Superintendent's Report

School Year

2018-2020 Biennial Report

ARUSD

Pre-COVID-19

COVID-19

Alum Rock Union School District

"The time is always right to do what is right."

Martin Luther King Jr., 1965

Alum Rock Union Elementary School District 2018-2020 Annual Report

Alum Rock Union Elementary School District Vision
All Alum Rock students will be ready for the future, 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 Accomplishments

✔ COVID19 Highlights:
  o Successfully deployed virtual learning on March 16, 2020 for all schools in the district. Prepared distance learning plan for all students within a week of school closures. Plan was brought for board approval and disseminated to all stakeholders.
  o Continued to provide meal services for all students during the last part of school year 2019-2020, and provided community meals during the summer during the pandemic.
  o Secured enough PPE and disinfectant materials to keep all employees safe. We are now prepared for the reopening of our schools.
  o Collaborated with community partners to keep Family resource Centers open and provided Socio-Emotional support and other services.
✔ Opening of preschools at Adelante I and Adelante II in partnership with Think Together.

- ✔ 37% of all students Met or Exceeded grade-level standards in English Language Arts (ELA), measured by the Smarter Balanced Assessment
- ✔ 29% of all students Met or Exceeded grade-level standards in Mathematics, measured by the Smarter Balanced Assessment
- ✔ The district's RFEP rate of 23% was higher than the overall rate in Santa Clara County (14.5%) and the statewide rate (14.3%).
- ✔ Ocala Golden Bell Award.
- ✔ VILs Tech Labs at Sheppard and Ocala.
- ✔ New data here for Back to District. 467 parents attended the annual Back to District Night, hosted at San Antonio Elementary in September
- ✔ New data here for Parent University. 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.
- ✔ Parent Square
- ✔ Opening of three additional Family Resource Centers.
- ✔ Completed State Audit.

Superintendent's Message: "The time is always right to do what is right."
Martin Luther King Jr., 1965

The past two years have been years of transition and re-organization for our district. While we kept providing high quality education to all students, we spent many hours of administrative work responding to the 2017 FCMAT recommendations and the 2018 State Audit Recommendations. As a result of that work, the district is now better organized and in a better position to respond to accountability inquiries. Yet, we still have room for improvement.

School Year 2018-2019 focused on the integration of a Socio-Emotional Learning (SEL) throughout the district. As a result of countless conversations with all our stakeholders, it was clear that we needed to be more deliberate and systematic to be able to offer SEL in a variety of contexts. We strengthened our partnerships with a number of organizations to make this possible, including Santa Clara County Mental Health Services(SCCMHS), Santa Clara County Office of Education (SCCOE), and First Five Santa Clara.

During the 2019-2020 school year, we have faced unprecedented events. The first part of the year, we strived to move our district to "the next level" of excellence. We continued to implement academic innovations that provided all our students with 21st Century learning. We increased the number of one-to-one devices across our schools, and we strengthened our ability to connect our students to the Internet at home. Little we knew in the fall of 2019, when the board welcomed the expansion of Verizon labs in our district, and approved a strong partnership with T-Mobile, that those two decisions were to provide the best opportunities for our students as we faced the calamities brought by COVID-19.

This report is a summary of our accomplishments for the past two years.

Thank you for your collaboration and support.

Gracias,

Hilaria Bauer

Hilaria Bauer, PhD
Superintendent
Alum Rock Union Elementary School District

Superintendent's Report Table of Contents

2018-2020 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. **Fiscal and Payroll**
   a. Brought cash reconciliation up to date for all funds.
   b. Made significant progress with reconciling all suspense accounts.
   c. Streamlined accounts payable procedures to provide better customer service. Both accounts payable staff are familiar with all vendors instead of assigning invoices by letter.
   d. Paired accountants to support each other and provide cross training.
   e. Implemented a tracking and retrieval electronic system for Home Income Surveys, which are used to determine our unduplicated counts used for funding.
   f. Created "Business 101" class.   A three hour training on procedures in the areas of Fiscal, Purchasing, and Payroll.
   g. Created a Quick Reference Guides for Fiscal, Purchasing, and Payroll.
   h. Transition from NCR forms to electronic fillable forms.
   i. Successful implementation of the new QSS system. Implementation started with the transition of the financial system from e-finance to the County operated QSS. Transition of Fiscal and Purchasing happened on October 1st. The transition of our Human Resources and Payroll happened on January 1, 2020.
   j. Creation and Implementation of Position Control on the new QSS financial system.
   k. Training of all staff and end users on QSS using the Train the Trainer model.
   l. Developed our first Budget on the new QSS and the newly implemented Position Control system for 2020-21.
   m. During the Covid 19 Pandemic the Business Services Division was able to provide the same quality of service that we're committed to providing under these unforeseen circumstances.   For example, Payroll was able to pay all staff without any interruptions, along with, developing an electronic fillable timesheet that could be submitted electronically to achieve contactless interaction. Purchasing was able to continue the same level of service to all District customers without interruption or delays.

2. **Information Technology Support Services**
   a. Upgraded wireless internet for all middle schools for better speed and reliability.

b. Upgraded to a new work order system, *UpKeep*, and trained all staff.

c. 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 (2018-2019). 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). We sought and were successful in receiving the same grant for both Renaissance Academies (2019-2020). Implementation in the Renaissance Academies will start 2020-2021 school year.

d. Trained teachers and other staff on various applications.

e. Trained staff on Parent Engagement Application Parent Square.

f. Converted Cureton's PA System to Digital System.

g. Integrated SCCOE's DataZone software with our Active Directory.

h. Provided approximately 2000 Chromebooks and 600 EL iPads in schools.

3. **Maintenance, Operations & Transportation (MOT)**

   a. Implemented and set in motion a pest control program that will help our schools be pest free.

   b. Coordinated, set boundaries and set a plan in motion for functional use of fields at Ocala in coordination with Parks & Recreation.

   c. Performed assessment of sites for School Accountability Report Card (SARC) Reports, resulting in work orders and repairs.

   d. Partnered with the Student Services Department to install AED's District-wide.

   e. Worked with the San Jose Water Department to test all sites for lead (with great results).

   f. Installed temporary HVAC window units at Cureton and Arbuckle.

   g. Partnered with United State Soccer Federation Foundation, Inc. to install mini pitches at Hubbard and Painter valued at approximately $120,000 for both.

   h. Renovated facility space to operate family resource centers at Chavez, Painter, Cureton and Hubbard

   i. Renovated facility spaces at Adelante I and Adelante II to operate preschool dual language immersion programs

   j. Renovated facility spaces to operated universal preschool program and Painter

   k. Began installing safety equipment, such as sneeze guards at the district office buildings and school sites to help keep staff safe.

4. Facilities

a. 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.

5.Child Nutrition Services

a. **COVID 19 Highlight.** When schools closed on March 13 due to COVID-19, our child nutrition services team worked hard to establish procedures that would allow our students the opportunity to continue to receive meals. Within the first week of March 16 CNS team obtained various USDA waivers allowing flexibility to extend services to our communities youth, serving any child 18 and younger. In addition, Alum Rock was granted approvals to provide breakfast, lunch and supper meals to meet nutritional needs of our community and fight off food insecurities during these uncertain times. As a further benefit to our families we extended our services and offered easy-to-prepare weekend meals. CNS was among a few districts in our county that offered hot lunch entrees Monday- Thursday to meet our community needs and requests. From March 16 through June 30th, CNS distributed **452,290 breakfast and lunches** and was able to serve **63,188 suppers from May 11- June 9th**. We formed great partnerships with various community organizations and rally efforts to ensure access to healthy and nutritious meals to both our youth and adult community members. To this day we continue to provide meals through August 16 leaving little room for food gaps as we transition to our reopening of schools.

b. For 2018-19, we increased our Breakfast in the Classroom and Second Chance Breakfast programs, which increased our breakfast participation and allowed more students the opportunity to receive a healthy meal.

c. 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.

d. 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.

e. Continue the tradition that was started in December 2017 of adopting all ARUESD foster students by providing them with a small gift.

f. 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.

g. Began to celebrate students' birthdays on a monthly basis, to continuously build relationships with students.

h. 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.

i. Provided an Elementary menu calendar for all parents and the quarterly menu flyer at all Middle Schools, based on positive feedback from families.

