

Alum Rock Union Elementary School District

2022-2023 Superintendent Annual Report

A L O N E

we can do so little.

T O G E T H E R

we can do so much.

- H E L E N K E L L E R

Alum Rock Union Elementary School District 2022-2023 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, innovative, and well-rounded 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 by utilizing a multi-tiered system.
- Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement.

Snapshot of 2022-2023 Accomplishments

- ✓ Measure I, community approval of workforce housing in our district
- ✓ Community approval of our Parcel Tax
- ✓ Positive Budget for the past three fiscal years
- ✓ Russo/McEntee redesign to Environmental Education School
- ✓ Opening the Cesar Chavez Early Learning Center for students 0 to 3 years of age (young 4 year olds through Kinder were already part of the Center)
- ✓ Completion of the Implementation Plan to achieve the Alum Rock Strategic Plan
- ✓ 100% students have access to 1:1 electronic devices and connectivity
- ✓ 184 Students reclassified as fluent in English proficiency
- ✓ 54 parents participated in Project Cornerstone at the district level
- ✓ ARUSD & T48 COPITA Soccer Tournament
- ✓ Expanded and sustained student academic and socio-emotional learning programming for all students
- ✓ Presented a balanced budget

Superintendent's Message: Purposeful Leadership

"There are uses to adversity, and they don't reveal themselves until tested. Whether it's serious illness, financial hardship, or the simple constraint of parents who speak limited English; ***difficulty can tap unsuspected strength.***"

Sonia Sotomayor

School year 2022-2023 was certainly a year of many challenges. But, it was also a year of unbelievable opportunities. In November 2022, our community overwhelmingly supported the inclusion of Workforce Housing to our Bond language. We received the \$700,000 grant from the state to redesign Russo/McEntee as an Environmental Education School. And, we received the State Preschool license to welcome children 0 to 3 in the Cesar Chavez Early Learning Center, the first 0-5 Early Learning school in the state. Hundreds of parents came back to our sites ready to volunteer and support teaching and learning.

Our district has been a hub of innovation for almost a decade. Board President Pham has appropriately coined the phrase "solutions made in Alum Rock." Although we have plenty of room to grow, we have used innovation to provide our students, their families, and staff a safe and welcoming environment. Innovation in our district has a purpose: we do it because we want to ensure our students have the best possible education in our schools.

On June 15 and 16, 2023, our entire management team (65 administrators) attended the management retreat hosted at the Museum of Tolerance in Los Angeles. One of the best comments to me from the hostess was: I can't believe the entire management team is here. The retreat was an action towards our commitment to provide the best and most equitable learning environments for all our students. We are committed to our values of service, trust, perseverance, equity and love.

Together, we are doing a lot because we care.

Hilaria Bauer, Ph.D.
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. Including bilingualism, biliteracy, and multiculturalism throughout the curriculum as appropriate.

Evidence:

During the 2021-2022 school year, our Panorama Student Survey results showed a need to address classroom and school culture. In order to address this need, we integrated the Fab 5 to Thrive Classroom Expectations into our pedagogy. The Fab 5 to Thrive includes a classroom culture that is:

- Safe and welcoming
- Student Centered
- Inclusive
- (has) a Common Culture of Instruction
- Fun and Engaging

With a focus on our Fab 5 to Thrive Classroom Expectations, we rolled out several initiatives to reinforce a common culture of instruction that is standards aligned, inclusive, high-quality, and begin to align consistency and coherence to the district programs and expectations. Site leaders did classroom visits around classrooms having a safe and welcoming environment and a common culture of instruction. Each group focused on a variety of elements such as English Language (EL) support, active engagement of students, guided practice, and visual supports.

The Fab 5 to Thrive provided principals and teachers the framework to support a classroom environment conducive to learning. **Appendix 1**

https://docs.google.com/presentation/d/1TFtBwhiobKHKBKDaypedeZHr4M5hh3dwlnEJCKf-o-g/edit?usp=drive_link

In an effort to address the persistent low student performance in mathematics, we adopted an updated version of our mathematics curriculum in elementary to bring in stronger practices around 3-Act Math tasks and Mathematical Investigations. The California Assessment of Student Performance and Progress (CAASPP) is a difficult test both in content and structurally.

Students are required not only to master the Math Common Core Standards, but the English Language and critical thinking. Thus, in addition to curriculum training, we brought in professional development for teachers to integrate real life scenarios into their mathematics lessons, including the arts. We offered a Mathematics Teaching Professional Learning Community (PLC), where we had a core group of teachers come together monthly to do cycles of inquiry around their math practices in class.

In addition to Mathematics, we had a focus on Scientific investigation. Each site engaged in a site level FOSS PD. To reinforce the investigative processes in both of our FOSS curriculum (elementary) and STEMScopes curriculum (middle school), we also held bimonthly Science Teacher PLCs to do results oriented cycles of inquiry around scientific investigation lessons.

In order to support the implementation of the California Common Core State Standards, we provided a New Teacher PLC, a Teacher on Special Assignment (TOSA) who supported in class upon request, and we provided teacher peer mentors who met with the teacher on a continuous basis.

To enhance instruction, we provided students and teachers with a variety of online platforms to be used during small group time, independent work time, or at home that are aligned to state standards. One example is Imagine Learning Language and Literacy to support the learning of foundational skills. Another example is RAZ Plus- which has online books aligned with science themes.

We had an average of 266 teachers participating in these professional development opportunities. This number represents over half of our teacher workforce of 500. I am confident that we will start moving the academic progress needle.

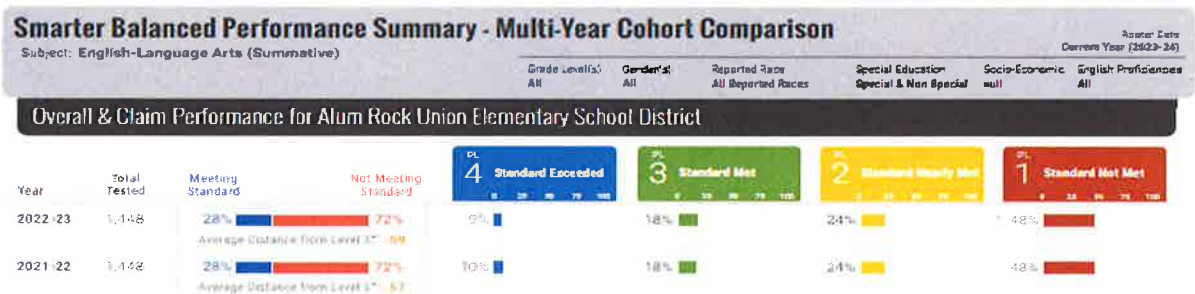
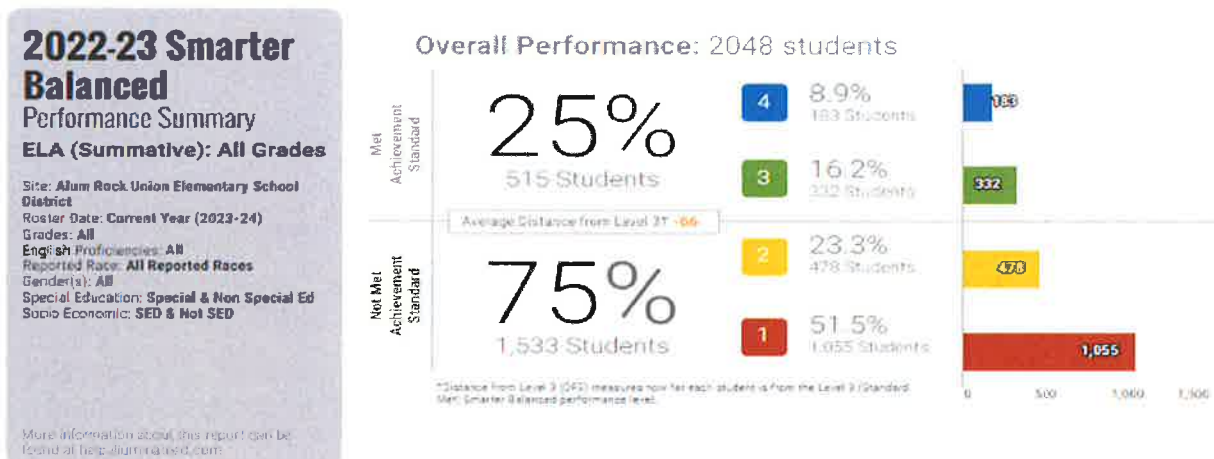
1.2 Assess and monitor all students.

We have a robust assessment plan to monitor student progress toward standards. Students take assessments in three separate screening periods throughout the year to monitor both math and reading progress. Lower grade students are assessed on foundational math and reading skills using assessments such as Imagine Learning Language and Literacy, ESGI, and Benchmark Leveled Screener. Upper grade students also took assessments looking at progress toward standard using assessments such as FASTBridge and Benchmark Leveled Screener. All English Learners took the ELPAC exam and all 3rd through 8th grade students at the end of the year take the SBAC assessment. In addition, all 5th and 7th grade students took the physical fitness state exam.

Evidence:

Data analysis meetings with site leaders were provided monthly. During these meetings site leaders analyzed state assessments, local assessments, and compared sub group performance to look at needs and successes. Additionally during our bimonthly Instructional Leader PLCs site leaders used assessment data to create action plans and cycles of inquiry aligned to their site needs and focus. The instructional leaders then built out their site ILT focusses to move the needs and actions forward based on the assessment data. As we prepared for writing our annual School Plans for Student Achievement (SPSA) and to support our Additional Targeted Support and Improvement (ATSI) schools, school staff and leaders engaged in a needs assessment using the local and state data. Through this process successes, challenges and barriers come to light and are addressed in planning actions. Below is a summary of our state results. Appendix 2 has the rest of the test results for 2022-2023.

Evidence:

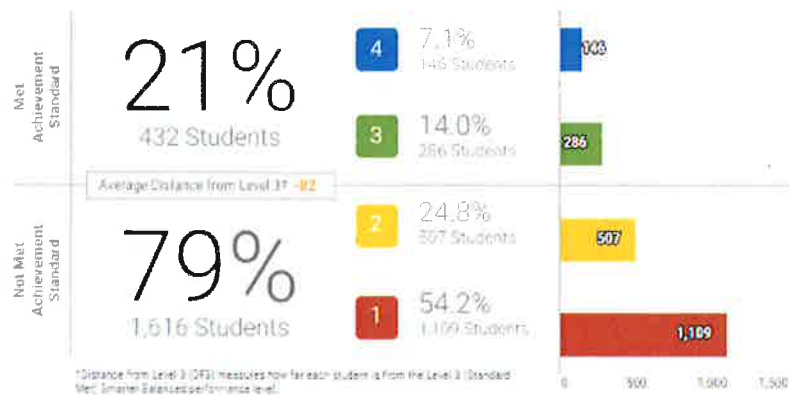


2022-23 Smarter Balanced Performance Summary Math (Summative): All Grades

Site: Alum Rock Union Elementary School District
Roster Date: Current Year (2023-24)
Grades: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): All
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminate.com

Overall Performance: 2048 students



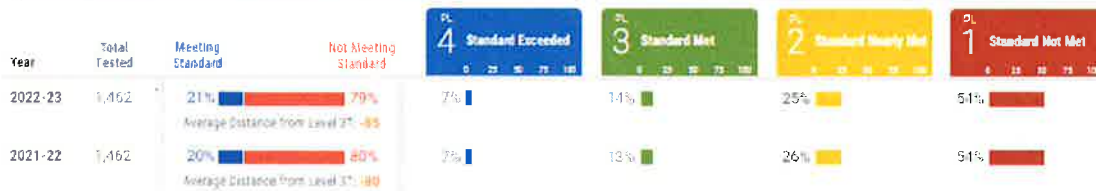
Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: Mathematics (Summative)

Roster Date
Current Year (2023-24)

Grade Level(s): All Gender(s): All Reported Race: All Reported Races Special Education: Special & Non Special Socio-Economic: null English Proficiencies: All

Overall & Claim Performance for Alum Rock Union Elementary School District



Appendix 2

https://docs.google.com/document/d/1g5KZT-RPE-OyUFDsaXXwy3M6Qt6lq50g_ZuLOi_bko0/edit?usp=drive_link

1.3 Implement a professional development plan.

Our district's 2022-2023 Professional Development (PD) plan was focused on developing a safe and nurturing classroom culture. As described in the previous section the Fab 5 to Thrive provided the structure for our plan. All PD offerings in the district supported the Fab 5 areas of emphasis to create classrooms that are: Safe and Welcoming, Student Centered, Inclusive, Fun and Engaging, and have a Common Culture of Instruction.

Evidence:

- The school year began with a Jump Start the Year PD week of offerings provided by Academic Services, Socio-Emotional Learning (SEL), Early Learning and Special Education Departments. During this time we had approximately 200 teachers and staff participate.

- Offerings included Classroom Management, Nearpod, Flocabulary, Science A-Z, Kimochi's training, Read Well, Studies Weekly, etc.
- Math and Science PLC's to support teachers on implementation of the new FOSS (Science) curriculum as well as the updated Envision Math edition.
- All sites received the EL Toolkit training that is aligned to strategies for integrated English Learner. This training provided not just strategies but also specifics on supporting different performance levels.
- Coordinated PD across the sites during staff meeting time offering Levered Math, Imagine Learning, RAZ A-Z and Nearpod/Flocabulary
- We provided a strategic plan to provide PD at all sites. 63% of teachers that completed the survey felt the PD supported their Tier 1 instruction. We brought in a series of Art integration PD and ran a science Professional Learning Community.

Here is the link to the Plan (Appendix 3):

https://docs.google.com/spreadsheets/d/1pUqGeg1R_b-zxYBm_6tDeTWJUE24PlaUfhGCBGzBKbo/edit?usp=sharing

1.4 Provide equitable access to program services & resources.

State and Federal Department

Our State and Federal works diligently to ensure our students have access to appropriate supports during the school day, after school, and during Spring Break and Summer extended Year sessions. The goal is to provide every student with the needed supports to be successful.

Evidence:

In 2023, State and Federal utilized Expanded Learning Opportunity Program (ELOP) funds to expand the after school services to include a wide variety of enrichment opportunities including:

- LIFT (Cooking workshops) - served 15 sites over 3 cycles
- Visiones Media Arts - served 13 sites over 3 cycles
- CLAP Arts (Creative Dance) - served 15 sites over 3 cycles
- Bricks 4 Kidz (Lego Robotics) -served 15 sites over 3 cycles
- SV Creates in collaboration with Think Together - provided enrichment activities from January - June at Hubbard and McCollam Elementary as part of a pilot program.

In addition, ELOP funds supported the following services to students:

- Expansion of the after school support at all sites for students on wait lists
- A one week intersession program (Spring Break Camp) at 4 elementary school sites with capacity for 400 students
- A full day (9 hour) program at all summer sites

State and Federal worked with district managers to provide a robust, successful Summer School Program in 2023.

- A wide range of academic, enrichment and camp experiences were made available to ALL students

- Elevate Math
- Computer Science Institute
- Springboard Collaborative Literacy
- Bridge 2 Kinder
- Jose Valdes Math Academy
- Jose Valdes Institute (advanced math)
- ELD Support
- Camp Galileo
- YMCA Camp
- Think Together Camp
- Jazz Band Camp
- Quest Camp (Gaming)
- Visiones Media Arts
- Envisioneers Camp (project based learning)
- Special Education ESY program
- 2,314 students were enrolled in a summer program
- 82% of families enrolled via text using In Play's OSCAR platform
- 73% of enrolled students are unduplicated students (EL, Foster Youth, Socioeconomically disadvantaged)
 - 1,698 Economically Disadvantaged
 - 953 English Learners
 - 16 Foster Youth
 - 273 students with an IEP

In order to provide extra support for all students, the State and Federal Department created the Teacher On Special Assignment - Interventionist position. This support system is designed to help students recover from the learning loss experienced during the pandemic.

State and Federal successfully managed a **Federal Program Review** for the district in March 2024 for the District Office, Lyndale Elementary, Ocala Middle School, Sheppard Middle School, Aptitud Academy and Cureton Elementary School in the following areas:

- Federal Stimulus
- Compensatory Education
- English Learners
- Expanded Learning
- School Support and Improvement
- Supporting Effective Instruction
- Student Support and Academic Enrichment

As a result of the review, we are implementing additional supports for all EL students. We have now Designated and Integrated EL time during the school day for all EL students.

State and Federal Led the update and development of year 3 of the District **Local Control Accountability Plan (LCAP)**

- Engagement of Educational Partners
- Program Evaluation and Needs Assessment
- Writing of Annual Update
- Year 3 update of plan

*Board approved on June 22, 2023

In addition, State and Federal developed leadership capacity in the members of the district advisory groups **(DAC/DELAC)**

- DAC had a 72% attendance rate. 20/21 schools had a designated parent representative for the 22/23 school year.
- DELAC had a 48% attendance rate. 16/21 schools had a designated parent representative for the 22/23 school year

Advisory group leaders were trained on topics related to district budgets, understanding the LCAP (goals, actions and services), Student Data and Support, understanding the California Dashboard, EL Identification and Reclassification, Local Indicators, parent engagement, and supplemental services offered by ARUSD. These advisory groups also provided input to the development of the 2023/2024 LCAP.

Interpretation/Translation Services

Provided on site translation and interpretation services to all school sites and district office staff in order to provide access to families that need information in a language other than English. Services were provided by 2 Spanish/English translator technicians and ½ time Vietnamese translator technician. Other language service requests were provided through contracted vendors.

Appendix 4

https://drive.google.com/file/d/1eg3RJZBERUZDIYB_hHA28-7yBJc2bSL5/view?usp=sharing

Special Education Department

Our district is currently serving 1,166 students with and Individualized Education Plan (IEP). These services account for about \$23 million which represents about 15% of our overall district budget. We provide excellent SpeEd services, and many families seek housing in our district because the quality of our SpEd programs.

One of the major initiatives in our SpEd offerings is Inclusion. Inclusion allows our schools to welcome SpEd students in the regular program with the supports the students need in the least restrictive environment.

The following are specific highlights in our SpEd program:

- Improved District to Staff communication by implementing a monthly newsletter with compliance updates and best practices.
- Completed our first Educational Benefit Review for the California Department of Education (CDE).
- Implemented a new reading program in our Elementary Resource Program, Sonday System, designed to increase student achievement in foundational reading skills.
- Completed a comprehensive service review mandated by the CDE that will become a yearly requirement moving forward.
- Conducted over 300 preschool assessments through our Preschool Assessment Team at the Chavez Early Learning Center.
- Collaborated with Academic Services on professional development for new general education and special education teachers.

- Trained two district staff to become Trainers of Trainers to increase our district capacity in training district staff on Therapeutic Crisis Intervention (TCI) and behavior management
- Special Education Office staff participated in Trainer of Trainer professional development in order to increase our internal capacity to support the District Intervention Curriculum.
- Expanding our Inclusion practices at our middle schools. Both Sheppard and George will start the year with full inclusion programs in the 6th grade.

Socio-Emotional Learning Department (SEL)

Our SEL Department works in collaboration with Student Services Department to coordinate efficient ways to provide additional resources and supports according to student and family needs. In this effort, the departments have been building stronger partnerships across sectors by establishing the foundations for Community Schools.

Evidence:

- Awarded LCSSPP three year extension of grant funding. Additionally, received approval within the grant funding to bring on a Child Welfare & Attendance worker to help decrease chronic absenteeism.

Parent/Community

Develop and maintain a plan to increase parental involvement. (Tie-in Objective 2.2)

- Provided face-to-face parent training
 - Provided parent training with the following focus:
 - Restorative Practices
 - Kimochis
 - DBT for Emotional Regulation
 - Diabetes Prevention
 - Child Abuse Prevention (Pacific Clinics & SEL)
 - How to talk to your child about consent, good touch/bad touch
- Engaged representatives from different groups (district office, site administrators, teachers, classified staff, community partners, parents, students) to learn about the community school model.

