divisions to increase the quality of our district office services.
 - i. **Business Division:** Successfully promoted Kolvira Chheng to the position of Assistant Superintendent of Business Services. Addressed Payroll concerns and increased efficiency of this department.
 - ii. **Academic Services:** Successfully supported the adoption of Common Core aligned materials throughout the subject areas, except science (these materials are still at the development stage). Transitioned from a District Science Fair format to a STEAM Fair format to align with Common Core standards and Project-based learning.
 - iii. **Human Resources:** Successfully settled responsible and generous agreements with all units. Sustained positive relations with all employee groups, including management. Supported the successful implementation of district-wide employment fairs.

B. Policies and Programs

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

- a. Kept the board apprised and informed about making decisions following all board policies. Supported and communicated all aspects of the FCMAT process. Worked closely with staff and legal counsel to safeguard district's interests.
- b. Ensured translation of the FCMAT report as well as the district's response to the report in Spanish and Vietnamese. Posted documents on district's website.
- c. Addressed and corrected concerns regarding errors in implementing board policies and procedures (i.e. Mathson Fire). Followed up with vendor with the intent to revise contract to safeguard district's best interest.
- d. Website and other social media are utilized 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. Our district has been able to provide adequate maintenance services across our district. We have been able to comply with the majority of the compliance requirements, and we have also been able to address the deficiencies in this area. There were several reasons for the challenges in the Maintenance Department, including two major reasons:
 - i. The work order system has been outdated for years. This has been rectified. In collaboration with the IT department, our MOT department will be able to implement a new work order system in August of 2017.
 - ii. In 2017, we have been able to hire 6 new staff members after the department was decimated in 2011. We have gone from 12 staff members to 18 staff members to take care of 25 sites, including the district office.
- b. The following are **examples** of the areas MOT addressed in 2016-2017:
 - i. Emergencies
 - 1. Safety Call-Ins
 - 2. Safety Mandatory Monthly Inspections. These generated work orders which take priority
 - 3. School Accountability Report Card (SARC State Mandated)
 - 4. Uses FIT report (Facility Inspection Tool). This tool generates list of priority repairs which led to the completion of a total of 260 major emergency repairs across the district.
 - ii. Ongoing maintenance
 - 1. Re-flooring of classrooms/offices at Fischer (12), Mathson (7), Ocala (5), Linda Vista (4), and Lyndale (2)
 - 2. Curb appeals at Adelante, Cureton, LUCHA, Ryan, Lyndale, Aptitud, and George
 - iii. State Compliance of D.O. and District (Hazardous compliance)
 - 1. California Environmental Reporting System
 - 2. Water Board
 - 3. Storm Drains/Water Run-off
 - 4. School Site Fire safety
 - 5. 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 2016-17:

Table 1: District Partners & Funding		
State Programs	Amount	Comments
After School Education & Safety	\$2,725,321	After School programs at all sites
Local Programs	Amount	Comments
Verizon Grant	\$4,450,412	Verizon Innovative Learning. 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.
Silicon Valley Education Foundation (San Jose Learns) 2015-2017	\$490,000	To provide Extended Learning Programs at six Elementary Schools to include Kindergarten Students. To support Think Together Kinder Academies. Program ended June 2017.
FIRST 5 Santa Clara Grant	\$150,000	Paid towards Early Learning Director's position
New Teacher Center	\$60,000	Professional learning community for K/TK administrators and teachers to increase knowledge in Early Learning.
School Linked Services	Amount	Comments
Measure A	\$225,000	\$75,000 per school for supplies & events
Measure A	\$120,000	Pay \$40,000 towards three (.5) Coordinators at Sheppard, Painter & Ocala
Cowell Foundation	\$121,000	Implementation of a Social-Emotional Learning initiative at Cesar Chavez, San Antonio and Mathson Institute of Technology
MHSA Coordinator	\$95,000	

Extended Learning Opportunities	Amount	Comments
Reading Partners	\$100,000	S.H. Cowell Foundation (San Antonio and Cesar Chavez)
	\$5,000	Western Digital Education (San Antonio and Cesar Chavez)
	\$2,500	Leo M. Shortino Family Foundation (San Antonio and Cesar Chavez)
	\$1,677	Valley Foundation (San Antonio and Cesar Chavez)
Open Space Authority	\$25,000	Community garden at JGMS
Summer Programs	Amount	Comments
Jose Valdes Math Institute	\$193,200	City College: 126 Students at \$1,200/student Evergreen: 70 Students at \$600/student
Elevate Math	\$114,000	
Springboard	\$75,000	Shortino Foundation For implementation of Summer Reading intervention programs
ALearn Math	\$80,000	Math intervention programs for students After School and during Summer
Total Funding Obtained	\$9,033,110	

- b. The partnership with FIRST 5, Kidango and Somos Mayfair resulted in additional resources benefiting Alum Rock families, including: a Family Resource Center at Chavez, an Early Childhood Director, a baseline School Readiness Assessment, progress toward achieving Universal Preschool in Alum Rock (one preschool classroom at 16 of the 19 elementary sites with the rest ready by December 2017), 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. The district also received support through its 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. 2016-2017 work was based on three district priorities that were identified in 2014:

- i. **Decrease the Number of Long Term English Learners:** 18 percent of English Learners were Reclassified Fluent English Proficient. This is a 10 percent increase over the reclassification rate in 2014-15 and a continuation of the positive progress since implementing our comprehensive English Language Development program in 2014-15.
- ii. **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:
 1. **STEAM Academies:** Cassell, Meyer, 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.
 2. **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.
 3. **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.