6. Purchasing

COVID 19 Highlight: One of the challenges we had in Purchasing was that not all vendors that are providing PPE accept District Purchase Orders. Also, most of these vendors are not current District vendors so it was a matter of setting them up in our system. When vendors did accept purchase orders supplies were not readily available, wait times could be 8-10 weeks. However, we now have already received these early orders, and we are prepared to provide a safe environment for our staff.

Another important point is that our state purchasing bid threshold is $92,600 dollars per year for materials, supplies, equipment and services that are not construction services. When purchasing PPE we either had to stay under the bid threshold, search for a company that had an available and vetted piggyback contract, or our last choice was to go out to bid, but because of the time constraints bidding wasn't a viable option.

2018-2020 Accomplishments:
a. Collaborated with redesign of front lobby areas for: Adelante, Arbuckle, Chavez, Russo/McEntee, Aptitud, and Mathson M.S.

b. Assisted Painter in developing their parent collaboration room.

c. Coordinated the RFQ process for the District Legal Counsel search and the RFQ for the Facilities Assessment Report.

d. Supported the M&O department to secure a new janitorial supply company.

e. Assisted with Annual District BBQ for all staff, Back to the District Night, Parent University, District Holiday Fiesta Luncheon.

7. Personnel

a. Reached a three-year instructional calendar agreement with all three bargaining units. Still negotiating for 2019-2020.

b. Resolved an outstanding MOU matter with Teamsters Local 150 regarding custodial training.

c. Established a consistent protocol for the hiring process for Administrators, Directors and Managers.

d. Established a holistic process for staffing schools, which included the Business and Academic Services Department.

e. Began the 2018-2019 and 2019-2020 school years fully staffed with teachers.

f. Eliminated 31 teaching positions through retirements, temporary, and attrition, in order to better align staffing with declining enrollment.

g. Presented "sunshine" proposals to the Board of Trustees in order to begin the bargaining process with all three bargaining units.

h. Updated and revised the Human Resources website.

8. **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.

B. POLICIES AND NEW PROGRAMS

a. Board Policy Updates.

i. Made all decisions in accordance with all appropriate district policies.

ii. Established an on-going process to bring to the board policy updates as per CSBA. In addition to updating board policies, we have included board's requests and modifications to board policies as needed.

iii. Continued to work towards addressing all FCMAT recommendations.

iv. Utilized our website and other social media to keep open communication between the district and our stakeholders regarding all District policies. For example, during the events that led to the formation of the Black Lives Matter movement, we included a "Black Lives Matter" banner on our website. This banner is a constant reminder that our district stands in support of the Black Lives Matter message.

b. Socio-Emotional Learning Program

i. 2018-2019 was the planning year to establish a robust Socio-emotional Learning Program in Alum Rock. 2019-2020 was the first full school year of program implementation.

ii. The following table provides detailed information about our Socio-Emotional Program and the budget allocations to support socio-emotional learning district-wide. This has been the result of extensive collaboration with a number of stakeholders, including our parents, community organizations, and other stakeholders:

Alum Rock Union School District
Student and Family Supports 2019-2020

Category	Programs/ Services	Funding Sources/ Cost
School Linked Services	Coordinators to support family and student general well-being through connection with community resources and services	Santa Clara County Behavioral Health Department LCAP $255,000
Community Liaisons	School Climate and Family Engagement	LCAP $1,202,033
Counseling (Elementary)	School Counselor Interns (all elementary schools)	County Board of Supervisors Funding $54,000
Middle School Counselors	Counseling support at all middle schools and K-8 schools (9-FTEs)	LCAP $997,028
Counseling (MS)	School Counselor Interns (Ocala, Fischer, Mathson, George, Sheppard, Ren 1, Ren 2)	Title I $17,000
Coordinators	1.0 FTE - Mental Wellness Support Services 1.0 FTE - State & Federal Programs 1.0 FTE - Student Services To support programs and direct services to students	$175,000 -LCAP $195,000 - LCAP/ASES $180,000- General Fund

Alum Rock Counseling Center-Therapy, Crisis, Behavior & Parent Support	• SLS program at Ryan, Mathson, Sheppard, George and Ocala • PEI program at Aptitud, Arbuckle, Chavez, Dorsa, Meyer, San Antonio, Hubbard, RAF, RAM, Fischer, Mathson • SOS/Crisis-county wide. This support will not cont. in Fall 2020	County, Behavioral Health No Cost to District
Positive Behavior Intervention and Supports (PBIS)	Staff Training for Positive School Climate	LCAP $37,000
Social Emotional Learning	Kimochis curriculum for elementary schools (9 elementary schools and Early Learning)	Title IV $55,000
Social Emotional Learning Committee	Extended duty Create SEL Scope & Sequence, research curriculum	Title IV $12,000
Restorative Justice	Staff Training • SEEDS (Fischer, Mathson, Ren 1, Ren 2) • Silicon Valley FACES (George, Cureton)	LCAP $39,300 $16,100
Restorative Justice (Advisory) Committee	Formed in October 2019 Meetings were paused in March due to COVID-19	No cost to district
District Nurses	School support Health Screenings, Health Plans, Diabetes Management	LCAP $454,620
AACI	Asian American Community Involvement provides substance use prevention through youth development projects and meetings at Sheppard and RAF sites.	Funded by County No Cost to District
International Association for Human Values	Mindfulness/Meditation (Aptitud, Cureton, George, Hubbard)	LCAP $14,000
Uplift APS program	Addiction Prevention Services(APS) provides truancy prevention support at SARB and individual family case management per MS referral	Shortino grant No Cost to District
Universal Access Pilot (UAP)	FRCs	First Five Funding Blended Funding

Early Learning Services	Director of Early Learning	LCAP $170,000
Project Cornerstone	Developmental Assets Trainings (District Wide)	LCAP $10,000
Pure Edge Training	Mindfulness/Meditation/Yoga (District Wide)	Pro-Bono from Stanford Medicine
San Jose Crime Prevention Workshops	Workshops on Bullying & Cyber Bullying (District Wide)	SJPD Pro Bono Community Services
New Hope for Youth	Family Support and Educational Services	City of San Jose - Youth Reinvestment Grant
The City Peace Project	Mentoring and Family Support Services	SLS Funding $71,650
Attention to Attendance	Identifying and Monitoring Student Attendance	LCAP $59,300
McKinney Vento Program	Provide uniforms, school supplies and bus passes for displaced students.	Title I - $20,000 LCAP - $15,000 Donations (supplies/backpacks)
Foster Youth Support	Provide uniforms, school supplies, tutoring services and bus passes for foster youth	LCAP $45,000
My New Red Shoes	Shoes for Foster & Displaced Students	No cost to district
Assistance League	Student Uniforms Donations	No cost to district
Assistance League Reading	Volunteers Read Books to students in 2nd and	No cost to district

Program	3rd grade and then donates books to kids	
Cal Soap/Educational Talent Search	Pathways to College:Encouraging students to plan Secondary education	$24,000 In Kind Cost
Healthier Kids Foundation	Dental, Vision and Hearing Screenings (District Wide)	No cost to district
Maxim Nursing	Nursing Services for Diabetic Management	LCAP $20,000
Mayor's Gang Task Force	Gang Prevention Task Force	No cost to district
RO Health	Nursing Services for Diabetes Management	LCAP $140,000
Second Harvest Food Bank	School Site Agreement for Food Distribution	No cost to district
SJPD (SRO Program)	School Resource Officers for Middle Schools **Please note:** This contract was not renewed and funds have been utilized to retain some of the Counseling support needed. Counseling was not part of the district cuts for 2020-2021.	LCAP $100,000
Vision to Learn	Provides Free eye exams and glasses	No cost to district
Kaiser Educational Theatre	Live theatre educational health assembly programs and workshops covering a range of age appropriate topics including, empathy, non-violence, healthy lifestyle	No cost to district
Children's Health Council	SLS School based therapy at Ryan Elementary. This support will not return in 20-21 as ARCC will be provided this instead	County, Behavioral Health No Cost to District
The Health Trust	District wide housing and family support for families with children 0-5 years old	No Cost to District
Family Engagement	Parent University, ECOPP, Edificando Vidas, Cesar Chavez March, ESL and Tech Workshops	LCAP $94,000
Total	Total reflects districts funds only.	**$4,394,031 district contribution**

Green - LCAP
Yellow- Title 1
Blue - Title IV
Purple - General Fund
Grey- Outside funding

C. PLANNING

a. Long-range and short-range plans for achieving District goals.
  i. Able to work with the board to set up new Vision and Mission statements for the district. They will be the foundation for goal setting in the near future.
  ii. Began the process of drafting Alum Rock Elementary School District's Strategic Plan for 2020-2023, which will be completed as soon as the board completes board goals. The Strategic Planning committee has representatives from all stakeholders, including students.

