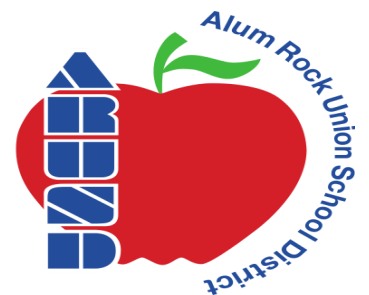


Alum Rock Union Elementary School District
2020-2021 Superintendent Annual Report

**“Out of the mountain of
despair, a stone of hope.”**

Martin Luther King, Jr.



Alum Rock Union Elementary School District 2020-2021 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.

Alum Rock Union Elementary School District Mission

Together with stakeholders, we provide Alum Rock students with high quality twenty-first century learning that builds upon our culturally diverse community to prepare students to be lifelong learners and compete for the careers of the future.

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 develop the skills to make annual growth in core subject areas and show progress on their English language assessment.
- Provide an inclusive and caring community where students and families feel safe, welcomed and supported utilizing a multi-tiered system.
- Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement.

District Priorities during COVID19 as per the 2020-2021 Learning Continuity Plan

- Continuity of Learning
- Mental Health and Social and Emotional Well-Being
- Pupil and Family Engagement and Outreach
- School Nutrition
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Snapshot of 2020-2021 Accomplishments

- ✓ Implemented Distance Learning within a week of school closures
- ✓ Students demonstrated 38.2% proficiency in Math and 38% proficiency in ELA, regardless of the risk of learning loss
- ✓ Opened the English-Vietnamese Dual Immersion Program at Painter Elementary
- ✓ According to our SEIS (IEP system) data, 58.7% of students with disabilities are in general education for 80% or more of their instructional day. This surpasses the State target of 52.2%
- ✓ Continued Music and Performing Arts Programs virtually
- ✓ Multi-language Town Halls to inform our community
- ✓ Provided over 6 million breakfast, lunch, and supper meals to families everyday of the week, including holidays
- ✓ Presented a balanced budget
 - Use of one-time funds = approximately \$14M in one-time federal funds in 2020-21
 - No on-going budget increases for FY 2019-20 and 2020-21
- ✓ Consolidated two schools to continue our efforts for solvency
- ✓ NASA program

Superintendent's Message: We did it!

"5/26/2021

Dear NASA Talk Organizers and Presentators

My name is Ariel and I am in Miss Moeller's 2nd grade class. I would like to thank you for taking the time out of your busy schedules to teach us about the Mars Rover:

Perseverance and the Moon Travel Program: Artemis. What I liked about the Mars Rover: Perseverance is that they used the Rover to look for water. I was happy when you were able to answer my question if the Moon was made of cheese during the Moon Travel Program: Artemis.

Sincerely,

Ariel Diaz"

Letter from a second grade student from Lyndale

As I prepared to begin my report to you, I received a packet of letters from Kasturi Basu , principal at Lyndale. Her packet had been buried on my desk for about a month. Once I opened the packet, I had to read each of the 11 letters. The one I selected was a sample of what the average letter looked like, and I felt proud. Ariel was able to write at grade level, and with grace and self-assurance beyond her 7 years. I don't know anything about Ariel other than her thoughts on this little letter, but in spite of all the things we lived through last year, Ariel and her classmates were able to improve their writing skills up to standard. Her letter is a small piece of evidence of the report you received about our students' academic achievement in the middle of a historic pandemic. This letter is also a testimony of great teaching thanks to Ms. Moeller's dedication, and evidence of great leadership thanks to Ms. Basu's support.

We have room to grow, but we have many accomplishments we should be proud about. Ariel's letter is one of them.

Hilaria Bauer, PhD
Superintendent

Goal #1: Student Achievement

Implement a rigorous and comprehensive standard-based instructional TK-8 program to ensure that all students have the opportunity to meet all performance standards and to achieve academic success at each grade level.

Objectives

1.1 Provide high-quality, consistent, coherent, standards-based instruction.

Evidence:

During the 2020-2021 school year our district faced the pandemic with grace and resilience. The early months of this unprecedented calamity presented unique challenges. Between state and federal everchanging mandates, our instructional team rose to the occasion providing our students with a high quality, consistent, coherent, standards-based instruction.

Because of the uncertainty of the situation, we had to design three different instructional models within two months. First, on June 25, 2020, we brought to you a variety of instructional scenarios. These scenarios were the building blocks of our 2020-2021 school year instruction. You may review the Google site using the following link:

<https://sites.google.com/arUSD.org/arUSD-20202021-return-to-school/home>

(Appendix 1)

On June 30, 2020, Senate Bill 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP were not required for the 2020-2021 school year and that the California Department of Education (CDE) "shall" not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 superseded the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, published in April 2020.

