



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

The background of the page is a photograph of three young girls in school uniforms, overlaid with a semi-transparent blue filter. The girl on the left is wearing a dark blue jacket with white stripes on the sleeve and has a backpack. The girl in the middle is wearing a white jacket and has a white headband with a floral pattern. The girl on the right is wearing a purple jacket and has a backpack. They are all looking towards the camera.

STRATEGIC PLAN VISION 2030



Welcome to Alum Rock

Our students deserve the best.

Alum Rock is a hidden gem. We are a community rich in culture and with a vibrant history that attracts dedicated professionals to serve our students from the moment they walk in the door. Throughout my career at Alum Rock, I've worked to ensure that all students - regardless of where they come from or the challenges they have faced - receive the best educational experience. This includes an academically rigorous and socially welcoming learning environment. Alum Rock can provide that for our students and families.



I am proud to present **Alum Rock Union School District's Strategic Plan - Vision 2030**. This plan is a culmination of the collective aspirations and goals of our community. The priorities and actions within were created through multiple stages of engagement with families, staff, and students through ARUSD's Baseline Systems Study, Local Control and Accountability Plan (LCAP), District English Learner Advisory Committee (DELAC), and many others.

As you read the strategic plan, I invite you to reimagine Alum Rock in 2030 with us. The priority areas, goals, and actions outlined in the plan chart the path towards a district that is even more welcoming and prepares even more of our students for their future. Together we can make Vision 2030 a reality. I am honored to serve as your Interim Superintendent as we lay the groundwork for the future and reimagine Alum Rock, together.

Sincerely,

Sandra Garcia
Interim Superintendent

Our Vision

All Alum Rock students will be ready for the future in a diverse and competitive world.

Our 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 our students to be life long learners and compete for the careers of the future.

What's Inside



<u>Strategic Plan Development</u>	4
<u>Driven by Community Input</u>	5
<u>Reimagining Alum Rock</u>	6
<u>Our Priority Goals</u>	7
<u>Measuring Our Progress</u>	8
<u>Priority Goal 1 - Academic Acceleration & Programming</u>	9
<u>Priority Goal 2 - Student Supports & Wellness</u>	15
<u>Priority Goal 3 - Student, Family, & Staff Engagement</u>	20
<u>Next Steps - Where do we go from here?</u>	25

Strategic Plan Development

The Process

This plan was developed through 6 strategic phases, each with specific goals and objectives. As a result we developed a comprehensive strategic plan that reflects input from all our educational partners.

1 Educational Partner Engagement

Through surveys and focus groups, educational partners, certificated and classified staff, families, and students shared their perspectives about what is working well, areas for strengthening, and key opportunities for the district.

2 Data Review

A Baseline Systems Study was conducted using district data (including state test scores, absenteeism, special education identification, etc.), student work samples, student shadowing, classroom observations, LCAP input session results, and feedback from community input sessions.

3 Draft Strategic Plan

An initial draft of the strategic plan was developed, informed by key insights from educational partners. This first draft focused on determining the priority goals, sub-goals for each priority goal, and metrics and progress indicators for each priority goal.

4 Educational Partner Feedback

The draft strategic plan priority goals and subgoals was shared with educational partners advisory groups for feedback and to gather suggestions for specific actions the district should consider taking to advance each sub-goal.

5 Finalize Strategic Plan

Based on educational partner feedback, the plan was revised and expanded to include recommended actions and additional detail throughout. The plan was presented to the Board of Trustees in June 2025 for adoption.

6 Cascade Strategic Plan

Following the adoption of the strategic plan by the Board of Trustees, district departments will establish and school sites will align their plans and SPSAs with the strategic plan.

ARUSD's Baseline Systems Study

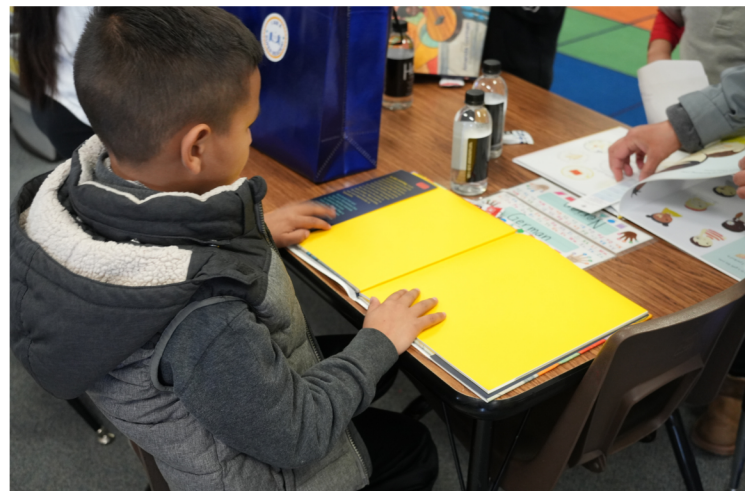
Concurrently with the development of the strategic plan, ARUSD conducted a Baseline Systems Study to analyze the systems influencing student outcomes across demographic groups. The most pivotal questions we asked was:

“What systems, within the control of our school and district, best explain patterns of student achievement in our context?”

Among other questions we asked were 1) What is the student achievement profile?, 2) What systems best explain the achievement profile?, and 3) What needs to occur to shatter any inequitable systems?

Acting on the Results of the Study

Aligned to the strategic plan, the results of the Baseline Systems Study will provide us with information to develop a teacher-driven action plan for improvement. The Baseline Systems Study is an opportunity for Alum Rock to comprehensively review our students' educational experience and hone in on the practices that work for our students.



Driven by Community Input

Our Plan Incorporates Input Across All Educational Partners

This strategic plan and subsequent actions are informed from a number of sources and feedback provided by staff, families, students, and community partners through:

Districtwide LCAP Listening Sessions - Held 4 community forums for family members, staff, and students.

School Site Staff LCAP listening sessions - Each school site hosted a staff LCAP listening session during a staff meeting or other format to gather input.

School Site Parent LCAP Listening Sessions - Each school site hosted a parent LCAP listening session at a Parent Cafecito or other format to gather input.

Student LCAP Listening Session - ARUSD's Student Advisory Committee provided input through a student-based LCAP listening session.

Districtwide Panorama Survey - The Panorama survey is a perception survey that collects feedback from our community across a range of topics. 84% of staff and 94% of students responded, along with 3,318 family members.

ARUSD Baseline Systems Study - The Baseline Systems Study collected data from:

- *Student Work Samples*
- *Surveys*: Including Panorama Surveys and other surveys taken by all educational partners
- *Artifacts*: Documents used including bell schedules, staff rosters, survey results, professional development plans, handbooks, special programs, and other curricular materials
- *Guided Site Walks*: Principals guided the research team around campus and through classrooms in a non-evaluative visit, focusing on the student experience with school systems and peers.
- *Student Profiles for Guided Site Walks*: 6-8 student profiles per grade level were collected including students achieving at different grade levels from each student group.

Special Education Survey - All family members, Special Education teachers, and staff received the Special Education Survey to improve services.

End of Year Staff Survey - All staff were invited to respond to this end of year survey, which included questions about district initiatives and asked about their professional development needs and interests.

Listening sessions at District Advisory Council (DAC), District English Learner Advisory Council (DELAC), and Superintendents' Parent Advisory Resource Council (SPARC) - Listening sessions with each of these parent advisory groups focused on gathering input about district strengths, challenges, and opportunities.

Listening session with SOMOS Mayfair - As a key community voice and partner, SOMOS Mayfair participated in a listening session to share perspectives on district strengths, challenges, and opportunities.

Reimagining Alum Rock

An Opportunity for a Better Alum Rock

Alum Rock school consolidations provide an opportunity to reimagine our education system. By occupying less physical space, we can concentrate our resources and expand the opportunities for students to receive school-wide support. Examples of this include our district's expansion of before and after school programs, course offerings, and electives. As we move forward to our reimagined Alum Rock, we see opportunities to continue to improve our services for all our students.