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

  i. Amid insidious declining enrollment which continues to be a budget challenge, the board and our community have been presented with realistic and responsible budget decisions.

  ii. Ensured a fiscally-responsible budget, continue bargaining negotiations with all three units.

  iii. Prepared the district's multi-year projection showing a budget that meets the State's reserves requirement for the current and next year.

  iv. 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.

  v. Utilized marketing techniques to deter declining enrollment, including:
     Community Liaisons recruitment efforts
     Promotional materials and banners
  vi. 2019-2020 was the planning year for the Vietnamese Dual Immersion Program with

a   scheduled Grand-Opening of fall 2020.

D. COMMUNICATION

COVID19 Highlight: ARUSD began the practice of language-specific Town Halls to communicate with our community stakeholders in their language. All together after

hosting 6 language-specific Town Halls. We hosted 2 English-only, 2 Spanish-only, and 2 Vietnamese-only Town-Halls. We had over 3,000 participants, including over 300 Vietnamese-speaking participants. This is the first time in our district that we are able to reach a significant number of Vietnamese-speaking parents.

a.   **Website:** Posted frequent and regular updates on everything from Public hearings and general announcements to District and school site events. Due to budget cuts, the Communications Assistant position has been cut from the Superintendent's Office. Our new Executive Assistant has the responsibility to maintain the district website in coordination with other district departments. 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.   During the Pandemic, we have utilized **ZOOM** as the main platform to reach the vast majority of stakeholders.
   ii. 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.
   iii. During 2019-2020, we officially launched the District's **YouTube** Channel. While still in its infancy, AlumRockTV has secured 17 subscribers to the channel.
   iv. Implemented Parent Square, the **Alum Rock parent App** provides parents with immediate school and district information.
   v.   Maintained an **open-door policy** for all stakeholders.
   vi. Continued to conduct **home visits** as needed to address a variety of parents' concerns.

c. **"Open Door" communication channels with all employee representative organizations.**
      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. (These were paused during the Pandemic).

     ii.   Monthly board meeting prep with each unit representative, including administrators.

   iii.   Open Door Policy for all employees.

d. Open communication with charter schools, and supports mutually agreed leases and Prop. 39 requests.

      i.   Maintained regular and open communication with Alpha, KIPP, and Escuela Popular.

     ii.   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. Due to Shelter in Place requirements and guidance from CDE in response to Covid-19 we had to develop and implement a Distance Learning Plan from March 13 through June 8.

A. Distance Learning (COVID-19)

   1. During COVID 19 school site closures, ARUSD's goal was to ensure learning continued, procedures established and resources provided to students, staff and families.

      a. Phase I (Preparation Stage) During the weeks leading up to the school closure, the ARUSD team came together to work with our teachers to plan initial work to take place the first three week cycle. A meeting with our stakeholders, community groups, and service providers happened. Sites created and distributed packets, devices, and posted work on online platforms. Ongoing communication provided to families. Multiple considerations were taken in consideration as we planned: communication, delivery of devices, safety of our staff, training for staff to set up google classroom, etc.

      b. Phase II (Planning Stage) During this phase, students began work on assignments provided for Cycle I (March 16 - April 2). ARUSD aligned our Distance Learning Plan with the new California Department of Education guidelines. Sites created their own plans to align with the district guidelines. Additional devices and hot spots were distributed. Cycle II (April 6- April 27) packets and work were assigned. Additional tools created for online Distance learning were uploaded. Ongoing communication provided to families through media platforms. We continued to reach out to families and students not yet

responding to online learning. A Distance Learning section on the website for resources, information and learning tools. Work with various vendors, programs to provide additional online learning platforms to support students.

    c. **Phase III (DL Implementation Stage)** During this phase (April 5- June 9, end of school year) we continue online distance learning as well drafted grading procedures. Additional cycles of work were provided in a traditional form or using online tools. We continue to reach out to all to provide devices and connectivity.

    d. Department set up office hours to distribute additional devices, provide tech support and troubleshoot individual problems. A total of @7,000 devices (ipads and chromebooks), as well as @1,500 hotspots were distributed to families in need throughout the school closure. Using established guidelines from SCCOE and CDE adjustments and changes were made to address Reclassification, Seal of Biliteracy, Comprehensive Sex Education (CHYA Act). In addition, we established teams of stakeholders to develop return to school plans for the fall. Our teams designed scenarios for both elementary and middle school levels that included modes of instructional delivery, potential schedules and logistics in an attempt to be able to pivot based on county and state recommendations. These scenarios were then reviewed and revised by another stakeholder group to address concerns and add details.

2. **Professional Development and Educational Resources** -We surveyed teachers to determine appropriate program needs as well as favored professional development methods. In order to improve and enrich the learning opportunities for our students, and following our teacher survey data, we brought in additional online learning platforms and programs for all students and teachers. These included independent practice platforms as well as programs requiring additional teacher involvement. Professional development for these new programs and usage of online tools was key to supporting our teachers. Session topics included Google classroom and seesaw integration, video-conferencing with zoom and google meet, nearpod, flipgrid and other online tools. In addition, we focused on EL and SEL supports. One to one coaching/mentoring was established for teachers that wanted additional, personalized support.

B. **Instructional Pedagogy**

1. **Provides leadership for the Board, staff, and community in developing and delivering research-based, instructional strategies designed to prepare students for college and career readiness.**

    a. 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. In addition, the past two years have witnessed the introduction of Nearpod and Alludo. Nearpod provides teachers and students with access to interactive, standard based lessons and activities in all core subject areas, as well as digital responsibility lessons. Alludo is a 24/7 accessible, online professional development platform for teachers.

b. Focused on strengthening the implementation of Next Generation Science Standards (NGSS) for science teachers throughout the district. A Professional Learning Community (PLC) was offered for our elementary science teachers that focused on teaching the 5E's (Engage, Explore, Explain, Elaborate, Evaluate). A group of 40 teachers across all grade levels and schools piloted 2 (2 elementary and 2 middle school) curriculums. Due to COVID-19, the teachers have decided to continue with the pilot for next year. A bridge curriculum was provided for both elementary and middle school teachers until we adopt a science curriculum.

c. Focused on formative assessment implementation and data analysis through an Illuminate (data and assessment platform) Professional Learning Community (PLC) for all teachers. Teachers created formative assessments using the Illuminate platform and talked through strategies on using the data to inform instruction.

2. **Provides leadership and sets high standards for academic achievement.**
   a. Recognized and celebrated the tremendous achievement of OCALA STEAM ACADEMY for their Golden Bell Award from the California School Board Association. This award recognizes outstanding programs addressing the changing needs of students. Ocala has transformed into a design thinking campus where students are empowered to utilize problem solving skills to find solutions to real-world problems. Students utilize State Standards, Next Generation Science Standards and the design-thinking process to drive their work.

   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. Principals Evaluation Cycle for the school year 2018-2019 was completed. Evaluation Cycle for the school year 2019-2020 was paused because

of the Pandemic.

c. Convened monthly **management meetings** that included all certificated and classified managers. These meetings focus district work on academic excellence and building systems of support. During the 2019-2020 school year, we read *Dare to Lead* by Brene Brown. Teams presented components of the book and tied them to our district core values work. Throughout the year, the focus was on leading with your values, learning how to bring out the hidden potential in all, build trust, be courageous and own the work you are doing.