Expand the number of community outreach programs and resources. (Tie-in Objective 2.3)

- Developed a working relationship with Pacific Clinics to provide psychoeducational workshops focused on child abuse prevention for students from TK-8th grade to be utilized districtwide. Adelante I & Hubbard were the first recipients of the workshops.
- Developing a working relationship with the Cultural Communities Wellness Programs division of Santa Clara County Behavioral Health to provide psychoeducational training or support around the following for both youth & adults:
 - Mental Health First Aid
 - QPR (Question, Persuade, & Refer) Institute
 - Wellness Recovery Action Plan (WRAP)

- Social Emotional Learning department provided comprehensive assessments, parent intakes, & resource linkage to the following supports:
 - Legal Aid for Children & Youth
 - Next Door Solutions to Domestic Violence
 - Community Solutions
 - Pacific Clinics
 - Victim Witness Center

Recruit and retain highly qualified SEL staff. (Tie in Objective 1.3 Professional Development and 3.1 Work Collaboratively with different employee groups.)

- Partnered with Alia Innovations to increase workforce resiliency for the following staff and/or departments:
 - Monthly resiliency focused workshops for School Counselors & Community Liaisons
 - In person consultation & plan development for Renaissance at Mathson & Adelante I
 - In person consultation to increase workforce resiliency for Business Office, Payroll, Purchasing, Print Shop, & Transportation
- Provided End of the Year Retreat & Beginning of the Year Inservice for all School Counselors to increase alignment of content, practices, data gathering & analysis, as well as developing a Counseling Clearinghouse of aligned resource materials, guidance lessons, etc.

(Tie-in 1.4 Provide equitable access to program services & resources)

- Developed a district vision for community schools in ARUSD (by key practice)
- Learned about and discussed existing resources and their relationship to Community Schools (SLS, FRCs, ELO-P, etc).
- Developed an ARUSD community schools approach (**Appendix 5**) that identifies key existing assets, ongoing efforts, and potential new activities by key practice
- Conducted Resource/Asset Mapping to increase ability to identify resource/service gaps by site, quadrant, & districtwide
- Developed & completed 3D Mapping of District Resources
- Begin conducting gap analysis with individual school sites to

(Tie-in 1.2 Assess & Monitor all students 1.6 Implement an effective Student Services program)

- **83%** of the ARUSD student population was served by School Counselor/Counselor Interns during the 2022-2023 academic year. **(6,734 students of 8,094)**
 - **5,717** of the **6,734** students who were served were unduplicated **(85%)**
 - **2,176 unduplicated** students were supported via 1:1 counseling (Tier 3)
 - **3,240 unduplicated** students were supported via small group or guidance lessons (Tier 1 & 2)
 - **301 unduplicated** students were supported via Wellness Checks (Tier 1 & 3)

Early Learning Department

School year 2022-2023 has been an amazing year for Early Learning in our district. The main goal for our Early Learning services is to provide a high quality developmentally appropriate education to all our students. This will prepare them to be ready for schooling the rest of their lives. Our district data has demonstrated that the majority of our students who have attended high quality early learning programs are on grade level by third grade. That is the reason we emphasize these services to our community.

Here are the year's highlights:

- **Universal Prekindergarten: Planning and Implementation Plan**, Alum Rock supports young children by laying an early foundation of high-quality learning opportunities before kindergarten. Science states this is an advantage in school, life, and brain development. Universal Prekindergarten (UPK) in California and in Alum Rock intended to provide this foundation for all four-year-old children.
- **Alum Rock Union School District Strategic Plan** increases alignment and integration between health and education to improve each child's cognitive, physical, social, and emotional development, therefore, addressing barriers to every child's capacity for learning and inclusive of families engaged in being the significant architectures of their child's brain development.
- **Cesar Chavez Early Learning Center** Grand Opening July 21, 2023, Together with our partners at Kidango and SOMOS Mayfair, we have a first-of-its-kind district place for families to find resources and care for their children from birth to age five.
- **McCollam Elementary TK-5** will have the first blended learning State Preschool and Transitional Kindergarten classroom. California Department of Education, Early Education Division granted ARUSD Certificate of Classroom Exemption to design a single, coherent, comprehensive, high-quality prekindergarten experience at McCollam, the final elementary school to have access to early learning for families and all four-year-olds in the McCollam Community.
- **Leadership** added an Early Learning Coordinator to the team. Kristin Burt has joined the Early Learning team helping to create a thriving system of support for our youngest learners, their families, and Alum Rock educators. Mrs. Burt brings with her to the Early Learning team 14 years of a principal-leadership at LUCHA Elementary School.
- **Mathematics P3CC California Education Partners**, Counting Collections Scaling from PreK-3rd at Adelante II to other programs.
- **Kristi Yamaguchi Always Dream-Always Reading Foundation** is now in four elementary schools with inclusive intentionality of all special day classes. Utilizing Title I funding, we are able to offer the program FREE for families and includes the following:
A tablet for the entire school year with access to thousands of eBooks for families to read together at home!
Free Wi-Fi to access the digital library
Free hardcopy books to add to your home library
3 Parent/Caregiver Meetings throughout the year
Weekly literacy-themed text messages for parents/caregivers
Monthly Virtual Story Time events

Support from Always Dream's Family Literacy Book Coach for all aspects of the program
Access to the digital library application through July 2024 to continue with summer reading! Participating families get a book coach, empowering families to build consistent reading routines at home that foster a love of reading in Alum Rocks' youngest students.

- **New Teacher Center (DTE)** The program launch is this year. NTC's direct-to-educator (DTE) offering includes a Multilingual Learner pathway that focuses on building the knowledge and capacity of PK-3rd educators to understand and implement instruction for students on the language acquisition continuum.
- **San Jose State University TK|K Consortium Residency Grant**, The TK/K-SJSU Teacher Residency Consortium offers a residency program as a collaborative partnership among the following LEA partners: Alum Rock, Berryessa, Campbell, Evergreen, with Mount Pleasant Elementary School District serving as the Lead LEA. A teacher residency allows an individual ("Resident") to complete the field component of their teacher preparation program while placed in a public school setting in one or more classrooms for the entire school year (e.g., August-June). Residency programs are a partnership between the Commission-approved program sponsor and the partner School or District that hosts the Resident, and the resident commits through an agreement for four years to the district. Alum Rock's first TK resident teacher is at Hubbard, and the coach supporting the teacher resident is an Alum Rock TK early educator.

1.5 Evaluate the implementation of instructional programs.

Evidence:

Annually, during the springtime we survey our teachers to provide us planning information, needs and evaluation of curriculum. Teachers feel we are in full implementation on our instructional materials as an agency as well as for our professional development opportunities. They felt that we are still making progress in NGSS and History-Social Sciences.

Approximately 100 teachers responded to this survey out of 500 teachers in our district. A link to the staff survey results is provided here: Appendix 6

<https://docs.google.com/presentation/d/1v8Tbftx7ksJsnIGexcQPRjcHQDCJVs3GAEEnlstToRw/edit?usp=sharing>

1.6 Implement an effective Student Services program.

The primary goal of our Student Services Department is to support students and families with the needed resources to have access to a high quality school experience in our district. The department provides a variety of support services for our all our students and families including enrollment, attendance, support during disciplinary processes, family support and engagement, support for foster youth and McKinney Vento families among others.

As a result of the department's focus on the Whole Child/Whole Family, our students and their families are connected to a variety of community resources. This effort is coordinated with the Socio-Emotional Services Department. One of the major achievements of the departments working together was bringing a Wellness Center to Aptitud Academy.

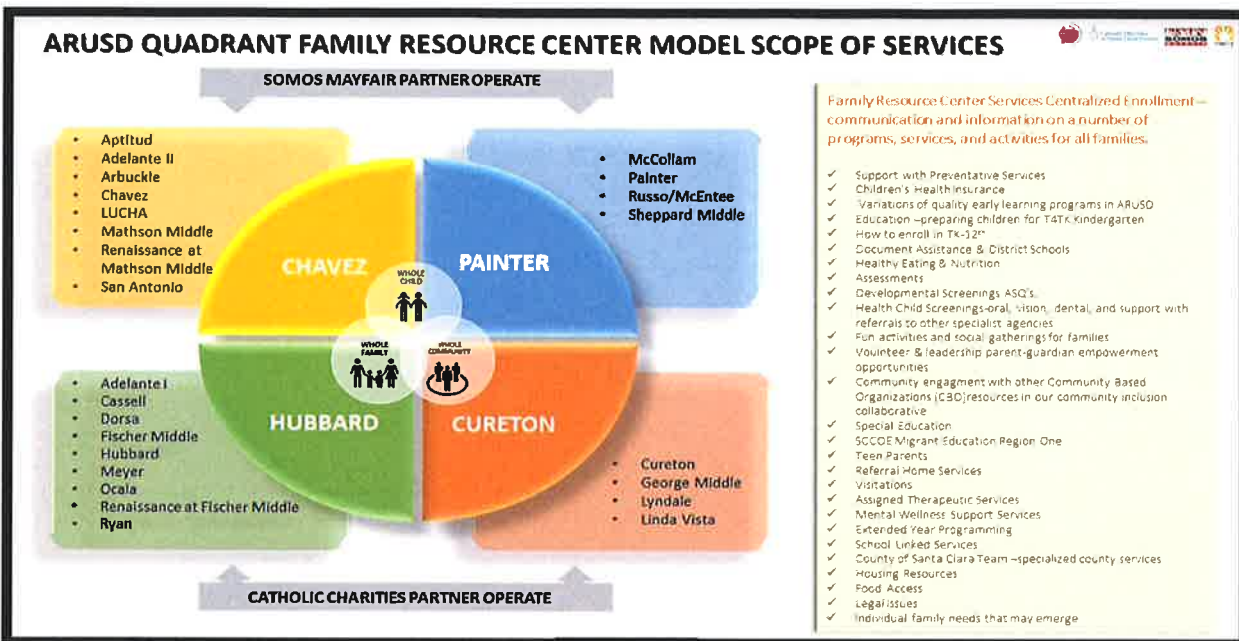
Evidence:

- Creation of an Anti-Bullying Awareness Campaign District-wide. We added a specific tab on our district website to provide staff, families, and our community with the needed resources on this matter. See related link:
 - [ARUSD Bullying Prevention Website Page](#) (Appendix 7)
- Parent/Student/Community Engagement
 - Back to District Night at San Antonio Elementary School
 - Parent University
 - Fall: Various educational workshops for parents held at Sheppard MS
 - Spring: Family Fun Day at Rancho del Pueblo Golf Course in Partnership with the First Tee of Silicon Valley
- Sports Events: March Madness hosted at James Lick High School
 - 2nd annual ARUSD Copita Tournament in partnership with Telemundo hosted at Independence High School
- School Linked Services (SLS) program - Resource linkage for families to various community based organizations such as but not limited to ARCC, AACI, The City Peace Project, Uplift. SLS provides support for Foster Youth and McKinney Vento students in collaboration with the State & Federal Department. SLS coordinated the following workshop series:
 - Santa Clara Family Health Plan Orientation district-wide
 - Pacific Clinics Mobile Crisis Services Presentation - Suicide and Self-Harm Prevention
 - ESL Classes for Parents by ECOPP (Early College Outreach Parent Program) ECOPP at Dorsa
 - ESL Classes for Parents by ECOPP district-wide via zoom
 - City of San Jose Scholarship Presentation
 - Strengthening Families Program by -Aptitud
 - What to Expect in Adolescent Children-RAM
 - Renaissance at Mathson Community Resource Fair
 - SJPd Drug Awareness-RAM
 - Alum Rock Counseling Center - Stress Management Workshops district-wide
 - Cyberbullying Prevention Presentation for Parents-Sheppard and Painter
 - Vigilant parent presentation by Crime and Intelligence Analyst SJPd- district wide

- Continued partnerships with:
 - Project Cornerstone,
 - SJPd/School Liaison Unit (provides parent/student workshops on various topics like bullying prevention),
 - City of San Jose: Safe School Campus Initiative City of San Jose and San Jose Youth Empowerment Alliance (formerly known as the Mayor's Gang Task Force)
 - Developed a working relationship with Pacific Clinics to provide psychoeducational workshops focused on child abuse prevention for students from TK-8th grade to be utilized districtwide. Adelante I & Hubbard were the first recipients of the workshops.
 - Middle School Expo hosted at Russo/McEntee
 - Developing a working relationship with the Cultural Communities Wellness Programs Division of Santa Clara County Behavioral Health to provide psychoeducational training or support around the following for both youth & adults:
 - Mental Health First Aid
 - QPR (Question, Persuade, & Refer) Institute
 - Wellness Recovery Action Plan (WRAP)
 - Coordinated Professional Development for site administrators
 - Topic: Section 504 and Chronic Absenteeism by (Attention 2 Attendance)

In partnership with the Healthier Kids Foundation, the Nursing Team completed vision screenings: 3,148 (TK-8). They also completed approximately 450 student care plans such as but not limited to diabetes and other health related issues (inhaler, epi-pen, seizure).

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



Goal #2: Parent/Community

Focus on the development and strengthening of a system for increasing parent support of district schools and involvement on student learning. In addition, enhance community support through corporate and individual investment and/or active participation in district schools, programs and other related activities.

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

Evidence:

- Updated Website using feedback from different stakeholders. Although we are not able to upgrade our current website template, a group of district office staff and site teachers gathered to review and analyze our website content and organization.
- On-going district-wide Parent Square messages and Social Media postings
- Set up emergency alert notifications via Parent Square
- Site brochures
- Parent Newletters in all sites
- Calendar

2.2 Develop and maintain a plan to increase parental involvement.

Evidence:

Provided opportunities for parent engagement and leadership through the participation in district-wide parent groups such as:

- Superintendent Parent Advisory Resource Council (SPARC)
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)

Provided parent training and enrichment through:

- Parent University
 - Fall: Various educational workshops for parents held at Sheppard MS
 - Spring: Family Day at Rancho del Pueblo
- Provided face-to-face parent training with the following focus:
 1. Restorative Practices
 2. Kimochis
 3. DBT for Emotional Regulation
 4. Diabetes Prevention
 5. Child Abuse Prevention, e.g. How to talk to your child about consent, good touch/bad touch

Encouraged family and staff collaboration by:

- Hosting District-wide events:
 - Back to District
 - VAPA Showcases
 - Sport events: March Madness, Copita
- Provided extended IT hours to support parent and student engagement

Encouraged parent feedback via Panorama Surveys

2.3 Expand the number of community outreach programs and resources.

- School Linked Services (SLS) program - Resource linkage for families to various community based organizations such as but not limited to ARCC, AACI, The City Peace Project, Uplift. SLS provides support for Foster Youth and McKinney Vento students in collaboration with the State & Federal Department. SLS coordinated the following workshop series:
 - Santa Clara Family Health Plan Orientation district-wide
 - Pacific Clinics Mobile Crisis Services Presentation - Suicide and Self-Harm Prevention
 - ESL Classes for Parents with ECOPP at Dorsa
 - ESL Classes for Parents with ECOPP district-wide via zoom
 - City of San Jose Scholarship Presentation
 - Strengthening Families Program-Aptitud
 - What to Expect in Adolescent Children-RAM
 - Renaissance at Mathson Community Resource Fair

- SJPB Drug Awareness-RAM
- Alum Rock Counseling Center - Stress Management Workshops district-wide
- Cyberbullying Prevention Presentation for Parents-Sheppard and Painter
- Vigilant parent presentation by Crime and Intelligence Analyst SJPB- district wide
- Continued partnerships with Project Cornerstone, SJPB/School Liaison Unit (provides parent/student workshops on various topics like bullying prevention), City of San Jose: Safe School Campus Initiative and San Jose Youth Empowerment Alliance (formerly known as the Mayor's Gang Task Force)
- Developed a working relationship with Pacific Clinics to provide psychoeducational workshops focused on child abuse prevention for students from TK-8th grade to be utilized districtwide. Adelante I & Hubbard were the first recipients of the workshops.
- Developing a working relationship with the Cultural Communities Wellness Programs division of Santa Clara County Behavioral Health to provide psychoeducational training or support around the following for both youth & adults:
 - Mental Health First Aid
 - QPR (Question, Persuade, & Refer) Institute
 - Wellness Recovery Action Plan (WRAP)

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.

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

Evidence:

- Responded and resolved 12 formal employee written complaints after conducting full investigations and a written report of findings.
- Collaborated with CSEA, TEAMSTERS, and members of Management to create a new evaluation tool for classified employees focused on providing specific feedback and professional goals.
- Met with TEAMSTERS on a regular basis to discuss contract management concerns
- This year we had nine (the notable nine) classified employees of the year. We had four of our classified employees of the year honored as "Santa Clara County Office of Education classified employees of the year".

3.2 Establish a culture of accountability.

Year 2022-2023 brought a number of challenges in terms of employee accountability, and our team addressed those in a respectful and efficient manner.

Evidence:

- Administration completed evaluation cycles at all levels
- Implemented Board Resolution 25-22/23 Reaffirming the Critical Role of School Personnel as Mandated Reporters. Please see **Appendix 8:**
https://drive.google.com/file/d/1tROnE7vQMuzP9eCZ8cNsTz_iL5ZYVOrI/view?usp=sharing
- Trained all management staff in progressive discipline documentation FRISK
- Trained all management staff in Title IX training

3.3 Collaborate with representatives of employee groups.

Evidence:

- Held monthly productive contract management meetings with CSEA
- Reclassified the Community Liasons through negotiations with CSEA
- Settled the contract with the TEAMSTERS for the 2023-24 school year
- Continue to hold monthly one on one meetings with all employee groups, including AREA, CSEA, Teamsters, and ARAA
- Keep an open door policy for all district staff

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:

- Established a recruitment fair schedule. Increased the amount of teacher recruitment fairs that the district attended by attending 5 teacher recruitment fairs and added one of out of state fair that was for the purpose of hiring more African-American teachers.
- Recruited and Hired 40 new certificated substitutes and increased the number of teachers that had substitute coverage when absent.
- Held two classified in person "Job Fairs" with 55 to 60 attendees.

- Increasing the number of positions that are filled, in particular the classified employees for CSEA and TEAMSTERS:
 - As of July 1, 2022, there was a combined 185 classified openings
 - As of July 1, 2023, we have reduced that number to 40 classified openings
 - We have filled ALL openings in the following positions
 - K-5 Intervention Paraprofessionals
 - TK Paras
 - Campus Paras

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

Evidence:

- Trained all management staff in progressive discipline documentation FRISK
- Trained all management staff in Title IX training
- Human Resources partnered with the Santa Clara County Office of Education to bring a satellite Leadership in Educational Administration Program to Alum Rock with a focus of grow our own leaders.

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.

Communication between and among the different stakeholders is key to sustain the trust and efficiency in the work of our district.

Evidence:

Key communication elements:

Use of Parent Square and different social media platforms to reach out to all district, including parents and community during emergency situations and other district-wide events and updates.

Extended cabinet. Monthly meetings with all the district departments to share the different department initiatives and need for support.

Department Newsletters.

Site Newsletters.

Use of SPARC, DAC, and DELAC parent leaders to share appropriate district information with their sites.

5.2 Establish an effective and efficient leadership team.

Evidence:

SART

Management meetings

Management retreats

Museum of Tolerance

We worked throughout the year with our leadership team. Initial focus was creating a safe and welcoming environment at our sites and departments.

Goal #6: Business Services

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

6.1 Develop and monitor a balanced budget.

Presented a Balanced Positive Budget for First and Second Interim.

No audit findings for prior years.

Evidence:

Letter from SCCOE stating we have a positive budget.

Appendix 9

<https://drive.google.com/file/d/1tVqGr7R94KKulU3iFRyUhmUJW9KLxZtn/view?usp=sharing>

Second Interim:

Budget Book distributed on June 2022

Appendix 10

<https://drive.google.com/file/d/16B0BdsyHs0EbfHzDfSoezw80RdgkxnVE/view?usp=sharing>

District's proposed 2022-2023 Budget:

The table below shows support to the general fund through restricted programs and partnerships.