Universal Course Expectations

Universal course expectations are critical for accelerating student learning by clearly defining the key standards every student must master at each grade level or in every course. This acceleration is achieved through a collaborative, data-driven cycle among teacher teams.

From these universal course expectations, the following actions will happen:

- **Calibration of Understanding:** Teacher teams will engage in deep dives into state standards and assessment documents to ensure a shared, precise understanding of key standards and what mastery looks like for all students.
- **Continuous Formative Assessment:** Common assessments will be developed and administered frequently to measure student learning on these key standards, providing ongoing data to monitor progress and identify needs.
- **Targeted Acceleration Support:** Frequent, structured data reflections will inform collaborative planning sessions, leading to the implementation of guided practice, small group instruction, and tutoring specifically designed to accelerate student achievement growth on the key standards between assessment checks.

Multi-Tiered Systems of Support

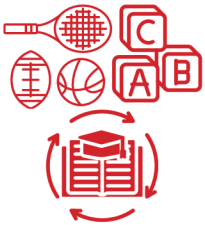
ARUSD's commitment to Multi-Tiered Systems of Support (MTSS) reflects our belief that every student deserves access to high-quality instruction, targeted interventions, and a safe, inclusive learning environment. MTSS provides a comprehensive framework that aligns academic, behavioral, and social-emotional supports to meet the diverse needs of all learners. By using data-driven decision-making and a collaborative problem-solving approach, MTSS helps us proactively identify student needs, respond with effective interventions, and monitor progress to ensure continuous improvement. As we strengthen MTSS across our district, we aim to build a more equitable, responsive, and student-centered system that fosters success for every learner, which includes:

- Before and after school academic and social support through Expanded Learning.
- Health and wellness resources in all classrooms and through on-campus resources.
- Supportive school environments with facilities improvements.
- Restructuring Special Education services to provide resources to families more directly.

Our Priority Goals

This plan is centered on 3 priority goals, 13 subgoals, and 54 recommended actions to reach them.

Throughout the strategic plan we outline each priority goal, our subgoals, and recommended actions under each subgoal. We also highlight the metrics we use to measure our progress.



ACADEMIC ACCELERATION & PROGRAMMING

Our district is dedicated to a transformative approach to academic acceleration and programming. This involves reimagining core instruction to prioritize precise, universal course expectations and a deep, collaborative understanding of key state standards among teacher teams. Central to this strategy is directly addressing systemic inequity traps through practices, policies, and structures. Chief among our practices are standards driven instruction coupled with robust common assessments and the expansion of multilingual education and robust expanded and early learning programs.



STUDENT SUPPORT & WELLNESS

Student support and wellness play a central role in ensuring that every student feels safe, valued, and ready to learn - all through ARUSD's MTSS framework. By integrating social-emotional learning, expanding behavioral health services, and centering student voice, we are building a culture where wellness is not an add-on, but a foundation for academic and personal success.



STUDENT, FAMILY, & STAFF ENGAGEMENT

Strong, authentic relationships with students, families, and staff are a foundation for our students' success and well-being. We will deepen our partnerships with families and students through culturally responsive outreach and build structures that elevate student and family voice in programming and decision-making. We will also enhance professional support systems for staff and cultivate a positive, collaborative climate.

Measuring Our Progress

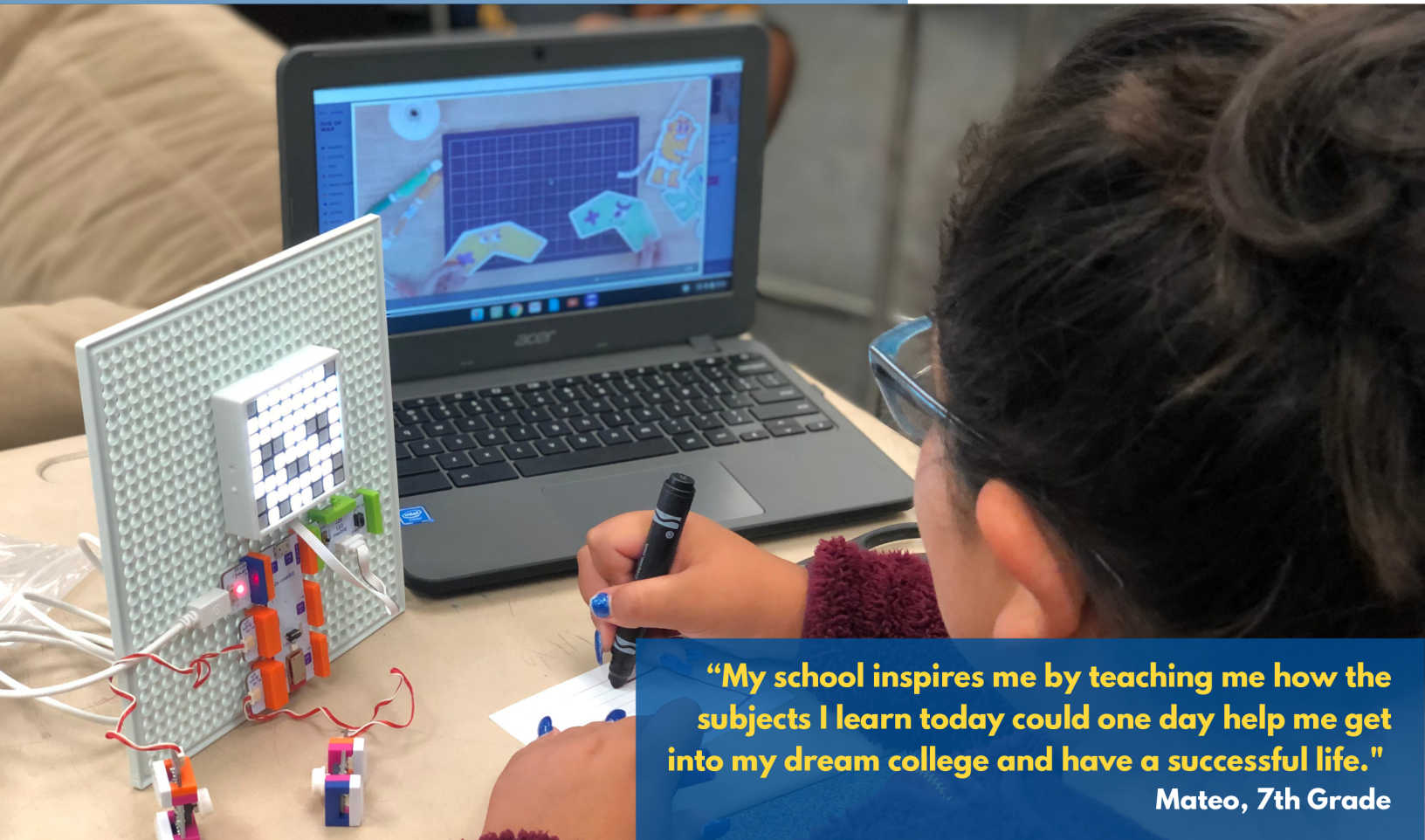
Our students benefit from how we measure our progress. Here's an overview of the metrics you'll see inside.