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. Continued to advance toward one-to-one electronic devices to all students

   ii. Provided professional development for teachers to become experts in innovative resources through the following modes:

      a. Edtech coaching & mentoring was established as a means to provide 1:1 and small group support for teachers seeking to strengthen their proficiency in edtech platform usage (google classroom, seesaw, and class dojo)

      b. Innovator PLCs were facilitated monthly and open to teachers and administrators throughout the district. These sessions focused on researching and identifying innovative practices, as well as highlighting innovation across our schools.

      c. Techy Thursdays were developed utilizing teacher survey input, and facilitated by ARUSD teachers. Sessions focused on google integration, online platform usage, and tools for English Language Learners.

4. **Innovative programs.**

a. English Learners: Continued to support English Learners in the designated and integrated English Language Development (ELD) space. Teachers received support with this through professional development on the EL Toolkit as well as the ELD standards, as well as a series on EL strategies. The strategies focus on how to meet ELD standards using speaking, listening, reading and writing strategies for students in grades TK through eighth.

b. Newcomers: Continued to support newcomers throughout the district with support through designated ELD programs and Imagine Learning (supplemental curriculum) support in foundational language skills.

c. EL Liaisons: Continued work with a representative group of teachers from each site to collaborate around EL support and monitoring. The group serves as site leaders with the intention of redesignating ELs and providing support to EL students.

d. **Dual Language Programs**

    i. Adelante 2: Dual Language program at Adelante 2 expanded to include a 5th grade.

    ii. Vietnamese Dual Language Program at Painter: A task force consisting of teachers, district leaders, site leaders, and community members work to create a new Vietnamese strand at Painter. The program will begin in Fall 2020 with TK and Kindergarten students with the intention of expanding every year after.

        i. **Sustaining Innovation.**   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:

        ii. **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.

        iii. **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.

        iv. **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.

v. **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.

vi. **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.

vii. **Verizon Innovative Learning Schools:**

Students and teachers at Sheppard Middle School, Fischer Middle School, and Ocala Steam Academy are part of the Verizon Innovative Learning Schools program. This national cohort of VILS schools empowers all students and staff with ipads, data plans, and involvement with a professional development network. The devices, wifi access, and learning opportunities allow the schools to transition from traditional teaching and learning methods toward an increasingly collaborative and personalized educational paradigm.

viii. Brand NEW! **Social Emotional Learning (SEL):** SEL is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. Continued prioritization of the health and well-being of our students through Social Emotional Learning (SEL) is vital. Alum Rock's SEL efforts and its initiatives were coordinated by district staff and counselors in collaboration with local community-based organizations. For example, classroom lessons on topics such as communication, coping, and decision-making skills, as well as parent education opportunities were offered during the school year. SEL efforts

include:

ix. **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 13 PBIS school sites.

x. **Restorative Justice (RJ) Practices** – RJ empowers students and staff to resolve conflicts in order to repair relationships caused by harm. It is a growing practice in schools in ARUESD. These practices have helped strengthen campus communities, prevent bullying, reduce student conflicts, and yielded other positive outcomes. RJ professional development opportunities were provided throughout the school year at various schools. Additionally, a Restorative Justice Committee consisting of parents, district staff, and community leaders was formed in the Fall of 2019. Meetings were paused in March 2020 due to the pandemic. At that time, the RJ committee was creating their vision/mission statements and planning for Fall activities for parents, students, and staff.

xi. **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.

xii. **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.

xiii. **New Hope for Youth** - New Hope for Youth provided access to prevention and early intervention support to students across the ARUESD Middle Schools. Support was provided via individual mentoring/coaching sessions and small psychoeducational groups as well as after school recreation enrichment and field trip programs. New Hope for Youth mentors provide personal coaching and goal setting around academics, social behaviors, or personal goals. New Hope for Youth also parent education and support services for families.

xiv. **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.

xv. **Project Cornerstone** – Project Cornerstone provided Developmental Assets training 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.

xvi. **The City Peace Project**- The City Peace Project (TCCP) provided both individual and small group support across twelve ARUESD schools serving students from 4th-8th grade. Along with the individual/group support City Peace Project also provided case management, mentoring, and home visits for participating students.   During the course of the group, TCCP utilized a curriculum that is designed to foster accountability and responsibility and promote healthy decision making, goal setting, and proper communication skills.

xvii. **ARUESD School Counselor Internship Program -** The ARUESD School Counselor Internship Program (ARUESD SCIP) provides counseling services for students that are based in both Social Emotional Learning as well as psychosocial/emotional support strategies. The ARUESD School Counselor Internship program provides support district wide, with a minimum of one counselor placement at each school site for the academic year. During the course of the school year, participating students may receive individual counseling, take part in small group counseling, gain learning through guidance lessons, as well as benefit from conflict mediation or restorative circles. School Counselor Interns also provide support for families by ensuring the communication from counselor to parent is taking place regarding various strategies that can be used to support students or updates on their academic outlook. The ARUSED SCI Program also provides support for families with connecting to community resources such as Legal Aid, Victim Witness, and County Mental Health. In support of students and families during Shelter in Place orders, the ARUESD SCI Program in conjunction with the SEL team built out an SEL Resources page for students, parents, and teachers to access various activities and skills to inform or support student/family needs. Additionally, the ARUESD SCI Program developed an Resource and Support form which was placed on our district website for

parents/guardians to request support. The School Counselor Interns in conjunction with SLS Coordinators will continue to provide resource support services via the requests being made by parents/guardians throughout the year with continuity of services even through the summer months.

xviii. **Social Emotional Learning (SEL)** - Building on the equity work of the previous School Administrators Round Table (SART) team during the 2018-2019 school year, the new SART team integrated SEL in order to build the administrators capacity to work with their staff and students in strengthening relationships with them and families. Throughout the 2019-2020 academic year, the entire Management team read *Dare to Lead* by Brene Brown as an introductory literature and discussion around SEL focused leadership. Administrators were introduced to the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and competencies in order to understand and align SEL practices and language. In addition, an SEL committee was formed in the Fall of 2019 for the purposes of designing a scope & sequence for SEL (TK-8th) and researching potential SEL curriculum to pilot for the 2020-2021 school year. The SEL committee planned on a "soft", face to face pilot of an SEL curriculum, 2nd STEP, at one middle and one elementary classroom during the 4th quarter of the 2019-2020 school year. However, due to the pandemic and Shelter in Place orders, the pilot was not feasible. In support of the district and site leaders and staff, the SEL team facilitated healing circles for the management team and various schools in order to support staff and administration process their experiences with COVID-19 and its impact on their relationships with students, families, community, and others in their personal and professional circles. Additionally, the SEL team created an online SEL Resources page for students, parents, and educators in order for stakeholders to access various activities, strategies, crisis numbers, and other related supports for their use and reference as needed.

xix. Quality For ALL: Roadmap to a High-quality Prenatal—3rd Grade Health & Early Learning System in Alum Rock Union Elementary School District (2107-2025): Investing in this culturally responsive roadmap provides an action plan which outlines a strategic vision and a pathway. A pathway to ensure that by 3rd grade, all children with their families in the District are healthy and thriving students. Leveraged with partners and funds, we strive to positively impact the lives of students and their families. The plan reflects the efforts of our partnerships, to ensure the success of

students in the context of strengthening all families. Implementing at the beginning of the human lifespan promotes children's health, development and learning. Collaborating with key partners helps to accelerate the rate of success in Alum Rock's culturally rich community. Science confirms that an early education focus helps children with their families ensure they are fully prepared to succeed academically, emotionally, physically, and socially.   Developing a unified comprehensive, aligned and integrated system of support invests in present families and hopefully makes future impact across new generations. Fostering and building an inclusive, equitable, and universal access system provides ongoing opportunities to lay a solid foundation for success in school, college, career, and life. Activities and accomplishments in 2019-2020 include:

Implemented with partners access to over 1600 children with preschool opportunities. Partners include Kidango, Head Start, San Juan Bautista, Grail Family Services, SOMOS Mayfair and Family Child Care Homes.

