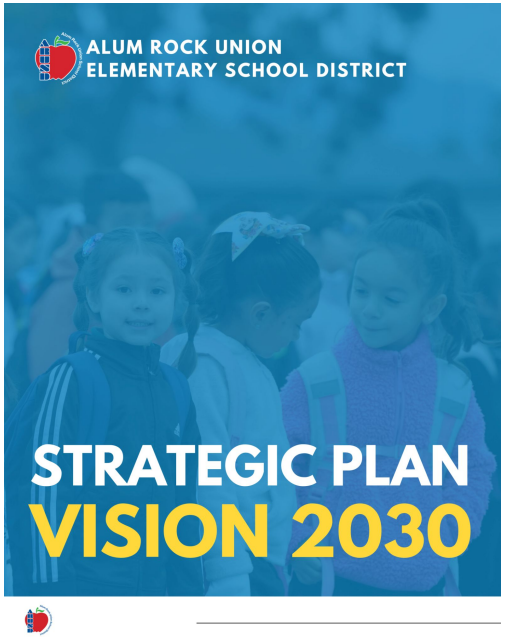
ARUSD Strategic Plan Implementation
Superintendent's Update

June 25, 2026

Background

- ARUSD's strategic plan was developed and board approved in 2024, building on the previous 2020-23 plan
- Organized around **3 priority goals**
  1. Academic acceleration and programming
  2. Student support and wellness
  3. Student, family, and staff engagement
- Each goal has sub-goals, recommended actions, and metrics/progress indicators



Priority Goal 1:

Academic Acceleration & Programming



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

25-26 Progress	26-27 Priorities
• Identified 25 core standards at each grade level / content area. Completed ELA for all, math for middle school. • Grade level teams developed assessments in relation to 25 core standards. • Piloting assessments and data reflection process (DRS) • Standards-based assessments were adjusted using information from Spring pilot • School counselors and community school site specialists received foundational training for Guidance alignment	• Full implementation of instructional unit cycles including DRS (data reflection sessions) and guided planning. • Determine core standards for elementary school math • Move forward with integrating middle school Social Studies and Science into cycle development • Guidance alignment (i.e. school counselors)

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

25-26 Progress	26-27 Priorities
• **Expanded learning**: added before school programming for TK-5, Saturday STEAM academy (attendance recovery), Spanish and Mandarin instruction, and centralized data platform; expanded intersession programs, academic intervention, & sports • Ethnic Studies unit of study for 8th grade built out • Expanded VAPA offerings across the district • Board approved MOU with SJ/EVCC District	• Dual enrollment with San Jose/Evergreen Community College District • Implementation of 8th grade Ethnic Studies unit of study • Design Ethnic Studies curriculum for grades 6 and 7 • Expand dual language immersion summer programming to include Vietnamese-English sites (summer 2026) • Development of 5th - 8th grade Math acceleration pathway with the goal of students taking HS algebra in 8th grade.

1.3 Expand multilingual opportunities for students and staff

25-26 Progress	26-27 Priorities
• Added world language opportunities (Spanish and Mandarin) during expanded learning • Additional support for English Learners (ELs), including staffing at middle schools to support long-term ELs and newcomers, and development of model lessons for teachers around best practices for supporting ELs	• Expand staffing for support to long-term ELs and newcomers • Train teachers at all sites to access and review ELPAC (English language proficiency assessment) data for their students • Finalize and present ELD plan to the Board • Explore the offering of a college level language course through concurrent enrollment

