ALUM ROCK UNION SCHOOL DISTRICT · BOARD OF EDUCATION

From Data to Action

Academic Achievement and Instructional Improvement

2026–2027 school year

Instructional Services · November 2026

Our Why | Our Reality | Our What | Our How

OUR WHY

Every Alum Rock student deserves high-rigor, standards-aligned instruction that guarantees foundational literacy and mathematical mastery.

We lead with transparent findings to transform classroom routines, align coaching, and ensure equitable academic growth across every campus.

Read with understanding

Strong foundations in K–2 that carry students into complex grade-level text.

Write and speak with evidence

Academic language for every learner, including our English learners.

Reason mathematically

Understanding the why behind the math, not only the steps.

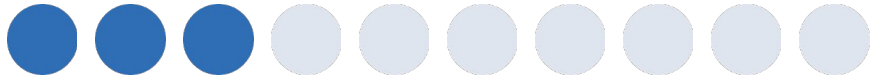
OUR REALITY

Most of our students are not yet meeting standard

English Language Arts

30.6%

met or exceeded standard

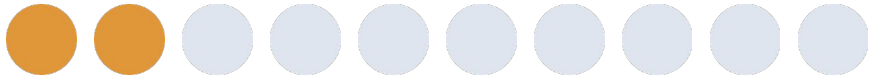


About 7 in 10 students not yet meeting standard · 4,263 students tested

Mathematics

22.1%

met or exceeded standard



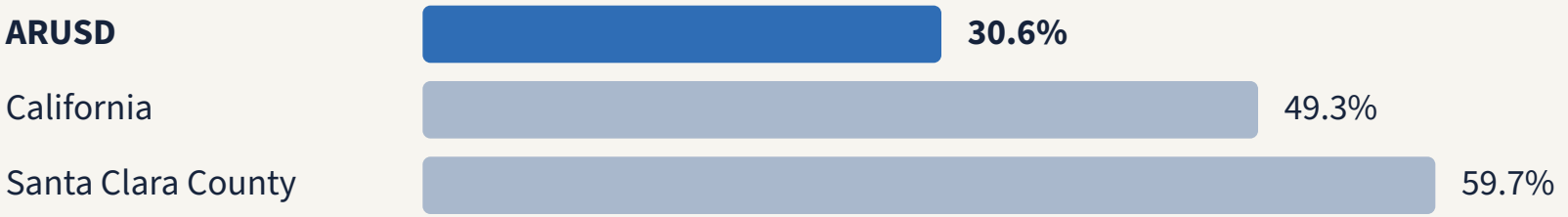
About 8 in 10 students not yet meeting standard · 4,270 students tested

Source: CDE, 2025–26 Smarter Balanced (CAASPP) results, grades 3–8, all students. Met or exceeded = Levels 3 and 4.