Key Indicators	Description
SBAC Results (ELA & Math)	The Smarter Balanced Assessment Consortium (SBAC) is a standardized test used throughout California that provides assessment results in both English Language Arts (ELA) and Math to measure student performance.
CAST Results (Science)	The California Science Test (CAST) is a standardized test used throughout California that provides assessment results on the California Next Generation Science Standards to measure student performance.
Panorama Education Survey Results <ul style="list-style-type: none">• Climate and Support for Academic Learning• Safety• Sense of Belonging	The Panorama Education Survey is a research-based perception survey administered twice a year that collects feedback from students, staff, and families. Results from the survey help gauge how our community perceives our district across a range of topics. Results on three topics will help us measure progress: "Climate and Support for Academic Learning", "Safety", and "Sense of Belonging."
Wellness Center Student Visit Data	The Social Emotional Department measures every student visit to receive counseling and engagement at a Wellness Center. Among data collected is the percent of students who have a positive experience.
Suspension Rate	Suspension Rate represents the percentage of students who were suspended for an aggregate total of one full day during the school year. This indicator assesses the use of effective restorative practices and welcoming school environments.
Chronic Absenteeism	The Chronic Absenteeism indicator represents the percentage of students who are absent 10 percent or more of the instructional days they were enrolled. This indicator assesses our school-based engagement strategies and welcoming school environments.

Priority Goal 1



Academic Acceleration & Programming



“My school inspires me by teaching me how the subjects I learn today could one day help me get into my dream college and have a successful life.”

Mateo, 7th Grade

Our students and families deserve academic environments that accelerates student academic growth.

This goal focuses on accelerating student learning and ensuring equitable access to a wide range of high-quality academic programs and support systems. It aims to improve student achievement across all subject areas, particularly for historically underserved student groups, by reimagining core instruction to prioritize precise, universal course expectations and a deep, collaborative understanding of key state standards among teacher teams.

The results of the ARUSD Baseline Systems Study will guide our work in establishing Universal Course Expectations and data-driven instructional practices to accelerate student learning. Alongside this work we will broaden the availability of elective offerings, expand multilingual opportunities, and work to integrate our curricular work into expanded and early learning programs.



Priority Goal 1 Academic Acceleration & Programming



SUBGOAL 1.1

Strengthen the core academic program through Universal Course Expectations and data-driven instructional practices

Recommended Actions

- A. Develop and implement universal course expectations to guide strategic instruction for all learners
- B. Create and implement progress monitoring assessments centered on universal course expectations
- C. Facilitate data-driven strategic teacher collaboration and planning focused on closing equity gaps and accelerating student achievement
- D. Implement a Multi-Tiered System of Support (MTSS) to provide targeted interventions and support for students not meeting expectations



SUBGOAL 1.2

Broaden the availability of elective offerings including STEAM, art, music, world languages, and Expanded Learning

Recommended Actions

- A. Expand course offerings, specifically increasing options in World Language, Visual and Performing Arts (VAPA), and Science, Technology, Engineering, Arts, and Mathematics (STEAM)
- B. Establish and implement an Ethnic Studies curriculum across all middle schools to include students' identities, cultures, and lived experiences in the classroom
- C. Recruit and retain highly qualified teachers for World Languages, Dual Immersion, Visual and Performing Arts, and STEAM courses



SUBGOAL 1.3

Expand multilingual opportunities for students and staff

Recommended Actions

- A. Develop and implement a Multilingual Master Plan to support multilingual learners in their language development in both English and other languages
- B. Expand afterschool opportunities for students to obtain multilingual learning opportunities
- C. Grow ARUSD's Vietnamese Dual Language Immersion program to include middle school offerings
- D. Provide professional development to all teachers on the best practices for designated and integrated English Language Development to support student English language acquisition



SUBGOAL 1.4

Work with early and expanded learning partners to align curricula and activities in support of the Universal Course Expectations

Recommended Actions

- A. Develop strategic actions aligned to California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) to implement targeted actions that prepare students for their future education
- B. Establish workgroup and process to align the work of Early and Expanded Learning partners to Alum Rock’s selected priority standards
- C. Provide training and professional development so that all Early and Expanded Learning providers become familiar with ARUSD’s learning platforms and learning assessments
- D. Develop targeted intervention support practices for partner implementation including actions like small-group support for Kindergarteners



SUBGOAL 1.5

Build capacity of all staff aligned to district goals, strengthen instructional and operational practices, and support continuous improvement to advance student outcomes

Recommended Actions

- A. Provide ongoing skill-based professional development aligned with and relevant to staff needs and district goals
- B. Focus professional development for administrators on leading instructional improvement, supporting MTSS implementation, and aligning site goals to district priorities
- C. Implement structures where teachers participate in structured, collaborative professional learning that supports rigorous instruction, data-driven practices, and culturally responsive pedagogy
- D. Provide role-specific training for classified staff that enhances their ability to contribute to safe, inclusive, and welcoming school environments
- E. Ensure district leaders and office staff lead and model systemwide coherence by designing and supporting professional development that is data-informed, equity-focused, and aligned to strategic goals



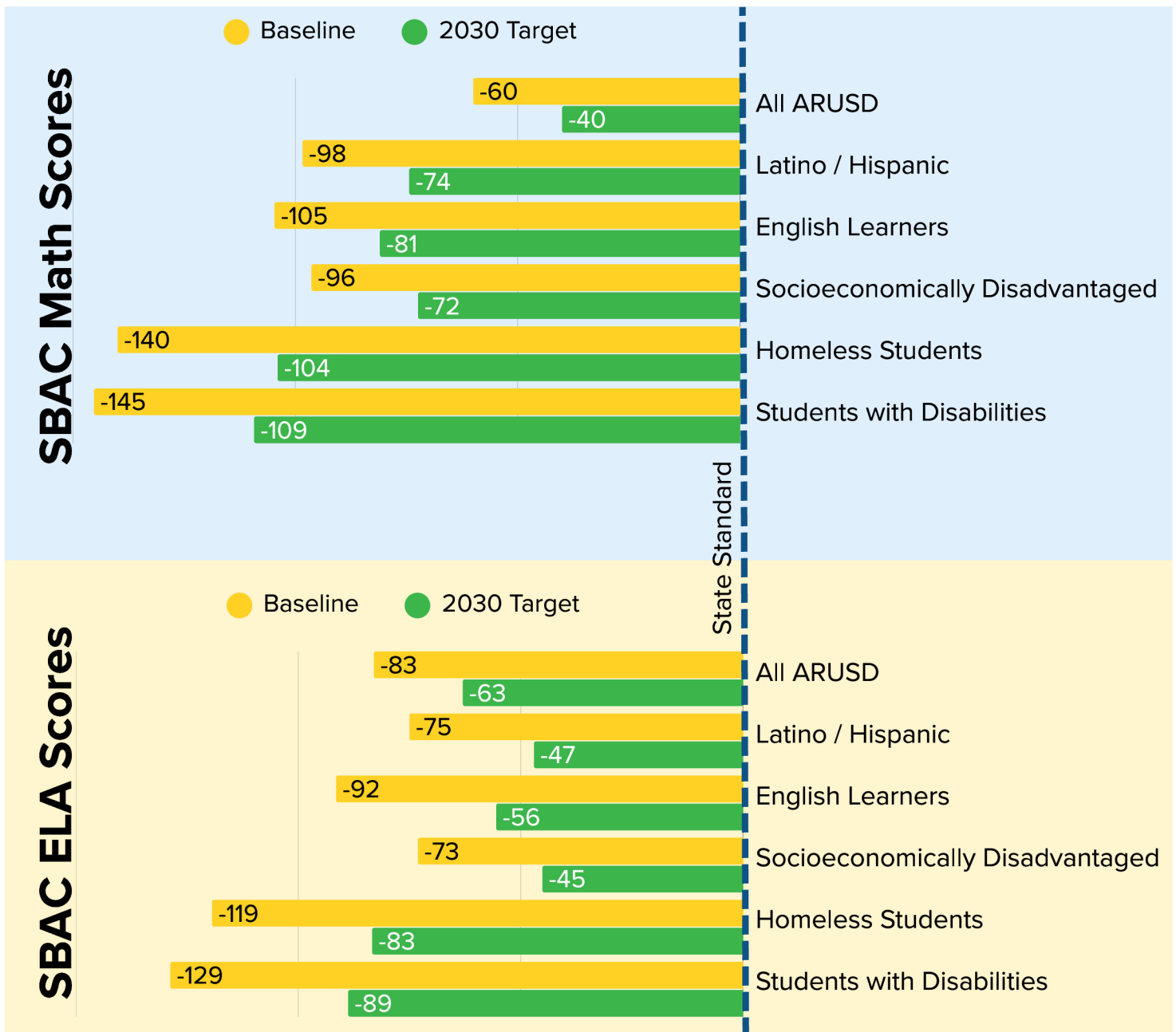
Priority Goal 1
Academic
Acceleration &
Programming

Priority Goal 1 | Academic Acceleration and Programming



Metrics and Progress Indicators

By 2030, Alum Rock Union Elementary School District will decrease the average distance from standard in English Language Arts (ELA) and Mathematics by at least 20 points from the 2023-2024 baseline as measured by the Smarter Balanced Assessment Consortium Distance from Standard (DFS) measure. Baseline year ELA DFS is -60.4, Math DFS is -83). There will be a special focus on improving outcomes for all student subgroups, particularly English Learners and socioeconomically disadvantaged students.