Table 1: District Restricted Programs and Partnership Funding (Needs to be updated)

Federal Programs	Amount	Description
Title I	\$2,680,773	To improve basic programs operated by LEAs by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents.
Title II	\$406,615	To provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.
Title III	\$455,495	The <u>EL Student Program</u> 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	\$199,828	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.
CARES ACT - ESSER II & III	\$20,264,105	Provides funding to Local Educational Agencies (LEAs) through Section 313(b) of the Elementary and Secondary School Emergency Relief (ESSER II & III) Fund, to address the impact of COVID-19 on elementary and secondary s
ARP - Homeless Children and Youth	\$14,390	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
ASES	\$3,511,987	Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs.
Arts, Music & Instructional Materials Discretionary Block Grant	\$4,565,793	Guidance to assist local educational agencies (LEAs) regarding Section 56 of Assembly Bill 185 (AB 185): The Arts, Music, and Instructional Materials Discretionary Block Grant.
Kitchen Infrastructure Grant	\$619,528	The Kitchen Infrastructure and Training (KIT) Funding allocations provide eligible local educational agencies with additional state funds to purchase equipment and upgrades to kitchen infrastructures and offer food service staff training.
Learning Recovery Emergency Block Grant	\$10,180,221	Funding for learning recovery initiatives that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being.
Expanded Learning Opportunity Program (ELOP)	\$12,367,202	The Expanded Learning Opportunities Program (ELOP) 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.
Local Programs	Amount	Description
Medi-Cal Billing Option	\$423,281	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.

San Jose Public Library Foundation (SJ Learns)	\$263,440	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.
CETF and San Jose Digital Inclusion Grant	\$250,500	The CA Emerging Technology Fund Grant and the City of San Jose desire to improve digital inclusion by providing high-speed internet connectivity and digital literacy for Alum Rock students and families in need.
Verizon Grant	\$25,000	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 \$25K towards an instructional coach at Hubbard.
VILS Labs Stipends	\$45,000	To pay stipends (\$15K each) for coaches at Renaissance at Fischer, Renaissance at Mathson and Hubbard.
Cowell Grant	\$100,000	Paid towards Early Learning Director's position.
CA ED Partners Pre-K (CC)	\$10,000	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.

MHSA Coordinators, Program and Expansion	\$415,786	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.
--	-----------	---

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

The goal of our Maintenance and Operations department is to provide safe, clean and functioning buildings and assist all departments in meeting their objectives.

In addition to maintaining our aging infrastructure and responding to all physical plant concerns, our maintenance and operations department supported our district in transforming Cesar Chavez Elementary into the Cesar Chavez Early Learning Center. In addition, they supported the licensing transition at Painter Co-Op Preschool and helped to set up the McCollam preschool classroom.

Evidence:

- Assisted with the construction of seven shade structures
- Assisted with paving projects at five sites
- Assisted with the remodel of locker rooms at Sheppard School
- Assisted with the creation of a Verizon Lab at Hubbard School
- Led the remodel of the Business Office, Bonds Office and Payroll
- Remodeled the former Transportation Department into the new Maintenance Office
- Purchased seven maintenance vehicles (four vans and three trucks)
- Purchased a new tractor to replace a 50 year old tractor
- Assisted with several District events (Back to School Night, Parent University, Parent University Golf Outing, Copita, Extended Year Program and Graduations
- Provide daily custodial services for all 22 schools and the District Office
- Provide Maintenance and Grounds services District wide.
- Provide 24 hour emergency response for all sites.

Cesar Chavez Early Learning Center Grand opening

Appendix 11

<https://drive.google.com/file/d/1MTNL7dTPY18fRpdvPPpZt8mU1341qcl0/view?usp=sharing>

Transportation:

The Transportation Department objective for the 2022 - 2023 school year was to bring our department into compliance with all new mandates and requirements related to transportation.

Evidence:

- The Transportation Department has implemented the new digital chain of custody program. We are now compliant with state mandated requirements related to random drug testing.
- All Alum Rock school bus drivers have been entered into the Drug and Alcohol Clearinghouse.
- Transportation is now using the FMCSA National Registry to ensure qualified medical professionals are qualifying Alum Rock school bus drivers for their medicals cards.
- The Transportation Department has successfully completed our Terminal Inspection without any infractions.
- We are now in compliance with BARS (vehicles smog inspection program).
- We have purchased two new vans for our white fleet.
- We have begun the process of applying for EV buses and infrastructure.
- We are nearing the completion of the first original SBD class Alum Rock has had in years. We are very excited about the prospect of original school bus drivers.
- We have successfully completed our enrollment in EVQ.

Bonds:

School year 2022-2023 brought a new life to our Bonds program. Our community approved Measure S which allowed our district to use bonds to build workforce housing. In addition, we are able to complete the plans to provide HVAC systems for the schools that need them.

Evidence:

1. Workforce Housing:

A. Task Force Committee convened on several occasions during the fiscal year and narrowed down to two sites to conduct a feasibility study at the D.O. and MACSA.

2. Bonds Funded Projects:

A. Completed installations of Monuments signs at Adelante I, George, Russo/McEntee, San Antonio, Sheppard & McCollam.

B. Locker replacement completed at Sheppard.

C. Paving and asphalt repairs completed at Mathson, Fischer, Russo/McEntee, Adelante I, Sheppard, George, San Antonio, & Cesar Chavez.

D. Play Structure replacements completed at San Antonio and Adelante.

E. Long Range Facilities Plan - ongoing with a planned completion in 23/24.

F. District Office and I.T. server room HVAC project- received bids and under review for recommendation.

G. Sheppard and Painter fencing project - currently under design.

H. ARC Energy consultant will begin phase two of their scope of service and begin site inspection of each school to identify existing equipment (i.e. lighting and heating and cooling systems) and to develop list of priorities.

Purchasing

- Purchasing collaborated with various departments and school sites to insure the uninterrupted flow of supplies and services to the district.
- Issued a total of 3,130 purchase orders to support the flow of materials and supplies, processed 307 service contracts, and 63 bonds contract, for a grand total of 3,500 POs.
- Managed the preparation and evaluation of bids for district services such as:
 - ❖ Districtwide security guard services
 - ❖ Documents scanning and digital imaging conversion services
 - ❖ Feasibility study for workforce housing
- Collaborated with the District Bonds Program Management Company and Construction Management Companies to insure 50 different bonds projects got off the ground for projects such as:
 - ❖ Paving and asphalt replacement projects, monument sign replacements, play structure replacement, new locker replacement, portable classroom purchase, site work, and installation, and HVAC replacement

- Oversaw the replacement of expired multi-function copiers at various school sites.
- Assisted the Business Office and Payroll with the redesign and remodel of their departments.
- Reviewed and managed contracts for monthly Board Meetings.
- Updated and maintained various Purchasing Forms to insure compliance with state, federal, and district policies.

6.3 Implement a responsive, efficient child nutrition program.

Evidence:

Child Nutrition Services (CNS)

During the 2022-2023 school year, Child Nutrition Services (CNS) proudly served over 1.9 million breakfast, lunch, and supper meals. Our dedication to ensuring every child's access to balanced meals was evidenced by reaching our goal of serving over 70% of students daily. Below are a few highlights Child Nutrition Services (CNS) completed during the 2022-2023 school year, as we continued our dedicated efforts to provide wholesome and nutritious meals to our students.

- **Diversified Middle School Menu:** CNS partnered with the Chef Ann Foundation to expand the middle school menu, integrating three to four scratch-made menu items per week. Students enjoyed a variety of nutritious options, such as pozole, Ricotta/Mozzarella cheese lasagna, buffalo chicken sliders, quinoa butternut squash salad, quinoa shredded beef quesadilla, homemade dressings, and salsas.
- **Received Farm to School Grant:** CNS was awarded the Farm to School Grant, enabling the purchase of minimally processed foods from local socially disadvantaged farmers and suppliers. Additionally, CNS initiated conversations about building a school garden at Ocala, establishing a Harvest to School meal program where students could grow produce for their school menu. The goal in completing the project is fall of 2023.
- **Enhanced Student Engagement:** CNS actively sought input from middle school students by conducting surveys to understand their preferences and expectations for the school menu. This led to a more student-driven approach to menu planning and improvements in customer service.
- **Promoted Nutrition Education:** Collaborating with CalFresh Healthy Living, CNS promoted the monthly Harvest of the Month program, encouraging students to embrace nutritious food choices. Nutrition education programs were introduced at school sites, and regular taste tests provided students with the opportunity to explore and appreciate healthy fresh fruits and vegetables foods.

- Increased Staff training and open communication conversations: CNS invested in its staff by providing enhanced kitchen and cooking training. The team received additional professional development to improve culinary skills and ensure the successful implementation of scratch cooking techniques. In addition, we were able to establish open-ended conversations to support our staff as we integrate more scratch-cooking ideas.
- Improved Management Support: To support the introduction of scratch cooking, CNS restructured its management team. The changes led to more efficient and effective coordination in implementing new culinary initiatives and directly supporting school sites' needs.
- Sought out four bids, following federal and district procurement regulations, seeking the best services and prices for the school year 2023-2024.

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

Information Technology implemented several cyber security measures to protect our kids and staff from malicious actors.

Evidence:

These include:

- Identity based access to the Network for staff, students and guests
- Decryption on firewalls to increase the ability to detect virus, malware and attacks
- Segmentation of networks to prevent propagation of attacks or malicious software
- Implementation of new Endpoint protection
- Implementation of Single Sign On for the entire district
- Implementation of MultiFactor Authentication for ITSS users, to be expanded to employees which have access to critical and confidential information

Other Technology related accomplishments

- Implementation of Document Digitization for all documents in the district.
- Implementation of new phone system
- Implemented new VDI environment
- Implementation of 8 schools with Cleartouch Smart panels
- Implementation of automated user provisioning
- Implementation of Security Cameras to cover Vape Detection Sensors
- Deployment of battery backup to all school sites

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

During school year 2022-2023 CSBA recommended to update Board Policy 5141.21. We closely monitor CSBA's recommendations to update Board Policies and Board Bylaws.

Evidence:

Board approved Board Policy 5141.21 update in Nov. 2022.

Appendix 12

https://drive.google.com/file/d/1IBS4wLv-H1AMa3WSi0yRx3_hpocly0Q6/view?usp=sharing

After the Rain Comes the Rainbow

School Year 2022-2023 came with a different set of challenges. But, I always saw a rainbow behind the clouds. We serve the best students in this county, and we are supported by the best community in the state. 2022-2023 was the year that has set our district's legacy for the 21 st century.

We have transformed Early Learning Education. Our youngest students have been given the opportunity to participate in high quality education in the first public school in the state that provides schooling to infants. Their future and our district's future is bright.

We are about to transform the physical landscape of the Mayfair Neighborhood. Workforce Housing and a complete redesign for the property around Renaissance at Mathson will give that corner of the district a new future.

We have secured millions of dollars in grants to provide our students and their families with additional supports and resources. We have established our Socio-Emotional Department, Russo/McEntee Environmental Education Academy, Aptitud's Wellness Center, and many more initiatives primarily through grant funding. And, there is more coming.

Thank you for your continuous support.
In service,

Hilaria Bauer, PhD
Superintendent

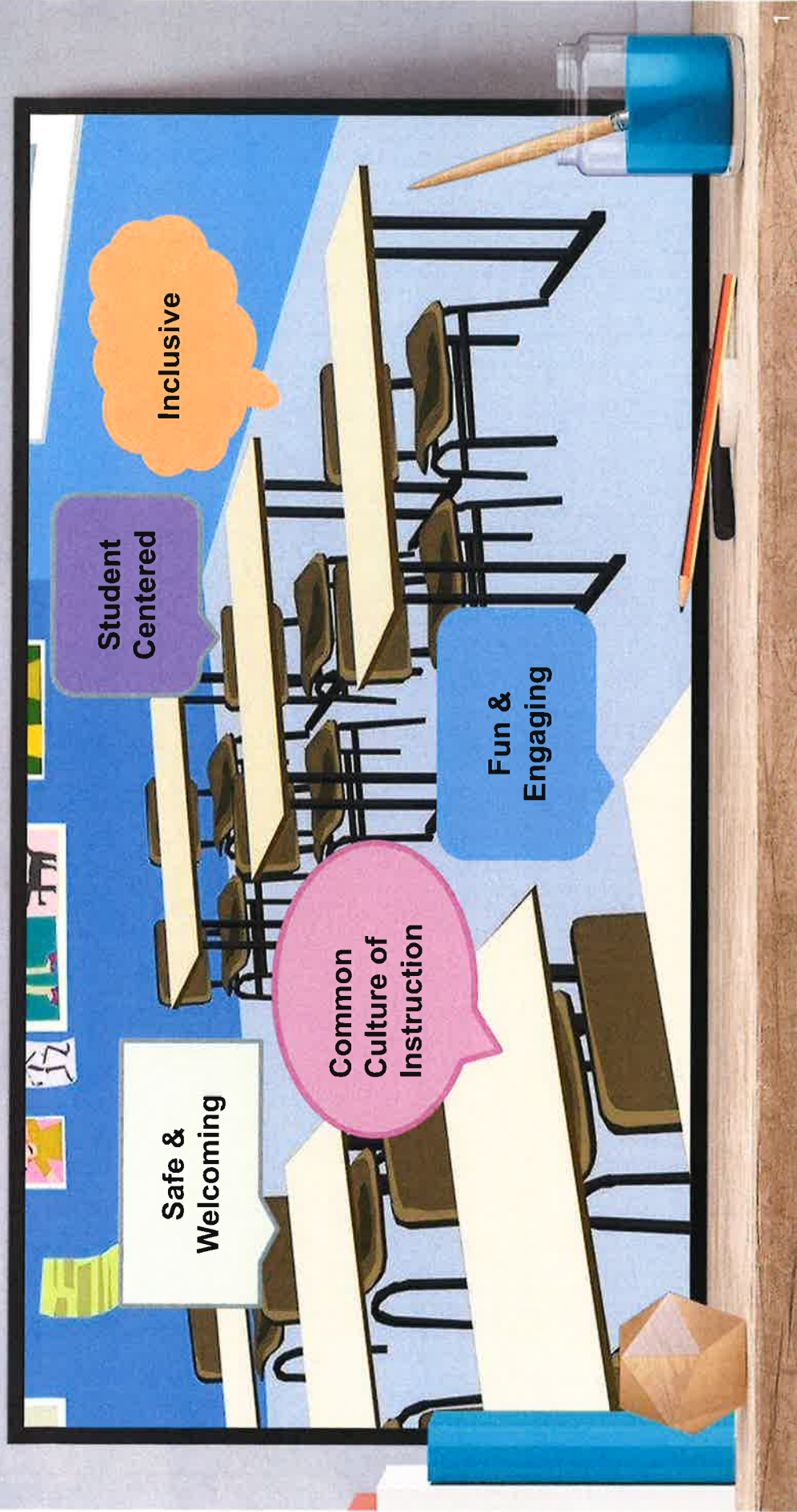
September 22, 2023

Alum Rock Union Elementary School District 2930
Gay Ave. San José, CA
Tel (408) 928-6800
www.arusd.org



Appendix 1

THE ARUSD CLASSROOM COMPONENTS IN WHICH ALL STUDENTS CAN THRIVE WILL BE:



A classroom environment where all students can thrive is...

Safe & Welcoming

- ☐ Teacher sets the tone and manages consistent, predictable, appropriate culture of care and inclusivity
- ☐ Student behaviors are strategically managed with timely responsiveness
- ☐ Restorative justice practices address harm, restore relationships, and build community
- ☐ PBIS (Positive Behavior Intervention System)
 - ☐ Schoolwide students expectations are published and referred to regularly to prompt appropriate behaviors in various settings on campus
 - ☐ Adults teach and reteach expected behaviors
 - ☐ Social and collaborative skills are developed through practice and reminders
- ☐ MTSS (Multi-Tiered Systems of Support)
 - ☐ Progressive discipline plans serve as anchors in managing classroom behavior
 - ☐ Data inform behavioral interventions
 - ☐ Specialists support behavior plans
 - ☐ Counselors support the school's SEL plans
- ☐ Emotional safety and acceptance of all people is taught and strategically supported
 - ☐ Anti-bias, socially responsible curriculum
 - ☐ SEL curriculum
 - ☐ Restorative justice practices

- ☐ Teacher nurtures learning and fosters relationships
 - ☐ Questions, check-ins
 - ☐ Intentional facilitation with opportunities for student autonomy and interaction
 - ☐ Learning support/ scaffolding is available to ensure that all students can access the learning.
 - ☐ Students are safe to try and make mistakes

- ☐ Physical Space is designed for optimal learning
 - ☐ Organized and clear of clutter
 - ☐ Posted messaging reflects core values of love and respect
 - ☐ All students' thinking is represented in work that is routinely displayed
 - ☐ Safety routines and expectations are established and acted upon to ensure health and well-being of all

ARUSD Consistencies

A classroom environment where all students can thrive is

Common Culture of Instruction (BEST PRACTICES)

☐ Teacher has as strong command of the art & science of teaching

- ☐ Strong pedagogical practices
 - ☐ PBL, Socratic Seminar, Regular feedback, design thinking
 - ☐ Prioritizes SEL
 - ☐ Systematic PBIS, RJ practices
- ☐ Responsive Interventions
 - ☐ Immediate response to frequent, routine, formative assessments
 - ☐ Academic extended learning opportunities
 - ☐ SEL supports

☐ Supported active engagement

- ☐ Step by step guidance available for students throughout the lesson
- ☐ Visual supports for clear expectations
- ☐ Structured collaboration
- ☐ Structured written and oral communication
- ☐ Interactive and hands on activities

☐ Teacher facilitating learning

- ☐ guided practice
- ☐ modeling
- ☐ questions
- ☐ checks for understanding
- ☐ variety of integrated technology
- ☐ eye contact, dialogue about learning, for task completion

ARUSD Consistencies

☐ Consistent targeted instruction driven by assessments

- ☐ Integrated ELD & Designated ELD
 - ☐ Implement constructed meaning
 - ☐ Backward Design
 - ☐ Infusing language into content teaching
 - ☐ Interactive student practice
 - ☐ Reading and word analysis strategies
 - ☐ Support formal writing
 - ☐ Assess and refine instruction

A classroom environment where all students can thrive is...

Fun & Engaging

- ☐ Progressive innovative tools are used to redefine teaching and learning
 - ☐ Tech tools are utilized to facilitate student centered learning opportunities
 - ☐ Critical thinking Curiosity/interest/relevance are all piqued for students
- ☐ Students are actively participating and stretching /pushing themselves
 - ☐ Collaborative, Creative
 - ☐ High caliber thinking/critical thinker
 - ☐ Whole child engaging activities: art, athletics, STEAM, clubs
 - ☐ Application of skills learned in addressing a challenge/ problem.
 - ☐ Teachers are similarly actively engaged -- working alongside students, prompting, guiding thinking, explaining.
- ☐ Strategic engaging strategies are routine in lesson design
 - ☐ Project based learning, Socratic Seminar, Regular feedback, design thinking
- ☐ Humor is an integral part of the classroom
 - ☐ Opportunities to be "silly" and laugh-
 - ☐ Teachers and staff to be seen as human beings. Spirit days embedded, student council, SEL activities and opportunities for students to lead. It's all about building positive relationships. Open Mic Mondays! Field trips and assemblies.

A classroom environment where all students can thrive is...

Student Centered

- ☐ Culturally responsive instructional planning begins with the students in mind
 - ☐ Lesson design considers and builds on students' strengths and honors multiculturalism
 - ☐ Students have a variety of opportunities to demonstrate knowledge
 - ☐ Clear relevance of learning to students' lives is intentional in all learning
- ☐ All learning designed for facilitated student creation and ownership
 - ☐ Teachers letting go of that "power" in order to move the learning
 - ☐ Facilitation of high interest student activities informed through student interests and input
 - ☐ Students' voices and choices valued and embedded in lesson design
 - ☐ Students carry the cognitive load of problem solving in active learning
 - ☐ Peer leadership, peer support, peer critique practices are systematic and valued
- ☐ Cooperative/Collaborative learning
 - ☐ Lessons are designed for structured, inclusive interdependent teaming
 - ☐ Designed with visual, and linguistic resources
 - ☐ Sequential support is accessible to all learners
 - ☐ Exemplars and rubrics define optimal performance

A classroom environment where all students can thrive is...