By mid-August 2020, the Governor officially announced that schools would remain closed until further notice. We moved immediately to finalize a long-term distance learning model based on the scenarios presented to the board on June 25, 2020. A copy of the 2020-2021 Distance Learning Plan is attached:

[AUGUST 12th PD Day ARUSD Reopening Plan](#)

(Appendix 2)

On September 29, 2020 the Board was presented with and approved the Learning Continuity and Attendance Plan (Learning Continuity Plan) that became a key part of the overall budget package for K-12. This plan sought to address funding stability for schools while providing information at the district level for how student learning continuity was to be addressed during the COVID-19 crisis in the 2020-21 school year. The Learning Continuity Plan memorializes the planning process during the 2020-21 school year and included the following: addressing learning gaps, conducting meaningful stakeholder engagement, maintaining transparency, addressing the needs of unduplicated pupils, students with unique needs, unhoused students, providing access to devices and connectivity; and supports to address student and staff mental health and socio-emotional well-being; and continued to provide school meals for students.

[https://go.boarddocs.com/ca/arusd/Board.nsf/files/BTS37A057421/\\$file/2020-21%20Learning%20Continuity%20and%20Attendance%20Plan.pdf](https://go.boarddocs.com/ca/arusd/Board.nsf/files/BTS37A057421/$file/2020-21%20Learning%20Continuity%20and%20Attendance%20Plan.pdf)

(Appendix 3)

On December 17, 2020, we presented to the Board an update regarding Distance Learning and Supporting Services throughout the district. The Board presentation can be found in the link below:

[https://go.boarddocs.com/ca/arusd/Board.nsf/files/BW4MSA5C9CD7/\\$file/Board%20Update%20%20Distance%20Learning%2012_18_2020%20%20%20C2%B7%20SlidesMania.pdf](https://go.boarddocs.com/ca/arusd/Board.nsf/files/BW4MSA5C9CD7/$file/Board%20Update%20%20Distance%20Learning%2012_18_2020%20%20%20C2%B7%20SlidesMania.pdf)

(Appendix 4)

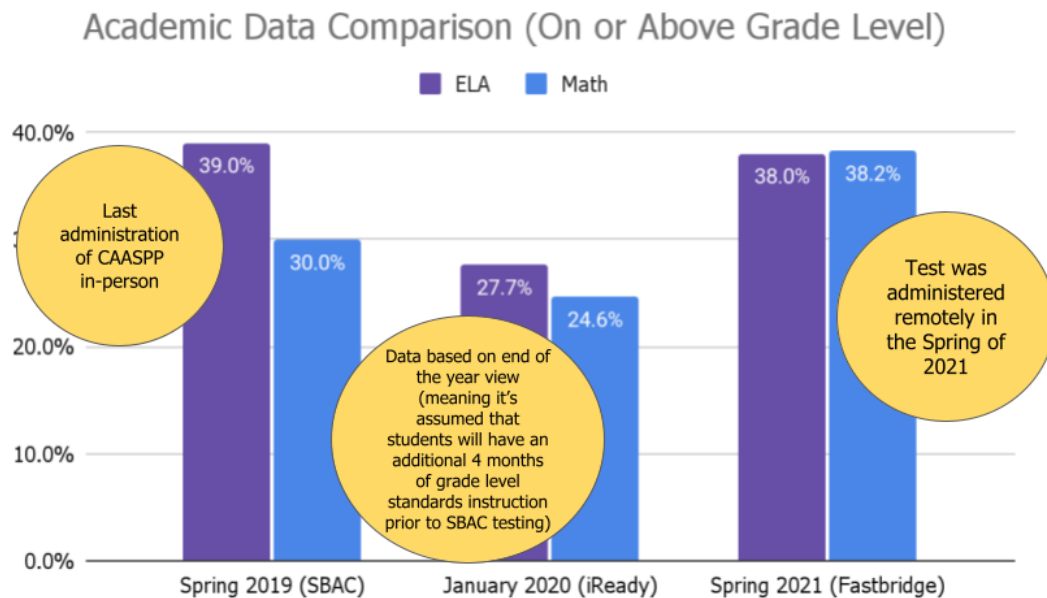
1.2 Assess and monitor all students.

As stated before, SB 98 suspended the California School Dashboard for the 2020-2021 school year. The focus of student academic monitoring and assessment shifted to local measures. Despite the incredible challenges our students and teachers faced, learning continued in our district as evidenced by the charts below.

