

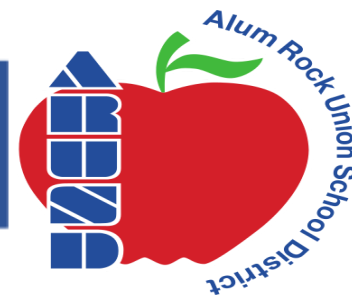
Alum Rock Union Elementary School District  
2021-2022 Superintendent Annual Report

"It always seems  
*impossible*, until  
it's *done*."

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NELSON MANDELA

[thegoalchaser.com](http://thegoalchaser.com)



## Superintendent's Message: Moving ARUESD into the next 90 years

Last July, Trustee Pham called me to ask me to set up “ringing the Pala bell” to start the 2021-2022 school year. Truth be told, I found the request a bit strange, and I had to ask for clarification. Trustee Pham wanted to start a new era in our district with a solid understanding of our past. Trustee Pham taught me so much about our district’s history and relevance to the East Side of San Jose. Our district’s history has one strong common denominator: resilience.

For the past 90 years, Alum Rock has served the East Side of San Jose developing and nurturing leaders, innovators, public servants, business owners, and so much more. However, the district’s history has not been without its challenges, especially in the past couple of years.

As our district moves forward into the next 90 years, we must keep in mind that resilience is nurtured in the midst of challenges. Recreating our district after the pandemic is challenging, but presents us with a tremendous opportunity: **STARTING AGAIN.**

What a blessing it is to be able to re-design our entire district. We are blessed to have a Strategic Plan that provides us with direction. We are fortunate that the voters in our community support our work: they approved our Parcel Tax. And, we are lucky to have the best students and families to serve.

This report will integrate concepts from the Leadership in Uncertain Times Domains and Capabilities Framework by David Gurr and Lawrie Drysdale. This framework is centered on Student Outcomes and highlights the areas of work that need to be considered as we rebuild our system.

Hilaria Bauer, Ph.D.  
Superintendent

### **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 2021-2024**

1. Provide a rigorous, innovative, and well-rounded instructional program that prepares students for college and career readiness and excellence in the 21st century
2. English Learners will develop the skills to make annual growth in core subject areas and show progress on their English language assessment
3. Provide an inclusive and caring community where students and families feel safe, welcomed, and supported by utilizing a multi-tiered system of support
4. Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement

## **School Re-Opening Plans**

Although we had a soft-reopening of schools during the spring of 2021, the 2021-2022 school year was the year of the “ re-opening plans”. These plans included the Expanded Learning Opportunities Grant (ELO- G) Plan, ESSER III (Strategies for Continuous and Safe In-Person Learning and Addressing the Impact of Lost Instructional Time), and the Expanded Learning Opportunities Program (ELO-P) Plan. The state gave all districts one-time funds that required spending plans. These reopening plans required a number of considerations and agreements with the different labor units in our district. In addition, they required extensive stakeholder involvement and updates. Below is a highlight of the reopening considerations and the spending plans for the school year 202-2022:

### **School Reopening Considerations**

1. Coordinate a safe return to face-to-face instruction
2. Approval of SB 86 by the state legislature (to the greatest extent possible)
3. Interpret AB 86/SB 86 (to the greatest extent possible)
4. Determines interest and feasibility of face-to-face return in Alum Rock
5. Provide a full Independent Study option to our students per AB 130

### **Expanded Learning Opportunities (ELO Grant Plan Priorities)**

1. Increased counseling services
2. Socio-Emotional Learning Programs
3. Homework/Tutoring centers
4. Summer Learning Recovery Programs
5. Enrichment Programs
6. School-Day support for students
7. Reading Intervention Specialists
8. Trauma-Informed practices training for all staff
9. Technology

## Snapshot of 2021-2022 Accomplishments

- ✓ Full district-wide reopening
- ✓ Transformation of Cesar Chavez Elementary into the Cesar Chavez Early Learning Center
- ✓ Successfully passed Measure I Parcel Tax
- ✓ Settled contract negotiations for 2021-2022 and 2022-2023 with prudent and generous offers
- ✓ Successfully completed district Strategic Plan
- ✓ Reinstated Bonds program
- ✓ Safely reinstated in-person district-wide student and family engagement efforts through Parent University, March Madness, and ARTV48 COPITA
- ✓ Opened the Aptitud Wellness Center (LCAP goal 3)
- ✓ Successfully secured a \$700,00 grant for Environmental Education at Russo/McEntee (LCAP goal 1)
- ✓ Successfully secured the Community School grant planning funds (LCAP goals 1-4)
- ✓ Despite the learning loss, 196 students were reclassified Fully English Proficient. This is 144 more reclassified students than the year before and the highest reclassification number since 2019.

## Understanding the Context

School Year 2021-2022 was full of ambiguities. There was a solution to the pandemic: a vaccine, but we had no idea of how contagious the virus' mutations were. We had many challenges staffing our district, but we didn't know the tremendous impact the contagion was going to have on the substitute system right before and after every holiday. We had one of the highest contagion rates in our county, but we didn't know to what extent our students and our staff were being affected by that reality. In the middle of the ambiguity and chaos, we chose to persevere and looked for resources to sustain our students and our staff. Our Alum Rock family's survival and well-being became the focus of our work.

## Setting Direction

Leadership is about setting direction and often requires the courage to take strategic risks (1). We took the risk of bringing students and staff back because we knew that was the best setting for student academic growth. We saw that many of our students experienced tremendous learning loss during the pandemic as well as significant emotional and physical trauma. We designed an academic program that provided students with the resources they needed to begin to heal.

Here are the results of our efforts:

### 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:

The school year 2021-2022 brought a new "normal" for Education. We had to learn to live with COVID-19 and all of its mutations. That was not an easy task. COVID-19 and all its variations proved to be highly contagious, and impacted all our systems, especially teaching and learning.