Inclusive

- ☐ Student empowerment through routines that encourage student autonomy, agency, and independence
 - ☐ Build on prior knowledge and experiences
 - ☐ Know our students academic needs
 - ☐ Allow for student voice & choice
 - ☐ Facilitate creative, innovate ways to express learning
 - ☐ Strong belief in students' abilities
- ☐ Culturally responsive
 - ☐ Develop asset-oriented mindsets
 - ☐ Affirm student and community culture
 - ☐ Know our students personally
 - ☐ Curiosity/interest/relevance are all piqued for students
 - ☐ Connect deeply to school community
- ☐ Scaffolded to ensure accessibility for all
 - ☐ Structured processes for work
 - ☐ Intentional language development
- ☐ Inclusive School- wide community
 - ☐ Builds trust across students, family and community
 - ☐ Builds authentic relationships and community of care with staff and students
 - ☐ Clear expectations for schoolwide campus culture and engagement/school spirit

Appendix 2

Reclassified Student Numbers

Total Reclassified:

2018-2019 - 828 students reclassified
 2019-2020 - 92 students reclassified
 2020-2021 - 52 students reclassified
 2021-2022 - 196 students reclassified
 2022-2023- 206 students reclassified

Reclassification by Site 2022-2023

School	22-23 RFEP
Adelante I	12
Adelante II	8
Aptitud	12
Cassell	6
Cureton	4
Dorsa	6=
George	12
Hubbard	5
Independent Studies	2
Linda Vista	9
LUCHA	4
Lyndale	8
McCollam	12
Meyer	12
Ocala	19
Painter	18
Renaissance @ Fischer	11

Renaissance @ Mathson	12
Russo/McEntee	4
Ryan	4
San Antonio	4
Sheppard	22

SBAC- Math

[Click here to see district and school by school](#)

SBAC- ELA

[Click here to see district and school by school](#)

SBAC by Demographic Groups

3rd Grade Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	827		2384 ± 3	49%	21%	17%	11%
Ethnicity: Hispanic/Latino	664		2369 ± 3	53%	23%	15%	5%
Ethnicity: American Indian or Alaska Native	2		2425 ± 36	0%	50%	50%	0%
Ethnicity: Asian	86		2455 ± 11	23%	13%	23%	39%
Ethnicity: Black or African American	7		2424 ± 43	28%	28%	14%	28%
Ethnicity: White	12		2384 ± 33	58%	0%	16%	25%
Ethnicity: Native Hawaiian or Pacific Islander	2		2396 ± 10	0%	100%	0%	0%
Ethnicity: Demographic Race of Two or More	16		2370 ± 27	56%	12%	18%	12%
Ethnicity: Filipino	38		2468 ± 13	13%	18%	36%	31%
ELAS: English Only	278		2392 ± 6	47%	20%	18%	14%
ELAS: English Learner	412		2354 ± 4	62%	21%	12%	3%
ELAS: Initial Fluent English Proficient	70		2427 ± 10	27%	28%	27%	17%
ELAS: Reclassified Fluent English Proficient	67		2485 ± 9	5%	16%	37%	40%
Migrant Status: Yes	4		2433 ± 23	25%	25%	50%	0%
Migrant Status: No	823		2383 ± 3	50%	21%	17%	11%

3rd Grade ELA

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	812		2356 ± 3	56%	22%	11%	10%
Ethnicity: Hispanic/Latino	651		2344 ± 4	60%	23%	9%	6%
Ethnicity: American Indian or Alaska Native	2		2273 ± 105	50%	50%	0%	0%
Ethnicity: Asian	85		2409 ± 12	37%	17%	18%	25%
Ethnicity: Black or African American	7		2397 ± 54	28%	14%	28%	28%
Ethnicity: White	11		2391 ± 34	54%	9%	0%	36%
Ethnicity: Native Hawaiian or Pacific Islander	2		2278 ± 20	100%	0%	0%	0%
Ethnicity: Demographic Race of Two or More	16		2372 ± 22	43%	25%	18%	12%
Ethnicity: Filipino	38		2434 ± 16	31%	18%	15%	34%
ELAS: English Only	278		2367 ± 6	51%	20%	14%	14%
ELAS: English Learner	398		2324 ± 4	71%	21%	5%	1%
ELAS: Initial Fluent English Proficient	70		2407 ± 13	32%	28%	14%	24%
ELAS: Reclassified Fluent English Proficient	66		2458 ± 8	7%	25%	31%	34%
Migrant Status: Yes	4		2333 ± 31	75%	25%	0%	0%
Migrant Status: No	808		2357 ± 3	56%	22%	11%	10%

4th Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score = Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	856		2416 ± 3	49%	28%	14%	7%
Ethnicity: Hispanic/Latino	693		2402 ± 3	55%	28%	11%	4%
Ethnicity: American Indian or Alaska Native	3		2364 ± 67	66%	33%	0%	0%
Ethnicity: Asian	82		2480 ± 10	20%	26%	29%	23%
Ethnicity: Black or African American	5		2370 ± 49	60%	40%	0%	0%
Ethnicity: White	9		2502 ± 39	11%	33%	11%	44%
Ethnicity: Native Hawaiian or Pacific Islander	7		2464 ± 30	28%	42%	14%	14%
Ethnicity: Demographic Race of Two or More	17		2469 ± 25	35%	17%	23%	23%
Ethnicity: Filipino	40		2475 ± 15	25%	22%	30%	22%
ELAS: English Only	270		2433 ± 5	40%	34%	16%	9%
ELAS: English Learner	409		2378 ± 4	68%	21%	8%	1%
ELAS: Initial Fluent English Proficient	58		2452 ± 12	27%	41%	17%	13%
ELAS: Reclassified Fluent English Proficient	119		2487 ± 7	16%	33%	28%	21%
Migrant Status: Yes	3		2380 ± 61	66%	33%	0%	0%
Migrant Status: No	853		2416 ± 3	49%	28%	14%	7%

4th ELA

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	842		2397 ± 4	58%	17%	14%	9%
Ethnicity: Hispanic/Latino	679		2382 ± 4	65%	16%	12%	6%
Ethnicity: American Indian or Alaska Native	3		2350 ± 23	100%	0%	0%	0%
Ethnicity: Asian	82		2476 ± 11	26%	15%	25%	31%
Ethnicity: Black or African American	5		2348 ± 33	80%	20%	0%	0%
Ethnicity: White	9		2499 ± 54	22%	11%	11%	55%
Ethnicity: Native Hawaiian or Pacific Islander	7		2444 ± 25	14%	57%	28%	0%
Ethnicity: Demographic Race of Two or More	17		2435 ± 28	29%	47%	5%	17%
Ethnicity: Filipino	40		2452 ± 14	30%	27%	27%	15%
ELAS: English Only	271		2422 ± 6	46%	22%	18%	12%
ELAS: English Learner	395		2346 ± 4	80%	12%	5%	1%
ELAS: Initial Fluent English Proficient	58		2442 ± 12	43%	18%	22%	15%
ELAS: Reclassified Fluent English Proficient	118		2486 ± 7	19%	22%	29%	27%
Migrant Status: Yes	3		2448 ± 80	66%	0%	0%	33%
Migrant Status: No	839		2397 ± 4	58%	17%	14%	9%

5th Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard No. Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	856		2439 ± 3	57%	23%	11%	7%
Ethnicity: Hispanic/Latino	673		2423 ± 3	63%	23%	8%	3%
Ethnicity: American Indian or Alaska Native	2		2437 ± 16	100%	0%	0%	0%
Ethnicity: Asian	95		2511 ± 11	28%	23%	21%	27%
Ethnicity: Black or African American	11		2424 ± 31	54%	27%	9%	9%
Ethnicity: White	13		2537 ± 33	23%	7%	23%	46%
Ethnicity: Native Hawaiian or Pacific Islander	6		2444 ± 19	50%	50%	0%	0%
Ethnicity: Demographic Race of Two or More	17		2463 ± 23	58%	17%	5%	17%
Ethnicity: Filipino	39		2500 ± 13	28%	28%	28%	15%
ELAS: English Only	278		2456 ± 6	47%	27%	14%	10%
ELAS: English Learner	325		2391 ± 5	77%	16%	3%	1%
ELAS: Initial Fluent English Proficient	25		2505 ± 17	36%	20%	28%	16%
ELAS: Reclassified Fluent English Proficient	227		2479 ± 6	42%	29%	16%	12%
Migrant Status: Yes	4		2406 ± 55	75%	0%	25%	0%
Migrant Status: No	852		2439 ± 3	57%	23%	11%	7%

ELAS: English Only	224		Average Scale Score ± Error Band	2446 ± 7	60%	22%	11%	5%
ELAS: English Learner	266			2388 ± 5	82%	14%	2%	0%
ELAS: Initial Fluent English Proficient	36			2509 ± 19	30%	33%	25%	11%
ELAS: Reclassified Fluent English Proficient	273			2505 ± 6	34%	34%	20%	10%
Migrant Status: Yes	2			2439 ± 51	50%	50%	0%	0%
Migrant Status: No	797			2450 ± 4	57%	24%	12%	5%
5th ELA								
Overall	836		Average Scale Score ± Error Band	2451 ± 4	48%	19%	19%	11%
Ethnicity: Hispanic/Latino	657			2436 ± 4	53%	19%	18%	7%
Ethnicity: American Indian or Alaska Native	2			2418 ± 36	50%	50%	0%	0%
Ethnicity: Asian	91			2515 ± 12	25%	20%	16%	37%
Ethnicity: Black or African American	11			2438 ± 26	63%	0%	36%	0%
Ethnicity: White	14			2522 ± 30	14%	28%	14%	42%
Ethnicity: Native Hawaiian or Pacific Islander	6			2488 ± 32	33%	16%	50%	0%
Ethnicity: Demographic Race of Two or More	17			2501 ± 23	23%	29%	29%	17%
Ethnicity: Filipino	38			2502 ± 16	28%	15%	34%	21%
ELAS: English Only	280			2475 ± 6	40%	19%	23%	16%
ELAS: English Learner	304			2386 ± 5	74%	16%	8%	0%
ELAS: Initial Fluent English Proficient	25			2526 ± 17	24%	4%	48%	24%
ELAS: Reclassified Fluent English Proficient	227			2499 ± 6	25%	26%	26%	20%
Migrant Status: Yes	4			2463 ± 67	50%	0%	25%	25%
Migrant Status: No	832			2451 ± 4	48%	20%	19%	11%

6th Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	799		2450 ± 4	57%	24%	12%	5%
Ethnicity: Hispanic/Latino	626		2431 ± 4	64%	23%	8%	3%
Ethnicity: American Indian or Alaska Native	1		2441	100%	0%	0%	0%
Ethnicity: Asian	92		2545 ± 11	21%	28%	31%	18%
Ethnicity: Black or African American	12		2404 ± 28	66%	25%	8%	0%
Ethnicity: White	15		2487 ± 27	46%	20%	26%	6%
Ethnicity: Native Hawaiian or Pacific Islander	3		2476 ± 36	33%	66%	0%	0%
Ethnicity: Demographic Race of Two or More	7		2555 ± 58	28%	14%	14%	42%
Ethnicity: Filipino	43		2494 ± 16	37%	27%	23%	11%
ELAS: English Only	224		2446 ± 7	60%	22%	11%	5%
ELAS: English Learner	266		2388 ± 5	82%	14%	2%	0%
ELAS: Initial Fluent English Proficient	36		2509 ± 19	30%	33%	25%	11%
ELAS: Reclassified Fluent English Proficient	273		2505 ± 6	34%	34%	20%	10%

Migrant Status: Yes	2		2439 ± 51	50%	0%	0%
Migrant Status: No	797		2450 ± 4	57%	24%	12%
6th ELA						
Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3
Overall	783		2455 ± 3	52%	26%	16%
Ethnicity: Hispanic/Latino	611		2442 ± 3	58%	26%	13%
Ethnicity: American Indian or Alaska Native	1		2491	0%	100%	0%
Ethnicity: Asian	91		2517 ± 11	28%	24%	29%
Ethnicity: Black or African American	12		2430 ± 28	50%	33%	16%
Ethnicity: White	15		2488 ± 29	40%	20%	26%
Ethnicity: Native Hawaiian or Pacific Islander	3		2471 ± 21	33%	66%	0%
Ethnicity: Demographic Race of Two or More	7		2531 ± 49	28%	14%	0%
Ethnicity: Filipino	43		2491 ± 15	34%	27%	30%
ELAS: English Only	226		2455 ± 6	53%	26%	15%
ELAS: English Learner	248		2397 ± 4	82%	14%	3%
ELAS: Initial Fluent English Proficient	36		2515 ± 14	30%	33%	22%
ELAS: Reclassified Fluent English Proficient	273		2499 ± 5	28%	37%	27%

Migrant Status: Yes	2		2457 ± 33	50%	50%	0%	0%
Migrant Status: No	781		2455 ± 3	52%	26%	16%	4%

7th Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
----------	-----------------	------------------------	----------------------------------	--------------------------	-----------------------------	----------------------	---------------------------

Overall	793		2456 ± 4	60%	22%	11%	5%
Ethnicity: Hispanic/Latino	629		2439 ± 4	66%	23%	8%	2%
Ethnicity: American Indian or Alaska Native	2		2595 ± 84	0%	50%	0%	50%
Ethnicity: Asian	85		2564 ± 13	23%	22%	28%	25%
Ethnicity: Black or African American	9		2433 ± 36	77%	11%	0%	11%
Ethnicity: White	13		2443 ± 30	61%	15%	23%	0%
Ethnicity: Native Hawaiian or Pacific Islander	3		2334 ± 42	100%	0%	0%	0%
Ethnicity: Demographic Race of Two or More	8		2476 ± 50	50%	12%	25%	12%
Ethnicity: Filipino	44		2497 ± 14	45%	22%	25%	6%
ELAS: English Only	207		2472 ± 8	56%	21%	16%	5%
ELAS: English Learner	225		2393 ± 5	86%	11%	2%	0%
ELAS: Initial Fluent English Proficient	32		2524 ± 16	34%	28%	25%	12%
ELAS: Reclassified Fluent English Proficient	328		2483 ± 6	48%	30%	13%	7%
Migrant Status: Yes	3		2415 ± 92	66%	0%	33%	0%
Migrant Status: No	790		2456 ± 4	60%	22%	11%	5%
Migrant Status: Yes	6		2490 ± 48	50%	16%	33%	0%
Migrant Status: No	842		2466 ± 4	65%	18%	8%	6%

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	782		2484 ± 4	47%	25%	20%	6%
Ethnicity: Hispanic/Latino	619		2469 ± 4	53%	26%	16%	3%
Ethnicity: American Indian or Alaska Native	2		2557 ± 14	0%	50%	50%	0%
Ethnicity: Asian	85		2576 ± 12	16%	22%	36%	24%
Ethnicity: Black or African American	9		2466 ± 36	55%	22%	11%	11%
Ethnicity: White	13		2473 ± 26	53%	15%	30%	0%
Ethnicity: Native Hawaiian or Pacific Islander	3		2398 ± 67	66%	33%	0%	0%
Ethnicity: Demographic Race of Two or More	8		2498 ± 48	62%	0%	25%	12%
Ethnicity: Filipino	43		2541 ± 12	20%	34%	32%	11%
ELAS: English Only	207		2503 ± 7	40%	27%	24%	8%
ELAS: English Learner	215		2404 ± 6	79%	17%	3%	0%
ELAS: Initial Fluent English Proficient	32		2547 ± 13	18%	31%	40%	9%
ELAS: Reclassified Fluent English Proficient	328		2519 ± 5	34%	30%	26%	9%
Migrant Status: Yes	3		2470 ± 34	33%	66%	0%	0%
Migrant Status: No	779		2485 ± 4	47%	25%	20%	6%

8th Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
Overall	848		2466 ± 4	65%	18%	9%	6%
Ethnicity: Hispanic/Latino	662		2448 ± 4	71%	16%	7%	4%
Ethnicity: American Indian or Alaska Native	2		2504 ± 39	50%	50%	0%	0%
Ethnicity: Asian	99		2550 ± 12	36%	27%	17%	19%
Ethnicity: Black or African American	8		2446 ± 46	75%	12%	0%	12%
Ethnicity: White	11		2506 ± 26	63%	18%	18%	0%
Ethnicity: Native Hawaiian or Pacific Islander	6		2456 ± 34	66%	33%	0%	0%
Ethnicity: Demographic Race of Two or More	10		2469 ± 45	60%	20%	10%	10%
Ethnicity: Filipino	50		2534 ± 14	42%	30%	16%	12%
ELAS: English Only	203		2476 ± 8	65%	16%	8%	9%
ELAS: English Learner	277		2392 ± 5	89%	8%	2%	0%
ELAS: Initial Fluent English Proficient	40		2585 ± 19	22%	25%	25%	27%
ELAS: Reclassified Fluent English Proficient	338		2507 ± 6	51%	27%	13%	7%

8th ELA

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Overall	837		2506 ± 4	42%	27%	26%	4%
Ethnicity: Hispanic/Latino	653		2493 ± 4	46%	27%	23%	2%
Ethnicity: American Indian or Alaska Native	2		2537 ± 54	50%	0%	50%	0%
Ethnicity: Asian	97		2550 ± 11	28%	20%	38%	12%
Ethnicity: Black or African American	8		2467 ± 40	37%	50%	12%	0%
Ethnicity: White	11		2544 ± 39	27%	36%	18%	18%
Ethnicity: Native Hawaiian or Pacific Islander	6		2523 ± 34	50%	16%	33%	0%
Ethnicity: Demographic Race of Two or More	10		2514 ± 42	40%	20%	30%	10%
Ethnicity: Filipino	50		2576 ± 12	20%	28%	40%	12%
ELAS: English Only	204		2520 ± 7	37%	26%	29%	5%
ELAS: English Learner	267		2431 ± 5	75%	17%	6%	0%
ELAS: Initial Fluent English Proficient	39		2592 ± 14	5%	43%	30%	20%
ELAS: Reclassified Fluent English Proficient	327		2548 ± 5	22%	32%	39%	4%
Migrant Status: Yes	6		2448 ± 47	66%	16%	16%	0%
Migrant Status: No	831		2506 ± 4	42%	27%	26%	4%

SBAC Math Longitudinal (2017-2019 Different BluePrint than 2021-2023)

Assessment Grade	Academic Year	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
3	2017-18	1055		2412 ± 3	33%	28%	24%	13%
4	2018-19	1048		2442 ± 3	34%	36%	18%	10%
5	2019-20	0		-	-	-	-	-
6	2020-21	0		-	-	-	-	-
7	2021-22	855		2461 ± 4	59%	21%	12%	5%
8	2022-23	848		2466 ± 4	65%	18%	9%	6%

SBAC ELA Longitudinal (2017-2019 Different BluePrint than 2021-2023)

Assessment Grade	Academic Year	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
3	2017-18	1048		2397 ± 3	37%	27%	20%	14%
4	2018-19	1032		2432 ± 3	43%	20%	20%	15%
5	2019-20	0		-	-	-	-	-
6	2020-21	0		-	-	-	-	-
7	2021-22	846		2497 ± 4	43%	24%	25%	7%
8	2022-23	837		2506 ± 4	42%	27%	26%	4%

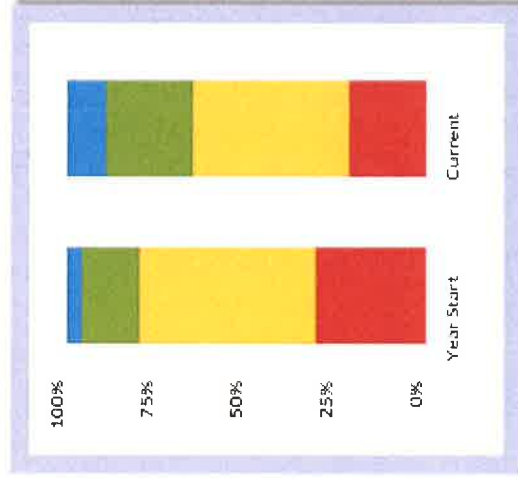
Summative ELPAC by Grade Level

Assessment Grade	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
KG	559		1390 ± 3	34%	32%	25%	7%
1	407		1423 ± 3	30%	41%	23%	3%
2	385		1445 ± 3	29%	35%	29%	5%
3	412		1470 ± 2	25%	39%	30%	5%
4	408		1492 ± 2	22%	32%	32%	12%
5	330		1506 ± 4	20%	30%	32%	17%
6	271		1498 ± 4	27%	31%	33%	7%
7	231		1515 ± 4	26%	25%	34%	12%
8	287		1536 ± 5	23%	22%	32%	21%