Evidence:

<https://resources.finalsite.net/images/v1623284859/arusdorg/rzvulc7u6lachnirlguy/ARUSDSpringAssessmentData2020-2021.pdf>

(Appendix 5)



1.3 Implement a professional development plan.

Evidence:

Reopening plans and Distance Learning Plans included professional development. This is a sample excerpt from page 10 of 24 in the Learning Continuity and Attendance Plan Template (2020-2021) submitted for Board approval on September 29, 2020:

Distance Learning Professional Development

Professional development is delivered virtually for all ARUSD teachers, administrators, and support staff. Topics and modes of delivery are identified through stakeholder surveys and input sessions.

Alludo was the professional development platform available 24/7 to all staff. It provided training according to individual staff needs, including online assessment tools, digital citizenship, and Google apps for Education to name a few.

<https://docs.google.com/document/d/1kMFq1lyT7-Mz47ynuYqXkS-XyKiURU9zxV8NrY7FREY/edit?usp=sharing>

(Appendix 6)

1.4 Provide equitable access to program services & resources.

Evidence:

All students with specific needs had access to the main curriculum with support of a variety of tools as described in the Learning Continuity and Attendance Plan Template (2020-2021) under the subtitle: Supports for Pupils with Unique Needs. These are samples of the supports listed in the template:

English Learners are supported through Integrated English Language Development (ELD) strategies to support academic language development and specific curriculum support via the EL Toolkit and Brain POP.

McKinney Vento students' cases are managed by a designated School Link Services (SLS) Coordinator. The SLS Coordinator connects students and families to the necessary support.

Students with IEPs and 504 plans are monitored and supported by general education and special education staff.

Detailed description of these services is on page 10 and 11 of the template.

1.5 Evaluate the implementation of instructional programs.

Evidence:

Pages 13 and 14 of the LCAP template describe the strategies and the tools that were used to assess pupil learning loss and the strategies to address the loss. These assessments included a combination of in-person and online diagnostic assessments designed to establish baseline proficiency and progress monitoring for students in math and language arts. The strategies to address pupil learning loss included small group instruction, targeted interventions, including a variety of programs during the summer extended year programs. Please see 1.2 of this report.

1.6 Implement an effective Student Services program.

Evidence:

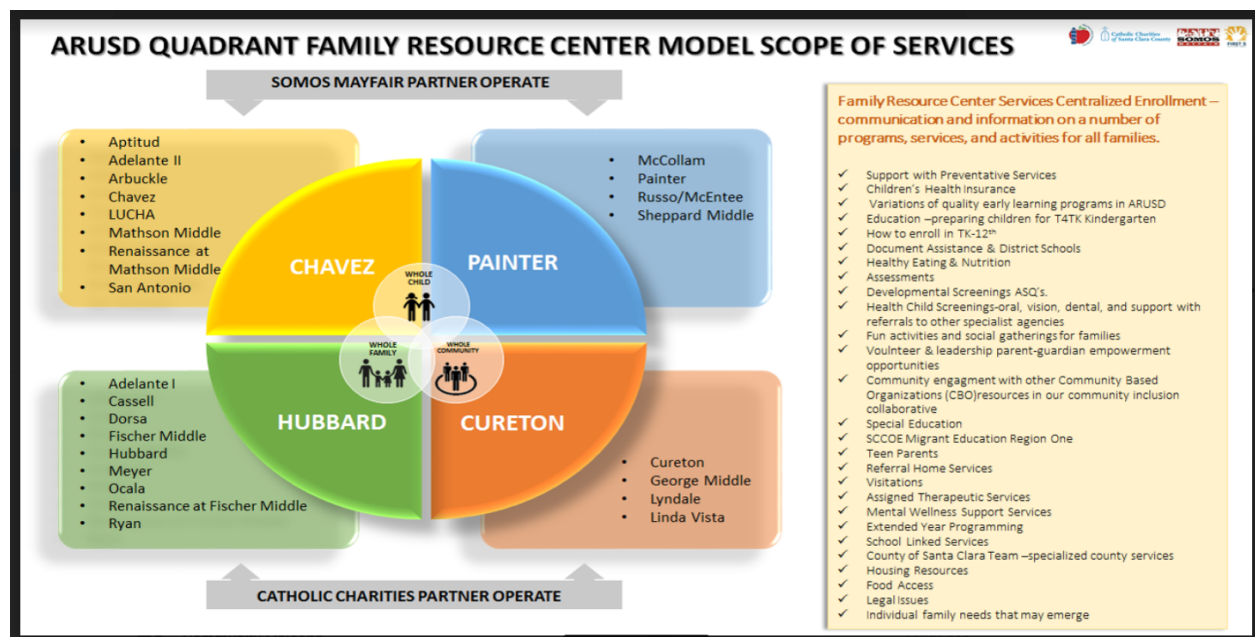
This year we were successful in expanding our services to all our students through the development of our Socio-Emotional Department. Under the section entitled Mental Health and Social and Emotional Well-Being, pages 16 to 19 of the LCAP template, there is a detailed description of the variety of services available to our students and their families, including Mental Health Support via Site-Based Counseling, After Hours Counseling, Quick Resourcing