4. **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 2016-17 school year, students produced and premiered their first short films alongside guests from PIXAR and the community.

5. **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.

In addition, Renaissance Academy at Fischer and Mathson were selected 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.

iii. **Parent Engagement:**

1. 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.

2. 700 parents participated in ARUESD's Parent University, more than double the number of parents who participated last year (310). Parents attended classes on topics such as Positive Parenting, Pathways to College, Cyberbullying, LCAP, and Early Literacy.
3. Additional opportunities for parents to be part of our schools and our district throughout the year included:
 - Back to District Night
 - Annual Parent University Conference
 - Parent University Father-Son Conference
 - Parent University Mother-Daughter Luncheon
 - George Middle School/Cureton Elementary Mini Parent University Conference
 - Latino Educational Summit
4. 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.
5. Parent Leadership Programs:
 - a) 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 2016-2017, we increased parent attendance to the SPARC meetings from an average of 8-10 sites in 2015-2016 to 18-20 site representatives in 2016-2017.
 - b) Jubilee. District-wide volunteer celebration sponsored by SPARC representatives. Parent volunteers from across the district are celebrated during this event.
 - c) 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.
6. 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.

7. Media outreach. This past year, I 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.
 8. We hosted Middle School Expo Nights 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.
 9. Every principal included a Parent Engagement Goal as part of their evaluation process. We established four new PTA/PTO organizations throughout the district.
- b. Participated in developing a strategic plan for building a high-quality, integrated prenatal – 3rd grade health and early learning system in ARUESD. 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 (ARUESD Prenatal – 3rd Grade Partners) and has 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.
 - c. Partnered with Kidango to open five new preschool classrooms at McCollam, Painter, Ryan, and Arbuckle schools, resulting in at least one preschool classroom at every elementary school in the district.
 - d. Worked with Kidango, Head Start, Somos Mayfair, and Grail Family Services to establish a centralized outreach and preschool enrollment process, resulting in a streamlined, family-friendly process for enrolling ARUESD children in preschool.
 - e. Continued providing increased support services in middle schools, such as counseling, Citizen Schools for 6th graders, extended day and extended year support.

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

- a. For the past three years, we have been able to bring a positive budget and a sound Local Control Accountability Plan (LCAP) for board approval. Additionally, the district's multi-year projection shows a positive budget for the current and subsequent two years. We 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. As a result of focusing on the three priorities, we have been able to accomplish the following budgetary highlights during 2016-2017:
 - i. Provide after school programming for every TK/K - 8th grade students until 5:00 pm at all sites.
 - ii. Advance one-to-one electronic devices to all middle school students beginning school year 2017-2018.

- iii. Ensure positive budget as per our AB 1200 collective bargaining agreement disclosure after providing generous and responsible salary increases for all employees.
- iv. Increase translation/interpretation services in Spanish and Vietnamese in major district-wide events, including Parent University and Lunar New Year Event, FCMAT audit translations, etc.
- v. Furnish AC and heating relief to sites without HVAC through the use of temporary units.
- d. Utilization of marketing techniques to deter declining enrollment, including:
 - i. Community Liaisons recruitment efforts
 - ii. VTA bus summer campaign
 - iii. Promotional materials and banners
 - iv. 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:** The integration of the Communication Assistant has permitted for regular and consistent District and school site website updates. Serving as a central hub, the Communication Assistant works closely with principals to ensure that all District and school-level events are accounted for and properly documented. There has been a significant effort to increase accessibility to District content as well. Users are provided links to all original content so that our digital community can have access to the material for their use. District department pages have been given a boost as each department now has a trained staff member responsible for the daily upkeep and updates.
- b. **Social Media:** The District's primary social media tool has been Facebook, as it is the community's preferred platform. We publish 3-4 posts a week that alternate between District, middle and elementary school related items. To date, we have 2,570 total Facebook followers and we are looking to reach 3,000 by the end of the next school year. All interactions and replies to posts are closely monitored and addressed in a timely manner. We are excited to be launching our very own YouTube channel for the upcoming academic year, AlumRockTV. Viewers will have the chance to see student work, school and district events, construction project updates and much more.
- c. **Parent App:** Implementation of the Alum Rock parent App to provide parents with immediate school and district information.