The first effort to regain any kind of normalcy came through our Reopening of the Schools Update on March 2021:

[https://drive.google.com/file/d/1AOFrLNXTYY0a3XVCt-0NQjZu\\_I EWVcWc/view?usp=sharing](https://drive.google.com/file/d/1AOFrLNXTYY0a3XVCt-0NQjZu_I EWVcWc/view?usp=sharing)

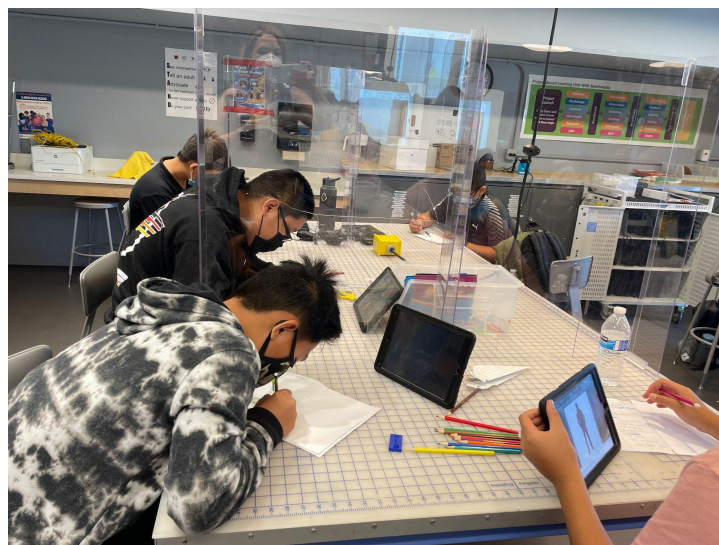
The focus of the reopening of our schools was to provide safe face-to-face instruction starting in April 2021. We worked together with representatives from all stakeholders to bring back as many students as safe as possible. The following student achievement data presentation was brought to the Board on June 10, 2021, right after reopening our schools in the spring:

[https://drive.google.com/file/d/1xrlggjqKw-dtlr\\_7rS-tbF1mSlhg\\_q26/view?usp=sharing](https://drive.google.com/file/d/1xrlggjqKw-dtlr_7rS-tbF1mSlhg_q26/view?usp=sharing)

As difficult as it is to admit positive outcomes from the pandemic, the integration of technology in innovative ways was certainly one of them. We were able to strengthen our curriculum and instruction in a variety of ways:

### **Innovation**

**Verizon Innovative Learning Schools (VILS)** were momentous throughout the school year. Alumni VILS schools, *Sheppard and Ocala Steam Academy*, continued pioneering new and innovative integrated technology, while both *Renaissance* sites expanded their VILS coaching services to support their new teachers during the transitional year of expansion. All four schools had STEAM labs in full swing managed by lab mentors who coordinated student learning and professional development for staff. Students engage in transformative, innovative, higher-order learning connected to the world beyond through progressive apps like Co-Spaces, 3-D printing, augmented and virtual reality, and wearable electric art.



Home access continued to be available to all families at *Joseph George Middle School and Adelante I* through the VILS hotspot initiative and teacher training modules that accelerated teacher learning in tech integration.

*Hubbard Media Arts Academy* applied for and was awarded extension status (years 3 and 4) thus receiving additional resources and support to expand their VILS implementation. Additionally, *Hubbard Media Arts* applied for and was granted the Verizon Media Arts Lab, directly supporting their school's focus on media arts. which is in its final stages of completion. Consistent coaching cycles and systemized support for tech, including student IT Teams accelerated teaching and learning in all of our Alum Rock VILS communities.

### **Five Year Tech Integration Plan**

Site tech representatives teamed with Academic Services and IT to collaboratively develop a five-year tech integration plan that prompted the creation of Alum Rock Innovative Learning Schools (AR-ILS), positioning all sites on a progressive trajectory in tech integration as an essential practice for instruction. Data inquiry informed site needs, resource allocation and supporting systems aligned practices in tech distribution and inventory practices. We established routines for all schools to implement daily 1:1 take-home devices with reliable connectivity and strategic support for staff, students, and families.

The AR-ILS development and implementation plan was made possible through a variety of resources and grants, expanding our 1:1 device allocation to include reliable connectivity and home access for learning. An Erate grant provided 3000 devices with wifi to directly support home access for eight of our Alum Rock schools. We also applied for and were granted 750 opportunities for our families to adopt tech into their lives. Adoption includes hotspot distribution and cycles of family training to expand tech understanding and access to everyday resources available on the web.

[AR 5-year ed-tech plan \(this is a working document\)](#)

### **Site Tech Teams**

Tech Teams have been established to drive the work. Site representative liaisons are in a position to support districtwide efforts of aligned practices and a Tech Lead team, composed of teachers, principals, and district office staff has worked so far this year to develop our tech integration plan, assess our immediate needs, and create actionable next steps including streamlining reliable access, and supporting professional development with educational technology.

## **New Science Curriculum**

After delays due to COVID we worked with our teachers and selected a new science curriculum. For elementary we adopted FOSS Science developed by Lawrence Hall of Science and aligned to the Next Generation Science Standards (NGSS). This new adoption gave teachers new instructional materials to teach the NGSS. The FOSS Program was created specifically to provide students and teachers with meaningful experiences through engaging this active participation in scientific practices. The curriculum adopted provides teacher kits for hands-on science exploration, enhanced online learning, and teaching tools. One hundred thirty-nine teachers took part in the onboarding professional development specific to the programs. For our middle schools, we adopted STEMscopes CA NGSS 3D. It is a phenomena-driven, comprehensive STEM solution, fully aligned to the CA NGSS. It provides hands-on science around meaningful, real-world phenomena. STEMscopes was written so teachers can easily find their favorite lessons in a 5E model format.

## **Independent Study**

In response to Assembly Bill 130 (AB130) which passed in the summer of 2021, we were able to get our Independent Study Program (IS) up and running. Starting day one the IS classes were full of students ready to learn. Much different from distance learning, students have 30 minutes of the morning meeting and 30 minutes of synchronous instruction. Using Edgenuity as our learning platform, our students had self-paced, rigorous standards-based instruction in core subject areas. This program was taught by our own teachers. Teachers planned daily SEL check-ins and activities during the synchronous time in order to build community and well-being checks. Many of our teachers during the asynchronous time were available to provide learning support and ran small groups for English Learners and reading/math instruction. In addition, we offered a special day class and RSP support.

Our Independent Study students participated in all assessments. These assessments included the Physical Fitness Testing, state ELPAC testing as well as CAASPP administered this year for the first time after distance learning. CAASPP and ELPAC and PPF assessments were given in person in order to provide an environment conducive to testing.