Response and other Socio and Emotional Learning Support. The link below connects to our district presentation to parents regarding our reopening plan, including support services:

<https://docs.google.com/presentation/d/1wiO8A7Bdao7EHxAOeJLQ6lixZw7DTkpg3h23K-mFFo8/edit?usp=sharing>

(Appendix 7)

The chart below summarizes specific Family Center Information with the services provided throughout the district.



Goal #2: Parent/Community

We developed and strengthened a virtual system for increasing parent support of district schools and involvement in student learning. In addition, we enhanced community support through corporate and individual investment and/or active participation in district schools, programs and other District related activities. Our Family Resource Centers (FRC), described in the previous section, became the lifeline for thousands of families during the pandemic. The FRCs provides innumerable resources and services to our community, including food and diaper distribution, rent relief resources, family and individual counseling, and many others.

2.1 Develop and maintain a district, site, and classroom level plan of communication.

Evidence:

COVID Reopening Plan.

<https://resources.finalsite.net/images/v1617317749/arusdorg/pkabfdkzpwzbzc6ketsqz/FamilyHandbookEnglish.pdf>

(Appendix 8)

Plan was available in English, Spanish, and Vietnamese.

2.2 Develop and maintain a plan to increase parental involvement.

Evidence:

a. Provided face to face parent training

Face to face technical parent training was provided throughout the district. For example, at Cesar Chavez Elementary Information Technology (IT) staff provided three technical training three Saturdays in a row during September 2020.

b. Provided extended IT hours to support parent and student engagement

Our IT department spent 5157 hours supporting families during the school day and 1749 hours providing IT hotline support after hours, for a total of 6906 hours for IT support.

c. Parent Square

You received a brief presentation about our use of Parent Square. Parent Square has been able to allow us to monitor the way we inform our families. In addition, it allows us to monitor those parents that are “hard to reach,” which we can seek out through home visits and other strategies. As per our presentation, we have been able to monitor and reach about 99% of the parents in our district using this application.

d. Social Media

We used Facebook and Twitter to reach out to a wider stakeholder group. VOLER kept our social media accounts through most of the pandemic. As we finished our contract with them, Maribel Carrillo in my office has taken this responsibility.

e. Town Halls

We were the first district in our county to utilize zoom as a tool to host multilingual TownHalls. We used Town Halls to provide information for parents and to seek information from parents. There were 12 district-wide Town Halls in addition to LCAP Community meetings and other parent meetings.

f. Surveys

We have used a variety of surveys to obtain information about a variety of areas, including Reopening of Schools, Instruction, and District Culture and Climate. An example of how we utilize survey data to improve our services was presented to the board during the Racial Equity Committee presentation on April 15, 2021. This can be found on pages 7-19 of their presentation that may be reviewed in the link below:

[https://go.boarddocs.com/ca/arUSD/Board.nsf/files/BZU68S747B4F/\\$file/Racial%20Equity%20Committee%20Presentation.pdf](https://go.boarddocs.com/ca/arUSD/Board.nsf/files/BZU68S747B4F/$file/Racial%20Equity%20Committee%20Presentation.pdf)

(Appendix 9)

2.3 Expand the number of community outreach programs and resources.

In addition to the regularly planned parent and community outreach efforts such as the District Advisory Committee (DAC), the District English Language Advisory Committee (DELAC), the Superintendent's Parent Advisory Resource Committee (SPARC), LCAP Community Forums, Parent University, and all the site specific parent engagement efforts, our district embraced two new community outreach initiatives: The Ethnic Studies Committee and the Racial Equity Committee.

Evidence:

a. Establishment of Ethnic Studies Committee

During the June 11, 2020 regular Board Meeting, the Board approved resolution #37-19-20 establishing the ARUSD Ethnic Studies Committee. After selecting Dr. Ivan Montes and Mrs. Camille Llanes-Fontanilla as the committee leaders, the committee was formed and presented the first Board update on October 8, 2020. The committee worked with a variety of stakeholders to assemble a committee that reflects the rich population diversity in our community. Below is a sample of a committee meeting agenda:

<https://www.arUSD.org/fs/resource-manager/view/3af82727-c3a9-41a2-b723-e4a036eb243d>

(Appendix 10)

b. Establishment of Racial Equity Committee

As a response to the Board's Black Lives Matter resolution 41-19/20, the Racial Equity Committee was formed. Ms. Veronica Talton, music teacher in our district, and Ms. Anna Nguyen, former principal of Renaissance at Mathson volunteered to lead this committee. Below is a link to the presentation brought before the Board on April 15, 2021:

[2021-04-15 REC Board Presentation](#)

(Appendix 9)

Please see 1.6 for additional information regarding extensive Student Services support throughout the district that includes our newly established Socio-Emotional Learning Department and Family Resource Centers.