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

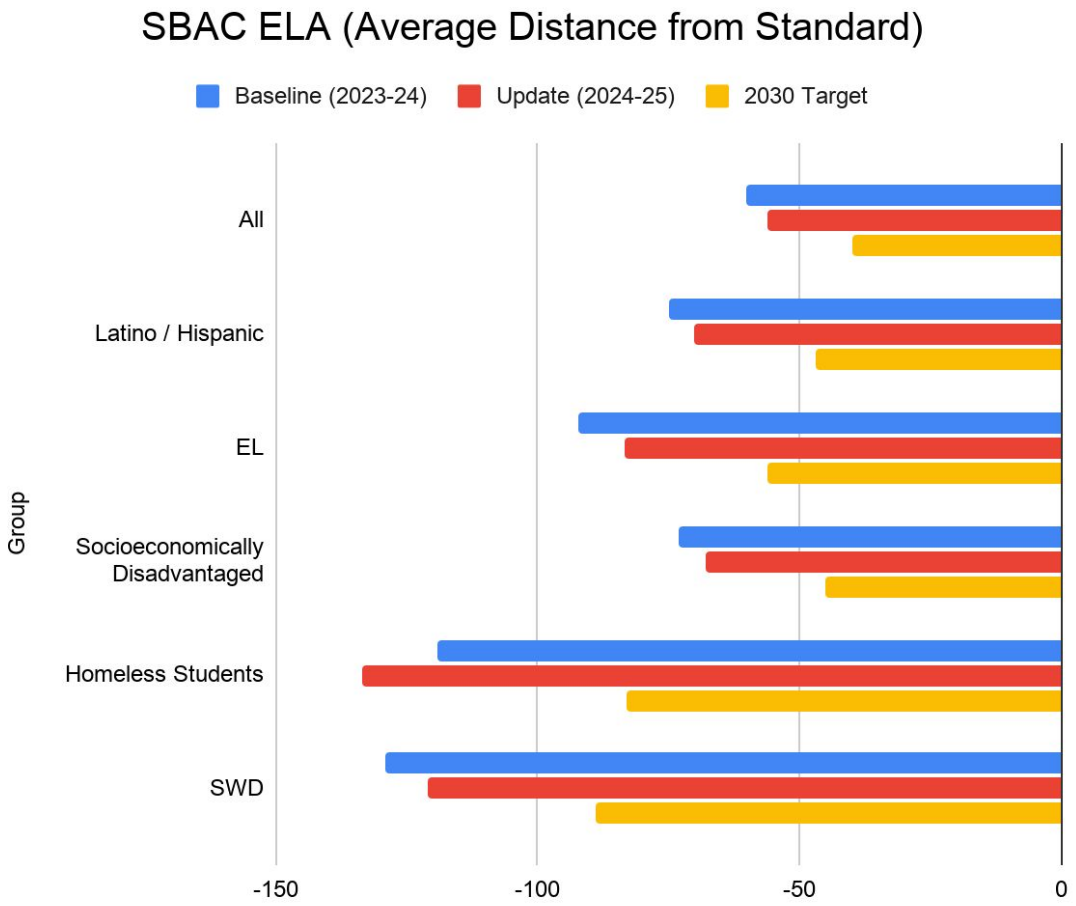
25-26 Progress	26-27 Priorities
• Expanded City Year role during the school day to provide small-group or individual academic support • Invited expanded learning providers to participate in district training including information about ARUSD learning platforms and assessments • Worked with TK and Special Education Preschool teachers to review Kindergarten universal course expectations and align these with the PTKLF (Preschool / Transitional Kindergarten Learning Foundations)	• Require expanded learning partners to participate in districtwide PD on topics including priority standards (universal course expectations) • Provide a way for expanded learning partners to access ARUSD learning platforms and assessment information • Expand site-level collaboration with expanded learning partners, such as participation in the data reflection system process to determine assessments aligned with universal course expectation standards

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

25-26 Progress	26-27 Priorities
• Conducted site administrator training in partnership with Orenda (10 Power Clinics during the school year) • Launched assistant principal academy • Held monthly PD series • Offer mentorship opportunities for new site administrators • Assigned a district support partner to all Principals	• Continuation of Administrator Power Clinics and additional leadership coaching through Orenda partnership • Explore ways to increase release days / time for staff to participate in PD • Continue assistant principal academy • Launch aspiring administrators academy • Provide training for classroom paras to support targeted classroom interventions • Offer mentorship opportunities for new site administrators