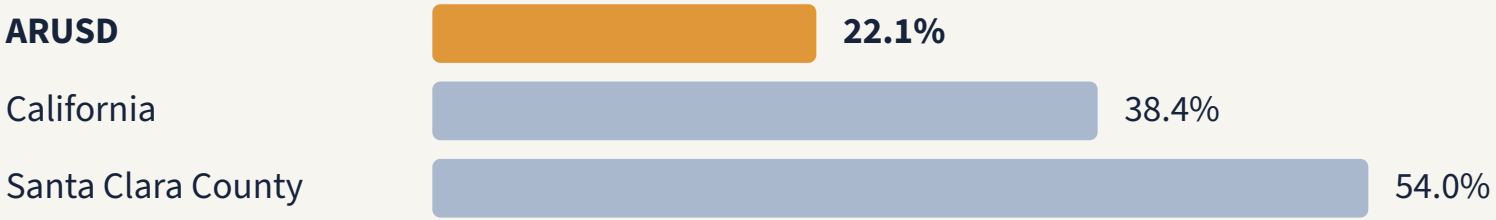
OUR REALITY

We trail county and state results in both subjects

ELA · % met or exceeded



Mathematics · % met or exceeded



Gap to the state average

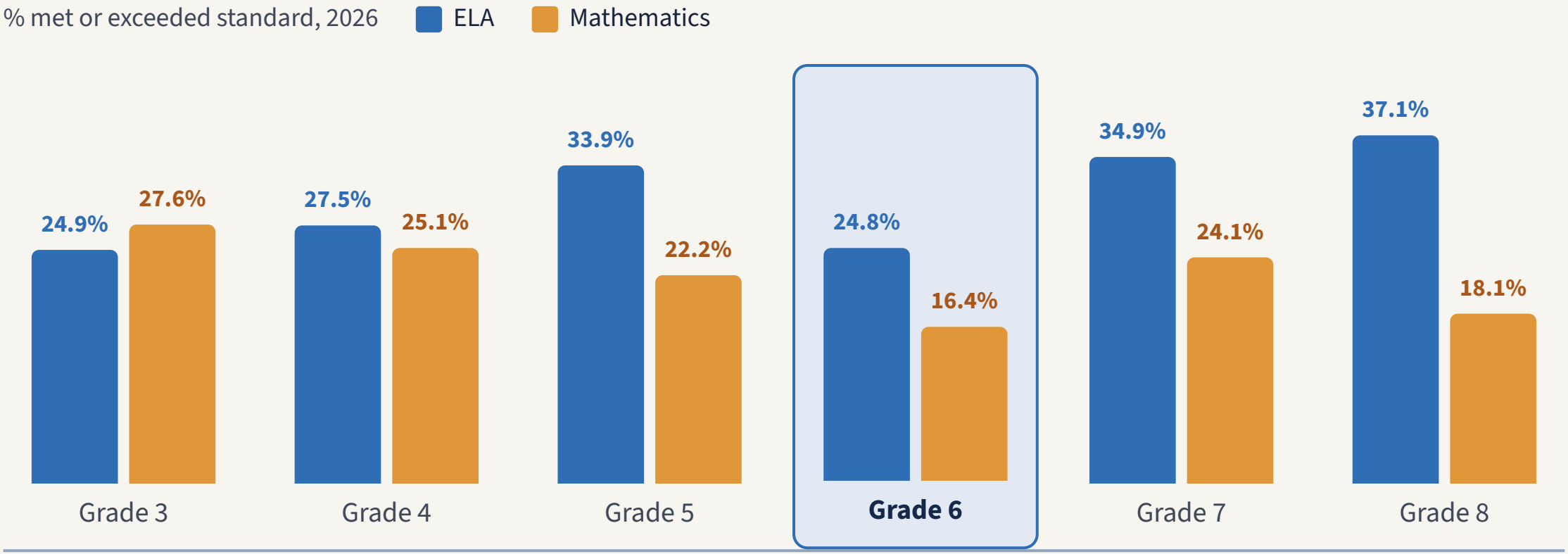
18.7 pts
in ELA

16.2 pts
in mathematics

Source: CDE 2025–26 CAASPP; district comparison file. Gaps are percentage-point differences from California.

OUR REALITY

Grade 6 is our most urgent priority in both subjects



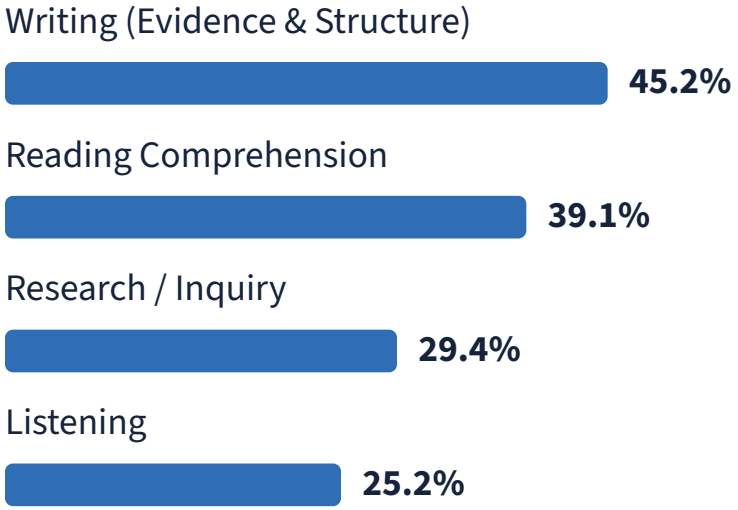
Key Takeaway: Math proficiency drops sharpest in middle grades (Grade 6 at 16.4%, Grade 8 at 18.1%), while ELA shows steady growth up to Grade 8 (37.1%).