Goal #3: Employee Relations

Focus on the improvement of relations with district employee groups through the creation of an environment, which fosters mutual trust, respect and openness.

The past eighteen months have tested all our relationships. We have experienced fear, anxiety, and frustration at new levels, but we have also experienced relief, happiness, and camaraderie in new ways. Through the pandemic, we have learned to listen and care in new ways. We have tried to provide not only information and facts about dealing with a faceless threat, but we have also tried our best to provide comfort and respect while trying to build mutual trust. All of this has been a tremendous challenge that we have faced with patience and openness.

Evidence:

Fall Reopening Plan which includes all employee groups:

[ARUSD COVID 19 Transition to Fall Considerations.xlsx](#)

(Appendix 11)

Survey Committee to survey all stakeholders:

[Survey Group Meeting Agendas](#)

(Appendix 12)

3.1 Work in a proactive, collaborative and respectful manner with each employee group.

Evidence:

- a. Worked on reopening plan for school year 2020-2021 including all employee units representatives
- b. Settled contracts with AREA, CSEA, and Teamsters 2019-2020, and 2020-2021
- c. Negotiated student-centered, competitive, and respectful MOUs to address response to COVID safety and Distance Learning with all employee groups
- d. Supported the development of Administrator Professional training focused on Socio-Emotional Learning through management and administrator check-in meetings
- e. Reached out to all employee stakeholders via email at least once per month through an "ALL ARUSD" update.

f. COVID-related accomplishments and other:

Working in close collaboration with the district nurse, Human Resources tracked and diligently monitored COVID-19 incidences and processed a vast amount of leaves related to COVID-19.

3.2 Establish a culture of accountability.

Evidence:

- a. Continued staff evaluation cycle
- b. Provided opportunities to adjust work schedules during the pandemic adhering to accountability measures

3.3 Collaborate with representatives of employee groups.

Evidence:

- Monthly meetings with each union president
- Continuous communication via email, text, or call whenever an issue arises
- Union presidents are always invited to provide their input in all district initiatives. Sometimes they select other union members to participate for them. For example, CSEA's Sharon Fontaine decided to ask Brenda Zendejas, a paraprofessional employee in Special Education, to sit for her in the facilities committee.

Below are sample newsletters from our Human Resources Department:

https://docs.google.com/document/d/17_dl91WNwC4sbwNe3JJuEjZsJoWvePCXZI8fhcxF-dg/edit?usp=sharing

<https://docs.google.com/document/d/1MhPCBOX5HGY14VT2yMA62Odz6gwB2q4RL3OT2HjBMz0/edit?usp=sharing>

<https://docs.google.com/document/d/19DeMDFvDCX79ZnNVThyjkU3Bsl0he0tAycb0RY-ES9s/edit?usp=sharing>

(Appendix 13)

Goal #4: Staff

Develop an outreach program to attract, hire, support, and retain the best-qualified professional staff district-wide.

4.1 Implement a comprehensive personnel plan to recruit, hire and retain highly qualified individuals.

Evidence:

We opened the school year 2020-2021 fully staffed despite the challenges the pandemic posed in terms of face to face recruitment and participation in job fairs.

In an effort to minimize paper handling, Human Resources adopted a streamlined, digital approach in its processes. In conjunction with Business Services, Human Resources began digitizing its forms for the Informed K12 approval platform to improve efficiency and to dramatically reduce paper dependency. To continue streamlining efforts and to promote safety during the pandemic, Human Resources also started hiring people strictly online. In total, 36 certificated employees and 11 classified employees were hired in the 2020-2021 school year.

4.2 Delineate and implement the evaluation process to provide opportunity for professional growth for all staff.**Evidence:**

We continue the evaluation process of all staff. For example, included in our MOU with all units, there were the evaluation components established to address the reality of distance learning and working from home.

Goal #5: Communication

Develop a plan for the communication of all District related program requirements, activities, expectations, measures of student performance and outcomes, and student/District achievements and successes.