Prioritized, high-quality centers for our families and community. Every partner follows the State of California and Santa Clara County Quality Rating and Improvement System (QRIS). Through the First 5 of SCC, QRIS focuses on establishing standards of quality, evaluating how well early education programs meet these standards and give direct support to follow continuous and annual improvement efforts.

Continued efforts added more **Family Resource Centers (FRC's), expanded three new FRC's in Alum Rock.** Four FRC's are now located at four elementary schools. Community based organizations SOMOS Mayfair and Catholic Charities who are known for their expertise in County FRC's, partner to provide leadership and operate Alum Rocks Family Resource Centers. Families and their children from prenatal up to age six can receive free programs, services, and learning activities.

Placed strategically in our District quadrant, and on elementary school campuses for walking and near-to access, they emphasize child and family enrichment on a localized purposeful basis.

- Planned activities align with Alum Rock School District priorities: oral language, early literacy and math, health and nutrition, art enrichment, and provide learning modules in parent/family/caregiver leadership development models.
- Reported in 2019 Cesar Chavez FRC 975 families accessed services.
- Participated in Parent University early learning presented a family development session on Family Engagement: *The Importance of Early Vocabulary Skills and School Readiness: How can Families support and build a foundation for school success?*

- Focused on continuous improvement and adding resources for families. The Universal Access Pilot Program (UAP) in partnership with The County Executive's Office and Office of Cultural Competency, hired a UAP team. The team was formed to support Alum Rock Families and work out of the Family Resource Centers.
- Added to the early learning initiative work using a cross-system coordination with other key departments of the County, UAP supported individual families. Together with others the UAP Team connected families with resources in the County. Families were referred to Public Health, Social Services, Behavioral Health Healthier Kids Foundation, early intervention counseling, legal support, housing are a few facilitated cross-system connections made for families.
- Designed and gained expert partners to implement two culturally responsive preschools in Spanish-Dual-Language Immersion. In partnership with Think Together, Inc. and the California Department of Education-Early Learning and Care Division, Adelante I and Adelante II, received license certification, opened and served 43 families.
- Operated Painter Parent Preschool Cooperative, an innovative approach in a school-district setting. Twenty-four children and their families enrolled and attended. Painter Parent Preschool Cooperative serves District families who were overcome to qualify in traditional subsidized programs. Families are active partners in their child's education. The Coop follows a traditional cooperative, family members actively committed to work in their children's classroom. Family volunteers are scheduled and rotate throughout the weeks. Painter Parent Preschool is in the process of preparing to receive license certification by Californina's Department of Social Services, Child Care Licensing Division.
- Adapted in March to full distance virtual learning, in Adelante I and Adelante II, and proceeded to launch the first Bridge to Kindergarten via virtual. Over 100 families enrolled, received Chromebooks and are participating. We continue to design programs for equity in these new digital learning spaces, preparing and supporting teachers, families, parents, guardians and children.

C. **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. 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 6th grade to our Adelante II Dual Immersion site. As of today, Adelante II is filled to capacity with plans to expand to seventh grade next year.

   b. Continued to implement *Constructing Meaning and EL Toolkit Strategies* 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.
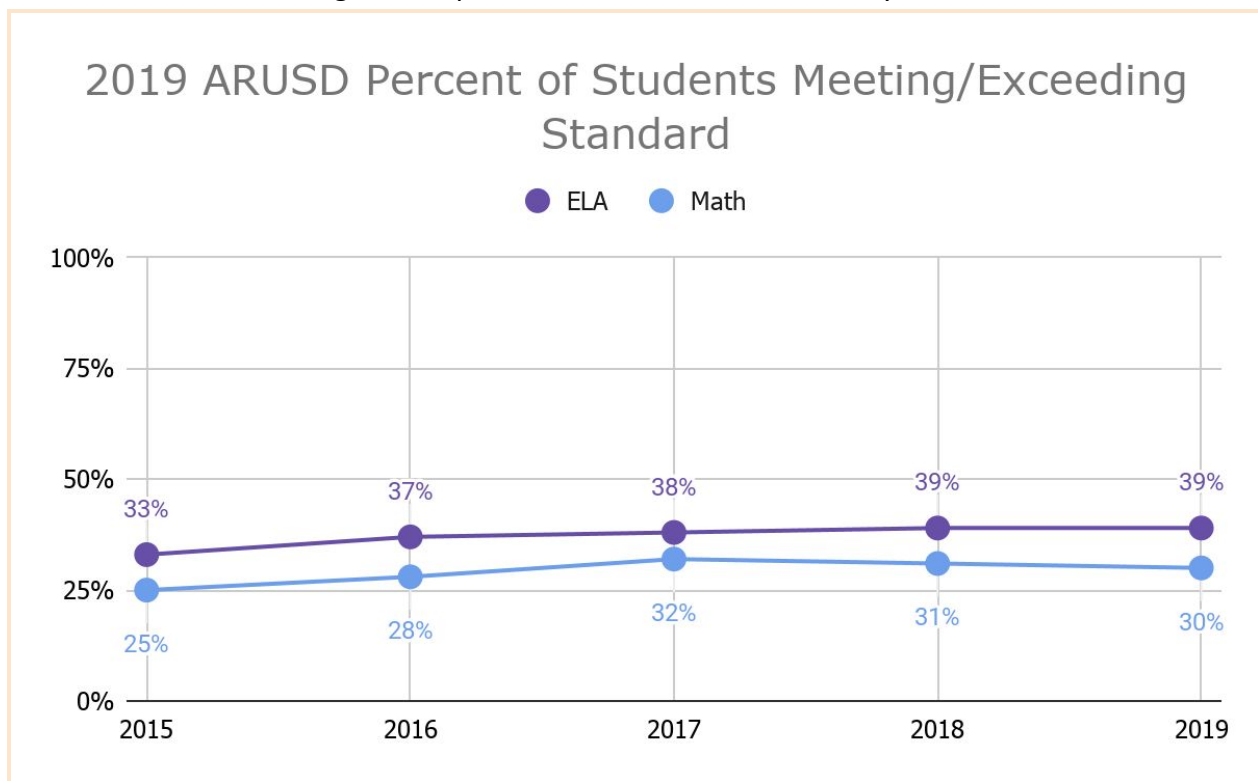
3. **Sets high expectations for all children and staff.**

   a. Increased the number of students participating in summer enrichment math classes by 48 students at the prestigious Jose Valdes Math Institute. A total of 127 Alum Rock 6th and 7th grade students successfully completed the 5-week Math enrichment institute.

   b. The 4th annual 2020 STEAM (Science, Technology, Engineering, Arts, and Mathematics) Showcase was hosted by our district partner - RAFT (Resource Area For Teachers). There were around 800 students, families, staff, and community members in attendance. The event occured on March 5, 2020.

   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. ARUSD's 2018-2019 Smarter Balanced Assessment Results show that 37% of all students were meeting or exceeding grade-level standards in English Language Arts.

     b. Maintained overall student achievement levels in Mathematics. In 2018-2019, 29% of our students met or exceeded grade-level standards in mathematics according to the Smarter Balanced Assessment.

     c. CAASPP testing was suspended in the 2019-2020 school year due to COVID-19.

2019 ARUSD Percent of Students Meeting/Exceeding Standard

● ELA   ● Math

Year	ELA	Math
2015	33%	25%
2016	37%	28%
2017	38%	32%
2018	39%	31%
2019	39%	30%

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. The district's RFEP rate of 23% in 2019 - 2020 was higher than the overall rate in

Santa Clara County (14.5%) and the statewide rate (14.3%).[1]

6. **School Readiness**
   COVID-19 Highlights

We remain true to our core value of Equity. The Pandemic drove our early learning efforts to plan the first virtual summer school, for incoming four-five-year-old's. Bridge-to-Kindergarten in partnership with our community-based organization SOMOS Mayfair, met in Zoom sessions to launch this strategic early learning virtual experience. Equity for all learners, children, teachers, and our daily family educators. Partners donated essential learning materials for children, and families to continue learning. Bridge to Kindergarten received language, and literacy materials for families to have at home. 285 Summer Book Bags with five weeks of bilingual family parent guide with activities and all the supplies necessary to continue the learning after their Bridge to Kindergarten summer school. Raising a Reader, partnered with the Masons of California, and Major League Baseball team San Francisco Giants to bring these educational gifts to our families and youngest students. Cross-system coordination in Alum Rock ensured families with children from prenatal through every age received resources. Resources related to essential basic needs, technology to continue learning, nutritious food, baby formula, diapers-wipes, hygiene products and specialized items for the youngest. Safe distribution and pick up were designated at each of the four First Five Family Resource Centers in Alum Rock.