Alternate ELPAC by Grade Level

Assessment Grade	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Novice	Intermediate	Fluent
KG	1		249	0%	100%	0%
1	4		355 ± 4	0%	75%	25%
2	2		448 ± 8	50%	50%	0%
3	6		549 ± 5	16%	66%	16%
4	4		551 ± 2	0%	100%	0%
5	4		552 ± 3	0%	100%	0%
6	5		650 ± 4	20%	60%	20%
7	4		660 ± 7	0%	50%	50%
8	4		654 ± 4	0%	75%	25%

Overall Program Level Gains

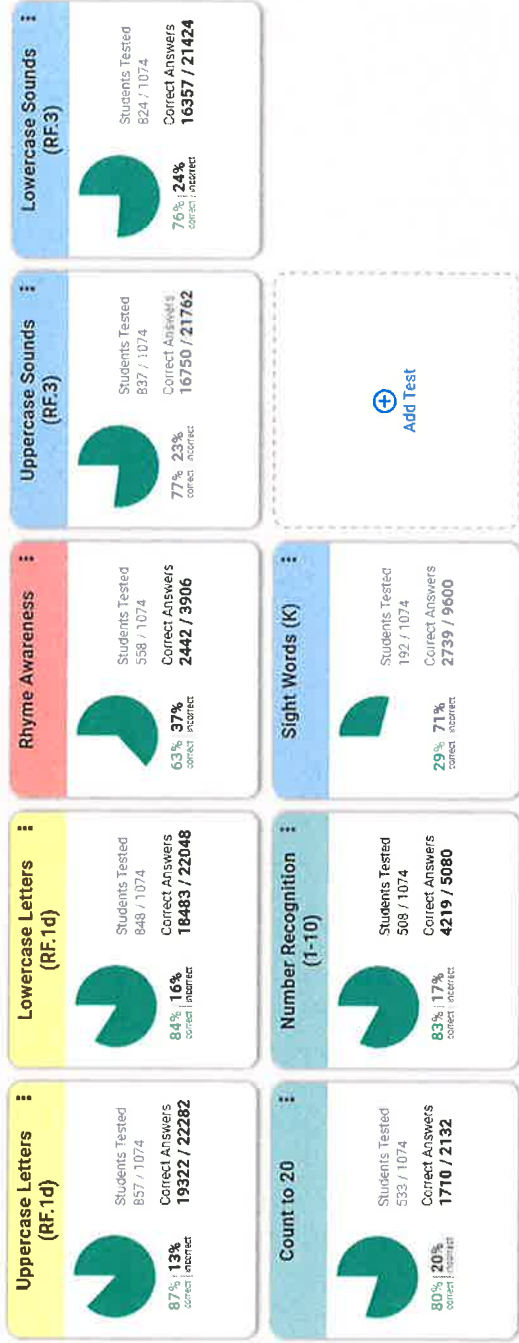


Year Start	Current
4%	11%
16%	24%
49%	44%
31%	21%

- ABOVE**
7% increase
- ON LEVEL**
8% increase
- 1 BELOW**
5% decrease
- 2+ BELOW**
10% decrease

ESGI					
2021-2022 TK					
Subject Tab: Allum Rock Required Tests-TK View by Test Type: All Yes/No					
Uppercase Letters (RF:1d) Students Tested 872 / 1095 Correct Answers 19958 / 22672 88% 12% Correct Answers	Lowercase Letters (RF:1d) Students Tested 857 / 1095 Correct Answers 19172 / 22282 86% 14% Correct Answers	Rhyme Awareness Students Tested 466 / 1095 Correct Answers 2116 / 3262 65% 35% Correct Answers	Uppercase Sounds (RF:3) Students Tested 850 / 1095 Correct Answers 18039 / 22100 82% 18% Correct Answers	Lowercase Sounds (RF:3) Students Tested 810 / 1095 Correct Answers 16967 / 21060 81% 19% Correct Answers	Count to 20 Students Tested 414 / 1095 Correct Answers 1352 / 1656 82% 18% Correct Answers
Add Test					
Number Recognition (1-10) Students Tested 385 / 1095 Correct Answers 3240 / 3850 84% 16% Correct Answers	Sight Words (K) Students Tested 26 / 1095 Correct Answers 500 / 1300 38% 62% Correct Answers				
2022-2023 TK					

Subject Tab: Alum Rock Required Tests-TK View by Test Type: All Yes/No



2021-2022 Kindergarten

Subject Tab: Alum Rock Required Tests-K View by Test Type: All Yes/No

Uppercase Letters (RF.1d) Students Tested 872 / 1095 Correct Answers 19958 / 22672 88% 12% correct incorrect	Lowercase Letters (RF.1d) Students Tested 857 / 1095 Correct Answers 19172 / 22282 86% 14% correct incorrect	Uppercase Sounds (RF.3) Students Tested 850 / 1095 Correct Answers 18039 / 22100 82% 18% correct incorrect	Lowercase Sounds (RF.3) Students Tested 810 / 1095 Correct Answers 16967 / 21060 81% 19% correct incorrect	CVC Words (RF.3) Students Tested 545 / 1095 Correct Answers 2198 / 3270 67% 33% correct incorrect	Count by 1's to 100 (CC.1) Students Tested 642 / 1095 Correct Answers 4723 / 6420 74% 26% correct incorrect	Count by 10's to 100 (CC.1) Students Tested 578 / 1095 Correct Answers 459 / 578 79% 21% correct incorrect	Number Recognition (1-20) Students Tested 616 / 1095 Correct Answers 10788 / 12320 88% 12% correct incorrect	Count Objects (CC.4-5) Students Tested 738 / 1095 Correct Answers 2588 / 2952 88% 12% correct incorrect	Add Test
---	---	---	---	--	--	---	---	--	------------------------

2022-2023 Kindergarten

Subject Tab: Alum Rock Required Tests-K View by Test Type: All Yes/No

Uppercase Letters (RF.1d) Students Tested 857 / 1074 Correct Answers 19322 / 22282 87% 13% correct incorrect	Lowercase Letters (RF.1d) Students Tested 848 / 1074 Correct Answers 18483 / 22048 84% 16% correct incorrect	Uppercase Sounds (RF.3) Students Tested 837 / 1074 Correct Answers 16750 / 21762 77% 23% correct incorrect	Lowercase Sounds (RF.3) Students Tested 824 / 1074 Correct Answers 16357 / 21424 76% 24% correct incorrect	CVC Words (RF.3) Students Tested 537 / 1074 Correct Answers 1906 / 3222 59% 41% correct incorrect	Count by 1's to 100 (CC.1) Students Tested 548 / 1074 Correct Answers 3938 / 5480 72% 28% correct incorrect	Count by 10's to 100 (CC.1) Students Tested 535 / 1074 Correct Answers 403 / 535 75% 25% correct incorrect	Number Recognition (1-20) Students Tested 531 / 1074 Correct Answers 9230 / 10620 87% 13% correct incorrect	Count Objects (CC.4-5) Students Tested 684 / 1074 Correct Answers 2389 / 2736 87% 13% correct incorrect	Add Test
---	---	---	---	--	--	---	--	--	------------------------

2021- 2022 Grade 1

Subject Tab: Alum Rock Required Tests-1st View by Test Type: All Yes/No



2022- 2023 Grade 1

Subject Tab: Alum Rock Required Tests-1st View by Test Type: All Yes/No



ESGI Overview

Kinder Letter Recognition (A-Z)

Beginning of year	2nd assesemnt	3rd assessment	final assessment
Not Met	Not Met	Not Met	Not Met
498	349	186	129
Almost Met	Almost Met	Almost Met	Almost Met
47	51	41	36
Met	Met	Met	Met
77	76	96	55
Exceeding	Exceeding		Exceeding
235	283	411	613
students met exceeded	students met exceeded	Exceeding	students met exceeded
312	359	507	668
total tested	total tested	total tested	total tested
857	759	734	833
Percent Met or exceeded	Percent Met or exceeded	Percent Met or exceeded	Percent Met or exceeded
36.41%	47.30%	69.07%	80.19%

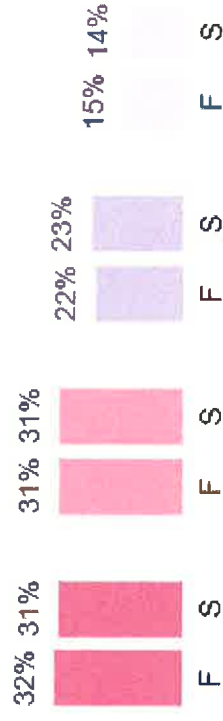
Kinder Number Recognition (1-20)

Beginning of year	2nd assesemnt	3rd assessment	final assessment
Not Met	Not Met	Not Met	Not Met
269	235	120	45
Almost Met	Almost Met	Almost Met	Almost Met
55	45	44	22
Met	Met	Met	Met
78	54	77	67
Exceeding	Exceeding	Exceeding	Exceeding
129	105	191	246
students met exceeded	students met exceeded	students met exceeded	students met exceeded
207	159	268	313
total tested	total tested	total tested	total tested
531	439	432	380
Percent Met or exceeded	Percent Met or exceeded	Percent Met or exceeded	Percent Met or exceeded
38.98%	36.22%	62.04%	82.37%

FastBridge Math (Fall 2022 to Spring 2023)

Scores Of All Students In Group

By Benchmark Categories: [?](#)



Student Median %ile:



high risk



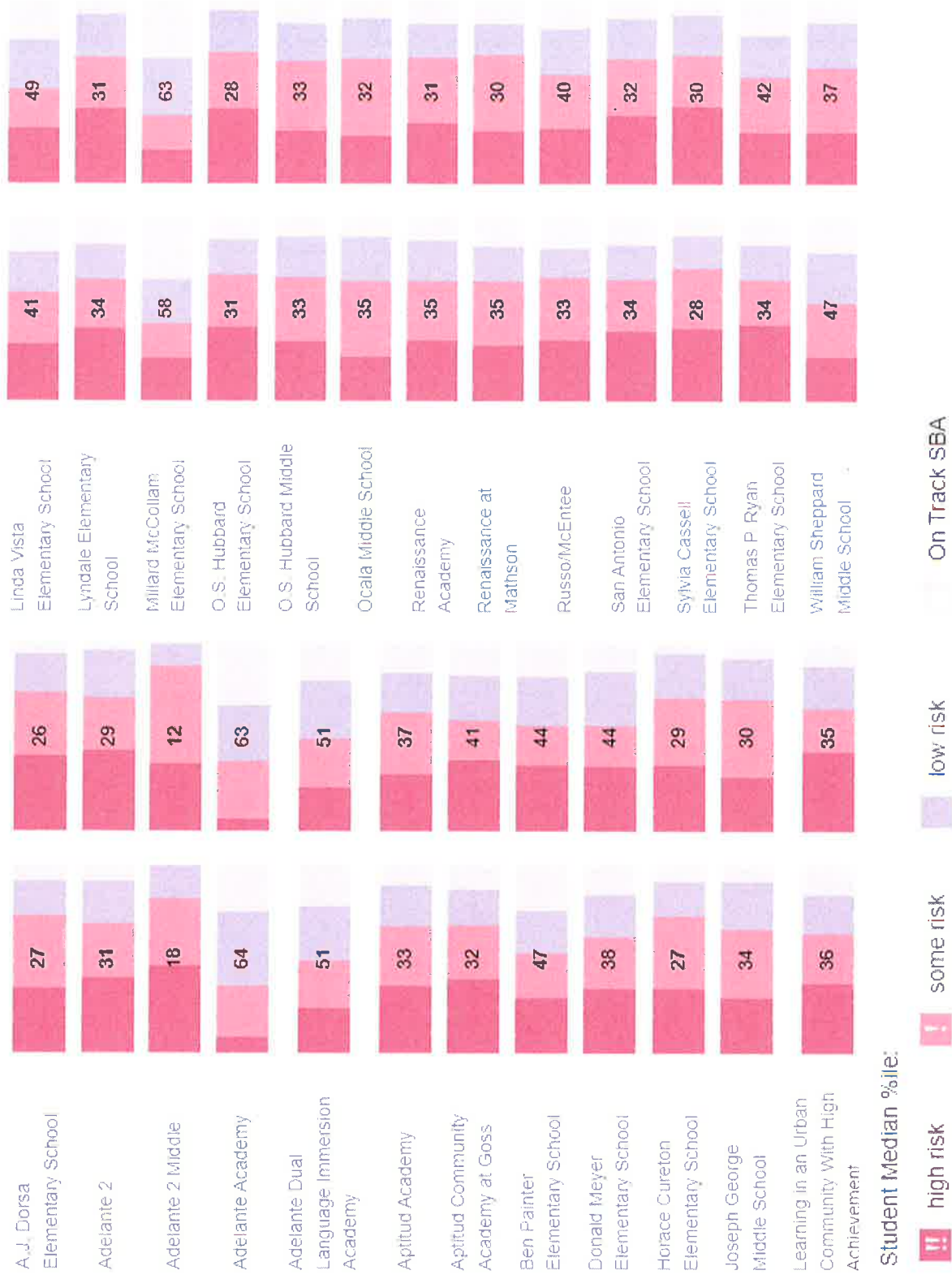
some risk



low risk



On Track SBA

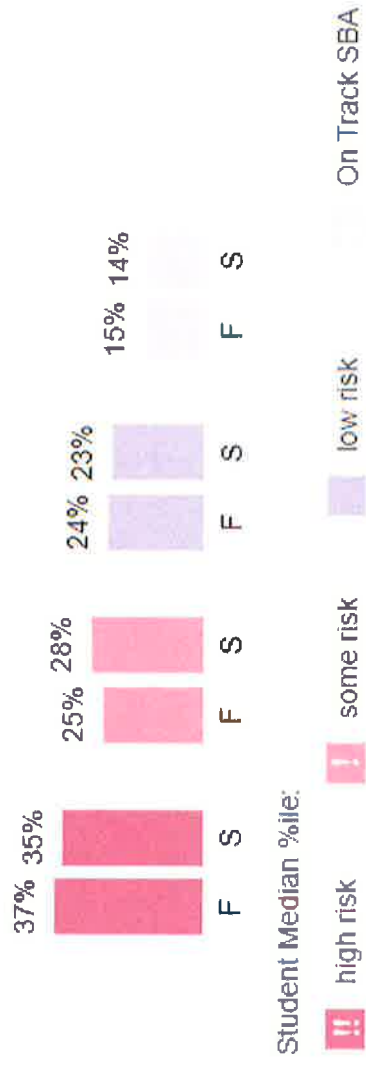


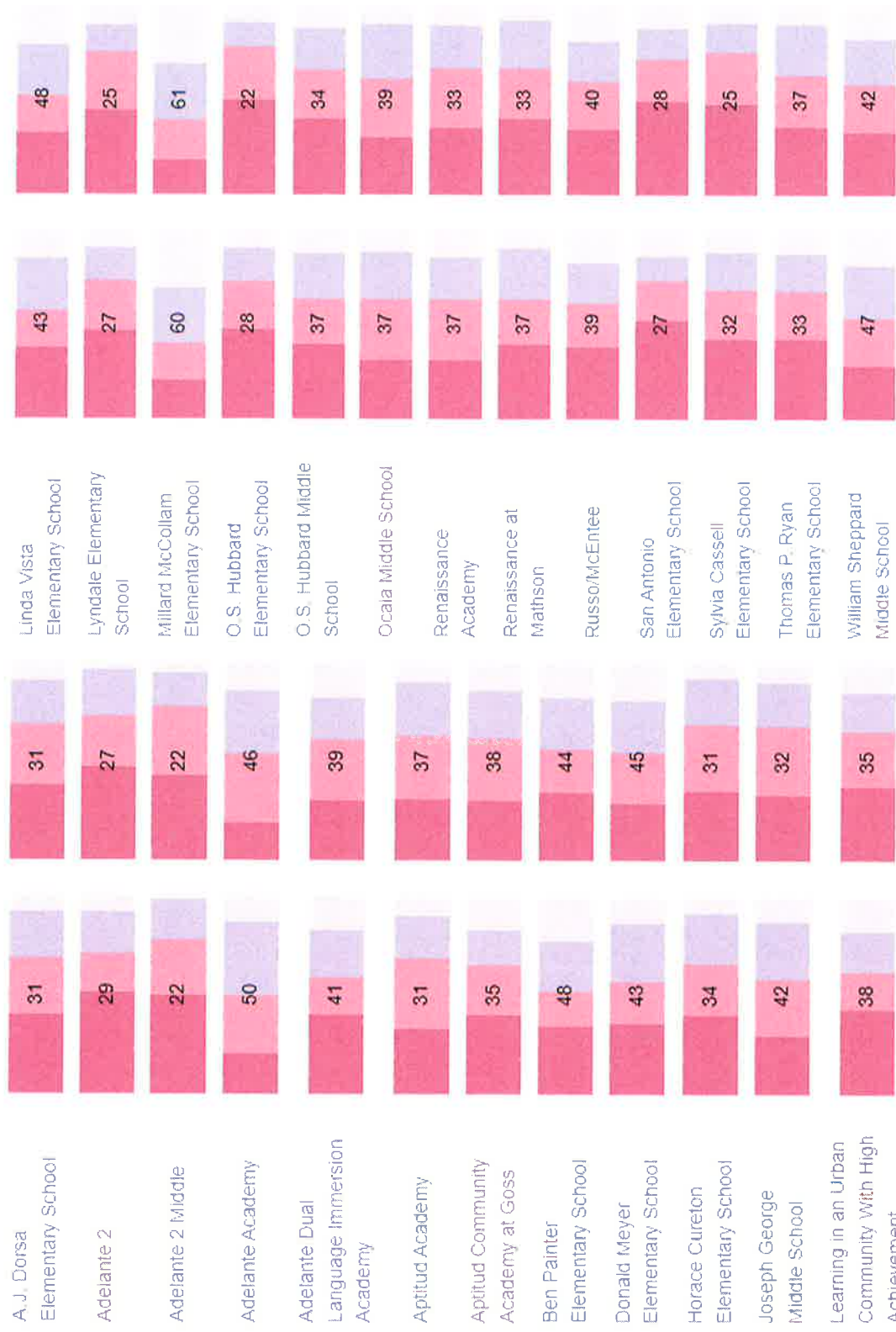
*number indicates % of students who are “low risk” or “on track”

FastBridge ELA (Fall 2022 to Spring 2023)

Scores Of All Students In Group

By Benchmark Categories: ?