5.1 Establish an effective communication system between departments, sites, and with the community.**Evidence:**

Even when our district's doors were closed to the public and to a majority of staff due to the pandemic, we kept the channels of communication wide open by tirelessly relaying vital information, including frequent COVID-19 policy updates, via district-wide emails, Zoom meetings, and the Human Resources monthly newsletter.

Human Resources also continued to service the outside public by safely delivering communications to visitors via by posting copious directional signs in multiple languages around

the District Office. The department provided uninterrupted receptionist coverage in the front lobby to field calls and online inquiries, and, for the safety and convenience of all, established an outdoor drop box to continue receiving and processing forms dropped off by those with limited computer access.

Our district office was never completely closed to staff or the public during the pandemic.

We utilized a variety of media to communicate with all stakeholders. Parent Square, our district and schools websites, and social media were utilized to keep our stakeholders updated about the pandemic. We were the first district in the county to utilize virtual multilingual Town Halls to inform and seek stakeholder input related to the pandemic and the status of school reopenings. In addition, we utilized traditional media, including TV to keep our community informed about our district's status during the pandemic.

5.2 Establish an effective and efficient leadership team.

Evidence:

The pandemic year challenged the strongest in our midst, but I am proud to report that our district's leadership team conquered the challenge. While the majority of surrounding districts offered only virtual services to their stakeholders, the ARUSD leadership team showed up to provide in-person support through the pandemic. Our executive cabinet worked in-person for the entire pandemic, and our principals and district office administrators rotated schedules to provide consistent in-person and virtual support to our families.

Goal #6: Business Services

Provide dependable, efficient, on-time, safe, healthy, and cost-effective business services.

6.1 Develop and monitor a balanced budget.

The budget process this year has been unprecedented. With both federal and state economic support for the pandemic came a new list of requirements and expectations. Providing the needed tools and resources for our staff and students was both challenging and reassuring. We also kept in mind the reality of the district's steep declining enrollment and consequently the need to reduce our expenditures within the next two years. One major step towards achieving savings was the creation of the Facilities Committee which served the purpose of a Seven/Eleven Committee. The committee's recommendations led to the collapsing of Fischer Middle School into Renaissance at Fischer and Mathson Middle School into Renaissance at Mathson. In addition, we are in the process of exploring the ways of using our facilities as revenue streams to support our budget. In addition, we have secured grants and partnerships

to support innovation and additional support for our students.

Evidence:

Second Interim:

[https://go.boarddocs.com/ca/arUSD/Board.nsf/files/BYZTBN7494C3/\\$file/ARUSD%202020-21%20Second%20Interim%20Presentation_Final.pdf](https://go.boarddocs.com/ca/arUSD/Board.nsf/files/BYZTBN7494C3/$file/ARUSD%202020-21%20Second%20Interim%20Presentation_Final.pdf)

(Appendix 14)

District's proposed 2021-2022 Budget:

[2021-22 Adopted Budget Final.pdf](#)

(Appendix 15)

The table below shows support to the general fund through restricted programs and partnerships. We cleared our Federal Program Monitoring Audit with no findings:

Table 1: District Restricted Programs and Partnership Funding		
Federal Programs	Amount	Description
Title I	\$3,167,607	To improve basic programs operated by LEAs by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents.
Title II	\$403,293	To provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.
Title III	\$405,216	The EL Student Program is to ensure English learners in California attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

Title IV	\$272,136	To increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.
Comprehensive Support and Improvement (CSI)	\$310,110	The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.
Coronavirus Relief Fund (CRF)	\$9,553,538	The CRF was created by the CARES Act and is to be used for activities that directly support academic achievement and mitigate learning loss related to COVID-19 school closures
ESSER I	\$2,947,365	Provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER I) Fund, to address the impact of COVID-19 on elementary and secondary schools.
ESSER II	\$1,002,404	Provides funding to Local Educational Agencies (LEAs) through Section 313(b) of the Elementary and Secondary School Emergency Relief (ESSER II) Fund, to address the impact of COVID-19 on elementary and secondary schools.
GEER	\$537,293	This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools.

Medi-Cal Billing Option	\$208,083	The Local Educational Agency Medi-Cal Billing Option Program (LEA BOP) was established in 1993, in collaboration with the California Department of Education (CDE), to fund Health Start Programs.
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State Programs	Amount	Description
After School Education & Safety	\$3,425,186	Provides after school programming for all TK/K-8 th grade students at all sites.
In-Person Instruction Grant	\$3,108,216	Provides funding to assist with offering in-person instruction to the greatest extent possible during the 2020-21 and 2021-22 school years.
Early Literacy Support Block Grant	\$50,000	To support early literacy at Aptitud.
Learning Communities for School Success Program (LCSSP)	\$1,100,349	To support LEAs efforts in identifying and implementing evidence-based, non-punitive programs and practices such as social emotional learning.
Learning Loss Mitigation Fund (General Fund, 7420)	\$884,846	LLMF is to be used for activities that directly support academic achievement and mitigate learning loss related to COVID-19 school closures.
Expanded Learning Opportunities Grant	\$6,857,288	Provides funding to expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning, and accelerate progress to close learning gaps.