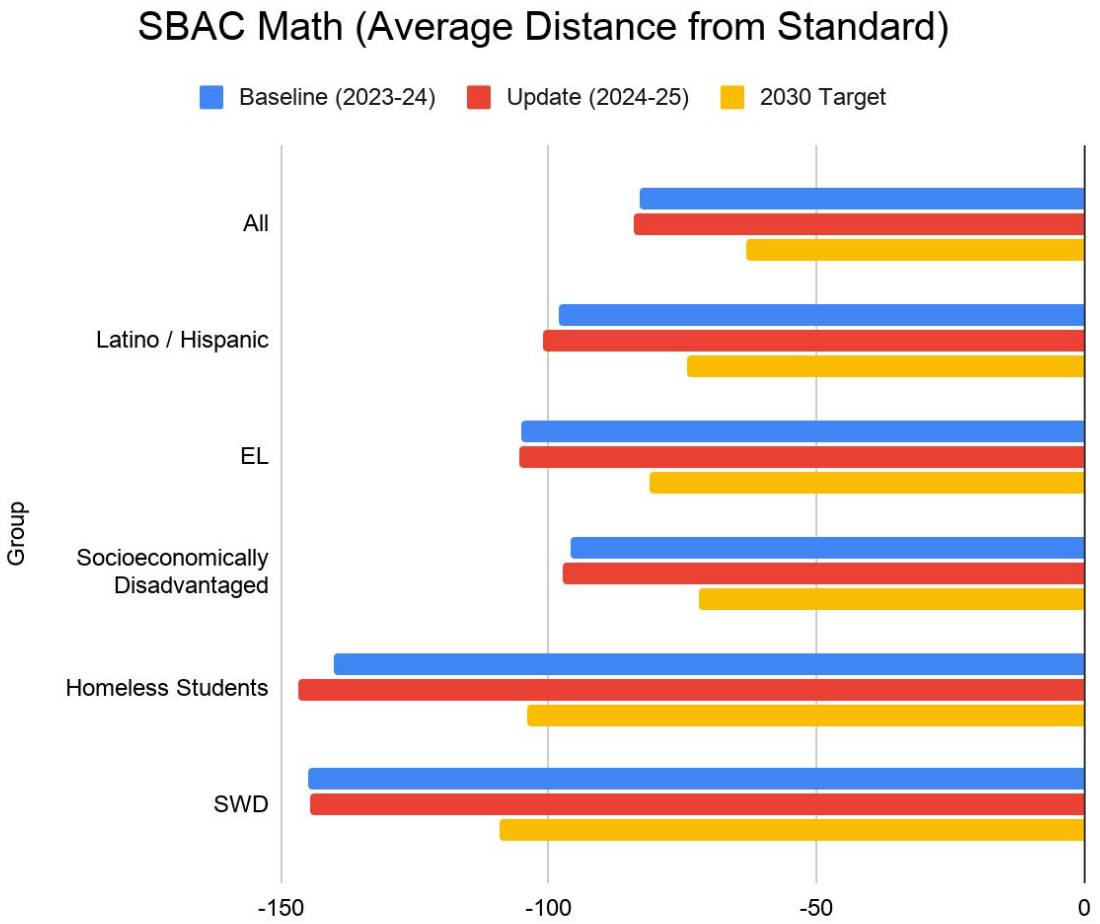
Goal 1 Progress Indicators

English Language Arts Assessment



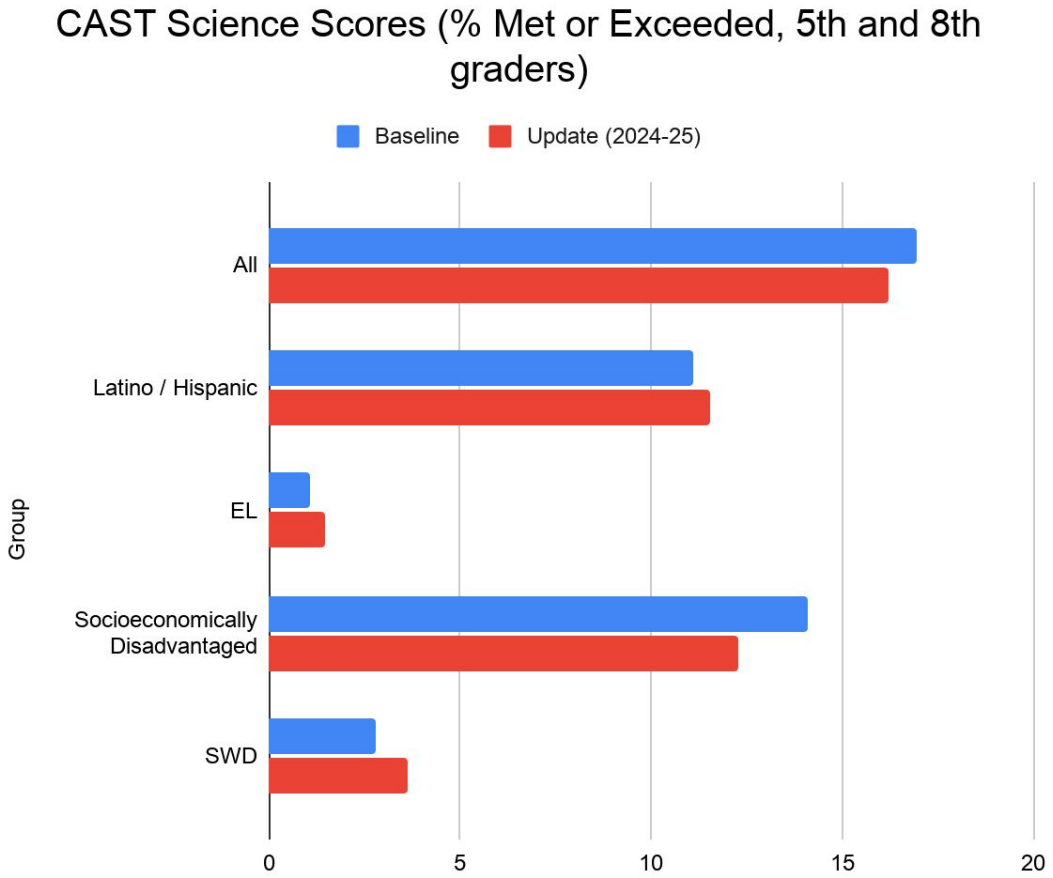
Goal 1 Progress Indicators

Math Assessment



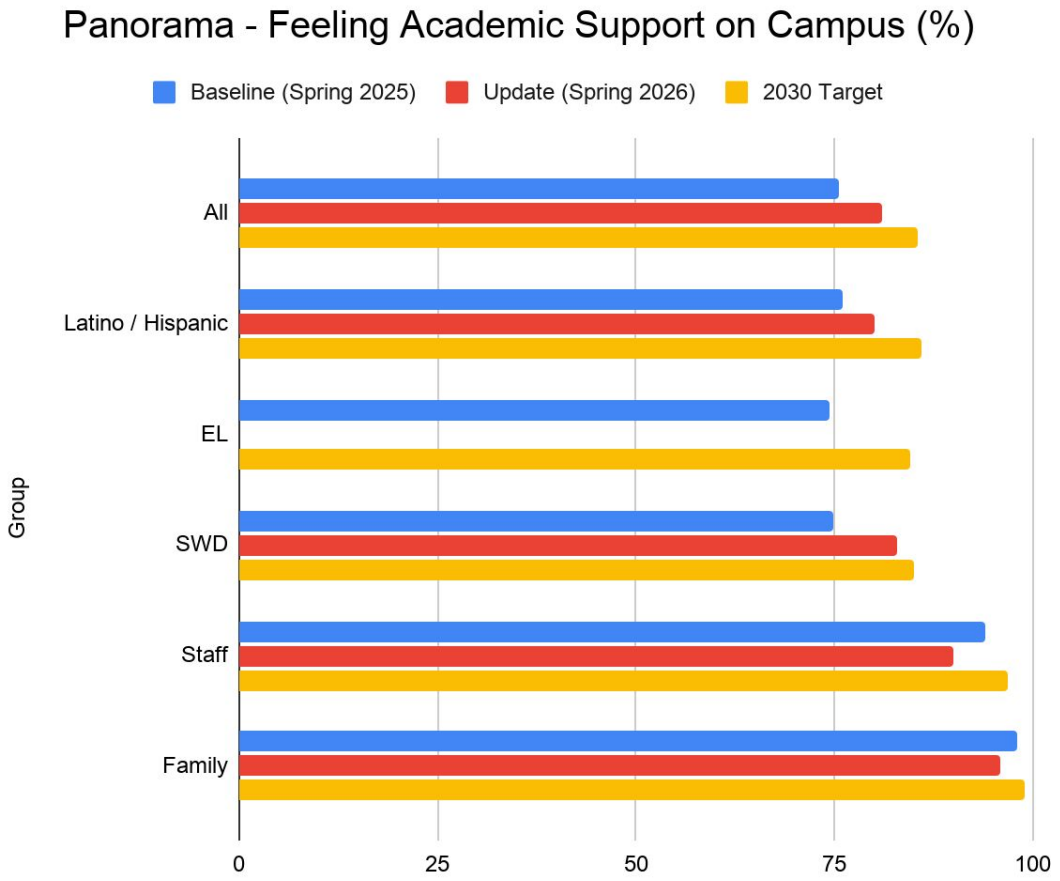
Goal 1 Progress Indicators

Science Assessment (note: targets TBD)



Goal 1 Progress Indicators

Feeling Academic Support on Campus



Priority Goal 2:

Student Supports & Wellness



2.1 Strengthen social and emotional learning integration within the instructional day

25-26 Progress	26-27 Priorities
● Established calming corners in all schools ● Held PD sessions on coregulation and use of calming corners ● Developed counseling referral process documentation (flow chart)	● Expand training on restorative practices

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

25-26 Progress	26-27 Priorities
• Established referral process for tier 2 behavior services • Conducted initial PD on PBIS (Positive Behavioral Interventions and Supports) • Added behavior analyst staff *Note: academic aspect of MTSS is aligned with goal 1 and establishment of universal course expectations*	• Define Tier 2 and Tier 3 academic supports • Strengthen instruction of behavior interventions • Expand opportunities for students to receive behavioral and academic support outside of the school day • Catalog tiered interventions for staff use and track the success of each intervention

2.3 Expand access to student behavioral health services

25-26 Progress	26-27 Priorities
• Reviewed counseling referral process with counselors, clinicials, principals, and student support services • Joined CA Department of Health Care Services (DHCS) Cohort 6 to support implementation of the CYBHI Fee Schedule, which provides reimbursement for specific behavioral health services • Clinicians are conducting screenings for depression, anxiety, and exposure to adversity	• Start billing CYBHI Fee Schedule for eligible behavioral health services $$ • Counselors begin behavioral health screenings, which can be billed to the CYBHI Fee Schedule $$