- d. **Open Door Policy for all stakeholders.**
 - e. **Home visits.** Conducted home visits during winter break to hear families' concerns about deportation and try to persuade them to continue sending their children to school. Convened an impromptu brainstorming session with district leaders to discuss how to address 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. 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

A. Curriculum Development

- 1. Provides leadership for Board, staff, and community in planning for the development and implementation of Common-Core curriculum**
- a. Common Core is now implemented as the district's curriculum. 95% of elementary staff has now been trained in Common Core aligned instructional materials. About 5% of staff will be new to Alum Rock. About 95% of middle school math staff have been trained in the newly adopted common core aligned instructional materials. We have recently adopted English language arts materials for middle school sites, and staff will be trained during the summer professional development days.
 - b. Common Core information has been disseminated to parents and community in a variety of ways, including but not limited to Parent University sessions, District Advisory Committee (DAC), and District Language Advisory Committee (DLAC), and Superintendent Parent Advisory Resource Committee.
 - c. Integration of project-based learning (PBL) throughout the system as an

implementation tool for the Common Core standards. Close to half of our sites have embraced utilizing the BUCK Institute PBL framework as an instructional model. Projects from the first annual STEAM Fair illustrate and highlight the innovation of the district-wide use of PBL.

2. Provides leadership and sets high standards for academic achievement particularly for Common-Core standards.

- a. Excellence is expected from all sites. The goal for each school in our district is to achieve the coveted Gold Ribbon Award. As of today, ARUESD has five Gold Ribbon schools: LUCHA, Adelante I, George, Renaissance at Fischer, and Renaissance at Mathson. Schools receive the Gold Ribbon Award only when in addition to their innovative practices, they reach the high academic performance levels required.
- b. We are supporting Gold Ribbon Award Schools to strive for the National Blue Ribbon Award.
- c. Every site principal is evaluated 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.
- d. Monthly management meetings include all certificated and classified managers. These meetings focus district work on academic excellence. During the 2016-2017 school year, we read *Mindset* by Carol Dweck. 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.
 - i. Mathson’s cluster (Code to the Future and High Tech Learning)
 - ii. Ocala’s STEAM Academy cluster. Technology infusion at Ocala and Ryan.
 - iii. Fischer and Sheppard New Tech Network sites
 - iv. IT and Academic Services effort to move to one-to-one devices from 3rd to 8th grade
 - v. Technology Professional Development Opportunities include:
 - 1. Coordination of technology trainings with partnerships (i.e., SCCOE, CUE, KCI)

2. Technology PD opportunities including Google Apps for Education (GAPE), blogging, promethean, presentation software
3. Facilitate monthly EdTech PLC to provide site representatives with professional development, technology training, and facilitated collaboration
4. Establish awareness of ISTE standards and SAMR model for teachers
5. Support teachers to develop lessons infused with technology creating shareable presentations for a variety of audiences publishing work for public consumption taking part in blended learning models

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

- a. **English Learners:** We continued to integrate Constructing Meaning (CM) as the pedagogy to assist teachers decrease the number of Long-term English Learners. We were able to secure a cadre of 6 staff trainer-of-trainers in CM. They, in turn, have provided and continue to provide our professional development efforts 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:** Each school has redesigned their curricula and adapted their teaching practices to ensure students gain the knowledge, skills and experiences that will prepare them to meet the University of California's A-G subject requirements and/or enter the workforce after high school graduation. For some pathways, the curriculum and training has been provided by partners that have developed proven models, such as New Tech Network, Code to the Future, and the Youth Cinema Project (Hubbard Media Arts Academy). In other pathways, school administrators and teachers have redesigned their own curriculum to align with the subject requirements and career-ready skills. See subsection C. Planning under section 1: General Administration of this report for descriptions of pathways.

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, California English Language Development Test (CELDT), 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 that about 26% of the 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.

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

- a. One of the highlights this past year was the addition of Adelante II as our second Dual Immersion site. As of today, Adelante II is filled to capacity with the potential need of adding one more TK/4 classroom.
- b. Our teachers continue to implement Constructing Meaning throughout the curriculum as an essential pedagogical element in our classrooms as part of our designated and integrated ELD.
- c. All English Learners are expected to be reclassified within 3 to 5 years in our programs. Every site administrator reports on the increase of reclassification rate in their school during their evaluation process.
- d. District and site staff also actively monitor the progress of students reclassified to fluent English proficient for two years to ensure their continued academic success.

3. Sets high expectations for all children and staff

- a. This year we successfully provided enrichment classes in the prestigious Jose Valdes Math Institute. Seventy Alum Rock 6th and 7th grade students successfully completed the 5-week Math enrichment institute.
- b. Our district-wide Science Fair became a STEAM (Science, Technology, Engineering, Arts, and Math) Fair. Our students were asked to utilize Project-Based methodology to prepare their projects.
- c. Two of our middle schools, Renaissance at Fischer and Renaissance at Mathson, obtained the prestigious Gold Ribbon Award.
- d. Sheppard Middle School received the much-coveted Hoffman Award for its work with community involvement.