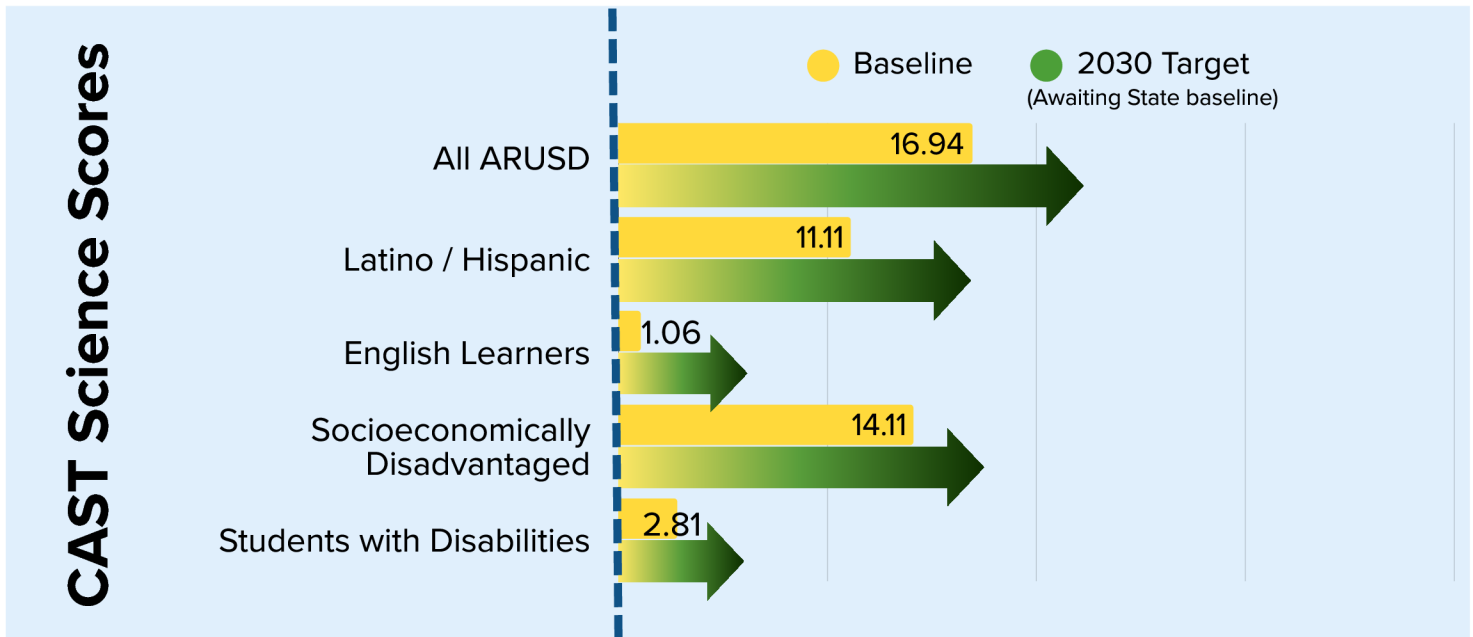
*Measured as Distance from Standard on the 2024 results of the Smarter Balanced Assessment Consortium.

Priority Goal 1 | Academic Acceleration and Programming



Metrics and Progress Indicators

By 2030, Alum Rock Union Elementary School District will increase the percent of students who meet or exceed the California Science Test assessment. The test is given to students in their 5th, 8th, and 11th grade years. Currently, ARUSD is awaiting the release of baseline growth data by the California Dashboard to set a growth goal. The growth goal will have a special focus on improving outcomes for all student subgroups, particularly English Learners and socioeconomically disadvantaged students.



*Measured as % of Students in 5th and 8th grade who Met or Exceeded Standard on the 2024 results of the California Science Test.

Priority Goal 1 | Academic Acceleration and Programming

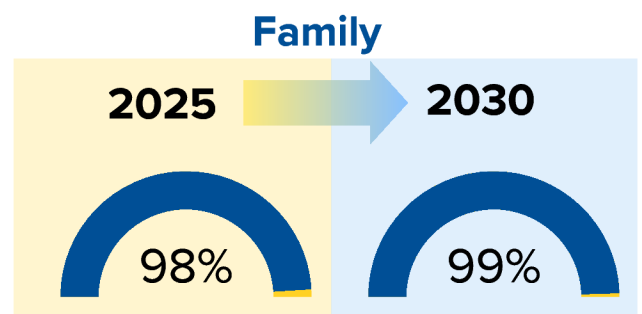
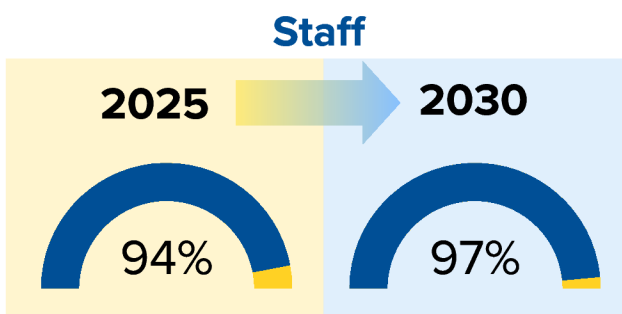
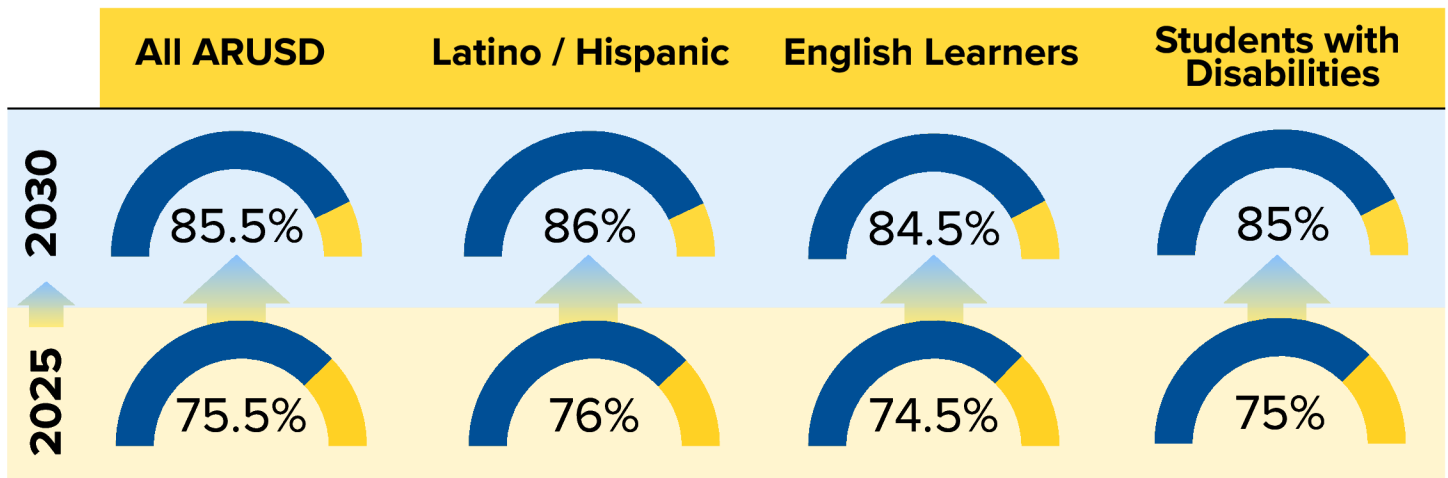


Metrics and Progress Indicators

By 2030, Alum Rock Union Elementary School District will increase the number of students who feel academically supported at school, as measured by the Panorama Survey Climate and Support for Academic Learning Indicator. There will be a special focus on improving outcomes for all student subgroups, particularly English Learners and socioeconomically disadvantaged students.