Source: CDE, 2025–26 Smarter Balanced (CAASPP) results by grade, all students.

OUR REALITY

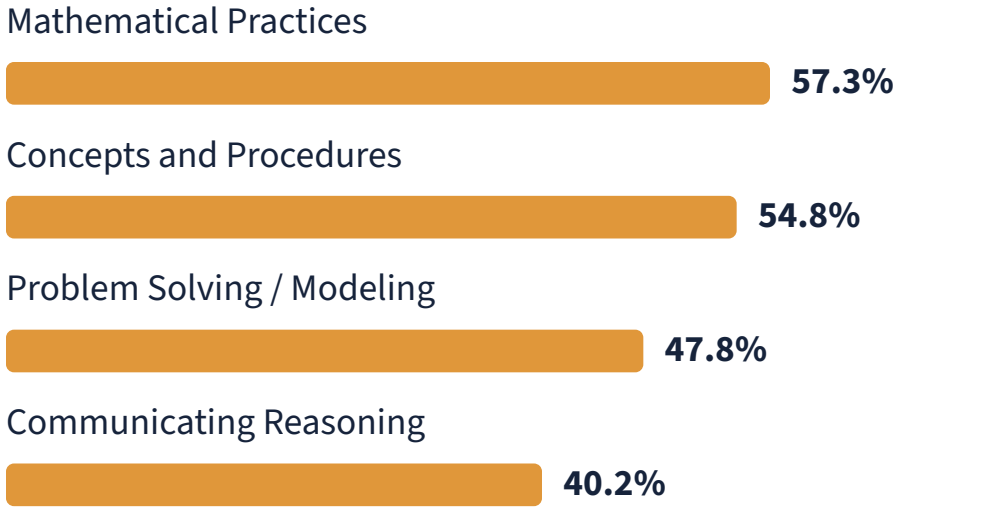
Where students struggle most

ELA · % below proficient by area



Grade 6: 52.8% below proficient in Writing and 50.8% in Reading

Math · % below proficient by area



Grade 6: 65.2% below in Concepts and Procedures; 64.6% in Practices

Source: CDE 2025–26 CAASPP reporting areas, all grades. Areas are broad descriptors, not item-level diagnosis.

OUR REALITY

Learning also depends on language and attendance

42.2%

of English learners are making progress toward English proficiency (ELPI)

Chronic absenteeism, 2025–26



About **1 in 4** students with disabilities missed enough school to be chronically absent.

What this means for our plan: attendance and access to core instruction are part of the academic work, not separate from it.

Source: ARUSD district analysis file (California School Dashboard measures), district level. Preliminary; verify before publication.

OUR WHAT

A deliberate, targeted response, accelerating work already in motion.

Plan for deepening our current curriculum-alignment cycle, coaching and school plans

OUR WHAT

Three instructional priorities for every classroom

1 Mathematics Rigor

WHAT TEACHERS WILL DO

Standards-aligned tasks, visual models, surfacing and addressing misconceptions, and guided small groups.

STUDENT EVIDENCE

Reassessment on targeted math standards and students' explanations of their thinking.

2 Language and writing

WHAT TEACHERS WILL DO

Academic discussion built into content lessons for English learners, and modeled evidence-based writing.

STUDENT EVIDENCE

Writing samples scored with common success criteria across classrooms.

3 Formative assessment

WHAT TEACHERS WILL DO

Daily checks for understanding; sort student work; reteach and reassess within each cycle.

STUDENT EVIDENCE

Students moving up cycle bands and mastering standards, by student group.

OUR WHAT

Developing strong readers from the start: K–2

Why it matters

24.9%

of third graders met or exceeded ELA standards in 2026. Reading foundations are built before grade 3.

January 2027	DIBELS for every K–2 student sets our midyear baseline
After each Cycle test	Identify students who need support; document targeted intervention and monitor progress
This year	Add instructional coaching for grade 2 and grade 3 teachers
Spring 2027	Kindergarten teachers plan next year's full-day kindergarten program
End of year	A second DIBELS assessment measures student growth

Focus skills: phonemic awareness, phonics, decoding, word recognition and reading fluency.