Local Programs	Amount	Description
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Verizon Grant	\$115,000	Verizon Innovative Learning – In past years, provided iPads for students and teachers and professional development for teachers in underserved communities to prepare students for STEM careers by integrating technology into the curriculum. This year, pays \$45K towards instructional coach at Renaissance at Fischer and Renaissance at Mathson and \$25K at Hubbard.
VILS Labs Stipends	\$30,000	To pay stipends (\$15k each) for coaches at Ocala and Sheppard.
Cowell Grant	\$100,000	Paid towards Early Learning Director's position.
Light Awards Grant	\$20,000	To develop the skill set and disposition to create teacher driven, service-learning curriculum for teachers at Renaissance at Fischer and Renaissance at Mathson.
City of San Jose CRF	\$118,400	To fund additional IT services to support our students and families with technology during distance learning resulting from the COVID-19 health emergency.
SCCOE/SVCF COVID-19 Educational Partnership	\$25,995	To fund technology/devices for students to use at home during distance learning.
CETF San Jose Digital Inclusion Grant	\$77,273	To improve digital inclusion in San Jose and connect households with high-speed Internet connectivity and digital literacy proficiency.
SCCOE/CETF COVID 19 Distance Learning	\$194,000	To fund technology/devices for students to use at home during distance learning.

MHSA Coordinators, Program and Expansion	\$421,786	The grant funds five SLS (School Linked Services) Coordinators which improves accessibility, efficiency and outcomes of multi-agency services provided to children in Santa Clara County schools through improved coordination, design and implementation of services provided by schools, public agencies and community-based organizations. The ARUSD SLS Expansion project aims to improve student social-emotional wellbeing and academic outcomes through streamlined service coordination at each elementary school in the district.
D4 City of San Jose Grant - Painter	\$15,000	Grant from City of San Jose to help fund programs at Painter Elementary School.
Total Funding Obtained	\$35,260,384	

6.2 Maintain and improve Operations services to promote district and site effectiveness.

Evidence:

Fiscal Services: Every year the district's finances are reviewed for compliance in different areas. For the 2019-20 school year our yearly audit came back with no audit exceptions. There were no findings.

In October of 2019 the district successfully transitioned all financials, with the exception of Student Body, to the county operating system QSS. In January 2021, we successfully transitioned the Student Body account to the county's financial system.

Managed the influx of one time COVID funds by creating a database for archiving, tracking, and retrieving financial information based on different search criteria. This system allows us to provide detailed financial data for COVID expenditures for reporting purposes and as needed for audits.

Developed the 2021-22 Budget 100% virtual by meeting with schools, departments and staff through Zoom.

The district has been working on making our forms electronic, routable, and electronically approvable for some years now. Up until now, our work was concentrated on making all forms PDF and writable. This year we partnered with Informed K-12, who helped us take it to the next level. We selected the top ten most commonly used forms and made them routable, writable and approvable online. For the business office the following forms were included: Contracts, Travel Approval and Timesheets. The Timesheets and Travel approvals have been launched. The contracts will be launched by July and available for the new school year.

Payroll

We improved the SmartFindExpress (Absent Tracking) process between HR and Payroll by attending several training sessions.

Payroll implemented the Electronic Timesheet. We were able to keep the same level of customer service to our staff during these difficult times.

Purchasing

The 2020/2021 fiscal year was a challenging year for the purchasing department as it was for the rest of the district, but through it all Purchasing was able to support all departments and school sites with their purchasing needs that include setting up new vendors, vendor disputes, order inquiries, product and supply research and so on. Our small office of two has processed 2,175 purchase orders, 210 service contracts, and endless PO adjustments that have helped keep supplies and services available for the district

Purchasing has also supported our various departments with issuing RFP's (Request for Proposals) for various needed district services and materials while keeping in compliance.

We worked with K12 to launch our Travel Approval form for it to be routable, writeable and for this form to be approved electronically. In order to help staff navigate through this new electronic process we developed an easy to follow tutorial guide. We are currently finalizing details on the service contract process and also developing a tutorial guide to help staff.

Purchasing also partners with the Print Shop to help process all district printing needs throughout the year.