4. Smarter Balanced Assessment Results

- a. Alum Rock students are making incremental gains in English Language Arts and Mathematics. ARUESD's preliminary 2016-17 Smarter Balanced Assessment Results show that 38% of all students were meeting or exceeding grade-level standards in English Language Arts. This is slightly higher than 2015-16 (37% of all students) and five percentage points higher than 2014-15 (33% of all students).
- b. Thirty-one percent of all students were meeting or exceeding grade-level standards in Mathematics in 2016-17. Although this means fewer students are meeting grade-level standards in math than in English Language Arts, the degree of year-over-year improvement in math scores is greater. The percent of students meeting or exceeding standards in math has increased from 2015-16.
- 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 positive results.

5. English Learners

- a. Approximately 46% of ARUESD's student population are English Learners. The goal of our English Learner Development program is help students to acquire proficiency in English as soon as possible, demonstrated through the reclassification process. In 2014-15, approximately 8% of our English Learners Reclassified into Fluent English Proficient (RFEP). Through our targeted and data-driven initiatives, the number of students reclassified increased to 18% in 2016-17.
- b. 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, according to the 2016-17 California English Language Development Test (CELDT) scores. Taken together, the RFEP rate and CELDT scores provide additional evidence of the effectiveness of ARUESD's English Learner Development Program.

6. School Readiness Assessment

- a. ARUESD engaged 15 elementary schools (28 kindergarten classrooms) in a school readiness assessment conducted in partnership with FIRST 5 Santa Clara County and Applied Survey Research in Fall 2016. Over 500 kindergarten students and their families participated in the study, enabling ARUESD to obtain a baseline 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 only 1 in 4 kindergarten students (26%) were fully ready for school in all three domains. Nearly half (41%) of kindergarten

students in the study were not ready for school, while the remaining 33% of students were partially ready.

Table 2: Percentage of Students Ready for School in Key Domains: Self-Regulation, Social Expression & Kindergarten Academics (2016)

Readiness Level	Percent of Students
Fully Ready <i>Mean score ≥ 3.25 on all 3 domains</i>	26%
Partially Ready <i>Mean score ≥ 3.25 on 1-2 domains</i>	33%
Not Ready <i>Mean score ≤ 3.25 on all 3 domains</i>	41%

Source: Kindergarten Observation Form, n = 491. 2016 School Readiness Assessment, Applied Survey Research

- c. 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. Similarly, kindergarten students who arrived at school well-rested (healthy) and whose family read with them least three times a week were more likely to be fully ready for school. See results in Table 3.

Table 3: Percent of Kindergarten Students Fully Ready for School, by Predictor (2016)

Predictor	Percent of Students Ready for School
Health & Well-Being	
Not Tired	28%
Tired	9%
Reading at Home	
Read 3x/week or more	28%
Read less than 3x/week	13%
Formal Early Childhood Education (PreK, Family Child Care Home, TK)	
Had formal ECE	33%
No formal ECE	11%

Source: Kindergarten Observation Form/Parent Information Form/Child Care Provider Database, n = 337-490. 2016 School Readiness Assessment, Applied Survey Research

- d. When this new 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 take a leadership role in implementing the Alum Rock Prenatal – 3rd Grade Health and Early Learning System strategic plan.

7. Attendance & Suspension Rates

- a. **Attendance.** The following measures have taken place by Student Services: They have 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 2016-17 academic year, these efforts helped the district recuperate close to \$100,000. Student 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. See average attendance charts in Appendix A.
- b. **Suspensions.** Student Services provides guidance and support to site administrators to promote alternatives to suspensions. In an effort to reduce student referrals, the department also manages and supports 11 school sites with Positive Behavior Intervention Support (PBIS), which promotes a positive school climate. Our School Link 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 2014-17 in Appendix B.

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. Monthly Instructional Leadership PLCs with principals and coaches
 - ii. Beginning of year launch and Theory of Action (TOA) development planning two days over the summer and a mid-year check in to align and assess progress against TOA
 - iii. Monthly site Instructional Leadership Team (ILT) meetings with

administrators and teacher leaders. District follows up with site ILTs to provide active and targeted support based on qualitative and quantitative measures

- b. Deepening proficiency with CCSS math and ELA shifts to ensure academic rigor
 - i. Benchmark professional development targeting (Guided Reading)
 - ii. Literacy foundational skills
 - iii. Elementary Math PLC
 - iv. Middle School Math PD
 - v. TK PLC
 - vi. Middle School ELA PD (Study Sync)
- c. Strengthening 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 enhance structured student talk routines, which ensures each student practices the target language multiple times during every lesson. PDs have assisted teachers to:
 - 1. Review** the rationale behind Structured Student Talk
 - 2. Reflect** on how we use Structured Student Talk in our practice
 - 3. Analyze** the Structured Student Talk in lessons
 - 4. Enhance** lessons to include structured student talk routines
- d. Integrating technology in a thoughtful manner to provide 21st century instructional teaching and learning opportunities
 - i. 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:
 - 1. Promethean board training
 - 2. Edtech PLC
 - 3. Alum Rock Mini CUE
 - 4. Blended Learning
 - 5. GAFE

2. Participates in professional growth opportunities

- a. Attended Santa Clara County Superintendents' Retreat in September 2016.
- b. Attended CLSBA (California Latino School Board association) conference, September 2016.
- c. Attended CSBA (California School Boards Association) conference December 2016.
- d. Attended ACSA's superintendent's retreat in February 2017
- e. Participated in NEXUS conference in April 2017, this is a national superintendents'

association.