Student Median %ile:



high risk



some risk



low risk



On Track SBA

*number indicates % of students who are "low risk" or "on track"

Appendix 3

Professional Learning Opportunity	Cycle Type	Strategic Plan Alignment	LCAP Alignment
Imagine Learning K-2	Staff Meeting PD	Early and Expanded Learning	Goal 1
SeeSaw Elementary	Staff Meeting PD	Early and Expanded Learning	Goal 4
ESGI TK-1st	Staff Meeting PD	Early and Expanded Learning	Goal 1
Raz+, Raz Science, Raz Math	Summer PD's	Early and Expanded Learning	Goal 1
Early Learning: Choral Counting	Summer PD's	Early and Expanded Learning	Goal 1
EL Toolkit	Staff Meeting PD	Multilingual and Multicultural	Goal 2
Constructing Meaning	School Year Pd's and PLCs	Multilingual and Multicultural	Goal 2
EL Liaison Monthly Meetings	School Year Pd's and PLCs	Multilingual and Multicultural	Goal 2
Museum of Tolerance	Cycles Throughout Year- Administrator Trainings & Practices	Multilingual and MultiCultural	Goal 3
RAFT	Staff Meeting PD	Whole Child and Whole Family	Goal 4
Levered Learning	Staff Meeting PD	Whole Child and Whole Family	Goal 1
Go Guardian	Staff Meeting PD	Whole Child and Whole Family	Goal 3
Nearpod	Staff Meeting PD	Whole Child and Whole Family	Goal 4
Raz A-Z	Staff Meeting PD	Whole Child and Whole Family	Goal 1
Special Education Teacher Monthly Meeting	Staff Meeting PD	Whole Child and Whole Family	Goal 1
FOSS Science	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 1
Math PLC	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 1
Science PLC	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 1
New Teacher PLC	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 1,2,3,4
Counselor PLCs	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 3
Tech Leaders	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 4
PBIS county network	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 3
VILS Teacher Tech certifications	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 4
Conscious Classroom Management	School Year Pd's and PLCs	Whole Child and Whole Family	Goal 3
RAFT	Summer PD's	Whole Child and Whole Family	Goal 4
Nearpod	Summer PD's	Whole Child and Whole Family	Goal 4
Flocabulary	Summer PD's	Whole Child and Whole Family	Goal 1

Professional Learning Opportunity	Cycle Type	Strategic Plan Alignment	LCAP Alignment
enVision Math	Summer PD's	Whole Child and Whole Family	Goal 1
Foss	Summer PD's	Whole Child and Whole Family	Goal 1
STEMscopes	Summer PD's	Whole Child and Whole Family	Goal 1
Studies Weekly	Summer PD's	Whole Child and Whole Family	Goal 1
Conscious Classroom Management	Summer PD's	Whole Child and Whole Family	Goal 3
Kimochis	Summer PD's	Whole Child and Whole Family	Goal 3
Special Education curriculum and planning	Summer PD's	Whole Child and Whole Family	Goal 1
Safety	Cycles Throughout Year- Administrator Trainings & Practices	Whole Child and Whole Family	Goal 3
New site leader onboarding	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
Instructional Leader Professional Learning Community	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
Deconstructing Data	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
VP Meeting Series	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
SART	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
Management	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
Leadership and Tact	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan
Leadership Communication	Cycles Throughout Year- Administrator Trainings & Practices	Full Plan	Full Plan

Appendix 4

Alum Rock Union School District



Alum Rock Summer Scholars

2023 Board Report



Summer School Snapshot

- 5 Elementary and 2 Middle Schools
- 2,314 students enrolled in summer programs
- 18 programs offered
- 286+ Parents Participated in Springboard and B2K Parent Workshops
- 60+ Staff Members Supported: Site Supervisors, Teachers, Administrative Assistants, Classroom Paras, Campus Paras, CNS Staff

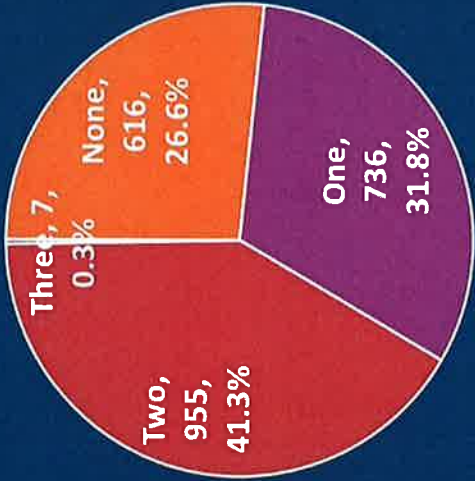


Enrollment Breakdown

Breakdown by “unduplicated” subgroup

Students w/ Multiple “Unduplicated” Risk Factors

Student Group	Summer Enrollment	Total in ARUSD	%
FRPM	1,698	5,551	31%
English-Learners	953	2,725	35%
Foster Youth	16	52	31%
Special Ed*	273	870	31%
No risk factor	616	2,970	21%



$$\begin{array}{r}
 2 > 3 \\
 \sqrt{2} \\
 \pi \approx 3.14 \\
 5^2 \\
 101_2 = 5_{10}
 \end{array}$$

Program Offerings

Learning Recovery

- Elevate Math
- Springboard
- ELD Support
- B2K & B21
- SPED EYP
- Jose Valdes Academy

Enrichment

- Computer Science
- Information (CSI)
- Envisioneers
- Jose Valdes Institute
- Kodely
- Little Heroes
- Visiones (Media Art)
- Quest Camp

Camps

- Summer Jazz Band
- Mariachi Camp
- Think Together Camp
- YMCA Camp
- Camp Galileo



"InPlay made it easy to find
the classes my child needed"

Benefits of



*In Play's mission is to connect kids and youth to summer programs that ignite
their individual interests and talents, thereby reducing the achievement gap.*

"The text messaging system was
very easy, my triplets are enrolled!
Thank you"

This was Alum Rock's first year utilizing In
Play's technology (OSCAR) to enroll students
in summer programs.

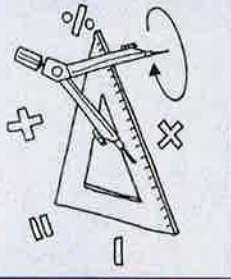


SUCCESES of our Summer Registration Launch via OSCAR

- ★ Provided the ability to invite
students to programs based on
their needs
- ★ Convenience and ease of process
- ★ 82% of families enrolled via text
- ★ ALL ARUSD students received an
invitation to enroll in summer
programs

Academic





Language 2007





Bridge 2 Kinder

ENRICHMENT

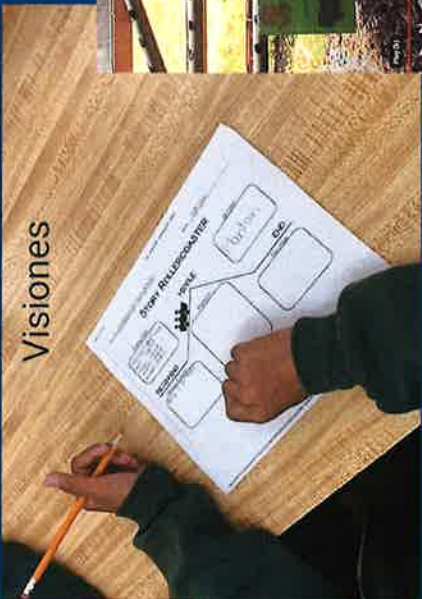


Kodely



Camp Galileo







VALDÉS N
Matemáticas pa

galileo



think
TOGETHER

springboard
COLLABORATIVE the



In partnership with
CITIZEN
SCHOOLS

HEROES

ELEVATE [MATH]
[CS] INNOVATE

THANK YOU!!!



Appendix 5

ARUSD Community Schools Approach to 6 Key Practices - DRAFT

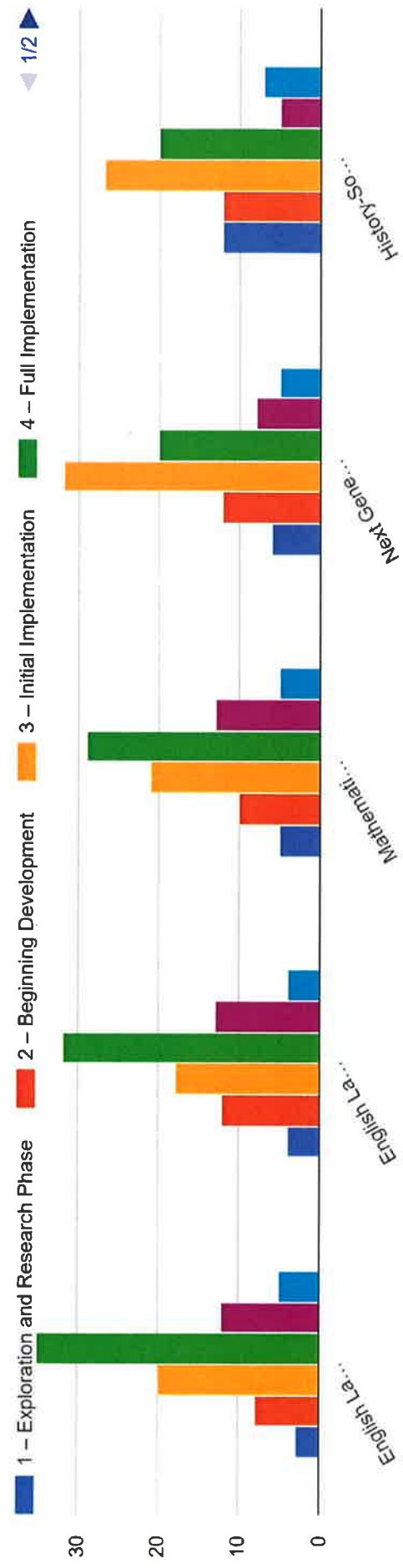
Key Practice	Description	ARUSD Vision	District-Level	Core Site Components	Site Decisions
1. Integrated systems of support	To promote healthy learning and development, a dedicated team composed primarily of school staff and community partners intentionally and systematically coordinates services, supports, and opportunities that foster individual and collective well-being , using an assets-based approach to nurture the strengths and address the needs of students and families.	- MTSS (Multi-Tiered System of Supports) is being used at all ARUSD sites and includes: Tier 1 (universal) services related to academic growth, physical and mental health, social and emotional learning, and access to higher tier services for all in need - Collaboration and coordination among teachers, site staff, expanded learning providers, health and social services providers - School counselors and SLS (School Linked Services) staff connect students and families to needed services	- MTSS - Early learning - Community Schools Director (initiative-level position)	- Community Schools site lead position - Formation and regular meetings of a community school (CS) site team (including principal, teachers, classified staff, community partners, parents, students) to coordinate efforts - SLS - MTSS - School counseling program	- Determining who should be part of regular meetings of school staff and community partners - Site-specific supports in partnership with CBOs - MTSS customization - Early learning integration
2. Powerful student and family engagement	Families and students actively participate in the school community and are key partners in decision-making , shaping the school's environment, priorities, and partnerships. <i>Families' lived experiences and wisdom inform approaches to student success.</i> As a result, schools become hubs providing opportunities for adults as well as young people.	- ARUSD has a clear, shared definition of parent engagement and has intentional parent engagement efforts (including face to face events) aligned to this definition - Parents participate in classroom opportunities, parent university, parent cafecitos, etc. - Students see their parents as leaders - Parent education opportunities are offered year round and in multiple languages	- DELAC - DAC - SPARC - Parent University	- ELAC (English Language Advisory Council) - School Site Council - Community liaisons - Parent Cafecitos - CS site team	Additional family engagement activities
3. Collaborative leadership and shared power and voice	<i>Families, students, teachers, principals, and community partners co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. These decisions are made in both formal structures, such as site-based leadership teams and regularly administered surveys, and through more informal engagement, such as coffee with the coordinator, hallway conversations, and community gatherings.</i>	- At each school site, partners have high levels of trust and work closely with one another to support students - Community school councils provide opportunities for parents, community partners, and other stakeholders to convene and discuss issues or topics impacting the school/community - Clear communication among administrators, teachers, community partners, students, and families - Vertically aligned professional development for teachers of sequential grades - Shared training for educators, partners, and families on mindfulness, responding to trauma, social-emotional learning, and restorative justice	- LCAP forums - Town hall meetings	- ELAC - School Site Council - CS site team	- Shared professional learning opportunities - Student/family/staff/community engagement through surveys, meetings, etc.

ARUSD Community Schools Approach to 6 Key Practices - **DRAFT**

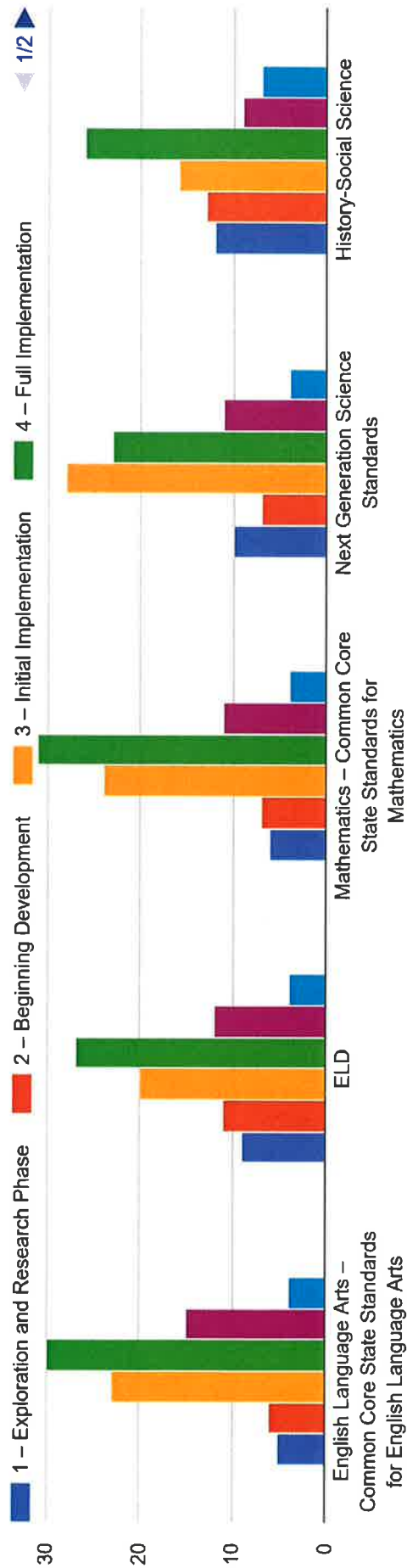
Key Practice	Description	ARUSD Vision	District-Level	Core Site Components	Site Decisions
4. Expanded and enriched learning opportunities	<i>Before- and after-school, weekend, and summer programs provide expanded time, expanded staffing, and expanded opportunities for learning and engagement. These include academic instruction, enrichment and extracurricular activities, and individualized support. Students have opportunities to explore their passions, dive deeper into the application of academic content, and strengthen their knowledge and skills.</i>	- Expanded learning is available from early morning through the evening - Afterschool programs provide academic support, college and career preparation, and enrichment activities - Expanded learning engages students in a range of interests such as podcasts, social media, dance, music, etc. - Expanded learning provides opportunities to learn about and discuss wellness, including mental health and substance use	ELO-P plan implementation	Afterschool and summer programming (ASES, ELO-P)	- Additional expanded learning and enrichment opportunities aligned to school themes / priorities and student interests - How to align school day and expanded learning efforts
5. Rigorous, community-connected classroom instruction	<i>Teaching and learning in the school infuses high-level content and skills with real-world learning opportunities. The curriculum is deeply connected to the local community and students' identities, cultures, and experiences, providing opportunities for students to engage in meaningful inquiry-based learning and problem-solving.</i>	- Classroom instruction is aligned with high school programs and opportunities (e.g., early CTE, exposure to different high school programs) - Expanded offerings in the arts - Instruction in practical skills like personal finance / financial literacy - Ethnic studies is implemented	- Whole Child Approach: ELD/Biliteracy/VAPA - The Fab 5 to Thrive 21st Century Learning through STEAM/ Innovation - Ethnic studies curriculum	- Common Core State Standards - ELD (English Language Development) Instruction - Ethnic studies curriculum implementation	- Cultural events - Elective courses
6. Culture of belonging, safety, and care	<i>The school climate is welcoming and fosters trust among students, families, partners, and staff. Each person in the school community is valued for their rich diversity of experiences and is encouraged to share their views, knowledge, and culture. The school becomes a place grounded in healthy relationships, in which members feel safe and comfortable navigating conflicts and taking risks. Students feel connected to and are active participants in the school community.</i>	- Teachers, staff, and families have an understanding of the impact that trauma has on children/youth and how to provide trauma-informed care - Students have opportunities to participate in clubs and social activities in areas of interest or affinity (e.g., racial affinity, chess clubs, arts/theater, academics, etc.) - Culture of belonging, safety, and care is evident both at the district and school levels - Site leaders and office staff foster positive school culture/climate	- Panorama survey - SEL curriculum	- Review panorama data - SEL curriculum implementation	- Cultural events - Additional SEL efforts / activities - Site-specific supports like mentorship, family support, etc.

Appendix 6

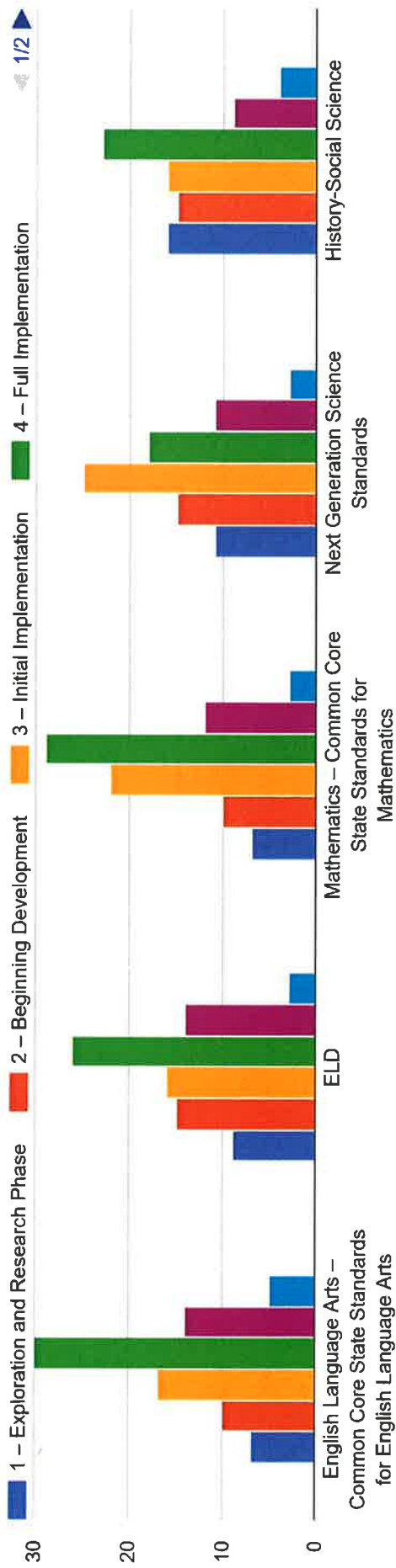
1. PROFESSIONAL LEARNING - Rate ARUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.



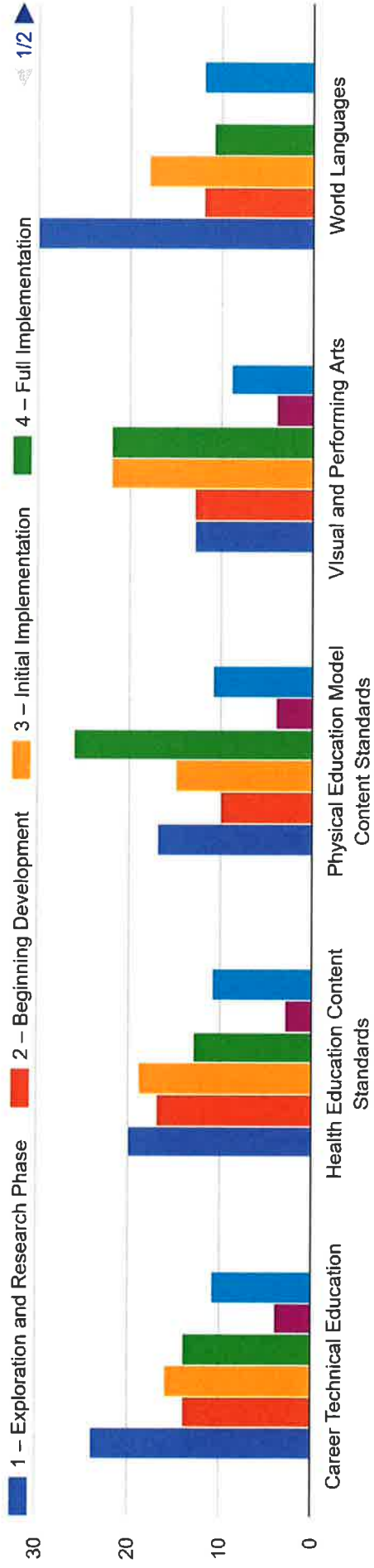
2. MATERIALS - Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.