Maintenance, Operations, and Transportation (MOT):

1. Provided safety measures due to Covid 19 District-wide (sneeze guards, hand sanitizing stations, air purifiers, distribution of PPE) for the safe reopening of in-person instruction.
2. Set up Care Pods (from September 2020 to April 2021) and Extended School Year (ESY) and Summer programs.
3. Relocated the Assessment Center from a portable at Sheppard to a restored building

(Presley Center).

4. New parking lot at Painter School.

5. Addressed tripping hazards at six sites (Adelante I, Adelante II, George, Mathson/ Renaissance and Russo/McEntee)

6.3 Implement a responsive, efficient child nutrition program.

Evidence:

Child Nutrition Services (CNS)

- Since March 16, 2020 to June 8, 2020 CNS has provided **3.5 million** breakfast, lunch, and supper meals to families for every day of the week, including holidays.
- **3 million** community meals were provided to children 18 and younger.
- Partnered with our transportation department to deliver meals to 200 Special Ed students and families with extreme limitations from September 2020 through March 2021.
- Distributed about 91,138 Farmer to Family Food Boxes, including Holiday Week food boxes.
- Partnered with Santa Clara County of Ed to distribute 6,000 feminine products with 4,500 left to distribute during the summer and next school year.

Highlight: CNS provided 6.5 million meals from March 16, 2020 to June 8, 2020.

6.4 Use technology to automate procedures and systems to streamline business services.

Evidence:

Excellent in customer service experience with limited staff

During the pandemic, we had to allow all staff to work remotely and/or with modified schedules. Yet, in spite of this limitation, IT staff provided:

1. Extended Tech Support M-F 7:30am to 7pm. Saturday & Sunday from 10am to 2pm
2. Support for Parents in 3 languages English/Spanish/Vietnamese
3. Support Staff remotely regardless of location through software
4. Chromebooks/iPads for all students and hotspot connectivity per need basis
5. GMail for students for the school sites which requested the feature

Evidence:

Partnerships to support Distance Learning

1. Verizon Foundation provided extended Partnerships for the VILS Schools (Ocala/Fischer/Sheppard/Ren@Mathson/Ren@Fischer), Hubbard MS became VILS School. New VILS schools for 2021-2022 George MS & Adelante MS will be part of VILS Connect program
2. The City of San Jose provided 2270 AT&T Hotspots for students to support connectivity during the pandemic.
3. We provided 200 T-mobile hotspots to support staff and students.

Informational Technology Integrations

1. Zoom Integration for all staff and students for enhancing Distance learning experiences.
2. Department Shares converted to Google Team Drives (District Office).
3. Upgraded UPS Battery unit in our DataCenter.
4. SSO Rostering with Classlink of Studies Weekly, MobyMax.

Managed Number of Devices (Student & Staff)

1. 13,000 Chromebooks
2. 5,500 iPads
3. 120 Laptops Distributed to ParaEducators for Distance Learning
4. 565 Existing Staff Devices

New Staff Devices

535 New Staff Devices ready for check out in the 2021-22 School Year

6.5 Continuously update and revise policies and procedures to reflect changes in laws, regulations and district needs.

Evidence:

Reviewed and Updated Board Policies from July 2020-July 2021

July 2020

Board Policy 5141.4 , Child Abuse Prevention and Reporting

August 2020

Board Policy 4119.24/4219.24/4319.24 Maintaining Appropriate Adult-Student Interactions

Board Policy 0450, Comprehensive Safety

September 2020

Board Policy 1312.1, Complaints Concerning District Employees

Board Policy 1312.3, Uniform Complaint Procedures

Board Policy 5125, Student Records

Board Policy 3580, District Records

October 2020

Board Policy 4119.21/4219.21/4319.21, Professional Standards

Board Policy 4119.11/4219.11/4319.11, Sexual Harassment-Personnel

December 2020

Board Policy 6174, Education for English Language Learners

January 2021

Board Policy 3555, Nutrition Program Compliance

Board Policy 6173, Education for Homeless Children

February 2021

Board Policy 5145.7, Sexual Harassment-Students

Board Policy 1312.4, Williams Complaint Policies and Procedures

June 24, 2021

Board Policy 5141.21, Administering Medication and Monitoring Health Conditions

LOOKING TO THE FUTURE

This report presents a brief “year at a glance” review of the school year 2020-21. Our beautiful students adapted to a new instructional model, and our dedicated staff learned to serve in ways never experienced before. This year taught us we are stronger than we felt, wiser than we thought, and more resilient than we could have ever imagined.

I am certain that we have come out of the “mountain of despair” standing in a “rock of hope.” I am looking forward to a better school year full of new learnings, experiences, but most importantly, full of HOPE.

Thank you for your continuous support.
In service,

Hilaria Bauer, PhD
Superintendent
August 25, 2021



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