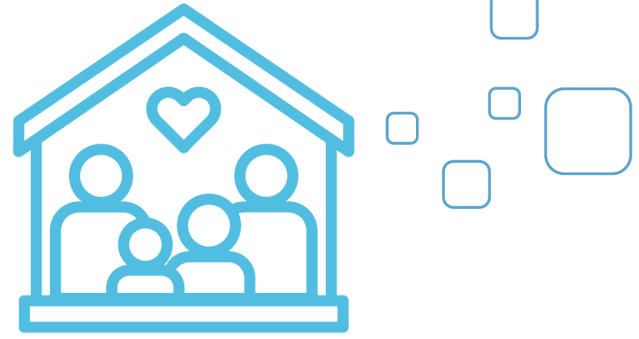
Panorama Survey Feeling Academic Support on Campus

Data represents percent of population responding favorably to questions about how academically supported they feel on campus as measured by the Climate and Support for Academic Learning Indicator on the Spring 2025 Panorama Education Survey at ARUSD. Among the questions asked are to what extent do adults encourage students to work hard, whether adults help students with schoolwork, and whether the school has high expectations and promotes academic success.



Priority Goal 2

Student Supports & Wellness

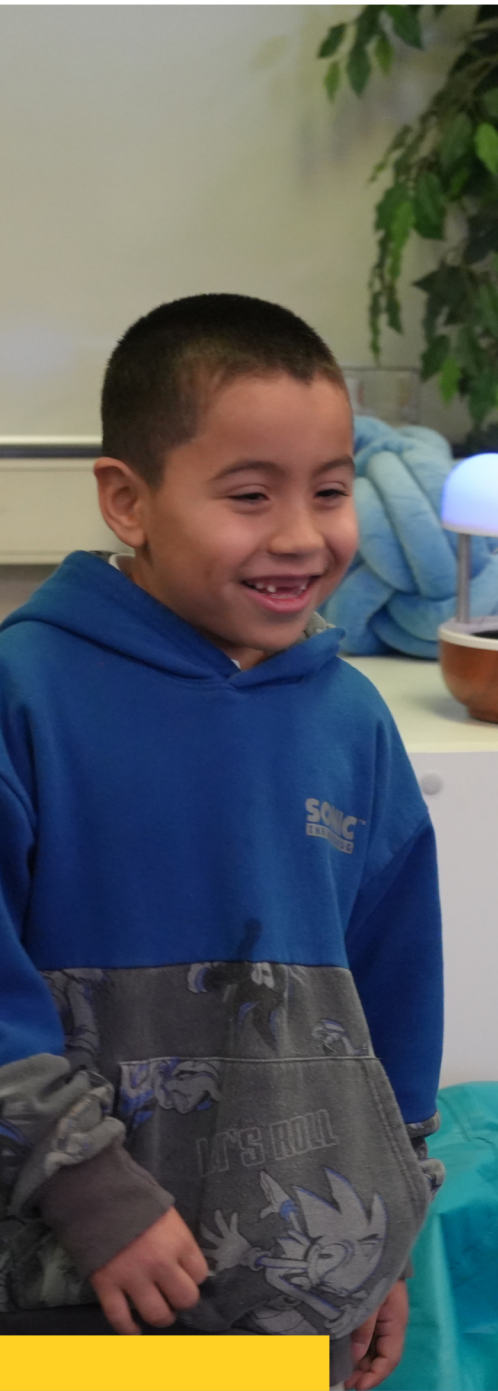


“They always support us. They always make me feel loved. They will listen to you when you need someone to listen to you.”
Anonymous Panorama Survey Participant

Our students deserve supportive school environments where we can attend to their needs.

Every student deserves to feel safe, valued, and supported at school. When students’ social, emotional, behavioral, and mental health needs are met, they are more likely to engage in learning and thrive. This goal reflects Alum Rock’s commitment to fostering welcoming environments where every student, especially our English Learners and socioeconomically disadvantaged youth, has equitable access to the supports they need to succeed.

Students have made it clear: being listened to, having a safe space to express emotions, and feeling cared for by adults on campus matters deeply. Their voices are at the heart of this work. Through a cohesive, districtwide multi-tiered system of support, integrated social-emotional learning, expanded behavioral health services, and the implementation of the community schools model, we aim to meet the full spectrum of student needs. This goal is not about programs—it’s about creating a culture where student wellness is foundational to academic achievement and long-term success.



Priority Goal 2 Student Supports & Wellness



SUBGOAL 2.1

Strengthen social and emotional learning integration within the instructional day

Recommended Actions

- A. Ensure all classrooms have a welcoming environment and spaces for student self-regulation
- B. Systematize implementation of processes for classroom teachers to utilize the SEL Tier 1 curriculum
- C. Equip school staff with resources and the knowledge base to address student social emotional needs in the classroom
- D. Ensure school-based counseling system supports and addresses the needs identified in counseling referrals



SUBGOAL 2.2

Implement a districtwide multi-tiered system of support for students' academic, behavioral, and social and emotional development

Recommended Actions

- A. Standardize process for school-wide positive behavioral intervention
- B. Expand opportunities for students to receive behavioral and academics supports outside of the school day
- C. Refine and standardize districtwide SST (Student Success Team) and 504 processes to ensure students receive tailored support services every 6 weeks
- D. Build a standardized catalog of tiered interventions for staff use and track the success of said interventions
- E. Establish clear, consistent, and measurable outcomes for MTSS activities, ensuring it is tied to the student outcome data



SUBGOAL 2.3

Expand access to student behavioral health services

Recommended Actions

- A. Establish districtwide system to screen students' behavioral health needs
- B. Build internal capacity of schools to manage direct referrals for services after students are screened
- C. Establish a financial sustainability plan to ensure the continuation of services leveraging reimbursements

(Continued on next page)



SUBGOAL 2.3 (Continued)

Expand access to student behavioral health services

Recommended Actions (Continued)

- D. Partner with community partners to ensure our services are aligned to the Children & Youth Behavioral Health Master Plan and the California Children & Youth Behavioral Health Initiative
- E. Establish clear, consistent, and measurable outcomes for referral activities, ensuring it is tied to the student outcome data