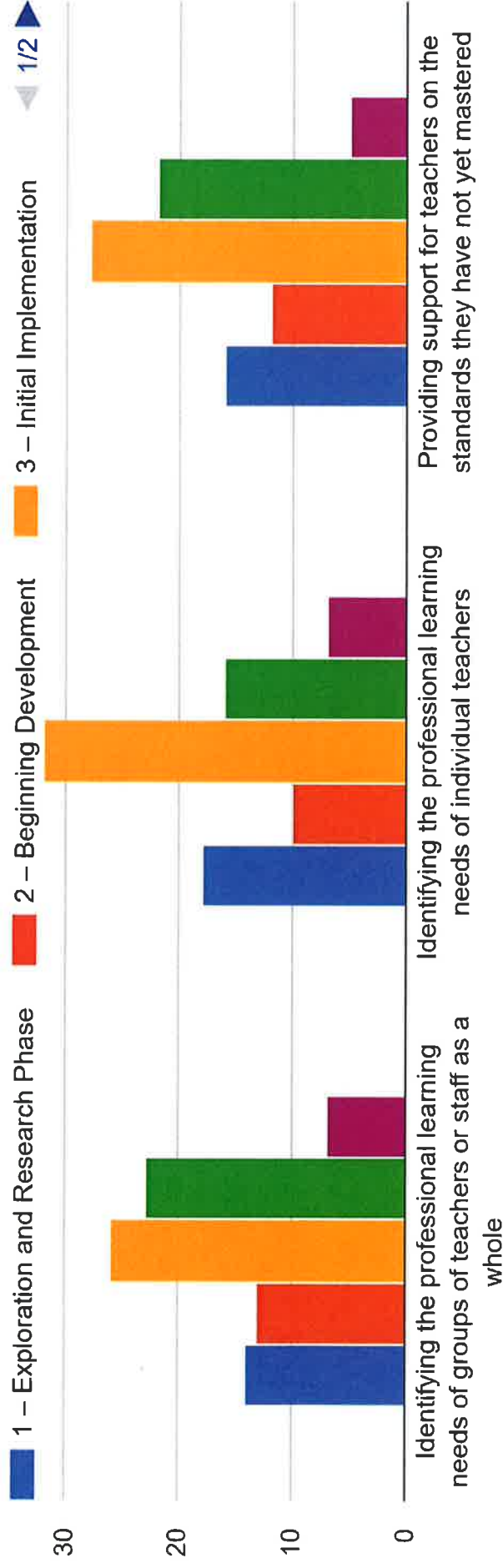
3. TEACHER IMPROVEMENT -Rate ARUSD's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the rec...llaborative time, focused classroom walkthroughs, teacher pairing)



4. OTHER ADOPTED ACADEMIC STANDARDS- Rate ARUSD's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

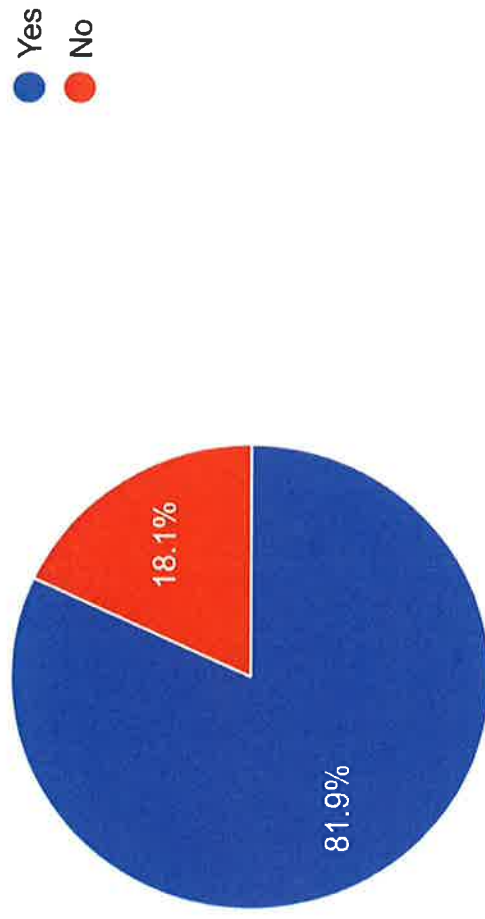


5. Rate ARUSD's success at engaging in the following activities with teachers and school administrators (including summer)



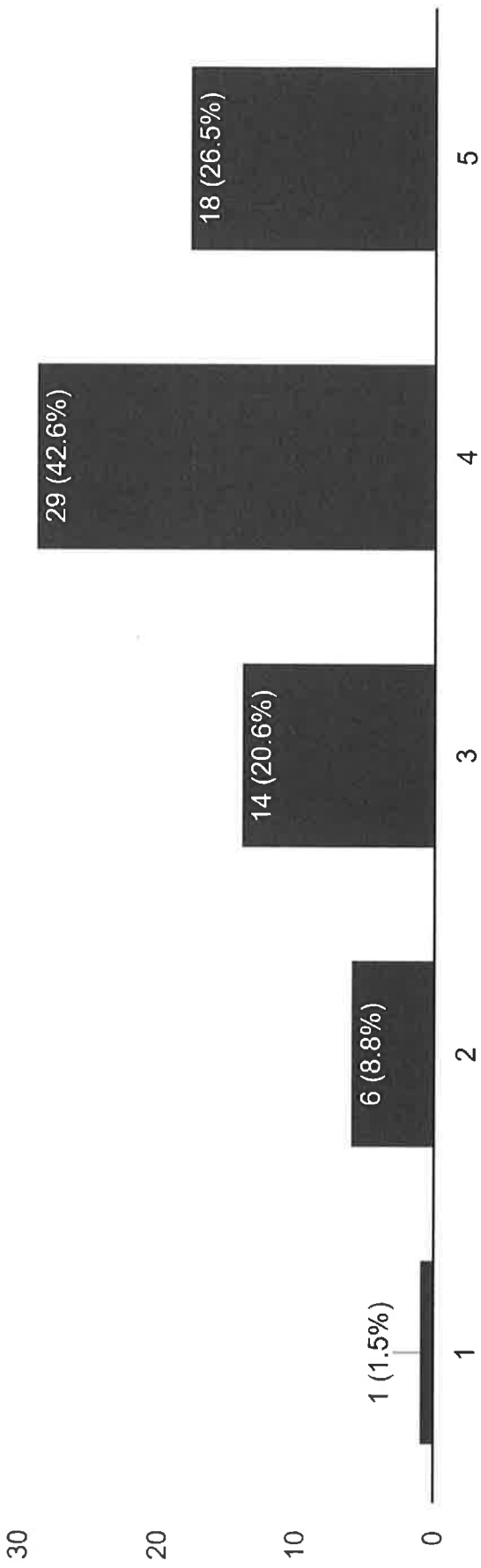
Did you participate in a professional development opportunity this year?

83 responses



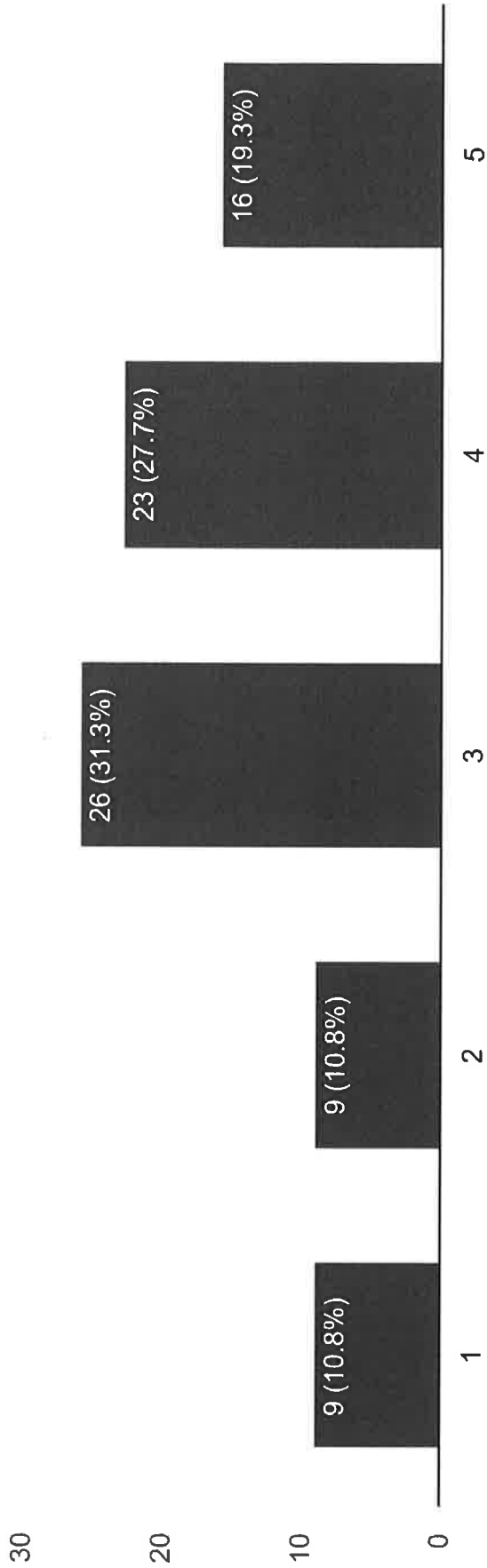
I feel that the professional development I participated in this year helped me with implementing tier 1 instruction (Instruction built for the majority of students- generally 85%).

68 responses



The instructional Leadership Team on site worked on items to help support my implementation of tier 1 instruction.

83 responses



Appendix 7

Bullying Prevention

ARUSD BULLYING & HARASSMENT PREVENTION

Alum Rock Union School District believes that all students have a right to a safe, supportive and healthy school environment free from bullying and harassment. ARUSD is committed to promoting mutual respect, tolerance, and acceptance within our school system by implementing bullying prevention procedures that encourage students to be kind, respectful and supportive with one another. Anti-bullying and conflict resolution resources are provided and easily accessible to all students, staff and parents/caregivers. Additionally, a number of schools currently utilize Restorative Practices to mediate conflicts and create opportunities for amends to be made on behalf of those who were harmed.

Defining Bullying Per California Educational Code

The State of California defines bullying as follows:

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2 (<https://advance.lexis.com/document/?pdmfid=1000516&crd=1e479d31-6386-483d-8963-7f57ccdd1121&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3Acontentitem%3A8W93-1362-D6RV-H2GY-00000-00&pdcontentcomponentid=4867&pdteaserkey=sr0&pditab=allpods&ecomp=txtrk&earg=sr0&prid=93cb8398-403c-4a6a-804e-bca779a13108>), 48900.3 (<https://advance.lexis.com/document/?pdmfid=1000516&crd=1e479d31-6386-483d-8963-7f57ccdd1121&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3Acontentitem%3A8W93-1362-D6RV-H2GY-00000-00&pdcontentcomponentid=4867&pdteaserkey=sr0&pditab=allpods&ecomp=txtrk&earg=sr0&prid=93cb8398-403c-4a6a-804e-bca779a13108>), or 48900.4 (<https://advance.lexis.com/document/?pdmfid=1000516&crd=1e479d31-6386-483d-8963-7f57ccdd1121&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3Acontentitem%3A8W93-1362-D6RV-H2GY-00000-00&pdcontentcomponentid=4867&pdteaserkey=sr0&pditab=allpods&ecomp=txtrk&earg=sr0&prid=93cb8398-403c-4a6a-804e-bca779a13108>), directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying is unwanted, harassment, intimidation, a hazing or initiation activity, ridicule, extortion, or any other verbal, written, electronic communication, or physical conduct, repeated over time, that causes or threatens to cause bodily harm or emotional suffering, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity. The behavior is repeated over time. Bullying behavior includes:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: Bullying behaviors are pervasive, that is , the bullying acts happen more than once over time.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, ridiculing and excluding someone from a group on purpose.



We Stand Up Together Against Bullying Resource Guide & Information Pamphlet (/fs/resource-manager/view/b6e040a8-0006-44a1-b4ee-2d8dc0fcbac7)

There are different types of bullying:

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- **Social bullying**, sometimes referred to as **relational bullying**, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
 - Throwing things at someone
- **Cyberbullying** is bullying that takes place over digital devices like cell phones, computers, and tablets.
 - Cyberbullying can occur through emailing, texting or messaging online through social media, forums, or gaming where people can view, participate in, or share content.
 - Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
 - It can include sharing personal or private information about someone else causing embarrassment or humiliation.

CYBERBULLYING 101

➤ COMMON FORMS OF CYBERBULLYING

The most common places where cyberbullying occurs are:

- Social Media
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

➤ POSSIBLE FORUMS FOR CYBERBULLYING

Parents & caregivers have the ability & the right to monitor their child's social media accounts. Being aware of your child's account activities is one of the best ways to keep them safe. The following Social Media Platforms have been utilized for cyberbullying:

1. Instagram (<https://www.instagram.com/>)
2. Snapchat (<https://snapchat.com/>)
3. Facebook (<https://facebook.com/>)
4. Tik Tok (<https://www.tiktok.com/>)
5. Tumblr (<https://www.tumblr.com/>)
6. Twitter (<https://twitter.com/>)
7. Discord (<https://discord.com/login>)

TIPS FOR RESPONDING TO BULLYING PREVENTIONS

▼ Tip # 1

- If you or someone you know has been a victim of suspected bullying, report these instances to a teacher, counselor, school administrator, or other trusted adult as soon as possible.

➤ Tip # 2

- If you experience bullying, some immediate steps you can take include walking away or telling the aggressor to stop in a firm, but calm way.

➤ Tip # 3

- If you witness bullying behavior, be more than just a bystander. Only intervene if it is safe to do so. Peer- to-Peer early intervention is proven to be effective in reducing bullying.

➤ Tip # 4

- In a moment of bullying, a safe way someone can help the person being bullied can include creating a distraction to help focus the attention on something else.

➤ Tip # 5

- If you are the target of cyberbullying:
 - Save evidence by taking screen shots or keeping copies of bullying texts, emails, or other communications
 - Don't respond! Tell a teacher, counselor, supervisor, school administrator, or other trusted adult as soon as possible
 - Block the aggressors from your social media, email, or other social networking pages

EDUCATION CODES

Students who engage in bullying/cyberbullying on campus, traveling to or from school, at school activities, or in a manner otherwise related to school attendance, may be subject to disciplinary procedures. A student may be subject to disciplinary action for off-campus expressions (including via electronic means), when such expressions are obscene, libelous, or slanderous, or when such expression poses a threat to the safety of other students, staff or school property, or disrupts the educational program. *Education Codes 32261(f) (g), 48900, 48900.2, 48900.3, 48900.4, 48910, 48911, 48915, 48915.5, 48918, 48918.5*

For more information on bullying, please see the resources on this web page.

Additional Bullying Prevention Resources & Information

Statewide Bullying Prevention Website Resources

1. **Bullying Prevention Training & Resources** (<https://www.cde.ca.gov/lr/ss/se/bullyingres.asp>)
2. **California Department of Education** (<https://www.cde.ca.gov/lr/ss/se/bullyingprev.asp>)
3. **California Anti-Bullying Laws & Policies** (<https://www.stopbullying.gov/resources/laws/california>)

Bullying Prevention Resources

1. **StopBullying.gov** (<https://www.stopbullying.gov/>)
2. **US Department of Education** (<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>)

3. **Suicide Prevention Awareness Month** (<https://nami.org/Home>)
 4. **Seth's Law (AB9) - Your Right to Not be Bullied at School** (<https://www.aclusocal.org/en/seths-law>)
 5. **Institutionalized Discrimination... Does it Exist in Your School?** (<https://www.idra.org/resource-center/institutionalized-discrimination-does-it-exist-in-your-school/>)
 6. **Domestic Violence Prevention Programs for Children and Youth**
(<https://www.childwelfare.gov/topics/systemwide/domviolence/prevention/children-youth/>)
 7. **LGBTQ+ Students and Resources** (https://www.lbschools.net/Departments/Student_Support_Services/transgender-and-gender-non-conforming-student-policies-and-resources.cfm)
 8. **Suggestions for Parents When Dealing With Bullies** (http://www.bullypolice.org/help_for_parents.html)
-

Social Media & Cyberbullying

1. **How to Keep Kids Safe Online** (<http://www.safekids.com/>)
2. **How to teach kids digital citizenship** (<https://www.digitalcitizenship.net/>)
3. **9 Ways to Protect Your Teen From Online Bullying** (<https://paradigm-treatment.com/9-ways-protect-teen-online-bullying/>)

Appendix 8

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Resolution No. 25-22/23

**REAFFIRMING THE CRITICAL ROLE OF SCHOOL PERSONNEL
AS MANDATED REPORTERS IN THE SAFETY
AND WELL BEING OF ALUM ROCK STUDENTS**

WHEREAS, the safety of students and staff is the District's highest priority;

WHEREAS, Board of Trustees and all school personnel in the Alum Rock Union School District value above all else the emotional, psychological, and physical safety of each and every student; and

WHEREAS, school personnel play a key role in identifying and helping vulnerable or abused children; and

WHEREAS, children spend most of their day in school, where school personnel have regular contact with them, and therefore, the ability to observe changes in appearance and behavior that others may not as readily notice; and

WHEREAS, school personnel individually may be a source of support and care for many children and may therefore be a trusted adult to whom a child confides in about abuse and neglect; and

WHEREAS, being abused or neglected as a child can be linked to physiological, emotional, and behavioral issues immediately after the abuse, as well as later in life; and

WHEREAS, child abuse and neglect can affect future generations through intergenerational trauma resulting in a cycle of damage and distress to our Alum Rock community; and

WHEREAS, every employee of the District whose duties require direct contact with and/or supervision of children are Mandated Reporters in the State of California; and

WHEREAS, California state law requires that school districts provide annual training to employees on mandated reporting responsibilities; and

WHEREAS, the District provides annual training to employees on mandated reporting responsibilities; and

WHEREAS, under the mandated reporting laws any Mandated Reporter who, within the scope of their employment, gains knowledge of or observes a child whom they reasonably suspect is the victim of child abuse or neglect shall immediately, or as

soon as is practicably possible, report said abuse or neglect to the San José Police Department or Santa Clara County Sheriff's Department or the county welfare department (Santa Clara County Department of Family and Children's Services (formerly known as "Child Protective Services" or "CPS") or other designated local agency; and

WHEREAS, 'reasonable suspicion' does not require certainty that child abuse or neglect has occurred, as any 'reasonable suspicion' is sufficient and

WHEREAS, a mandated reporter is not to conduct an investigation or collect evidence before making a report and

WHEREAS, depending on the assessment of a trained social work or law enforcement professional, a report to DFCS may not necessarily trigger an immediate investigation by DFCS but may ultimately be critical evidence in establishing a record of abuse or neglect involving a child; and

WHEREAS, per Assembly Bill 2085 which was signed into law on September 29, 2022, the State's mandated reporting laws were amended to define general neglect to only include circumstances where the child is at substantial risk of suffering serious physical harm or illness, and would provide that general neglect does not include a parent's economic disadvantage; and

WHEREAS, failure to report as a mandated reporter is a misdemeanor crime punishable by up to six (6) months in jail and/or up to a \$1000 fine; and

WHEREAS, the Board of Trustees finds that it is necessary and appropriate at this time to redouble its efforts to provide training and awareness surrounding mandated reporting requirements and the subjects of child abuse and neglect.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees reaffirms its commitment to making student safety its highest priority and to creating and maintaining safe school sites and to providing the training essential to establishing and maintaining a safe learning environment for all students;

NOW, THEREFORE, BE IT FURTHER RESOLVED the District shall annually, within the first 2 months of the start of the school year, facilitate the following:

- Encourage all District staff to attend annual mandated reporter training in-person
- **Provide a hard copy of the mandated reporter training presentation to all staff and the School Board**
- Distribute an Advisory to all school personnel reminding them of their responsibilities as mandated reporters
- Provide parents of the District with information regarding child abuse and neglect, and access to mandated reporter training (<https://mandatedreporterca.com/training/general-training>)

- Verify that all mandated reporters in the District are compliant with annual mandated reporter training
- Verify the presence of graphics/posters in all teachers lounges and or school personnel common areas reminding of mandated reporter responsibilities, reporting protocols, and a copy of this resolution
- Provide links to child abuse prevention videos and resources to school personnel
- **All site administrators to read the resolution at their staff meetings and to have MOT read the resolution at their unit meetings**

PASSED AND ADOPTED this 15th day of December, 2022, at a regular meeting by the following vote:

AYES 5 NOES 0 ABSTAIN 0 ABSENT 0

Minh Pham, President



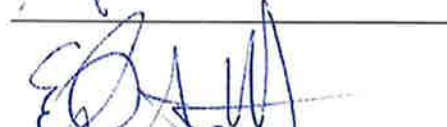
Corina Herrera-Loera, Vice-President



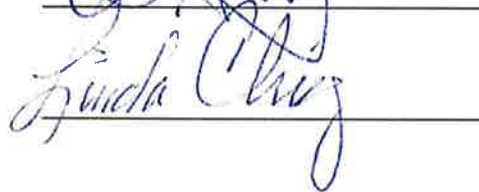
Andres Quintero, Clerk



Ernesto Bejarano, Board Member



Linda Chavez, Board Member



Appendix 9



Santa Clara County Office of Education

Mary Ann Dewan, Ph.D.
County Superintendent of Schools

April 14, 2023

Minh Pham, Board President
Alum Rock Union Elementary School District
2930 Gay Ave.
San Jose, CA 95127

Dear Board President Minh Pham,

Subject: Positive Certification of the Alum Rock Union Elementary School District's 2022-23 Second Interim Report

In accordance with Education Code (EC) Section 42131, our staff has examined the Second Interim Report of Alum Rock Union Elementary School District (District) for the fiscal year 2022-23 to determine if it complies with the Criteria and Standards adopted by the State Board of Education (State) and if it allows the District to meet its financial obligations during the current and two subsequent fiscal years.