- f. Continued the collective reading of one professional book per year with our management team, *Mindset* by Carol Dweck. In addition, continued professional readings around the areas of Leadership, English Language Learners, and Management.

3. English Language Development (ELD)

- a. The decrease in numbers of Long-term English Learners has been a district priority since 2014 when I became superintendent. We serve a very diverse community with a variety of languages spoken at home. We have 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, which provides a pathway to amplify the Common Core standards and support students through their path of English language acquisition. Our commitment includes the use of research-based methodology throughout the academic day (Constructing Meaning), multiple data point assessments (CELDT, 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. Provided training and coaching for teachers learning about new materials and curriculum

5. Technology Integration

- a. Obtained grant funding to provide 1:1 devices for middle school students

6. Leadership Development

- a. Maintained open and regular communication with the leadership team through Principal Round Tables, management meetings, and a management retreat

D. Stability and Continuity

1. Maintains organizational effectiveness.

- a. Brought preschool classrooms to every elementary school in the district through partnerships with Kidango, Head Start, San Juan Bautista, YMCA.
- b. Partnered with FIRST 5 Santa Clara County and Somos Mayfair to open a Family Resource Center (FRC) at César Chavez Elementary School. The FRC will provide year-round programs including, but not limited to: parent workshops and training,

- early literacy, family engagement opportunities, and leadership development.
- c. Collaborated with Santa Clara County Office of Education to offer district-wide health, social-emotional, and academic school-linked services.
 - d. Established a partnership with San Jose Public Libraries to open a Bridge Library at César Chavez Elementary School, bringing valuable health, educational and technology resources and programming to the community. The Bridge Library will provide families with children a safe and welcoming place to access educational services before and after school, healthy food options outside of school hours, and high-quality early learning opportunities for children 0-5.
 - e. Obtained grant funding from Verizon Foundation to provide 1:1 Chromebooks for every student in Fischer, Joseph George and Ocala middle schools.
 - f. Continued to develop the innovative Hubbard Media Arts Academy in partnership with the Santa Clara County Office of Education

2. Promotes continuity and effectiveness of Instructional Program

- a. Maintained positive relationships and negotiated a generous and responsible contract with all employee units. This prevented union negotiations from becoming divisive and counterproductive.

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. The three district priorities start and end with the student in mind. Focusing on the reclassification of English Learners provides the majority of our students the support and services needed to become fluent in academic English as soon as appropriate (about 46% of ARUESD students are English Learners). The main purpose of redesigning middle schools is to capture students' hearts and minds, making schools more meaningful and places where students want to be. Increasing parent engagement allows our district to understand the point of view of our parents who want the best for our students. Thus, the three district priorities are designed to provide success for all our students.

2. Promotes visionary thinking and processes.

- a. As I mentioned last year, Alum Rock is a "turned-around" district. Our schools have increased academic performance for the past several years. We are now taking Alum Rock to the next academic level. We are building on the strong

foundations of solid academic performance and creating the “New Alum Rock.” The new Alum Rock is innovative, welcoming, and provides all students with a solid college and career pathway.

3. Collaborative Management Process.

- a. I continue to implement all district initiatives in collaboration with all stakeholders. We have implemented a Curriculum Council with the support of AREA and administration. The LCAP process included all stakeholders, and parents were invited to facilitate the parent and community meetings and respond to surveys. Parent University included a variety of partners, including community organizations, parent groups, teachers, ARUESD alumni, and administrators. Principals led Principals’ Roundtables, and a variety of administrators collaborated in creating all management meetings and retreats.

SECTION IV: COMMUNITY RELATIONS

A. Communication

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

- a. **Vision of The New Alum Rock: Creating our New Image.** The New 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 Five, Santa Clara County Office of Education, 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. The New 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. See description of parent engagement efforts in Section I (pp. 10-12).

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

- a. **Media.** With the support of Perla Rodriguez and Rolando Bonilla, our district has a new media presence. Alum Rock is now “on the news” for its innovation and improvement. Last year, we took our message to both Radio and TV stations, both in English and Spanish, to offer our community the many high-quality programs our

schools offer. In addition, when something of importance to parents needed to be addressed, we did so in a prompt and transparent manner.