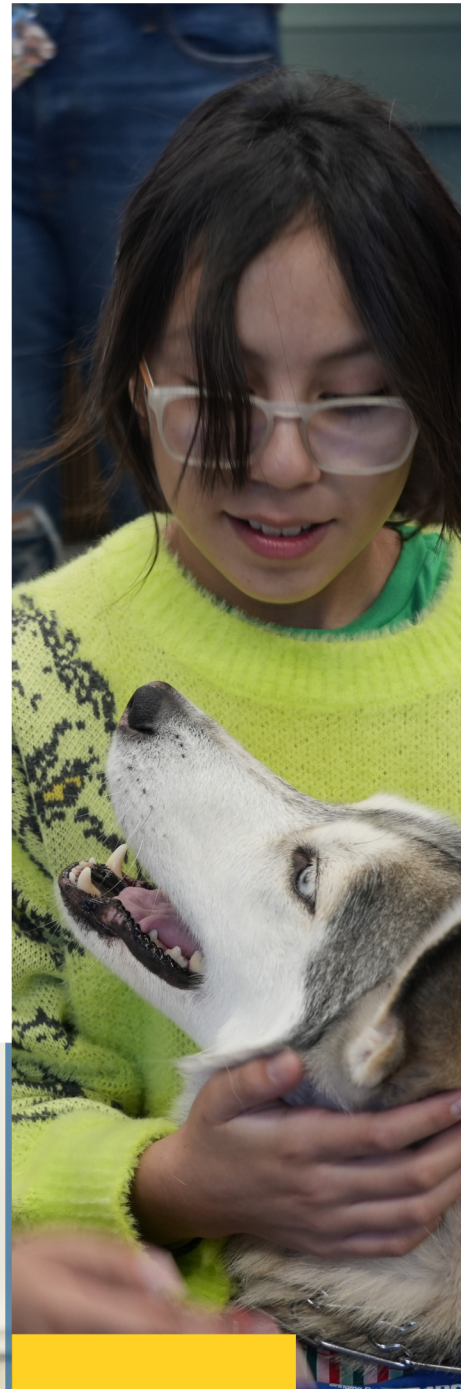


SUBGOAL 2.4

Implement the community schools model

Recommended Actions

- A. Each school establishes CARE (Coordinating Accessible Resources for Emotional Wellness) team to provide appropriately leveled services
- B. Advance the three priorities identified in the CCSPG Grant to provide student support services



Priority Goal 2
Student Supports
& Wellness

Priority Goal 2 | Student Supports and Wellness

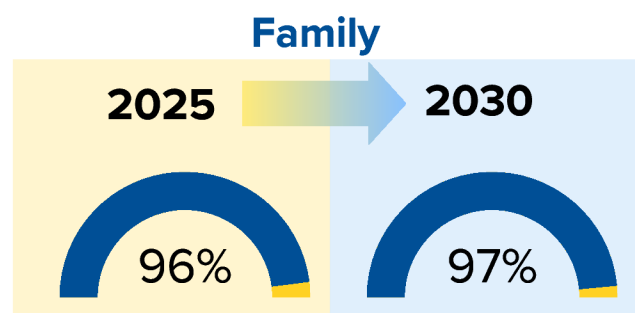
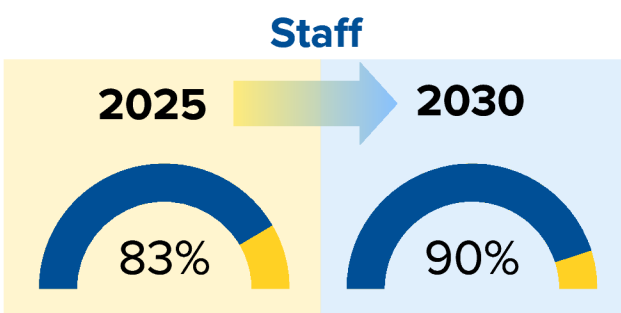
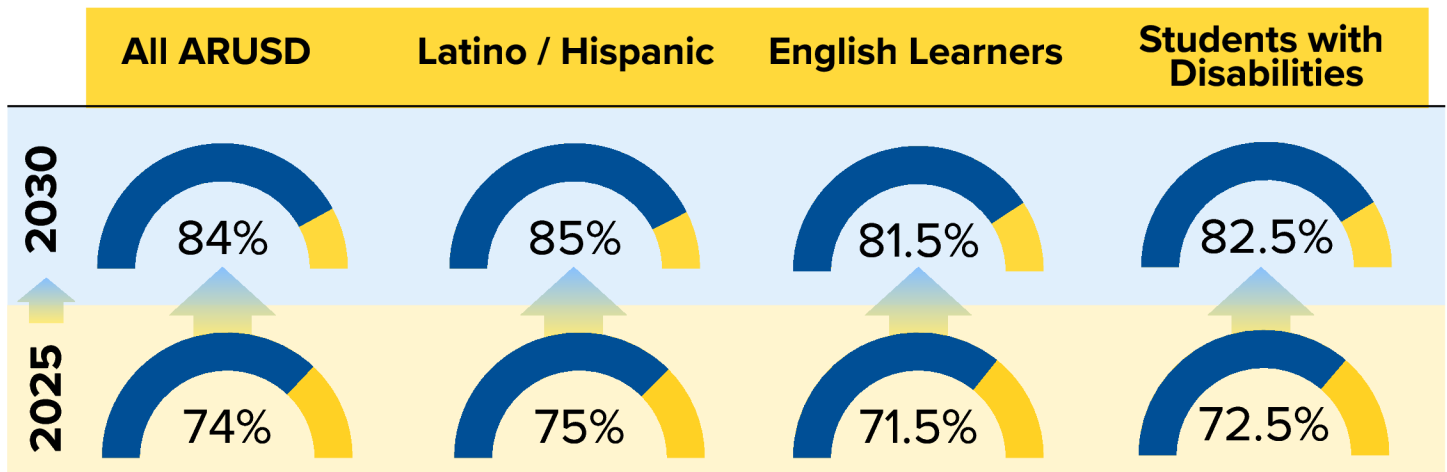


Metrics and Progress Indicators

By 2030, Alum Rock Union Elementary School District will increase the number of students who feel safe at school, the percentage of students who respond favorably to wellness center visits, and will implement restorative practices to reduce the number of students that are suspended. There will be a special focus on improving outcomes for all student subgroups, particularly students who are homeless, students with disabilities, English Learners, and socioeconomically disadvantaged students.

Panorama Survey Feeling Safe on Campus

Data represents percent of population responding favorably to questions about how safe they feel on campus as measured by the Safety Indicator on the Spring 2025 Panorama Education Survey at ARUSD. Among questions asked are if one has experienced or observed bullying behavior and to the extent they feel safe on campus.



Priority Goal 2 | Student Supports and Wellness

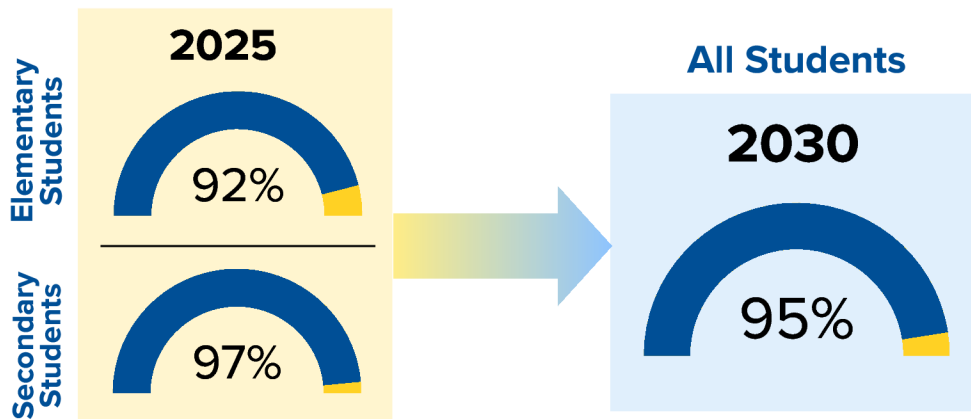


Metrics and Progress Indicators

By 2030, Alum Rock Union Elementary School District will increase the number of students who feel supported in the classroom and at school, the percentage of students who respond favorably to wellness center visits, and will implement restorative practices to reduce the number of students that are suspended. There will be a special focus on improving outcomes for all student subgroups, particularly English Learners and socioeconomically disadvantaged students.