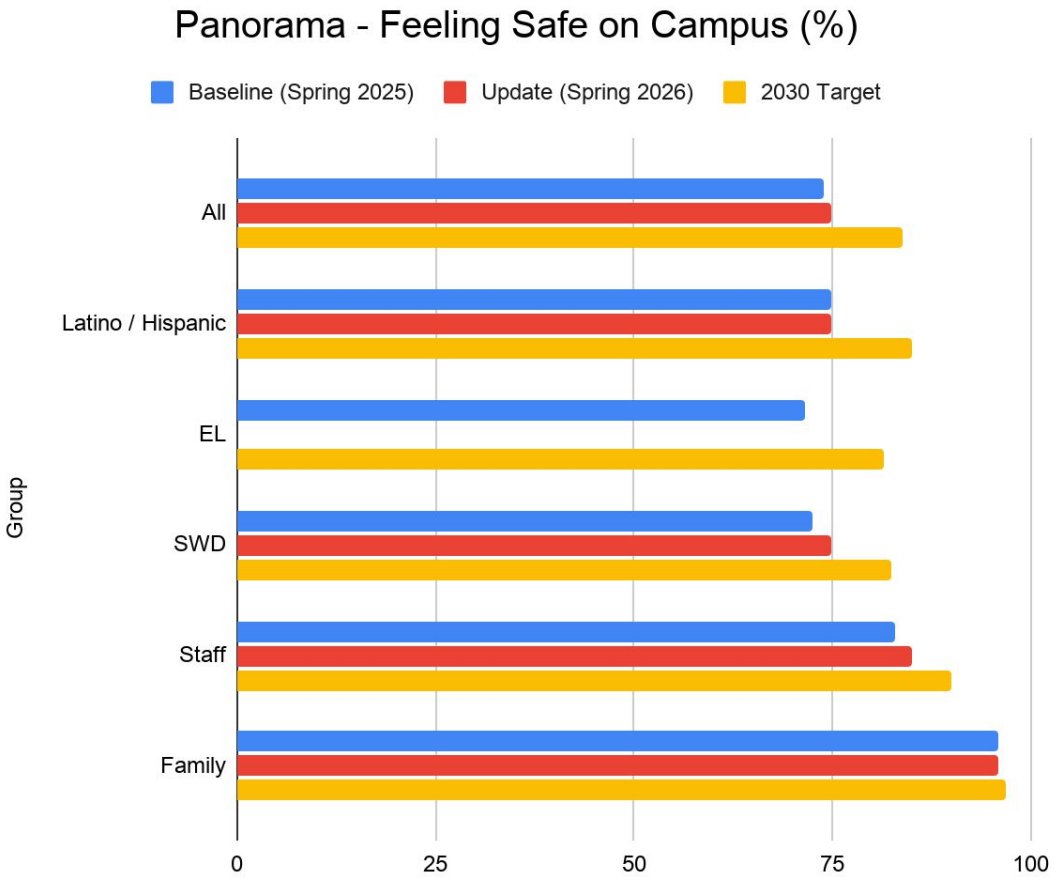
2.4 Implement the community schools model

25-26 Progress	26-27 Priorities
• CARE team established at each community school site • Hired Community School Site Specialists • MTSS teams established at each community school site to review needs and identify individual priorities (aligned with existing site priorities and districtwide priorities)	• Increase alignment of community schools with other district initiatives (e.g., universal course expectations, MTSS, etc.)

MTSS - Multi-Tiered System of Supports
CARE- Coordinating Accessible Resources for Emotional Wellness