- b. **Creating a Digital Presence.** The creation of the Communications Assistant position in my office has allowed us to develop a better, updated website. The new website look helped us not only tell information, but tell a story through pictures. This year, we have added the Citizen's Oversight Committee tab to our website. This tab gives our stakeholders information about our bond projects progress. I believe that this information supported the passing of Measure I. In addition, the Communications Assistant has been able to allow my office to provide better communications and public relations services 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 received the NFL Hispanic Leadership Award from the 49ers and District 27 Woman of the Year Award, for the collaborative efforts and helping turn around our district's image and achievement.
- c. I spent many hours supporting and participating in a variety of volunteer events, including NVIDIA, Measure I, and City Year. 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 meeting.
- b. Text messages. Texted the Board in a variety of situations, especially during emergencies. I also text Board members to alert them of emails sent.
- c. Emails. Use email communication regularly to keep board apprised

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

- a. Per Board member request, I text individual board members to alert them of my messages via email.
- b. I also provide 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 be 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. Established a calendar for negotiations team. Participated and supported the development of all the proposals. Participated in mediation efforts with AREA, and prepared to the fact-finding possibility. We settled successfully without going to fact finding.

B. Morale

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

- a. 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.
- b. 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. Through effective partnerships, we have been able to increase the number of staff providing specific services. This year, in partnership with First 5, we were able to hire an Early Learning Director. Dr. Ballesteros has joined our team and she leads all Early Learning efforts, including the enrollment center located at Chavez Elementary.
- b. We have been able to continue a strong partnership with the county, and they have provided two School Link Coordinators that support wrap around services in three schools. This effort has led to increase our partnership with the County for next school year.

LOOKING TO THE FUTURE

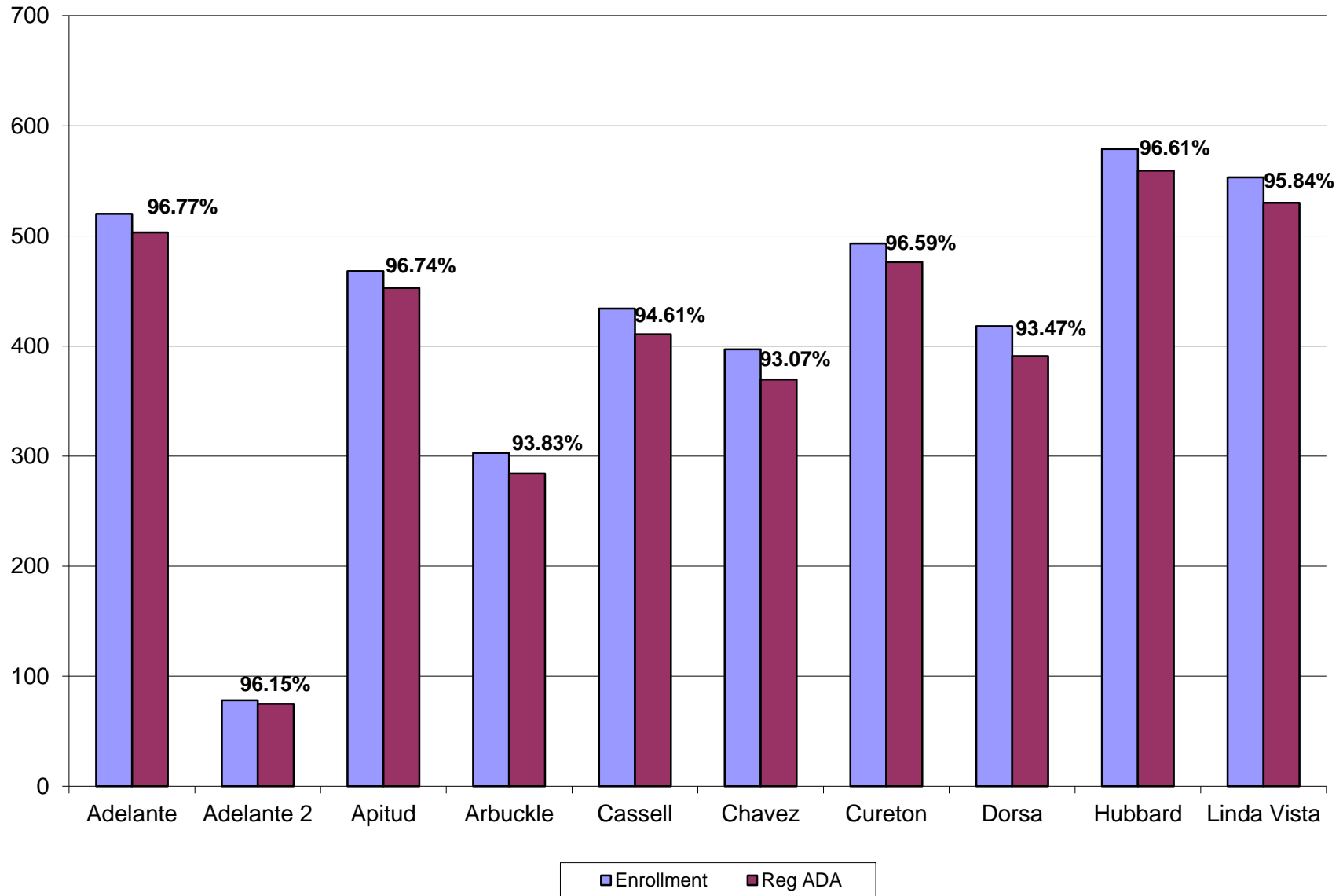
As I close the chapter on the 2016-17 school year, I am excited and hopeful about the continued progress we will make in the 2017-18 school year. I am confident that with open communication and a shared commitment to collaborative problem-solving, our vision of the “new Alum Rock” will be fully realized. I look forward to another year of working in partnership with the Board of Trustees.