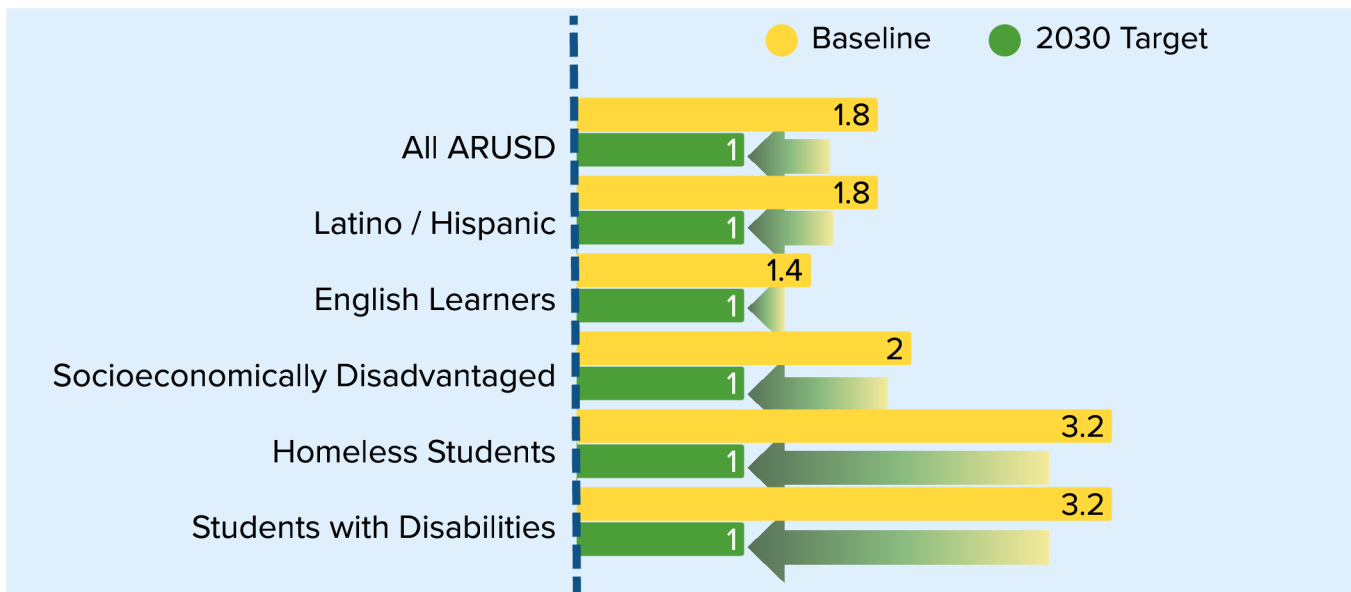
Wellness Visits

Data represents percent of population responding that their Wellness Center visit led to a positive experience. Baseline data from Spring 2025 Wellness Center Check-In and Check-Out.



Suspension Rate

Data represents percent of population suspended at least one day. Data from the 2023-2024 Suspension Rate as reported by the California School Accountability Dashboard.



Priority Goal 3

Student, Family, & Staff Engagement



“At school I get a supportive environment where I can learn, grow, and explore my passions while being surrounded by teachers and classmates who encourage me to do my best.”
- Thao, 8th Grade

Our students, families, and staff deserve welcoming school environments where everyone belongs.

We are committed to building strong, authentic relationships with students, families, and staff as a foundation for success and well-being. We believe engagement is more than participation—it is meaningful collaboration that values every voice and reflects our community’s strengths and diversity.

To realize this goal, we are connecting instruction to student’s lived experiences, expanding our comprehensive parent engagement opportunities, engaging our staff, and fostering a safe, welcoming, and inclusive school climate for all students. We will deepen our partnerships with families and students through culturally responsive outreach and build structures that elevate student and family voice in programming and decision-making. We will also enhance professional support systems for staff and cultivate a positive, collaborative climate.



SUBGOAL 3.1

Connect Instruction to students' identities, cultures, and experiences

Recommended Actions

- A. Include students' identities, cultures, and lived experiences in daily classroom instruction through multiple methods
- B. Schools and classroom physical spaces hold artifacts that reflect students' identities, cultures, and experiences
- C. Develop monthly supplemental instructional materials for educator use that reflect the cultural backgrounds of ARUSD students
- D. Celebrate monthly community events to celebrate students' identities, cultures, and lived experiences
- E. Elevate student voice in curriculum development and instructional planning through the Student Advisory Committee



SUBGOAL 3.2

Expand Parent University as a comprehensive parent engagement initiative

Recommended Actions

- A. Develop a monthly workshop series for parents with flexible delivery options
- B. Provide workshops, resources, and support tailored to community needs
- C. Build parent capacity to lead site-based and district-level decision-making bodies (e.g., ELAC, SSC, DAC, DELAC)
- D. Build capacity of Community Liaisons and School-Linked Services to strengthen school-home communication and engagement
- E. Establish clear, consistent, and measurable learning outcomes for all parent engagement activities, ensuring it is tied to the satisfaction of learning



SUBGOAL 3.3

Retain and recruit high-quality staff with environments where they are valued

Recommended Actions

- A. Develop a seamless onboarding process for new employees
- B. Develop comprehensive staff recognition program to celebrate staff contributions through events and acknowledgements
- C. Conduct quarterly climate surveys and action-planning sessions with site leadership teams
- D. Implement a targeted professional development series on culturally responsive pedagogy, trauma-informed practices, and wellbeing



Priority Goal 3 Student, Family, & Staff Engagement



SUBGOAL 3.4

Foster a safe, welcoming, and inclusive school climate for all students

Recommended Actions

- A. Develop and carry out a comprehensive facilities plan for a Safe and Welcoming School Environment
- B. Equip staff to welcome students to their classroom via restorative approaches to discipline and positive engagement
- C. Establish and implement a positive attendance system for all students and specific supports for chronically absent students
- D. Build on the actions identified in Priority Goal 2 to support positive school climate



Priority Goal 3 Student, Family, & Staff Engagement

Priority Goal 3 | Student, Family, & Staff Engagement

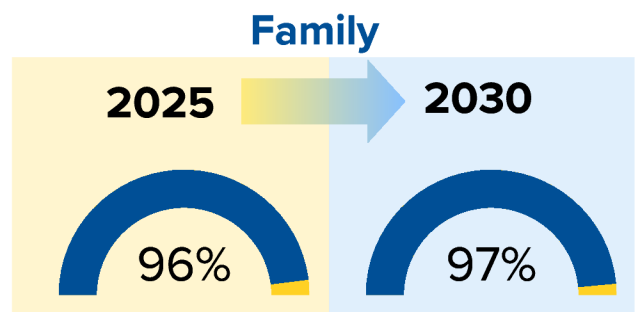
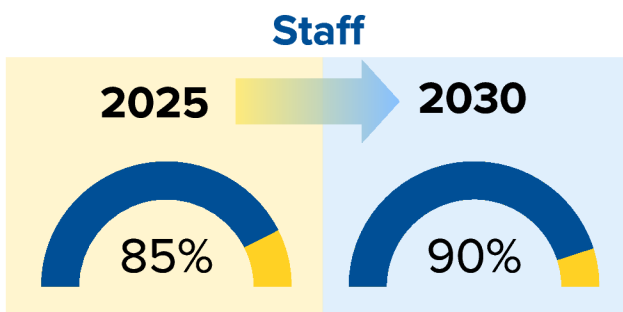
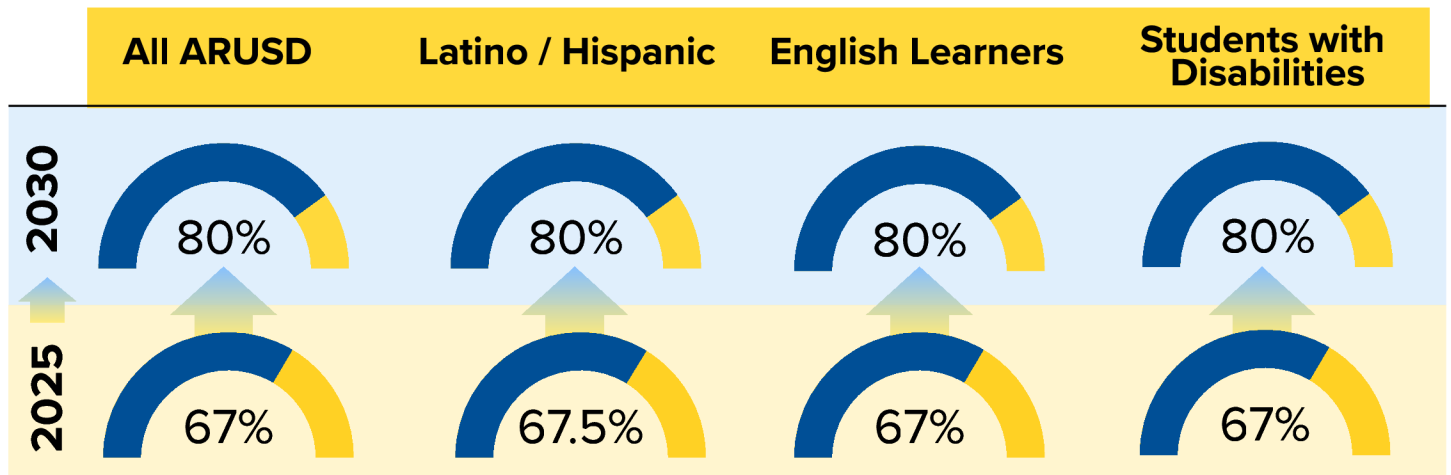