### **1.2 Assess and monitor all students**

#### **Evidence:**

During the 2019-2020 school year, the state of California modified our assessment program. The CAASPP assessment that provides the baseline for last year was suspended. Our local assessments were also impacted. As of today, the state has embargoed all CAASPP results. Below you will find a summary of the results of our assessments:

### **Smarter Balanced Assessment Results (Embargoed)**

- a. Due to COVID-19 testing was suspended for the school year of 2020 and in 2021 we deemed the security of the test as not viable for our district so we opted to report a local assessment.
- b. ARUSD's 2021-2022 Smarter Balanced Assessment Results show that 28% of all students were meeting or exceeding grade-level standards in English Language Arts, which is a decline of 11% from the 2019 school year.
- c. Similarly, there was an 11% decline in Mathematics from 2019 with the overall percentage of students meeting or exceeding standards in math at 19% on the Smarter Balanced Assessment.

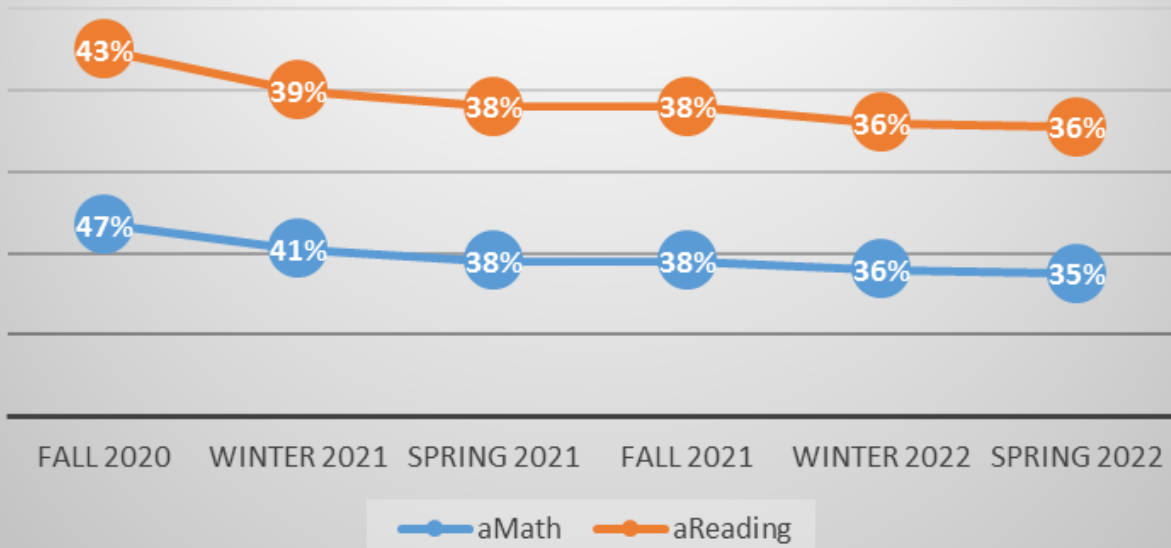
The chart below presents a summary of our students' performance on our local assessments for the past 6 years:

### **FastBridge Assessment Results**

Our district uses Fastbridge as our local interim assessments to report out to the state for our grade 2-8 students.

- a. From Fall 2020 to the Spring of 2022, we see a 7% decline in Reading of students who performed at "low risk" or "on track."
- b. From the Fall of 2020 to the Spring of 2022, we see a 12% decline in mathematics of students who performed at "low risk" or "on track"
- c. Spring 2022 aReading Fastbridge assessment shows that 64% of students performed at "some risk" or "high risk."
- d. Spring 2022 aMath Fastbridge assessment shows that 65% of students performed at "some risk" or "high risk."

## FastBridge Students Who Performed at "Low Risk" or "On Track"



### Imagine Learning Benchmark Assessment Grades K - Grade 2

In the 2021-2022 School Year, Imagine Learning was used in Kindergarten through 2nd-grade students to increase language and literacy skills. This was funded by the Expanded Learning Opportunity Grant providing additional practice with foundational skills in language and literacy for students. It can be used by students during the school day or at home.

- We see consistently that students on or above target levels increased from the beginning to the end of the year.
- The district saw an average scale score growth of 237.9 points. The average scale score went from 760.4 at the beginning of the year to 998.3 by the end of the year.
- By the end of the year, the average amount of students "at" or "above" their target was 86%.

## ELPAC Assessment Results 2021-2022

Approximately **36%** of ARUSD students 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, as 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.

### Number of students redesignated:

- 2018-2019 - 828 students reclassified (this number reflected many Long-Term EL students)
- 2019-2020 - 92 students reclassified
- 2020-2021 - 52 students reclassified
- 2021-2022 - 196 students reclassified

### Data Shows:

More than 3 times as many students were reclassified in the 21-22 school year compared to the 20-21 school year. This equates to 144 more students than the previous year.

### Overall Achievement by Grade Level 2021-2022

**Level 1:** minimally developed, **Level 2:** somewhat developed, **Level 3:** moderately developed **Level 4:** well developed

Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
2	2021-22	Overall	452		1457 ± 3	22%	30%	37%	9%
3	2021-22	Overall	421		1469 ± 2	25%	42%	25%	5%
4	2021-22	Overall	358		1493 ± 3	20%	32%	34%	11%
5	2021-22	Overall	311		1515 ± 3	11%	38%	34%	15%
6	2021-22	Overall	216		1507 ± 3	18%	37%	34%	8%
7	2021-22	Overall	301		1530 ± 4	18%	25%	34%	20%
8	2021-22	Overall	275		1542 ± 4	17%	25%	38%	18%

**A summary of the data indicates that:**

- a. 5th, 7th, and 8th grades are the years where more than 50% of students are testing as moderately developed and well-developed.
- b. 5th grade has significantly fewer students as minimally developed as compared to any other grade level.
- c. 2nd grade has 46% of students performing in the moderately to well-developed bands overall.
- d. 3rd grade has 30% of students performing in the moderately to well-developed bands overall.
- e. 4th grade has 45% of students performing in the moderately to well-developed bands overall.
- f. 5th grade has 51% of students performing in the moderately to well-developed bands overall.
- g. 6th grade has 42% of students performing in the moderately to well-developed bands overall.
- h. 7th grade has 54% of students performing in the moderately to well-developed bands overall
- i. 8th grade has 56% of students performing in the moderately to well-developed bands overall

### **ELPAC 2-year comparison of Overall Data BY Grade Level**

#### **A summary of the data indicates that:**

- a. 2nd-grade data shows a small trend of moving away from level one, beginning level student and improving in level 3, moderately developed band over the two years.
- b. 3rd grade shows a decrease in the number of level 1 beginning level students moving up to level 2, somewhat developed.
- c. 4th grade shows movement from level 1 beginning to level 3 moderately developed over the two years.
- d. 5th grade shows a dramatic drop in level 1 beginning and moving to levels 3 and level 4 to moderately to well developed.
- e. 6th grade shows movement from level 1 beginning to level 3 moderately developed over the two years.
- f. 7th grade shows a dramatic drop in level 1 beginning and moving to levels 3 and level 4 to moderately to well developed.
- g. 8th grade shows a dramatic drop in level 1 beginning and moving to levels 3 and level 4 to moderately to well developed.