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. Ages and Stages Questionnaires (ASQ) are early screening tools used with families and their children as young as six-months. It is an effective way for certificated professionals with family's participation to check and monitor a child's early development. Screenings are scheduled in the Family Resource Centers, the family's place of choice, or school of attendance. It is an essential tool toward early identification of any delays in the critical early years. The tool can be used before they start school or when enrolled in early grades at an elementary school up to the age of six-years-old. When children up to six-years-old fall significantly below their development, the family is referred to the First Five of Santa Clara County integrated system of care, early detection is prevention. In kindergarten, The Kindergarten

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[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

Observation Form (KOF) is used to measure growth after Bridge to Kindergarten, led by Applied Survey Research (ASR) and ARUSD Kindergarten teachers with family perspective shared and collected through a survey. Educational Software for Guiding Instruction (ESGI), is a tool expressed by Alum Rock Transitional Kindergarten and Kindergarten teachers, they wanted. The district holds a license to use. Teacher's use this effective technology web-based assessment, which is inclusive of all children in the early grades. Transitional Kindergarten, Kindergarten, children learning academic English, Special Education are included in ESGI. Assessment, evaluation, and monitoring growth in the early years informs instruction, helps plan each academic year with intentionality and purpose. This designed road to alignment within the community, preschool, Transitional Kindergarten, and Kindergarten all support children will be ready for kindergarten and school success.

c. 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 in 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 continues to implement 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 in a timely manner. 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 recover ADA funding. 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. 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 Coordinators 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 2017-20 in Appendix B.

8. **SPECIAL ED**

   a. California Dashboard data for 2018-2019 showed that students with disabilities

increased in both math and English Language Arts.

b. On-going, monthly professional development was provided to continue implementation of district adopted intervention programs in language arts and math.

c. Established Professional Learning Communities for special day class and resource teachers to examine student data and refine best practices to maximize the effectiveness of student learning.

d. Continued our work of promoting Inclusion through our Preschool Inclusion class in partnership with Kindango at Hubbard Elementary School.

e. Expanded our Inclusion program at Sheppard Middle School to include 6th and 7th grade.

f. Continued our work with the Inclusion Collaborative through the Santa Clara County Office of Education offering training to site administrators that promoted inclusive practices to utilize at their sites.

g. Our elementary and middle school therapeutic special day classes were recognized for achieving "Model Program" status by the Southeast SELPA.

h. Completed the Comprehensive Review (CR) process conducted by the California Department of Education to be among one of the first districts to successfully complete the CR process in special education.

D. Staff Development

COVID 19 Highlight Please check Appendix at the end of this report for a detailed report on staff development related to COVID 19.

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 site administrators 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 one day 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.
      iv. Further established our "infield network day" protocol in partnership with NTC.

We established school cohorts, and provided multiple opportunities for site leaders to share their refined problem of practice work with a larger audience of administrators and coaches, in an effort to receive valuable feedback in order to move the work forward.

    v. Assistant principal PLC - Monthly Assistant Principal PLC's took place to build capacity. Topics covered included observations and evaluations, writing 504 plans, how to have critical conversations, how to build team and writing agendas. In addition, AP's selected a focus area to write goals and actions.

b. Continued to deepen proficiency with CCSS math and ELA shifts to ensure academic rigor
    i. Guided Reading PLC
    ii. Literacy foundational skills
    iii. Elementary Math PLC
    iv. TK PLC
    v. Middle School ELA PD (Study Sync)
    vi. NGSS (Next Generation Science Standards) PD

c. Strengthened structured student talk through integrated ELD to support oral language development
    i. 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:
- Elementary Science PLC
- Innovating Learning Conference
- Blended Learning
- Gsuite training
- Edtech coaching & mentoring
- Innovator PLC
- Techy Thursdays

    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 one district wide professional learning opportunity around mandated trainings on sexual harassment, child-abuse reporting, etc. In addition they participated in site specific learning covering a wide variety of site aligned initiatives (technology integration, social emotional learning, Restorative practice, ELD supports, instructional practices around Common Core, 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. **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).

3. **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 (2018 - 2019) and Math discourse. Middle School teachers continue their training on adopted materials and math.
   b. A large group of teachers across all grade levels piloted science curriculum and received professional development on each curriculum. Due to COVID-19, the teachers have requested an additional year of piloting during the 2020 - 2021 school year.

4. **Technology Integration**
   a. In 2019/2020 both Renaissance Academy at Fischer and Renaissance Academy at Mathson joined the VILS team in cohort 6. 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. Ocala STEAM Academy and Sheppard Middle School were also awarded Verizon Innovative

Learning Labs (VILL). 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.

5. **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.

SECTION III: LEADERSHIP STYLE

A. **Leadership Areas**

1. **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 six 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 33% English Learners in 2019. Most of this change has been due to a robust and 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 100% of one-to-one devices from TK 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
    ix. During COVID 19, we hosted language specific ZOOM Town Halls to provide all our stakeholders an opportunity to engage with our district

SECTION IV: COMMUNITY RELATIONS

A. Communication

COVID 19 Highlight

Alum Rock was featured in all media outlets as the first district in our county deploying virtual learning in the majority of our schools. In addition, we were the first district to provide "grab and go" meals for all students, providing our community with a seamless transition between "regular" school and distance learning. ARUESD was also the leader in providing families with a multitude of resources, including diaper kits and formula, in collaboration with First 5 and the four district-based Family Resource Centers.

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 Voler Strategic Advisors. In the first six months of 2019, 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, Ocala Middle School received the prestigious Golden Bell Award from the California School Boards Association, and 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, 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 530 participated in this fun event that welcomed back ARUSD families and highlighted our VAPA program.
   c. **Annual Parent University Conferences: In 2918/2019 and Fall 2019. Spring 2020 was cancelled due to COVID 19.** Organized and hosted the Fall and Spring Parent University, attended by 1,199 parents. 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. **COVID19 Parent Advisory Committee.** With the support from State and Federal, we identified 8 parents from throughout the district to provide real time update information about parents' experiences with virtual learning and other parent supports needed.
      ii. **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.
      iii. **Annual Parent Jubilee:** District-wide volunteer celebration sponsored by SPARC representatives. Parent volunteers from across the district are celebrated during this event.
      iv. **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.
      v. **Cesar Chavez March 26th Anniversary:** In 2018/2019 over 900 Alum Rock students and parents marched to the School of Arts and Culture at The Mexican

Heritage Plaza 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 the 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 Centers @ Chavez Elementary, Painter Elementary, Hubbard Media academy, and Cureton Elementary:**
Our Family Resource Centers are places in our community where children, parents, and caregivers learn and grow together. FRC volunteers support families and help ensure that children are happy, healthy and prepared for school and life.

    j. **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.

    k. **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.

c. Participates in professional growth opportunities

i. Attended Santa Clara County Superintendents' Retreat in September 2018 and 2019.

ii. Attended CLSBA (California Latino School Board association) conference, September 2018 and 2019.

iii. Attended CSBA (California School Boards Association) conference December 2018 and 2019.

iv. Attended ACSA's superintendent's retreat in February 2019 and 2020

v. Participated in NEXUS conference in April 2019, this is a national superintendents' association.

vi. Continued the collective reading of one professional book per year with our management team, Dare to Lead by Brene Brown. In addition, continued professional readings around the areas of Leadership, English Language Learners, Management and the Future of Education

vii. Awards and Recognition:
    Received the San Jose State University Educator of Impact Award in June 2020.

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 the board appraised.

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 the 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 a regular basis to cultivate positive working relationships and address questions, concerns and suggestions proactively.