Hilaria Bauer, PhD
Superintendent
August 10, 2017

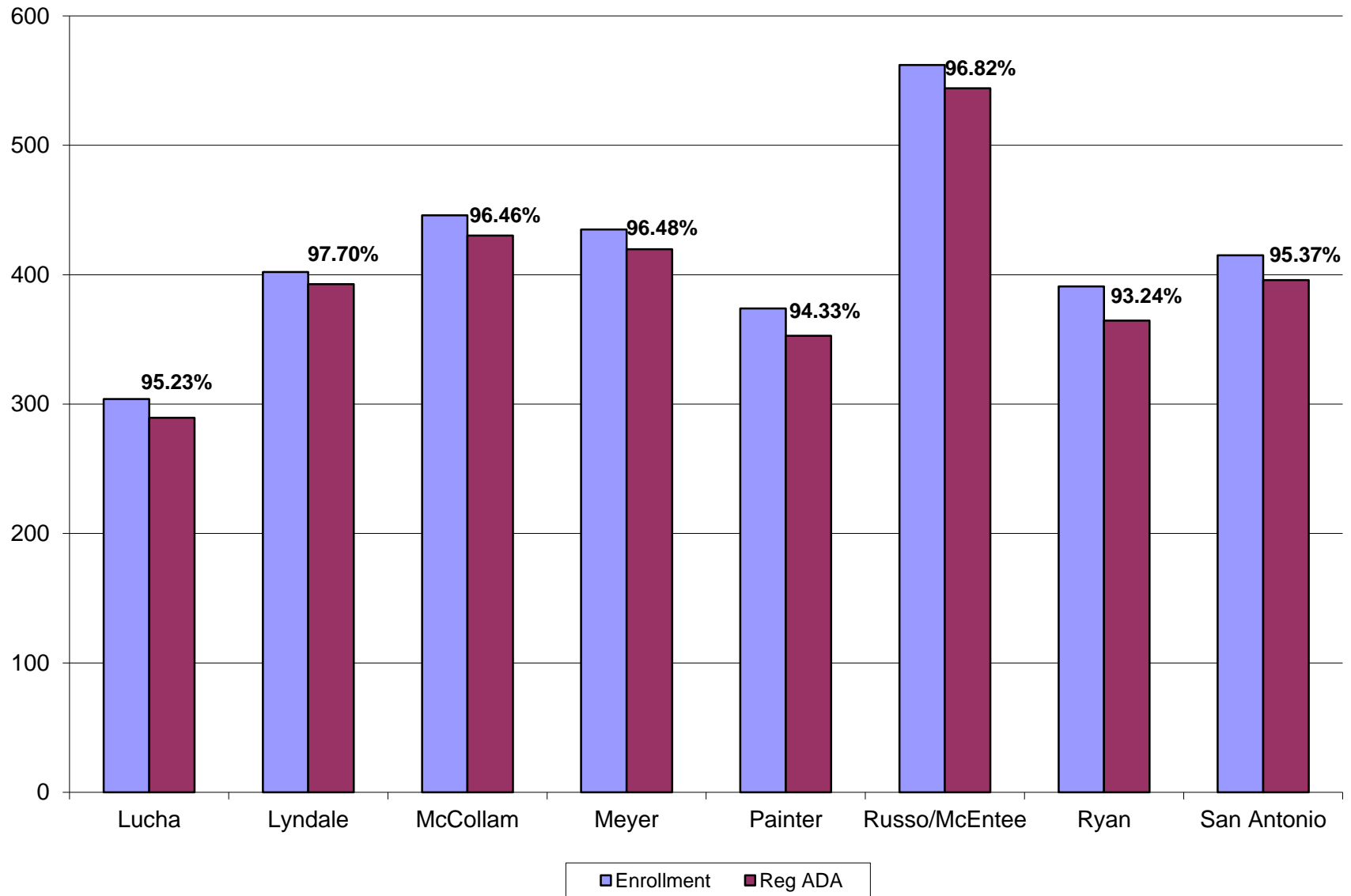


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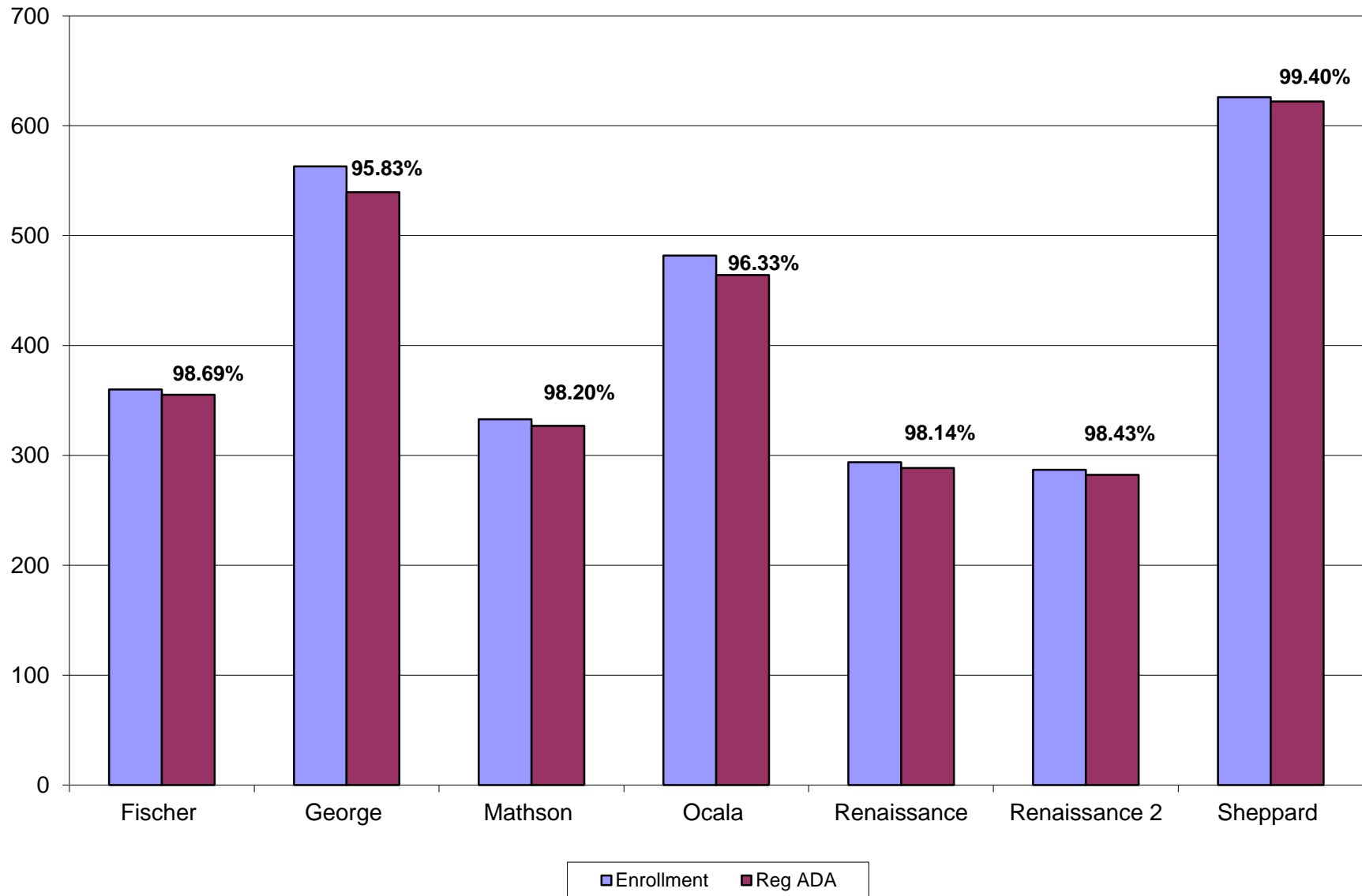
Appendix A: Elementary School Enrollment vs ADA as of 06/16/17



Appendix A: Elementary School Enrollment vs ADA as of 06/16/17



Appendix A: Middle School Enrollment vs ADA as of 06/16/17



Appendix B: Suspension Report 2014 - 2017

School	2014-15 Total # of Incidents	2014-15 Sum of Durations	2015-16 Total # of Incidents	2015-16 Sum of Durations	2016-17 Total # of Incidents	2016-17 Sum of Durations
Adelante	2	3	2	3	6	6
Adelante II			3	6	0	0
Aptitud	26	33	3	3	24	49
Arbuckle	22	33.5	4	6	0	0
Cassell	8	8	1	1	2	4
Chavez	14	14.5	24	31	33	37
Cureton	6	8	6	6	11	24
Dorsa	10	10	8	9	1	1
Hubbard	0	0	0	0	1	2
Linda Vista	3	3	2	2	4	5
Lucha	0	0	0	0	0	0
Lyndale	0	0	2	2	0	0
McCollam	1	2	0	0	1	1
Meyer	2	3	6	6	4	5
Painter	1	1	8	13	11	17
Russo/McEntee	5	5	9	13	7	9.5
Ryan	11	19	4	4	12	21
San Antonio	9	9	18	18	6	11
Adelante 6-8	3	8	2	3	6	14
Aptitud 6-7	8	15	3	3	10	18
Fischer	67	116	32	62	37	59
George	46	65	65	127	47	84
Mathson	54	96.5	77	139	83	140
Ocala	36	51	17	29	12	13
Ren 1	16	17	21	33	10	10
Ren 2	5	5	13	15	12	14.5
Sheppard	62	80	54	96	79	141
Total	417	605.5	384	630	419	686



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