- h. 4th, 5th, 7th, and 8th grades all had improvement in the number of students reaching well-developed levels overall.
- i. Overall, all grade levels showed growth over the two years. Most of the growth happened from students moving from level 1 and improving to level 3 overall.

### **Answering to the Learning Loss**

We saw a decline in student performance which equates to the learning loss that was anticipated due to COVID-19 and the impacts it had on the school systems. To try to respond to the learning loss, our district provided the following:

- a. Site allocation of funds to provide intervention systems after school hours.
- b. Spring Break camps were held at elementary sites to provide interim interventions.
- c. Expanded After School opportunities.
- d. Summer School offered a full array of options to address the whole child.
- e. Social Emotional curriculum was added along with trauma-informed training for staff.
- f. Counseling interns were brought in to support sites.
- g. In order to increase English Learner support, Constructing Meaning Training and EL Toolkit training were offered to teachers.
- h. Sites had newcomer interventions and English Learner interventions.
- i. Supplemental digital learning resources were provided to students.
- j. In order to support staff development, we offered an array of staff development opportunities both scheduled and on demand.
- k. We purchased Imagine Learning for newcomer and dual language academy students along with literacy support for all elementary students.
- l.

### **1.3 Implement a professional development plan.**

**Evidence:**

## **Professional Learning**

2021-2022 was a year full of opportunities for teacher professional learning and support standards-aligned instruction. Please see the Educators Effectiveness Plan presented to the Board in December 2021:

[https://drive.google.com/file/d/1pLjVPxYw89u0yQRoz7wa\\_tXmrlGA3\\_lx/view?usp=sharing](https://drive.google.com/file/d/1pLjVPxYw89u0yQRoz7wa_tXmrlGA3_lx/view?usp=sharing)

Two hundred and fifty-nine teachers participated in professional development offered centrally throughout the school year.

To kick off the year, we began the school year with 7 days of a Back to Basics learning opportunities which included sessions on Ed-tech integration (google classroom, Nearpod, Seesaw, etc), SEL support, Special education-specific training (Read Well, Bell to Bell Instruction), EL strategies, expanded learning tools and sessions for Early Learning teachers.

[Back to Basics August 2021](#)

## **On Demand Professional Development**

In October, the team launched THRIVE: an on-line, learning platform that supports the professional development of our Alum Rock teachers and staff. Principals and site representatives have led teachers through the platform where chosen opportunities are rewarded with points and badges. To kick-off the fun, a THRIVE hoodie will be awarded to those who accepted the optional “December Dive-In Challenge!” Already, over 300 Alum Rock Stars have engaged in learning which included site and district office staff. By the end of the school year, we totaled 330 users, and 8648 professional activities were completed summing to 2312 hours of on-demand professional development.

[THRIVE- on-demand PD Classified Staff](#)

[Thrive Site](#)

[Presentation for kick-off](#)

## **Educator Effectiveness Block Grant**

The Educator Effectiveness Block grant is a program providing funds to school districts to provide professional learning and to promote educator equity, quality, and effectiveness for those working directly with children. During the 2021- 2022 school year a team of teachers, the academic services department and classified personnel worked together to draft, present, and pass our plan for the Educator Effectiveness Grant. Three surveys (teachers, administrators, and classified staff) were sent out to gather input on what team members felt were the needs for professional development.

[Educator Effectiveness Plan Board Presentation](#)

Using educator effectiveness grant funds we provided curriculum specific-standards-aligned teacher training on our new FOSS and STEMSCOPEs curriculum. We adopted a new science NGSS- aligned curriculum for elementary and middle schools. Materials included hands-on kits for science exploration aligned with online access and textbooks.

#### **1.4 Provide equitable access to program services & resources.**

##### **Evidence:**

All students with specific needs had access to the main curriculum with the support of a variety of tools as described in the Local Control and Accountability Plan (LCAP) presented to the Board on February 10, 2022.

<https://drive.google.com/file/d/1r3dAlvp2KqzbE896MR81mDb84D07vIVn/view?usp=sharing>.

Pages 11-28 of the LCAP describe in detail the programs and services available to all students. 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. In addition, there is expanded support for Long-Term English Learners and Newcomers, including before/after school and extended-year intervention support. See LCAP pages 20-27.

**Foster Youth(FY)** receive additional support in a number of ways. Foster Youth have priority registration/placement in extended learning opportunities, such as After and Summer School programs. They also receive additional support with school supplies, uniforms, bus tokens, etc. Foster Youth are prioritized for counseling services through our district counseling program and partner agencies.

**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.

A major expansion to the services our district provides has been our **Early Learning Center at Cesar Chavez**. The Center is scheduled to open in the fall of 2022. The Center is designed to provide high-need families (i.e., unduplicated students) and young children with high-quality PreK/TK and early literacy support and connection to resources. The Center will also offer high-quality infant and toddler services. For the past eight years, our district has served young four-year-old students, providing them with a curriculum aligned with the California

Department of Education, Early Learning Education Division, and Quality Matters. Our Kindergarten Teachers participate in the countywide assessment of school readiness.

### **1.5 Evaluate the implementation of instructional programs.**

#### **Evidence:**

ARUSD's unduplicated percentage for low-income, Foster Youth, and English Learner students is 81% of our overall student population which makes it necessary to direct most of our actions/services to these students even though all students will benefit. Educational programs and platforms support student learning to meet Common Core State Standards (CCSS) and ELD standards and grade-level goals in math and literacy. These research-based tools support the differentiation of instruction based on students' needs. These types of programs are most effective with unduplicated pupils needing additional support. Specific information can be found on page 11 of the LCAP.

Diagnostic Assessments: Continue to maintain a district-wide license for all students K-8 (ELA and Mathematics) to take adaptive diagnostic assessments for monitoring student growth. This expenditure includes Professional Development for staff and necessary assessment support training. Educational Technology programs and platforms that support core subject areas, provide formative assessments, allow for two-way communication between home and school and provide progress updates to parents.