Goal 2 Progress Indicators

Feeling Safe on Campus

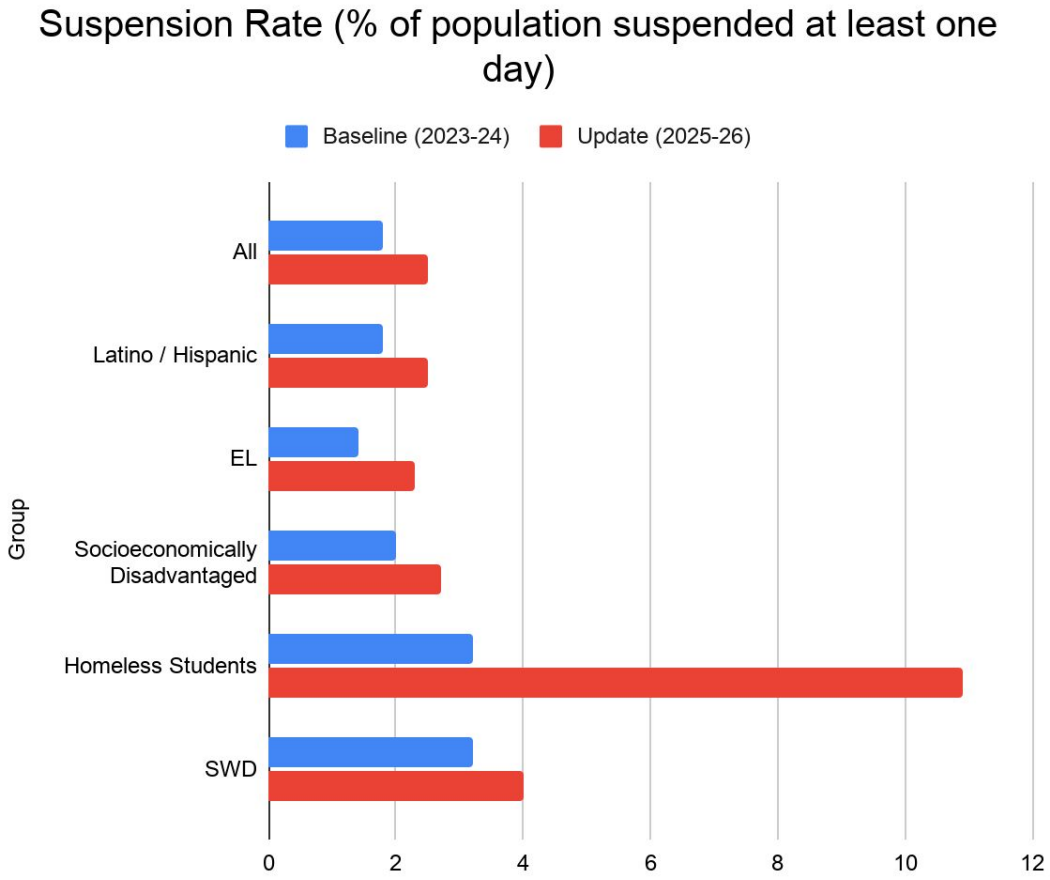


Goal 2 Progress Indicators — *Wellness Visits*

Group	Baseline (Spring 2025)	Update	2030 Target
Elementary Students	92%	100%	95%
Secondary Students	97%		

Goal 2 Progress Indicators

Suspension Rate (note: targets TBD)



Prioritizing Efforts to Reduce Suspensions

- Deeper analysis of suspensions to better understand the context (e.g., time of day, duration of suspension) and drivers — by school site, by grade, by student group, etc. Use results to inform districtwide strategies, site-level planning, community schools efforts, etc.
- Require consultation with relevant support staff (e.g., SLS Supervisor, school counselor, etc.) prior to suspension of unhoused students
- Strengthen instruction of behavior interventions (Subgoal 2.2)
    - Including development of, and training on, a matrix of interventions to address common behaviors that lead to suspension
- Catalog tiered interventions for staff use and track the success of each intervention (Subgoal 2.2)

Priority Goal 3:

Student, Family, & Staff Engagement



3.1 Connect Instruction to students' identities, cultures, and experiences

25-26 Progress	26-27 Priorities
• Celebrating Alum Rock's Diversity Squad (CARDS): Monthly instructional toolkits for celebrating heritage months, including posters, books sent to each classroom, and suggested activities for teachers to incorporate into lesson plans each week. • Student advisory with representatives from each middle school — supported CARDS implementation • Partnership with Santa Clara County Alliance of Black Educators • 5 Instructional Team Leaders participated in AA/B Student Success Networked Improvement Community	• Continue implementation of CARDS monthly toolkits including delivering books to classrooms • Engage community school site specialists in this work and align efforts with site-specific context and interests

3.2 Expand Parent University as a comprehensive parent engagement initiative

25-26 Progress	26-27 Priorities
• Piloted new model of splitting parent university into three — one for each middle school + its feeder elementaries • Parent training in partnership with PIQE (Parent Institute for Quality Education) focused on Spanish-speaking parents • Parent Workshops organized by SLS supervisors	• Continue new model of parent university (one for each middle school + feeders) • Evaluate each session with parents using a simple feedback form • Expand partnership with PIQE to offer training to parents at more sites • Continue parent workshops organized by SLS supervisors

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

25-26 Progress	26-27 Priorities
• Filled positions including Special Education teachers and elementary school multiple-subject positions, and middle school single-subject positions • Employees of the year and teachers of the year programs • Onboarding for new teachers and all classified staff. Six days total with different classified groups • Various webinars and training on cultural, anti-racist, and anti-bias topics	• Fill special education support positions (i.e., paraprofessionals, behavior technicians) with staff and limit reliance on contracting for these services • Recruit staff that reflect the student population cultural and linguistic identities • Focus on retention by exploring the reasons staff leave and what the district might do to retain more - exit interviews • Increase alignment between HR and academic services to inform hiring and training