OUR WHAT

Accelerated support for seven schools

Matched to each school's needs, based on 2026 distance from standard and chronic absenteeism. These tiers direct extra support; they are not labels. **Every school continues to receive districtwide support.**

Ryan · San Antonio

Cross-subject task analysis, explicit modeling and weekly student-work calibration; Bi-weekly principal & Academic Services reviews

Ocala · Renaissance at Mathson

Intensive math study in focal grades: co-planned conceptual math models, task analysis and coach demonstrations. Bi-weekly principal & Academic Services reviews

Hubbard · Lyndale

Academic support paired with attendance outreach and recovery of missed learning

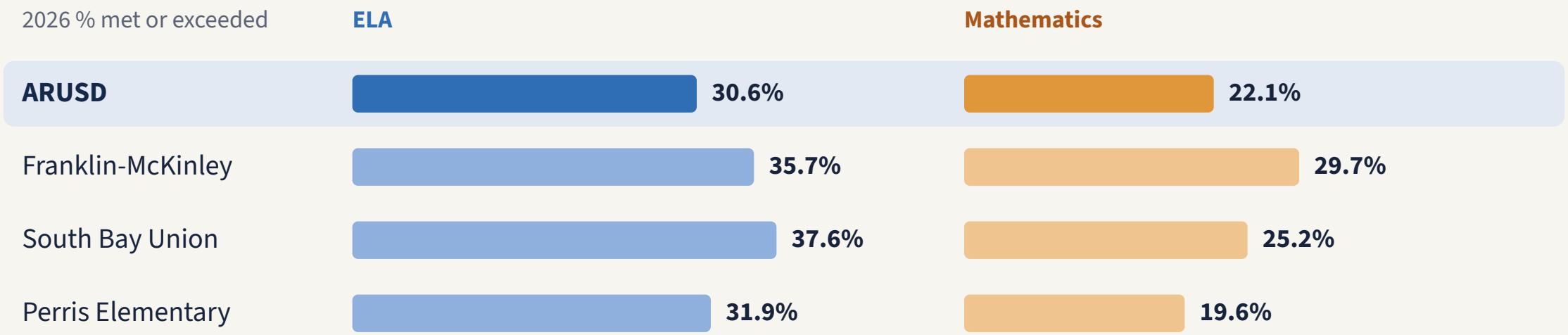
Sheppard · Renaissance at Mathson

English learner model lessons with structured discussion and writing, reviewed through student work.

Source: ARUSD district analysis file (Dashboard distance from standard, chronic absenteeism).

OUR WHAT

Learning from districts like ours



Who we'll study

Franklin-McKinley and South Bay Union, with similar student populations and stronger results in both subjects.

What we'll look for

Core materials, math tasks, ELD integration, coaching, intervention schedules, data cycles, principal leadership.

Source: ARUSD district analysis workbook, peer demographics tab. Figures preliminary; verify before publication.

OUR HOW

A 90-day cycle of action, evidence and adjustment

Act → Check student work → Adjust → Repeat

November 3, 2026 through early February 2027

OUR HOW

Our 30–60–90 day plan

Days 1–30

Nov 3 – Dec 1

- Needs assessment at every school
- SPSAs revised to match findings
- Priority standards and common baseline
- Coaching demonstrations
- Complete second assessment cycle

Student evidence: Baseline by grade and student group; short-cycle mastery

Days 31–60

Dec – early Jan

- Review implementation fidelity districtwide
- Intensify or change small-group support
- Third common-assessment cycle
- First peer-district study review

Student evidence: Share of focus students improving and moving up bands

Days 61–90

Jan – early Feb

- Evaluate 2–3 assessment cycles
- Institutionalize successful classroom routines
- Revise SPSA implementation
- Set next quarter's instructional scope
- Vet 2 -3 Universal Benchmark Assessments that aligns with our needs.

Student evidence: Pre/post learning trends; attendance and access trends

The 60- and 90-day phases extend the current 30-day plan; dates after December 1 are proposed.