### **1.6 Implement an effective Student Services program, including Socio-Emotional Learning.**

#### **Evidence:**

Our district provides a robust portfolio of services for all students, especially those students who experience challenging circumstances. Our Student Services Department supported all our sites by closely monitoring student attendance, discipline referrals, Student Support Teams, and enrollment. In addition, Student Services provided a wide variety of parent engagement opportunities following the needed COVID prevention protocols. The following paragraph lists a summary of events led by Student Services:

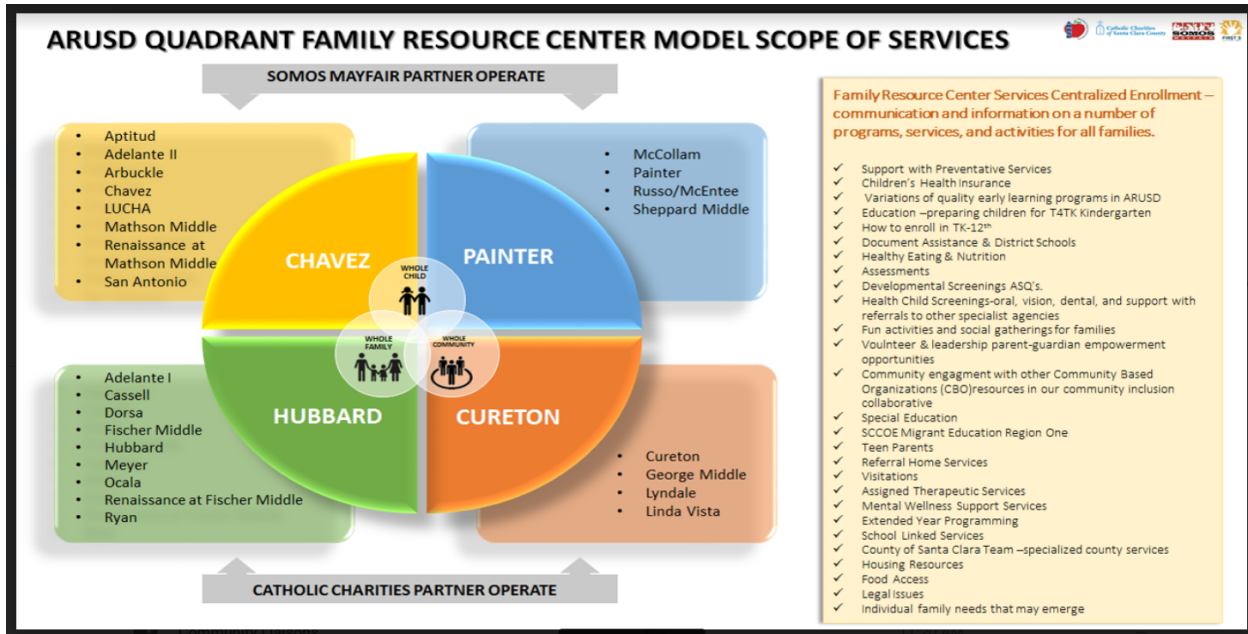
Fall Parent University had 277 in virtual attendance and Spring Parent University in collaboration with The First Tee had 487 in attendance. School Link Services sponsored a number of events on our sites, including a skill-building series with The City Peace Project at Dorsa, Read Across America at Cureton, Literacy Week at Lyndale, Anti Bullying Campaign at Cureton, World Art Day at Cureton, Dia del Nino Celebration at Meyer, Community Resource Fair at our District Copita event, Fresh Life Lines for youth at selected middle school sites, The City Peace Project and New Hope for Youth provided mentorship and small group building. Three McKinney Vento and Migrant Education resource fairs took place at Student Services at which students received

clothing, food, gift cards, school supplies, bus passes, backpacks, health kits, household goods, dental kits, and new teeny shoes. In addition, Student Services continues to provide much-needed services to all Alum Rock families by providing linkages to community partners.

Our Socio-Emotional Learning Department (SEL) has been launched and established in our district. The main focus of the SEL Department is to support and address a positive school climate and develop a healthy school culture in all our sites. During this first year in operation, the SEL Department has accomplished the following:

1. Launched and implemented the Aptitud Wellness Center in collaboration with SCCOE.
2. Submitted Community Schools planning grant for \$200K to the CDE and was awarded to ARUSD in May 2022.
3. Nine new school counselors were hired in collaboration with State & Federal and Business Office.
4. Supported schools with continued implementation of the Kimochis (SEL curriculum).
5. Completed parent training series on the CASEL Framework and SEL competencies.
6. Coordinated Trauma-Informed Practices training for certificated and classified staff.
7. Coordinated Well-Being groups and support for certificated and classified staff and parents.
8. Implemented data tracking system/tool for counselors (NoteCounselor).
9. Initial year facilitating all Counselor PLCs and ongoing PD (previously organized through Student Services).
10. Completed introduction of SEL to staff in the Business Office, Purchasing, Payroll, Print Shop, Transportation, and Maintenance Departments.
11. Responded to and supported Principals, Counselors, and ASES staff in navigating crises with students, families, and staff.

Both departments, Students Services, and SEL, continue to work collaboratively with a number of partners through our four family resource centers. The chart below summarizes specific Family Center Information with the services provided throughout the district.



## Goal #2: Parent/Community

Due to the continuous presence of COVID-19 and all its mutations in our community, we continued to use 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, continue to be the lifeline for thousands of families during this “extended-pandemic” time. The FRCs provide 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:

Because of the extended COVID pandemic, we continued to use the COVID re-opening plan. Our goal was to provide a safe and nurturing environment for all our students and staff. Parents and volunteers were asked to participate in their students’ education virtually.

#### COVID Reopening Plan.

<https://resources.finalsite.net/images/v1617317749/arusdorg/pkabfdkzpbwzbc6ketsqz/FamilyHandbookEnglish.pdf>

Plan was available in English, Spanish, and Vietnamese.

## **2.2 Develop and maintain a plan to increase parental involvement.**

### **Evidence:**

#### **a. Community Input Sessions**

We held a number of community forums/input sessions regarding the development of plans and monitoring of program implementation for the ESSER III plan, Expanded Learning Opportunities Grant (ELOG) plan, Safe Return to In Person Instruction and Continuity Plan, and the Expanded Learning Opportunities Program (ELOP) plan.

#### **b. Increased translation capacity**

In order to increase Vietnamese families' engagement and the quality of our district's communication with them, we hired an in-house Vietnamese translator. Now we have a team of three district translators, including 2 Spanish translators and one Vietnamese translator. They all provide invaluable support in communicating with our families.