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.
    b. Continue to foster a collaborative relationship with AREA. During the COVID19 crisis, I invited the teachers' union president to co-lead one of the Reopening of Schools committees with one of our administrators and she agreed.
    c. Continue to negotiate agreements that provide responsible contracts for three employee groups.

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 a variety of training opportunities. We paid teachers to participate in these training sessions.
    c. I have supported all staff in their pursuit of higher degrees, including all administrators seeking a doctorate. As of today, one principal completed his doctorate program, and another continues her work on her doctorate degree.

D. Staffing

1. **Provides for maximum utilization and effectiveness of personnel resources through staffing and assignments.**
    a. Began the 2018-2019 and 2019-2020 school years 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 holistic process for staffing schools, which included the Business and Academic Services Department.

e. Able to eliminate 44 teaching positions through retirements, temporary, and attrition in order to balance the District's budget.

LOOKING TO THE FUTURE

The past five months have been truly unprecedented. Yet, I feel blessed to work in such a great district, with a great board and staff team, and a fantastic community. I know that among all stakeholders, there are differences of opinion and differences on what we value. That is part of every group of people, and that is what makes democracy so valuable.

As I reflect on both 2018-2019 and 2019-2020 school years, I am proud of our accomplishments and excited and hopeful about our continued growth in this coming 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, students, staff, and community.

Together we can make the Board's newly crafted vision a reality:

"All Alum Rock students will be ready for the future in a diverse and competitive world."
VISION STATEMENT-approved May 21, 2020

Hilaria Bauer, PhD
Superintendent

August 2020

Alum Rock Union Elementary School District
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APPENDIX

Distance Learning

ARUSD Distance Learning Overview and Resources

Alum Rock Union School District

Planning for Distance Learning - *Conducted in three phases*

Phase 1- Preparation
(early March - March 14)

- **Prioritize students and staff safety**
- Notification to Site Administrators to **begin planning for online learning**
- Establish **definition and guidelines** for Distance Learning for sites.
- Communicate tools to be used
- On-going communication between staff and administration
- Set up online platform on District webpage
- Plan for distribution of devices
- Teachers plan lessons for a 3 week cycle
- Textbooks sent home
- Community -program providers - districtrictt staff come together to plan

Phase 2 - Planning
(March 16 - April 2)

- **Schools closed** but student learning continues through online and packets
- **Review new guidelines** from California Department of Education
- **District Plan** for Distance Learning
- **Distribute Devices** -hot spots
- **Cycle 1 work distributes** -Distribute packets, assign work on learning platforms
- Continue PD on use of online platforms
- Set up **virtual weekly site meetings**
- **Office Staff reaching out to families** that have not responded
- Ongoing communication to parents
- **Site create their individual Site Plan based off District Plan**
- **Align practices and expectations with ARUSD /AREA**
- **Create Distance Learning Website**

Phase 3 -Implementation
(April 5- end of year)

- Continue to support and sustain student distance learning
- **Distribute additional devices centrally**
- Determine Professional Development Needs
- **Set up PD opportunities for staff**
- Establish **guidelines for grading** - assessing student work
- Communicate guidelines for grading (after spring break)
- Continue to **add resources to Distance Learning website**
- Guidelines for Seal of Biliteracy, Promotion, etc.
- End of year celebrations planning
- **Connecting partners to support Distance Learning efforts**

Alum Rock Distance Learning Vision

Vision: Ensure continued student achievement through standards-based, structured distance learning that blends virtual and traditional instructional media to support all learners and educators.

Communicate

Post announcement at least once per week to provide **overview of** the week.

Provide **weekly** (at minimum) teacher/student check ins.

- Google Classroom
- Seesaw
- Class Dojo
- ECHO

Teach

Create **standard based lessons aligned with curriculum** and post via Google classroom, Seesaw, Class Dojo, or ECHO; or through traditional methods.

- Recommended schedule
- Teacher Resource Page
- Student Resource Page
- Parent Resource Page

Connect

Provide and support 1:1 device access for all students (ipads for TK/K students and chromebooks for 1st-8th graders) to ensure students are connecting **with peers & teachers.**

- Google Meet
- Zoom
- Flipgrid

Assess

Gather **formative student data** through google forms, quizziz, illuminate, padlet, and traditional means to monitor, adjust and inform instruction, and provide meaningful feedback.

- Google Forms
- Quizziz
- Illuminate
- Padlet

ARUSD 2019-2020
Distance Learning Guidelines and Expectations
"Do What Calls you to this Work" -

Distance Learning suggestions from the California Department of Education:

1. **Hold Office Hours** - Have a set time when you are available to answer questions about assignments and anything else related to distance learning.
2. **Be Present as the Instructor** - Post weekly videos, engage students by asking questions and posting answers through an active discussion board, pose questions to the whole class, etc. Set a time to connect virtually with students.
3. **Work as a Group** - Collaborate with your grade level team for consistency and alignment of work.
4. **Chunk Content into smaller pieces** - When planning please break assignments into small manageable chunks of time.

Work and assignments will be updated in 3 week cycles at minimum. Assignments should be posted or delivered the week before the start of the new cycle.

Work posted/delivered for upcoming cycle	Cycles	Week 1	Week 2	Week 3
March 16	Cycle 1	March 16	March 23	March 30
April 2	Cycle 2	April 6	(4/13-4/17) Spring Break - no work expected during this time	April 20 → April 27
April 30	Cycle 3 (if needed)	May 4	May 11	May 18
May 22	Cycle 4 (if needed)	May 25	June 1	June 8

INSTRUCTIONAL PLANNING

- Establish structure and support to ensure instructional plans are developed at 3 week intervals (longer if possible)
- Sites develop plans based off the district plan
- Develop weekly staff meeting method to check in and support teachers with lesson creation
- Support conducting grade level collaboration for lesson development and delivery
- Encourage all teachers to create an online platform for their class
- MOU with bargaining units
- Aligned EL supports
- Agreed upon system of communication with families and students
- SWD Lesson Planner / Guidelines

Students with Disabilities

- Speech teachers and therapists delivering teletherapy
- SDC and RSP teachers created individual plans for each student to address IEP goals
- IEP meetings held virtually
- School psychologists conducted record reviews where possible to address the assessments process

- Many classrooms teachers conducted online lessons
- Continued collaboration to support SWD in the mainstream classroom
- Students and families in therapeutic classrooms received behavior support
- APE / OT supported students through online platforms

Distance Learning Resources

- Develop Teacher Distance Learning Resource to be housed on the ARUSD webpage.
- Continue to curate and create professional development offerings
- Provide access to standards aligned materials
- Establish grading guidelines that holds children harmless
- Provide and promote online curriculum for ARUSD students and teachers.

ARUSD Distance Learning Hyperdoc

Please take advantage of these curated resources to help support you with distance learning options. Included here are academic tools, planners, platforms, programs, and additional considerations to help you prepare. Please share your new ideas as well.

Edublogger: RESOURCES FOR TEACHING ONLINE DUE TO SCHOOL CLOSURES

Distance Learning supports provided by Google

Curated resources by fellow educators:
Online Instructional resource page
Online instructional resource sheet
Marcia Kish Resources
Scholastic Learn at Home

Amazing Educational Resources
Join this Facebook page for free resources for teachers! (Updated frequently)
Next Vista for Learning

Enabling Distance Learning with G-suite & Chrome:
Screencast with support ideas provide by Google.