Metrics and Progress Indicators

By 2030, Alum Rock Union Elementary School District will increase the number of students, staff, and families who feel a sense of belonging at school by 10% to help improve school climate and conditions for student success. Through our efforts to improve sense of belonging, we aim to reduce chronic absenteeism districtwide by 5%. There will be a special focus on improving outcomes for all student subgroups, particularly students who are homeless, students with disabilities, English Learners, and socioeconomically disadvantaged students.

Panorama Survey Sense of Belonging to School

Data represents percent of population responding favorably to questions about how much they feel like they belong at school as measured by the Sense of Belonging Indicator on the Spring 2025 Panorama Education Survey at ARUSD. Among questions asked are if one feels close people to school, if one is happy at school, if the school environment is supportive, and if staff treat people fairly at school.



Priority Goal 3 | Student, Family, & Staff Engagement

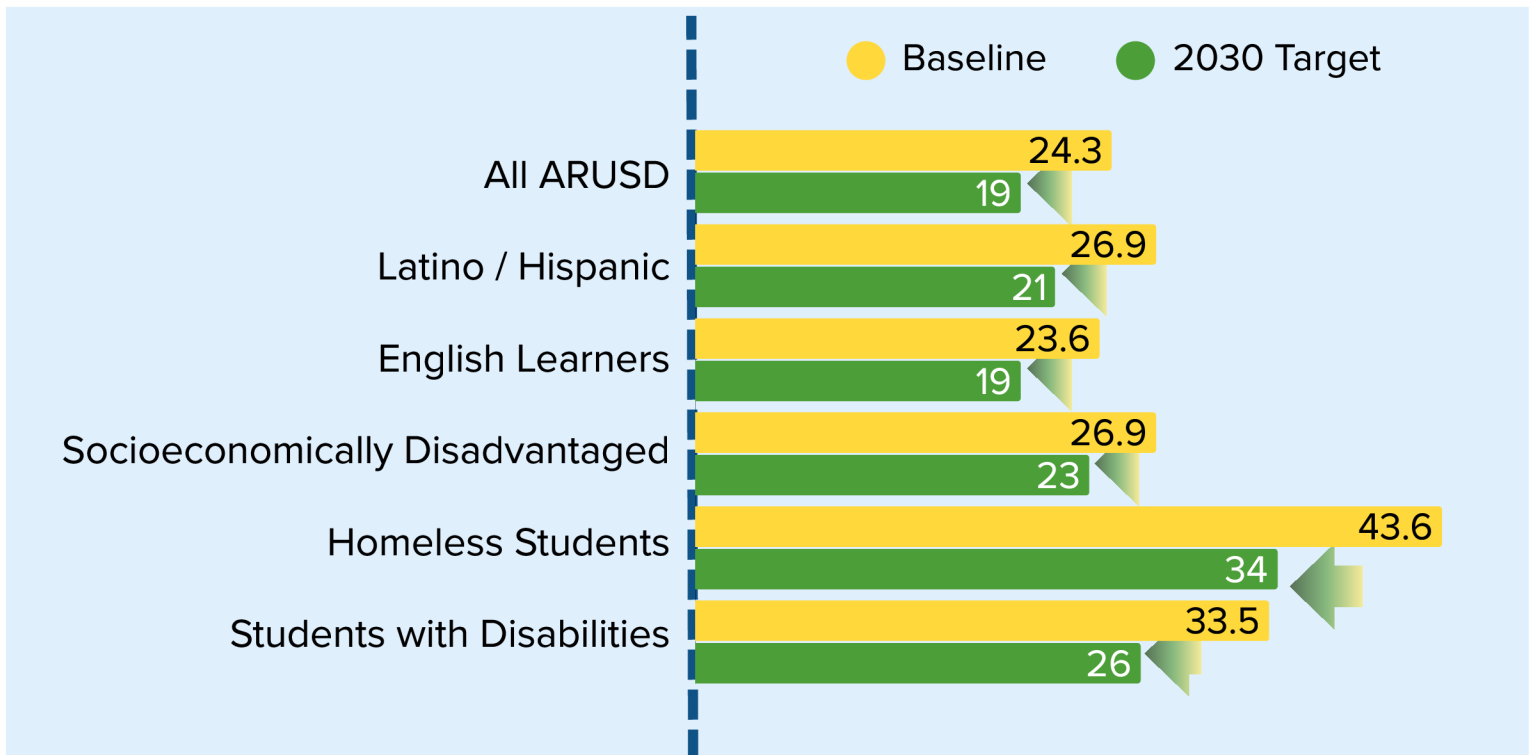


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Chronic Absenteeism

Data represents percent of population considered chronically absent. Data from the 2023-2024 Chronic Absentee Rate as reported by the California School Accountability Dashboard. Chronic Absenteeism is the percentage of students who are absent 10 percent or more of the instructional days they were enrolled. This indicator assesses our school-based engagement strategies and welcoming school environments.



Next Steps

Where do we go from here?

The priority goals, subgoals, and recommended actions outlined in this plan chart the path forward for ARUSD. It is our strategic actions that will make our district even more welcoming and prepares even more of our students for their future. Together we can make Vision 2030 a reality. Here's what you can expect in the next steps and next phase at ARUSD.

01

Baseline Systems Study Results *Summer 2025*

The Baseline Systems Study will comprehensively review our students' educational experience and hone in on the practices that work for our students. The results will provide us with information and data to develop our teacher-driven action plan for improvement.

02

Setting Universal Course Expectations *Starting 2025-2026 School Year*

From our Baseline Systems Study, we will develop a teacher-driven plan for action and develop Universal Course Expectations to identify key standards every student must master at each grade level.

03

Develop Internal Implementation Plans *Starting 2025-2026 School Year*

As we move forward on the Baseline Systems Study, departments at the district level will work to develop internal implementation plans to implement the actions identified throughout this strategic plan.

04

Annual Evaluation & Updates *Annual Updates to Strategic Plan*

As we approach 2030, ARUSD will provide annual districtwide updates on the progress towards our goals, along with evaluations of our progress on the metrics identified throughout this strategic plan.

Thank you for your continued support.



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