Based on our review and analysis, I find that the Second Interim Report approved by the District's Governing Board fairly reflects the District's financial status and is consistent with the State's Criteria and Standards. Therefore, **I concur with the District's positive certification.**

I want to acknowledge and express my appreciation to the District's staff and the Governing Board for their efforts in preparing and timely submission of the Second Interim Report. The next formal budget update is the Adopted 2023-24 Budget, which the Board must approve by July 1, 2023. If you have any questions or concerns, please contact your District Business Advisor Ann Redd at (408) 453-6593.

Sincerely,

Mary Ann Dewan, Ph.D.
County Superintendent of Schools

cc: Hilaria Bauer, Ph.D., Superintendent, Alum Rock Union Elementary School District
Kolvira Chheng, Assistant Superintendent of Business Services, Alum Rock Union Elementary School District
Efrain Robles, Director of Fiscal Services, Alum Rock Union Elementary School District
Stephanie Gomez, Assistant Superintendent–Business Services, Santa Clara County Office of Education
Susan Ady, Director, District Business Services, Santa Clara County Office of Education
Ann Redd, Sr. District Business Advisor, Santa Clara County Office of Education

Appendix 10

Budget Book distributed on June
2022

Appendix 11



SUMMER 2023

ALUM ROCK NEWS

UPDATES FROM & FOR OUR COMMUNITY

CESAR CHAVEZ
EARLY LEARNING CENTER



GRAND OPENING

FOOD, FUN, AND MORE!

FREE FOOD, GAMES, RESOURCES, FARMERS MARKET, AND
PETTING ZOO. FUN FOR THE WHOLE FAMILY!



REGISTER

TO ATTEND THE
CELEBRATION!



Scan me

JOIN US for a Day of Summer Fun!

We hope you'll save the date to join ARUSD and our partners Kidango and SOMOS Mayfair as we celebrate the opening of the **César Chávez Early Learning Center** with a FREE Community Fair on **Friday, July 21 from 1:00-5:00pm**. The CCELC is a first-of-its-kind holistic, inclusive, and loving learning space for our earliest learners and their families, giving children a strong start in school and life.

This historic grand opening will include fun for the whole family, including free food and drinks, games, raffle prizes, a farmers market, a petting zoo, and more. Don't miss this day of summer fun! Learn more and register for the event at kidango.me/cc

Environmental Justice for Earth Day

To celebrate Earth Day, we were excited to launch a one-of-a-kind program at **Russo/McEntee Academy** focused on environmental justice, sustainability, and family engagement.

Students will have access to on-campus environmental education, and State grant funding will allow them to visit Bay Area parks and enjoy the beauty of nature in all its glory!



Russo/McEntee was recently awarded \$700,000 through California's **Outdoor Equity Program (OEP)**, which increases access to outdoor experiences for residents in low-income urban and rural communities. This grant will also support a school garden where students can learn to grow their own food, a therapeutic garden to improve student mental health, and an environmentally-focused curriculum.

Learn more at russomcentee.arusd.org



We Want the Copita!

Our **Copita 2023** soccer tournament at Independence High School was a huge success, with LUCHA Elementary winning the Elementary Cup, Ocala taking the Middle School Girls Cup, and Joseph George coming out on top in the Middle School Boys Cup. All of our kids are winners, and they showed it on the field. Special thanks to Board of Trustees President **Minh Pham** for joining us and sharing these photos!



Marching in the Mayfair for César Chávez

On Thursday, March 30th, our students and staff were proud to join our community in the 30th Anniversary March to honor the legacy of **César Chávez**, a champion of workers rights who began his organizing career right here in San José's Mayfair neighborhood! The march featured performances from ARUSD's youth mariachi group and Calpulli Tonalequeh, and a speech from César Chávez' grandson, Anthony.

Watch a video of the march
from the School of Arts &
Culture at Mexican
Heritage Plaza



Volunteer Jubilee

We recently held our annual Volunteer Jubilee at Mt. Pleasant High School, where we honored our **SPARC** parents and our wonderful **school volunteers**. Each school selected parents to be recognized, and the district's youth mariachi band gave a performance at the ceremony! Thanks to all the ARUSD staff who helped put this fun event together.





Dreaming of a Bright Future Ahead!

It's that time of year again, when graduations have us looking forward to the next steps in the education journeys of our students...

We're also excited to see so many kids taking advantage of summer programs to avoid learning loss and stay engaged with school!

A message from the Superintendent

Dear Alum Rock Community,

Thank you for reading our Summer Newsletter! In case you were not aware, we are currently conducting a feasibility study for **workforce housing** at two potential sites — Renaissance Academy at Mathson and the District Office. These projects would provide much-needed housing options to help us recruit and retain high quality educators for our schools and students. The feasibility study should be completed in the next 2-3 months. Look for a report coming soon on all of the work being done to upgrade and enhance our facilities thanks to your support!

Warmest regards,
Dr. Hilaria Bauer
Superintendent





CESAR CHAVEZ
EARLY LEARNING CENTER



GRAND OPENING

FOOD, FUN, AND MORE!

FREE FOOD, GAMES, RESOURCES, FARMERS MARKET, AND
PETTING ZOO. FUN FOR THE WHOLE FAMILY!

ABOUT THE CENTER

THE CESAR CHAVEZ EARLY LEARNING CENTER PROVIDES
SUPPORT FOR FAMILIES WITH YOUNG CHILDREN, FROM
BIRTH TO KINDERGARTEN (AGES 0-5), IN ONE SAFE AND
NURTURING CAMPUS IN THE ALUM ROCK COMMUNITY.

THE CESAR CHAVEZ EARLY LEARNING CENTER OFFERS:

- FULL-DAY INFANT, TODDLER, AND PRESCHOOL CARE
- PART-DAY PRESCHOOL (MORNING AND AFTERNOON)
- TRANSITIONAL KINDERGARTEN (TK) AND KINDERGARTEN (K)
- AFTER SCHOOL CARE AND SUMMER SCHOOL FOR TK AND K

LEARN MORE AT KIDANGO.ME/CC



REGISTER

TO ATTEND THE
CELEBRATION!



Scan me

**JULY 21
1-5 PM**



**CESAR CHAVEZ
EARLY LEARNING
CENTER**

2000
KAMMERER AVE
SAN JOSE, CA
95116

kidango





CENTRO DE APRENDIZAJE TEMPRANO
CESAR CHAVEZ



GRAN INAUGURACIÓN

¡COMIDA, DIVERSIÓN Y MÁS!

COMIDA GRATIS, JUEGOS, RECURSOS, MERCADO DE AGRICULTORES Y
ZOOLOGICO DE ANIMALES ACARICIALES. ¡DIVERSIÓN PARA TODA LA FAMILIA!

SOBRE EL CENTRO

EL CENTRO DE APRENDIZAJE TEMPRANO CESAR CHAVEZ BRINDA
APOYO A FAMILIAS CON NIÑOS PEQUEÑOS, DESDE EL NACIMIENTO
HASTA EL JARDÍN DE INFANTES (DE 0 A 5 AÑOS), EN UN LUGAR
SEGURO Y CAMPUS ENRIQUECEDOR EN LA COMUNIDAD DE ALUM ROCK.

EL CENTRO DE APRENDIZAJE TEMPRANO CESAR CHAVEZ OFRECE:

- CUIDADO DE BEBÉS, NIÑOS PEQUEÑOS Y PREESCOLARES
DURANTE TODO EL DÍA
- PREESCOLAR DE MEDIO DÍA (MAÑANA Y TARDE)
- KINDERGARTEN DE TRANSICIÓN (TK) Y KINDERGARTEN (K)
- CUIDADO DESPUÉS DE LA ESCUELA Y ESCUELA DE VERANO PARA TK Y K

APRENDE MÁS EN [KIDANGO.ME/CC](https://www.kidango.me/cc)

kidango



REGISTRATE

¡PARA ASISTIR A
LA CELEBRACIÓN!



Escanéame

**21 DE JULIO
1-5 PM**



**CENTRO DE
APRENDIZAJE
TEMPRANO
CESAR CHAVEZ**

2000
KAMMERER AVE
SAN JOSE, CA
95116



CESAR CHAVEZ
TRUNG TÂM GIÁO DỤC MẦM NON



LỄ KHAI TRƯƠNG

ĂN UỐNG, VUI CHƠI VÀ NHIỀU ĐIỀU KHÁC!

THỰC PHẨM MIỄN PHÍ, TRÒ CHƠI, TÀI NGUYÊN, CHỢ NÔNG SẢN VÀ
VƯỜN THÚ CUNG. NIỀM VUI CHO CẢ GIA ĐÌNH!

GIỚI THIỆU VỀ TRUNG TÂM

TRUNG TÂM GIÁO DỤC MẦM NON CESAR CHAVEZ CUNG CẤP
SỰ HỖ TRỢ CHO CÁC GIA ĐÌNH CÓ TRẺ NHỎ, TỪ SƠ SINH ĐẾN
MẪU GIÁO (0 - 5 TUỔI), TRONG MỘT KHUÔN VIÊN AN TOÀN
VÀ ĐẦY YÊU THƯƠNG TRONG CỘNG ĐỒNG ALUM ROCK.

TRUNG TÂM GIÁO DỤC MẦM NON CESAR CHAVEZ CUNG CẤP:

- CHƯƠNG TRÌNH CHĂM SÓC CẢ NGÀY CHO TRẺ SƠ SINH, TRẺ TẬP ĐI VÀ TRẺ MẦM NON
- CHƯƠNG TRÌNH MẦM NON NỬA NGÀY (SÁNG VÀ CHIỀU)
- CHƯƠNG TRÌNH MẪU GIÁO CHUYỂN TIẾP (TK) VÀ MẪU GIÁO (K)
- CHƯƠNG TRÌNH CHĂM SÓC SAU GIỜ HỌC VÀ HỌC HÈ CHO TK VÀ K

TÌM HIỂU THÊM TẠI [KIDANGO.ME/CC](https://www.kidango.me/cc)

kidango



ĐĂNG KÝ

ĐỂ THAM DỰ
LỄ KHAI TRƯƠNG!



Quét cái này

**21 THÁNG 7
1-5 PM**



**CESAR CHAVEZ
TRUNG TÂM
GIÁO DỤC MẦM NON**

2000
KAMMERER AVE
SAN JOSE, CA
95116

Appendix 12

Policy 5141.21: Administering Medication And Monitoring Health Conditions

Original Adopted Date: 07/02/2013 | Last Revised Date: 06/24/2021 | Last Reviewed Date: 06/24/2021 Update: Pending

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parent/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or other opioid antagonist for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

~~In an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer medication to the student.~~

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. District nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

~~In addition, trained unlicensed school employees are allowed to administer medications to students suffering from allergic reactions, severe hypoglycemia, or asthma. Furthermore, as with other prescription medications, trained unlicensed school personnel may administer insulin to students where an authorized health care provider has determined that unlicensed school personnel may safely and appropriately administer the medication only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. The medication must be administered in accordance with a written health care provider statement and parental consent.~~

When unlicensed personnel are authorized by law to administer a medication, such as emergency antiseizure medication, epinephrine auto-injector, or glucagon, the Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 600-611

Description

Administering medication to students

Bus. Code 2700-2837

Nursing - <https://simbli.eboardsolutions.com/SU/uCzErklfpGgLI9HTTI6yxg==>

Bus. Code 3500-3546

Physician assistants -
<https://simbli.eboardsolutions.com/SU/DVwu5arEKuyPdOB2YXaplusEw==>

Bus. Code 4119.2

Acquisition of epinephrine auto-injectors -
<https://simbli.eboardsolutions.com/SU/vO6toOi4tTtDRslshrrJcMWIQ==>

Bus. Code 4119.8

Acquisition of naloxone hydrochloride or another opioid antagonist -
<https://simbli.eboardsolutions.com/SU/DmZMuG277jOaQCVyhEgx8w==>

Ed. Code 48980

Parent/Guardian notifications

Ed. Code 49407

Liability for treatment

Ed. Code 49408

Student emergency information

Ed. Code 49414

Emergency epinephrine auto-injectors

Ed. Code 49414.3

Emergency medical assistance; administration of medication for opioid Overdose

Ed. Code 49414.5

Providing school personnel with voluntary emergency training

Ed. Code 49422-49427.

Employment of medical personnel

Ed. Code 49423

Administration of prescribed medication for student

Ed. Code 49423.1

Inhaled asthma medication

Ed. Code 49480

Continuing medication regimen; notice

H&S Code 11362.7-11362.85

Medicinal cannabis

Federal References

Description

20 USC 1232g

Family Educational Rights and Privacy Act (FERPA) of 1974

20 USC 1400-1482

Individuals with Disabilities Education Act

21 USC 812

Schedule of controlled substances

21 USC 844

Penalties for possession of controlled substance

29 USC 794

Rehabilitation Act of 1973; Section 504

Management Resources

References Description

American Diabetes Association Publication

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

American Diabetes Association Publication

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

American Diabetes Association Publication

Program Advisory on Medication Administration, 2005

American Diabetes Association Publication

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

Court Decision

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

National Diabetes Education Program Publication

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

Website

CSBA District and County Office of Education Legal Services - <https://simbli.eboardsolutions.com/SU/UdykszdmpETuDsIshXk6R5akQ==>

Website

National Diabetes Education Program - <https://simbli.eboardsolutions.com/SU/U4JqanN6vqbBAvhkbHdFNA==>

Website

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information - <https://simbli.eboardsolutions.com/SU/BdavnAjNBHZNDwPZKB17GA=>

Website

American Diabetes Association - <https://simbli.eboardsolutions.com/SU/ZdzQITccA6IJSdCRontMZA==>

Website

California Department of Education, Health Services and School Nursing <https://simbli.eboardsolutions.com/SU/8gslshmouplus2E8Rmx2avRDOPxw==>

Website

CSBA - <https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg>

Cross References	Description
3513.4	Drug And Alcohol Free Schools - https://simbli.eboardsolutions.com/SU/IWrvCVMFOURSTys7ITilw==
4119.43	Universal Precautions - https://simbli.eboardsolutions.com/SU/wo6bTjF8Dpluszj5RPMh905bg==
4119.43	Universal Precautions - https://simbli.eboardsolutions.com/SU/iS9cjGvIDGNPC0Nn7voCaQ==
4131	Staff Development - https://simbli.eboardsolutions.com/SU/18tHwAplusPB6gYpSvU2M90UQ==
4219.43	Universal Precautions - https://simbli.eboardsolutions.com/SU/fhs0g4GwhBz9mwE89NoDFQ==
4219.43	Universal Precautions - https://simbli.eboardsolutions.com/SU/HjwrFH6NmBAPaxWoZwNaNA==
4231	Staff Development - https://simbli.eboardsolutions.com/SU/1GdSvce3iplusjlfuKoopluskisg==
4319.43	Universal Precautions - https://simbli.eboardsolutions.com/SU/F6J4o4C0FRh73fPtLFLybw==
4319.43	Universal Precautions - https://simbli.eboardsolutions.com/SU/nSi7NUI98y7ew3oL2ungXQ==
5022	Student And Family Privacy Rights - https://simbli.eboardsolutions.com/SU/iesCiktlnXSxIEi06ifvnQ==
5022	Student And Family Privacy Rights - https://simbli.eboardsolutions.com/SU/Z7Q2L0MCdtlNN8WzcZDt6g==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/RdWFdWK8P8uqm2Es5Rb83A==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/i9pECbA76XBxrJgPgoy40Q==
5113.1	Chronic Absence And Truancy - https://simbli.eboardsolutions.com/SU/1CLTnG0FA5CwA7ILMnj3CQ==
5113.1	Chronic Absence And Truancy - https://simbli.eboardsolutions.com/SU/1HtbZyZrX45nVTA9PtsPFg==
5125	Student Records - https://simbli.eboardsolutions.com/SU/zfVxmFjXaU0yA2J3qP2NbA==
5125	Student Records - https://simbli.eboardsolutions.com/SU/ZPXtWNY6yXMsXdHecWbvtw==
5131.62	Tobacco - https://simbli.eboardsolutions.com/SU/4vk8l9Geyclplus91gvplusWBllQ==
5131.62	Tobacco - https://simbli.eboardsolutions.com/SU/SiDDPI2plusKrn8t0MMpZTzsQ==
5141	Health Care And Emergencies -

5141	Health Care And Emergencies - https://simbli.eboardsolutions.com/SU/Ry1nbBSsgxok4TboVml02g==
5141.22	Infectious Diseases - https://simbli.eboardsolutions.com/SU/plusqb1bae87cCHZAhyfGCUKw==
5141.22	Infectious Diseases - https://simbli.eboardsolutions.com/SU/3k6xJ6xRiGABcKRxNFmmslshw==
5141.23	Asthma Management - https://simbli.eboardsolutions.com/SU/nlKUE9Ejq43e2O63p8RkZg==
5141.23	Asthma Management - https://simbli.eboardsolutions.com/SU/xy7DmAsyplushS04guW87slshCRA==
5141.24	Specialized Health Care Services - https://simbli.eboardsolutions.com/SU/tYdy8cFfBoNqYHslshqYY7LzQ==
5141.27	Food Allergies/Special Dietary Needs - https://simbli.eboardsolutions.com/SU/w0WplusJ8JbkPXIMuKqrwslshvwQ==
5141.27	Food Allergies/Special Dietary Needs - https://simbli.eboardsolutions.com/SU/tD5Wh1EyLplusn12SU0rOulMg==
5141.6	School Health Services - https://simbli.eboardsolutions.com/SU/bo7oU2fhTz3HouV1kVD6ug==
5141.6	School Health Services - https://simbli.eboardsolutions.com/SU/q0rM8Wlx3Lq7fAHm0mu2Fw==
5145.6	Parent/Guardian Notifications - https://simbli.eboardsolutions.com/SU/MjIKK4RWCrf8QEY4TqqTGw==
5145.6-E(1)	Parent/Guardian Notifications - https://simbli.eboardsolutions.com/SU/0mvslshGaoNyTIYjBi365RuZw==
5145.6-E PDF(1)	Parent/Guardian Notifications - https://simbli.eboardsolutions.com/SU/KaF264E6xqVmr5Y06slshHbMw==
5148.2	Before/After School Programs - https://simbli.eboardsolutions.com/SU/rxEBBHMM4efikEaqtrplum5g==
5148.2	Before/After School Programs - https://simbli.eboardsolutions.com/SU/eFYpdZf4HUN24bWRbRVrxQ==
6142.8	Comprehensive Health Education - https://simbli.eboardsolutions.com/SU/filNumhPwdOfWYnr2pXndgA==
6142.8	Comprehensive Health Education - https://simbli.eboardsolutions.com/SU/wM20pdRNQyveWZTceMp34A==
6145.2	Athletic Competition - https://simbli.eboardsolutions.com/SU/JFZNqAXyeU4kJSROIA7zTQ==
6145.2	Athletic Competition - https://simbli.eboardsolutions.com/SU/xPGNeNYY84JdnaizEUIVBg==
6163.2	Animals At School - https://simbli.eboardsolutions.com/SU/9nOqfeQdNGBirUslshTnRG5Jw==
6163.2	Animals At School - https://simbli.eboardsolutions.com/SU/qykQB1ABpuvxCplusxPoGM7SA==

6164.6

Identification And Education Under Section 504 -

<https://simbli.eboardsolutions.com/SU/rmC8TlwLoljadQYkY66x4g==>

6164.6

Identification And Education Under Section 504 -

<https://simbli.eboardsolutions.com/SU/ow6FV82vBOecO1iEqVPEYg==>