Casey Bell's Shakeup Learning Podcast #54

Distance Learning Tools
PBS Learning Media
Google Resources

Teacher Video Conferencing Options:
Zoom Video Conferencing
Google Hangouts

Click **HERE** for instant access to **Newsela**

Register with **Google Classroom**

Review resources found in our **Remote Teaching Toolkit**

Create your first **Assignment and share Newsela Assignments Explained for Parents**

Google Classroom Setup:
G. Classroom Cheat sheet
G. Classroom Demo
G. Classroom Resource Sheet
G. Classroom Set up Video
G. Classroom Getting Started Video
Google Resources in Alludo

iReady resources for **Supporting Students away from School**

Free platforms:
Newsela
Khan Academy
Flipgrid
Nearpod
Scholastic Learn at Home
Kahoot
Peardeck
Sumdog

ARUSD Teacher planning ideas:
Teacher created eLearning Template
ARUSD Sample Lesson Planners

PD Opportunities for Google Classroom & Seesaw:
Digital Learning with Seesaw
Using Google Classroom for Continuation of Learning

Resources for Learning

Grade Level	Core Curriculum	Online Programs
TK-2	Benchmark Envision Math	G Suite iReady Nearpod Seesaw Lexia Core5 BrainPOP & BrainPOP EL RAZ Kids
3-5		
6-8	StudySync CPM Math TCI History	G Suite iReady Nearpod Seesaw Lexia PowerUp Listenwise BrainPOP & BrainPOP EL Noredink

Online Tutorials

ARUSD Distance Learning Tutorial Video Page

Program	TK-2nd	3rd-5th	6th-8th
		Academic Content	
Happy Numbers	Setup is as easy as 1-2-3 II Happy Numbers		
Math Shelf	Math Shelf: Adding Students / Math Shelf: Scheduling Play		
ABC Mouse	How to use ABCMouse		
Reading A-Z	Teacher videos		
iReady	Supporting Students Away from School with i-Ready (Webinar Series)		
Nearpod	Distance Learning: Nearpod / How to use Nearpod for remote learning / How to add a Nearpod Lesson to Google Classroom		
Newsela	Getting Started with NEWSELA Pro - Quick Start Guide - Dec 2017 / Adding your students: Google Classroom / Introducing Newsela Essentials / Exploring Newsela Essentials		

ARUSD Teacher Created Opportunities

ARUSD Distance Learning & Sharing Opportunity Matrix
April/May 2020

Session Title & Flyer Link	Audience	Facilitator	Date	Time	Registration Link	Recording or slides
Google Classroom						
Distance learning with google classroom	Beginner	Rosa Lara	May 4th	2:00-3:00	http://arusd.k12oms.org/1978-185236	Presentation Slides
Distance learning with google classroom	Intermediate	Jonathan Almeido	May 11th	2:00-3:00	http://arusd.k12oms.org/1978-185284	Recorded Presentation
Seesaw						
Personalize Existing Seesaw Activities	Beginners (TK-2)	Hushi Natividad	April 29th	2:00-3:00	http://arusd.k12oms.org/1978-185212	Presentation Slides (Seesaw)
Distance learning for seesaw for Beginners	Beginner	Laura Hinsch & Kelli Sorich	May 4th	1:00-2:00	http://arusd.k12oms.org/1978-185237	Presentation Slides
Distance	Experienced	Laura Hinsch	May 11th	1:00-2:00	http://arusd.k12oms.org/1978-185238	Presentation Slides

Edtech Coaching/Mentoring Program

ARUSD Edtech Support Group Plan
2019/2020

Outcome: Provide support for reluctant teachers to build proficiency with Gsuite items, so they can make effective use of Google Classroom as a tool for communication and education.
**Seesaw & Class Dojo support will be provided for teachers in grades TK-4.

Target Group: Teachers at the "beginning" proficiency level of google classroom/Seesaw usage, as identified by site administrators. This is envisioned as a Tier 3 intense level of intervention

Project Goals:
❖ Build teacher proficiency on the Gsuite of products including docs, sheets, slides, and presentations
❖ Build teacher proficiency in google classroom/Seesaw/Class Dojo as a tool for instruction and tool for communication
  ➢ How do I establish a class?
  ➢ How do I establish this resource for effective communication and student feedback?
  ➢ How do I post and link vital information, such as docs, presentations, forms, videos?
  ➢ How do I post/link core curriculum components from envision, CPM, Benchmark, StudySync, etc.?

Distance Learning Youtube Page

Parent Resources

1. Sample schedules for home
2. Resources for parents with students with special needs
3. Grade level specific academic resources
4. Resources for talking to your child about coronavirus
5. Tutorials on how use technology
6. Resources on how to help your child at home

Developed and provided a variety of resources for stakeholder groups -

1. Website-
   a. Parent Resources (special education supports)
   b. Teacher Resources
   c. Tech Support
   d. English Language Development
   e. Social Emotional Learning Resources
2. Distance Learning Youtube channel
3. Weekly Podcasts
4. ARUSD Blog

ALUM ROCK UNION SCHOOL DISTRICT

Distance Learning Resources

Distance Learning is defined as instruction in which the student and instructor are in different locations.

- This may include interacting through the use of a device and communications technology, as well as delivering instruction and check-in time with their teacher.
- Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

ALUM ROCK DISTANCE LEARNING PLAN & VISION

Does your student still need a computer? Click here for more information.

Food distribution information can be found **here**.

PARENTS

TEACHERS

TECH SUPPORT

ENGLISH LANGUAGE DEVELOPMENT (ELD)

SOCIAL EMOTIONAL LEARNING (SEL) RESOURCES

PODCAST

YOUTUBE PAGE

BLOG

Social Emotional Learning Resources (a Google Site)

Resources divided by:

Parents/Caregivers

Students

Educators

Crisis Center

Alum Rock Union School District

Social and Emotional Learning (SEL) Resource Page

Student	Parent/Caregiver	Educator

The pandemic has greatly impacted every one in various ways. Social and emotional learning (SEL) is a way to support one another (adults and youth) through this difficult and uncertain time. It is important that we know how to show empathy & resilience and build relationships during social distancing as we work together to strengthen our schools and community.

What is SEL? The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

We hope that you will find the different social and emotional learning (SEL) information useful and helpful during this time of distance learning. Students, parents/caregivers, and educators can access the resources by clicking on each tab. Supporting students, parents/caregivers, and educators remain our top priority as we continue to meet our core mission of educating all ARUSD students.

Thank you for visiting our website.

La pandemia nos ha afectado enormemente a todos en varias maneras. El Aprendizaje Socioemocional (SEL, por sus siglas en inglés) es una manera de apoyarnos los unos a los otros (adultos y jóvenes) a través de este tiempo difícil e incierto. Es importante que podamos mostrar empatía (comprensión) y resistencia y fomentar las relaciones durante el distanciamiento social a la vez que trabajamos juntos para fortalecer nuestras escuelas y comunidad.

State and Local Assessment Updates

Alum Rock Union School District
State and Local Assessments 2019 - 2020

Assessment	Progress and Adjustments (COVID-19)
Initial ELPAC	• In Fall 2019, 2,000 students tested (within 30 days of enrollment) to determine English proficiency • Window was extended to 75 days due to COVID-19 • Students who enroll after March 16th have a letter in CUM folder stating student enrolled during COVID-19
Summative ELPAC	• Starting in February 2020, 3rd-8th graders were tested in all four domains, scores will be released in June/July • K-2 students began testing in March • Summative ELPAC suspended
Reclassification	• Reclassification is on hold due to CAASPP testing being suspended (criteria 4)
CAASPP (SBAC, CAST, CSA, CAA)	• Suspended for 2019 - 2020 school year
PFT	• Suspended for 2019 - 2020 school year
Local Assessments (iReady, ESGI, level screener)	• iReady Diagnostic (grades 1-8): initial and mid-year were completed • iReady Diagnostic (grades 1-8): end of year was not completed due to COVID-19 • ESGI (grades TK-K): optional at home solution was provided • Level Screener (grades K-5): initial and mid-year were completed
Pathway to Seal of Biliteracy	• 5th grade postponed until Fall (Adelante 1 & 2) • 8th grade completed Pathway to Seal of Biliteracy virtually based on eligibility

Legend:

- **ELPAC:** English Language Proficiency Assessments for California for all English Learners
- **CAASPP:** California Assessment for Student Performance and Progress
- **SBAC:** Smarter Balanced Assessment Consortium (ELA and Math) for 3rd - 8th grade students
- **CAST:** California Science Test for 5th and 8th grade students
- **CSA:** California Spanish Assessment for students enrolled in Dual Immersion programs
- **CAA:** California Alternate Assessment (ELA, Math, Science) for students designated with severe cognitive disabilities
- **PFT:** Physical Fitness Test for 5th and 7th grade students