#### **c. Surveys**

We have used a variety of surveys to obtain information about a variety of areas, including the 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 on June 23, 2022:

<https://drive.google.com/file/d/1RaZ8juHE2M12dv-TyToAolfHxd-KWzm1/view?usp=sharing>

## **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 continued to support The Ethnic Studies Committee and the Racial Equity Committee.

### **Evidence:**

#### **a. Report from the Ethnic Studies Committee**

The committee worked through the year to prepare a recommendation for the Board about the way Ethnic Studies would be implemented at Alum Rock. The committee's recommendations were presented to the Board in March 2022. The committee identified five major principles:

- Uplifting Narratives
- Centering Cultural Wealth

- Interdisciplinary Approaches
- Eliminate Racism
- Ethnic Studies is a Way of Being

This is a link to the presentation:

[https://drive.google.com/file/d/1uBG4TA5bludIWzKWpWr3VN9x\\_qkUaioh/view?usp=sharing](https://drive.google.com/file/d/1uBG4TA5bludIWzKWpWr3VN9x_qkUaioh/view?usp=sharing)

**b. Report from the Racial Equity Committee**

The Racial Equity Committee spent the year surveying and analyzing the overall culture and climate of our sites. This analysis provides us, as the district, with important information about the way our students feel toward their schools. The committee presented the results to the Board on January 20, 2022. Below is the link to their presentation:

<https://drive.google.com/file/d/1VLW3E9gsxl-paavdt2tcgUNzK4HBBEc/view?usp=sharing>

The results of the survey are providing us with baseline data to prioritize our district focus for the 2022-2023 school year. More information about our efforts to increase parent and community engagement and services is found in item 1.6 of this report under Student Services and Socio-Emotional Support.

### 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.

**Evidence:**

The Pandemic times, both pandemic and extended-pandemic months, placed extra stress on our ability to respond to our units’ demands. Yet, we were able to reach two major agreements within the year. In addition, we have been able to work with all three labor unions and our management team to sustain our district through very difficult times.

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

**Evidence:**

- a. Settled contracts with AREA, CSEA, and Teamsters 2020-2021 and 2021-2022.
- b. Continued with a respectful MOU to address response to COVID safety and re-opening of our schools with all employee groups.

- c. Continued an administrator professional training focused on Socio-Emotional Learning through the management and administrator check-in meetings
- d. Reached out to all employee stakeholders via email at least once per month through an “ALL ARUSD” update.
- e. 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.
- c. Worked with the Human Resources department to address a number of employee accountability issues that were appropriately resolved.

### **3.3 Collaborate with representatives of employee groups. See 3.1.**

## **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 were able to recruit and hire our Assistant Superintendent of Human Resources during the spring of 2022. And, in July of 2021, we were able to hire our Chief Technology Officer.
- We began recruiting teachers for our Dual Immersion program in January 2022. In partnership with the CA State Department of Education, we hired three visiting teachers from Spain to work for Adelante II. In addition, we were able to recruit and fill the vacancies in the Vietnamese Dual Immersion Program.
- The Human Resources Department held two in-house Job Fairs, one in March 2022 and the other in June 2022. We were able to recruit and hire individuals to fill a good number of classified vacancies and substitute employees.

#### **4.2 Delineate and implement the evaluation process to provide opportunities for professional growth for all staff.**

**Evidence:**

- Monthly meetings with each union president and management group representative.
- Continuous communication via email, text, or call whenever an issue arises.
- Union presidents and management representatives are always invited to provide their input in all district initiatives.
- In collaboration with the Board, we were able to form the Workforce Housing committee, including all our employee groups. The Workforce Housing Committee's work has been memorialized in BoardDocs. These meetings were publicly advertised and the agendas were distributed to all district's stakeholders.

**Evidence:**

Our evaluation process includes opportunities for professional growth and development. When an employee receives less than satisfactory performance in a number of areas, the employee is provided with extra training, coaching and mentoring, and other opportunities.

### **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 the community.**

**Evidence:**

We utilize 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 district information. In addition, we utilized traditional media, including TV and newspapers to keep our community informed about our district's safety measures to keep everyone safe during these extended pandemic times.

#### **5.2 Establish an effective and efficient leadership team.**

## **Evidence:**

Although the years of the pandemic taxed all our leaders, this past school year 2021-22 was the hardest. During Distance Learning, the challenges to our system were more of a technical nature, for example, we had to figure out how to provide adequate connectivity in low connectivity areas. The last school year was very difficult because of the continuous contagion spikes as we returned to face-to-face instruction.

The contagion spikes resulted in staff and student absenteeism. The high number of absences added to the difficulty in finding and retaining substitutes and required all our administrators to be back in the classroom. We had an “all hands on deck” approach. Thanks to the team’s care and commitment to our students and their families, we were able to survive the spike and continue with teaching and learning throughout the district.

I can say with pride that our leadership team is one of the most effective and committed teams in the state. The great majority of them are always ready to provide support and services to our families beyond the call of duty.

## **Goal #6: Business Services**

Developing and sustaining a balanced budget has been a great challenge for years. However, a number of prudent financial decisions have allowed our district to maintain a balanced budget for the past three years. In addition to the financial support from the federal government and from the state in one-time monies, the collapsing and redesigning of schools for the past four years have allowed us to sustain a balanced budget.

Thanks to the diligence of keeping a balanced budget, we have been able to reset our Bonds program, offered generous and responsible salary increases to all staff, sustained a very robust program portfolio for all our students, and support their families in a variety of ways.

Our Business Services Division staff has certainly kept our district in a solid financial state. The accomplishments listed below are just a sample of the evidence of this great work:

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

### **6.1 Develop and monitor a balanced budget.**

**Evidence:**

**Second Interim:**

<https://drive.google.com/file/d/1KF0xjRUIFiquU66UWb5SapjgsZAqt3U/view?usp=sharing>

**District's proposed 2021-2022 Budget:**

<https://drive.google.com/file/d/1QN8Ddu-O4MX8G1KJI6-qNJiZ8g7AQycW/view?usp=sharing>

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

<b>Table 1: District Restricted Programs and Partnership Funding</b>		
<b>Federal Programs</b>	<b>Amount</b>	<b>Description</b>
<b>Title I</b>	<b>\$2,569,880</b>	<b>To improve basic programs operated by LEAs by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents.</b>
<b>Title II</b>	<b>\$343,707</b>	<b>To provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.</b>
<b>Title III</b>	<b>\$433,472</b>	<b>The <a href="#">EL Student Program</a> 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.</b>

**Table 1: District Restricted Programs and Partnership Funding**

<b>Title IV</b>	<b>\$225,786</b>	To increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.
<b>ESSER II</b>	<b>\$9,012,212</b>	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.
<b>ESSER III</b>	<b>\$1,800,603.20</b>	COVID-19 federal funding for LEAs from American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund. Provides funding to address the impact COVID-19 has had and continues to have, on elementary and secondary schools across the nation. Funding includes allowances for retention of staff as well as addressing the impact of lost instructional time.
<b>ESSER III Learning Loss</b>	<b>\$450,150.80</b>	COVID-19 federal funding for LEAs from American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund. Provides funding to address the impact COVID-19 has had and continues to have, on elementary and secondary schools across the nation.
<b>ARP - Homeless Children and Youth</b>	<b>\$14,390</b>	The ARP Act required the U.S. Department of Education (ED) to reserve \$800 million to support efforts to identify homeless children and youth, and to provide such youth with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allows them to attend school and participate fully in all school activities.