OUR HOW

Key dates ahead

Nov 12

Principals complete needs assessments and site academic plans

Nov 18

Cycle 2 Data Reflection and EL discussion strategy

Nov 30

Revised school plans (SPSAs) submitted

Dec 1

Districtwide reflection and first 30-day check

Jan 2027

K–2 DIBELS midyear baseline

Jan 5

Second Cabinet progress check

Feb 1

Third Cabinet progress check

● Scheduled ○ Proposed, subject to the district calendar

Academic Improvement Action Plan

	MOVE FROM		MOVE TO
Action 1	Reviewing data	→	**Improving daily instruction**
Action 2	Professional development attendance	→	**Demonstrated classroom implementation**
Action 3	Identifying learning gaps	→	**Delivering targeted interventions**
Action 4	Occasional classroom visits	→	**Consistent instructional leadership**
Action 5	Measuring activities	→	**Measuring student learning and academic growth**

OUR HOW

Smarter time for professional learning

30–40 min

just-in-time modules on minimum days, paired with Data Reflection or Guided Planning

Goal: fewer substitute-covered release days, with no reduction in direct support to teachers

Nov 18

Data Reflection + EL discussion strategy

Minimum day

Dec 16

Professional development

Minimum day

Jan 20

Data Reflection + small-group instruction

Minimum day

Feb 24

Guided Planning + EL/SWD scaffolding

Minimum day

Mar 10

Data Reflection + embedded strategy

Minimum day

Apr 28

Data Reflection + embedded strategy

Minimum day

May 26

Year-End evaluation & Reflection + Next Cycle Pacing & Planning

Source: 2026–27 professional learning calendar. March and April minimum-day status to be confirmed.

OUR HOW

Everyone has a clear role

Principals

Weekly walk focused on student work and access

Coaches

Model or co-plan one targeted routine with teachers and support it in the classroom, not only at PD.

Teacher teams

Record the target standard, the misconception, a common action, priority students and reassessment results.

Teachers

Follow 3–5 focus students closely through each cycle while teaching to the whole class.

Coaching feedback stays **separate from formal evaluation**, so teachers can take risks and improve.

OUR HOW

Principal Leadership and Accountability

Instructional Walkthroughs

Principals use data from walkthrough tool to evaluate areas of need schoolwide.

Frequency: WEEKLY

Site leaders with Instructional Services Team (APCs/Principal PD)

Site and district administrators meet to calibrate. Strengthen their technical precision of instructional leadership and commit to an equity action that best impacts student outcomes

Frequency: BiWeekly

PLC reviews (DRS)

Principals lead data analysis by grade levels, develop integrated plan for next cycle

Frequency: Every 6-8 weeks

OUR HOW

Principal Leadership and Accountability

Schoolwide achievement reviews (META)

Principals lead cycle data analysis at the site level to create action steps for accelerating student growth across the school

Frequency: Every 6-8 weeks

School improvement evaluations (MEGA)

District leadership team with Orenda team support to create action steps for accelerating student growth across the district

Frequency: QUARTERLY

HOW WE'LL KNOW

Two questions, measured separately

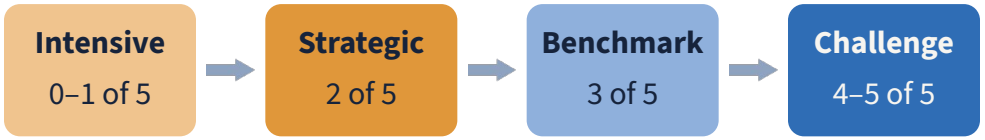
Are we doing the work?

100%	of principals in instructional professional learning
100%	of schools reviewing student work weekly
90%	of observed lessons with standards-aligned learning intentions
90%	of observed lessons with checks for understanding
100%	of identified priority students receiving targeted support

Are students learning more?

- Pre/post results on common focus standards, every 6 - 8 weeks
- Progress of each teacher's focus students
- Response to targeted intervention
- K–2 DIBELS benchmark levels, January and spring

Students moving up cycle bands (standards passed)



Principals should be able to answer these three questions:

1. What are students learning?
2. How do we know they are learning it?
3. What are we doing when they are not?

OUR COMMITMENT

What the Board and community can expect from us

- Honest reporting on student learning
- Revised school plans (SPSAs) based on newest data
- Support for every school, with more where need is greatest
- Progress updates to the Board: [dates to confirm]

Every student. Every classroom. Every cycle.

Questions and discussion