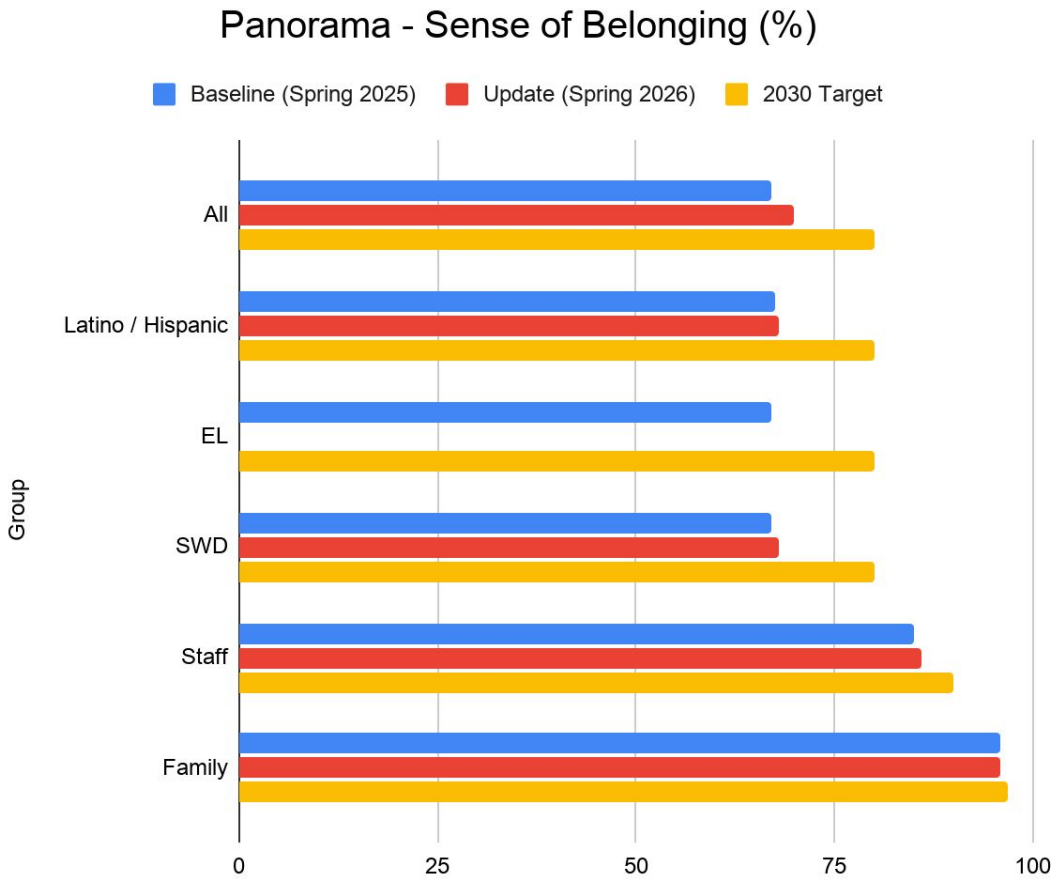
3.4 Foster a safe, welcoming, and inclusive school climate for all students

25-26 Progress	26-27 Priorities
• MTSS teams and CARE teams at many sites • Initial training on PBIS, including a monthly series focused on addressing behavior concerns at the classroom level • Early identification of students with chronic absenteeism • Attendance strategies including districtwide and principal messaging, and site level attendance improvement teams	• Restorative practices training for all school leaders • Continue focus on PBIS training and implementation • Increased support for attendance / addressing absenteeism • Coordinate with facilities planning efforts to ensure safe, welcoming, and inclusive school climate is a priority

MTSS - Multi-Tiered System of Supports
CARE- Coordinating Accessible Resources for Emotional Wellness