State Programs	Amount	Description
After School Education & Safety	\$3,664,599	Provides after-school programming for all TK/K-8 <sup>th</sup> grade students at all sites.
In-Person Instruction Grant	\$517,263	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	\$563,140	To support early literacy at Aptitud.
Educator Effectiveness Grant	\$2,073,915	This block grant provides funding for professional learning for teachers, administrators, and paraprofessionals that work with pupils, and classified staff that interacts with pupils to promote educator equity, quality, and effectiveness.
New grant. CCSPP - California Community Schools Partnership Program*	\$200,000	Planning Year. Provides funding for planning to create community schools which are a “whole-child” school improvement strategy where the local educational agency (LEA) and its schools work closely with teachers, students, and families. Community schools also partner with community agencies and local government to align community resources to improve student outcomes.
Kitchen Infrastructure Grant	\$401,343	A program to fund kitchen infrastructure upgrades and food service staff training. School kitchen upgrades are intended to increase access to or improve the quality of, fresh and nutritious school meals.

<p><b>New grant. Expanded Learning Opportunities Program</b></p>	<p><b>\$6,707,311</b></p>	<p>The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool, intersession, and summer school enrichment programs for transitional kindergarten through sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.</p>
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Local Programs	Amount	Description
<p><b>Medi-Cal Billing Option</b></p>	<p><b>\$229,221.50</b></p>	<p>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.</p>
<p><b>New grant. Outdoor Equity Grant - Russo/McEntee *</b></p>	<p><b>\$700,000</b></p>	<p>This program is funded by the Outdoor Equity Grants Program, created through AB209 and administered by California State Parks, Office of Grants and Local Services. This grant will allow Russo/McEntee to become an Environmental Education focus school.</p>
<p><b>Verizon Grant</b></p>	<p><b>\$95,000</b></p>	<p>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 \$25K each towards instructional coaches at Fischer, Renaissance at Fischer, Renaissance at Mathson, and Hubbard, and \$5K at Adelante I and George.</p>
<p><b>VILS Labs Stipends</b></p>	<p><b>\$30,000</b></p>	<p>To pay stipends (\$15K each) for coaches at Renaissance at Fischer and Renaissance at Mathson.</p>

<b>Cowell Grant</b>	<b>\$100,000</b>	<b>Paid towards Early Learning Director's position.</b>
<b>Light Awards Grant</b>	<b>\$10,000</b>	<b>To develop the skill set and disposition to create a teacher-driven, service-learning curriculum for teachers at Renaissance at Fischer and Renaissance at Mathson.</b>
<b>San Jose Public Library Foundation (SJ Learns)</b>	<b>\$160.883</b>	<b>The grant supports expanded learning programming during the academic year specifically, TK/Kindergarten Academies at three school sites-Linda Vista Elementary, Hubbard Elementary, and Russo/McEntee Academy.</b>
<b>New grant. Arts Ed Connect Grant</b>	<b>\$9,000</b>	<b>Teachers applied and received a \$250 or \$500 grant for art supplies and materials for students to create art projects.</b>
<b>CA ED Partners Pre K (P3CC)</b>	<b>\$10,000</b>	<b>To support Pre-K to 3rd-grade coherence to fundamentally improve student success and impact state policy. CA Ed Partners provides a number of services and benefits to participating districts at no cost and provides a \$10,000 stipend to cover other expenses related to Improvement Collaboration work.</b>
<b>Tobacco Grant</b>	<b>\$274,229</b>	<b>Tobacco Grant Program financed through the CA Healthcare, Research/Prevention Tobacco Tax Act of 2016 - to award funds in compliance with the Grantee Handbook for qualifying tobacco enforcement purposes and prevention of tobacco use by minors.</b>

<b>MHSA Coordinators, Program and Expansion</b>	<b>\$421,786</b>	<b>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.</b>
<b>Total Funding Obtained</b>	<b>\$31,017,891.50</b>	

\* The Grants for CCSPP and the Outdoor Equity Grant Program were awarded late in FY 2021-22 and no funds were received in FY 2021-22. Therefore, Alum Rock will recognize these two grants in FY 2022-23.

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

**Evidence:**

**Fiscal Services:**

In the 2021-22 school year the District received over fifteen million dollars in various new one-time funds as a result of the COVID-19 pandemic. Fiscal Services managed the influx of these one-time Federal and State grants all of which required specific program set-up and fiscal reporting requirements.

As a result of the judicious use of our resources, we presented a balanced Positive Budget for all reporting periods. This allowed the district to provide an increase of 3.25% in ongoing salary increase and a 3% one-time payment to all bargaining units and management, affecting about a thousand employees.

Every year the district’s financials are reviewed for compliance in different areas. For the 2020-21 school year our yearly audit was conducted virtually through an online portal. I am pleased to report that for 2020-21 our audit came back with no audit exceptions. There were no findings.

**Payroll**

This was a very busy year for payroll. Because of the spike in the contagion, payroll experienced

an extremely high volume of Timesheets, Failed to Fill, and No Sub for Para forms due to the shortage of Subs. These supplemental payments were processed and paid on the Tenth of the month payroll runs.

In addition, this year the Payroll Team was able to complete all retroactive payments for all the Bargaining Units: AREA Retros paid on 03/10/22. CSEA, Teamsters, and Management Retros paid on 04/10/22 because the increases for these groups were Board approved a month later than AREA's.

## **Purchasing**

The 2021/2022 fiscal year continued to be a demanding year for the Purchasing department due to the effects of Covid-19. Like many other departments, our 2-person department was able to get through illnesses, family emergencies, work emergencies, and unexpected situations while still supporting all district departments and school sites.

Along with processing requests as entering new vendors for products and or services, we managed various vendor disputes, order inquiries, researched products, and processed ten (10) RFP/RFQ requests for services in the areas of, Bond Counsel, Construction Management, Architectural Services, and Consultant Services for Energy Conservation to name a few.

We processed 2,296 purchase orders, 298 service contracts, and endless PO adjustments that have assisted with the uninterrupted flow of supplies and services while ensuring compliance with all appropriate legal and safety codes.

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

## **Maintenance, Operations, and Transportation (MOT)**

Our MOT department continued to support and sustain the education of our students during this extended pandemic time. They provided bottled water for all our sites throughout the year because we kept our water fountains closed due to the high level of contagion in our community. They addressed all concerns while maintaining a calm and professional demeanor.

Here is a list of some of the projects MOT completed throughout the year:

- Aptitud was tented for termites and the perimeter fence was improved.
- Installed the front entrance security fence at Adelante I as well as floating the back turf with soil and seeding
- Adelante II new swear line for kitchen proper operation

- Chavez site was repurposed for the start of a new Early Learning Center in partnership with Kidango. In addition, the former Presley Center located in the Chavez site was remodeled for the new SEL department and the Special Ed Assessment Center
- Provided a concrete area for LUCHA to place the outdoor tables, which serve as an eating area and waiting area for students during dismissal
- Converted a restroom at George into a laundry room so students can have clean clothes.
- Linda Vista's new playground was installed
- Verizon lab for Renaissance at Fischer and Renaissance at Mathson were completed
- Ocala field was reseeded
- Assembled picnic tables district-wide
- Russo redo concrete and paving for garbage enclosure
- Sheppard was equipped with new blinds in 20 classrooms.
- Installed the shade structure at Painter

At the beginning of the 2021-2022 school year, MOT prepared for student and staff return by installing Sneeze guards at all student desks in the entire district. They assembled sanitizer stations and placed them in each room, including daily sanitation, PPE, and water delivery.

### **6.3 Implement a responsive, efficient child nutrition program.**

#### **Evidence:**

#### **Child Nutrition Services**

School year 2021-2022 was an exciting and rigorous year. Our team of 65 worked together to establish safe meal service procedures to ensure we increase food access to in-person students throughout the school day. In addition, our excellent team supported four school grab-and-go meal distribution locations throughout the district to offer food access to our independent students and community children 18 and younger. Although we encountered several challenges, such as supply chain issues, high food costs, and short staffing, our team came together to serve over 720,000 Breakfasts, 1,100,000 Lunches, and 260,000 Suppers to our on-site students and distributed over 100,000 Breakfast and Lunches from our meal distribution sites.

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

#### **Evidence:**

After our IT Staff's stellar performance during the pandemic years, they continued providing our district with state-of-the-art technology services. Their professionalism through multiple

versions of distance learning allowed our students to continue to use their devices now during face-to-face learning in the reopening of the schools. They have also supported the state mandate to offer Independent Studies virtually. Below is a sample list of their accomplishments:

- Built and defined ITSS Strategic plan for the next 3 years
- Remodeled ITSS department web page
- Implement 802.1X access control in the District office, port level role-based access control, basically it does not matter what port you plug into you will always be placed on the correct network
- Backup system to protect against disasters and ransomware
- Auto-provisioning users from the QSS HR system into District systems
- Fixed issue with State testing scores syncing to SiS
- Implemented BitDefender AV to replace Kaspersky
- Installed 61 Verkada Cameras and configured all of them to enable audio, facial, and car detection and to backup video to the cloud
- Implemented Password Vault for secure credential storage
- Implemented District-wide network monitoring and configuration service (SolarWinds)
- Implement Grammarly district-wide
- Reset most network credentials to be secure with strong randomized passwords
- Implemented Single Sign-On into Solarwinds, Zoom, Verkada Cameras, Grammarly
- Cleaned up office, organized inventory, surplus unused equipment
- Upgraded Inventory system, inputted 80-90% of known assets
- Built-up technical knowledge of staff as well as increased awareness of both tactical and strategic goals of ITSS
- Upgraded production virtual environment, still working on the virtual desktop environment
- Distributed 3000 LTE-enabled Chrome books.
- Finalized RFP for Document Imaging
- Implement Orielly technical training for ITSS
- Implemented Windows Update Server
- Implemented Team building through weekly meeting/goodie days and BBQs
- Implemented IP Address Management server

**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 2021-June 2022***

**July 2021**

Board policy BP 6158 Independent Study

Link:

<https://docs.google.com/document/d/1Q7UiMDz74VZnPVBFe7AV4o5rp7Dmn3jd/edit?usp=sharing&ouid=111149062946966525087&rtpof=true&sd=true>

Board Policy 5123 Promotion/ Acceleration/Retention Assembly Bill 104 Signed by Gov Newsom into law July 1, 2021.

Link:

<https://docs.google.com/document/d/1DKdiFPKrWhzF0eptjCYw8OF2o4PGJX7/edit?usp=sharing&ouid=111149062946966525087&rtpof=true&sd=true>

**June 2022**

Resolution No. 55-21/22 Approval of Committed General Fund Balance

[https://drive.google.com/file/d/1Vdvs-6GLxxacLop\\_2pg8c0YWuFK6hG4/view?usp=sharing](https://drive.google.com/file/d/1Vdvs-6GLxxacLop_2pg8c0YWuFK6hG4/view?usp=sharing)

**THE BEST IS YET TO COME**

“It always seems impossible until it’s done” by Nelson Mandela is one of my favorite quotes. I sincerely believe there is nothing impossible, and I think our team has demonstrated that. We serve the neediest, most COVID-affected community in Santa Clara County, and as you can see, our staff has been tireless in providing excellent services to all our students and their families.

While many districts experienced administrator shortages during this extended pandemic time, we were very fortunate to have all our administrators in place. We were even able to recruit and hire a caring, experienced, and knowledgeable Assistant Superintendent of Human Resources and a fantastic Chief of Technology Services. Both of those positions were filled during a year when staff shortages plagued all sectors.

We were able to plan and use our resources wisely, and now we are in the process of hopefully providing workforce housing. Who would have even imagined this could be possible at Alum Rock? And yet, it seems possible now, we just need to wait on the results of the November election for Measure “S.”

I truly believe that the Best is Yet to Come. Thank you for your continuous support.

In service,

Hilaria Bauer, Ph.D.  
Superintendent

August 26, 2022



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