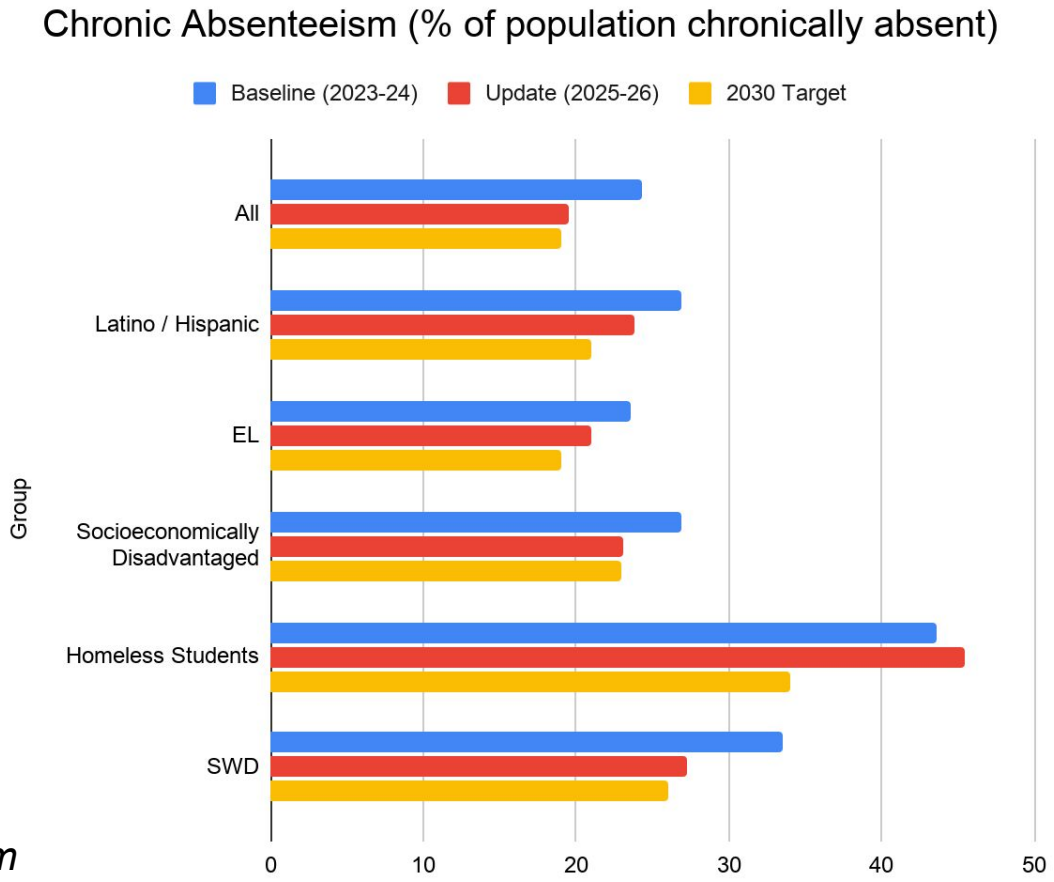
Goal 3 Progress Indicators

Sense of Belonging



Goal 3 Progress Indicators

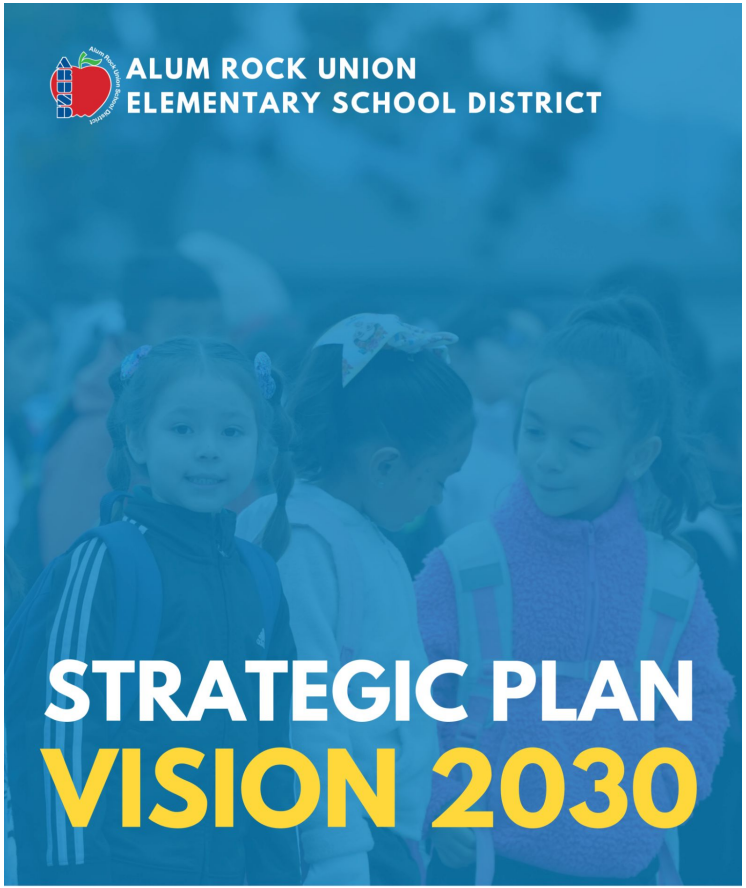
Chronic Absenteeism



Note: suspension days are counted as absences and contribute to chronic absenteeism

Operational Successes & Priorities

25-26 Progress	26-27 Priorities
• Successful consolidation of schools • Adding transportation services for regular education students affected by school closures/consolidation. Bus drivers engaging more with students, families, and staff, and arriving on time to school • New play structures, parking lots, renovated bathrooms, started work on workforce housing, renovation of Fischer Middle School to house the merged Adelante Dual Language Academy • Started transition to scratch cooking for student meals • Established district wide radio network • Celebrated students, staff and community at Board Meetings	• Support the merger of Adelante I and II as one school at their new campus • Continue facility improvements, including fencing, water bottle filling stations, parking lot signs • Improve communication regarding student behavior among transportation staff • Continue the transition to scratch cooking • Continue to celebrate achievements of our students, staff and community at Board Meetings


ALUM ROCK UNION
ELEMENTARY SCHOOL DISTRICT
STRATEGIC PLAN
VISION 2030