2021-2022 Organizational Work Plan - Mid Year Status Update (January 31, 2022)

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. The Strategic Plan establishes clear standards and expectations for the delivery of and ensures collective action, high quality instruction and support services, individual commitment and accountability, and continuous improvement for PUSD schools including direction toward the accomplishment of a shared vision. As we enter the 2021-2022 school year, it is essential to hold fast to an organizational work plan that serves to align divisional and District goals.

This Organizational Work Plan guides our work throughout the school year and ensures that thoughtful, purposeful, proactive, and strategic action steps are being applied across the organization. This process helps leadership assess the organization's strengths and weaknesses; identifies areas that can yield strategic wins; and effectively leverages the power of networks throughout the community.

As outlined during the annual Board Governance Workshop, the goals contained in this plan will serve as the primary evaluation metrics for the executive leadership team and inform their annual reviews. These common goals will be articulated within the District's LCAP and each individual school's site plan. They will also be incorporated into principal and district management work plans and evaluation processes, in order to ensure organizational coherence and alignment.

This Organizational Work Plan (OWP) is intended to:
1. Inform the Board and community of the actions engaged to address annual goals
2. Function as a guide to support organization-wide planning (e.g., goals, objectives, action steps, and outcomes/metrics)
3. Serve as a scaffold for a continuous improvement process model and guide conversations within various evaluation processes

The five Organizational Goals will continue for 2021-2022:
1. Leverage personalized learning strategies and growth-based assessments to increase achievement and identify opportunity gaps
2. Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff
3. Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them
4. Promote a professional culture that values collaboration and supports efforts to recruit, develop and retain a diverse and highly qualified workforce
5. Sustain effective customer service, communication, and stakeholder engagement

You will note a change in the 2021-2022 work plan in that there are objectives and action steps for the Board of Trustees identified within each goal. This was done to ensure alignment between the administration and governance teams and to demonstrate for the community how we leverage resources and work in tandem to serve the Pleasanton community.

GOAL 1: Leverage personalized learning strategies and growth-based assessments to increase achievement and identify opportunity gaps

Key Objectives:
- Increase the use of personalized learning strategies, including project-based learning, use of technology and differentiated instruction
- Maintain a focus on Equity, Early Literacy, Emerging Bilinguals, Essential Standards, and Engagement/Connections
- Utilize assessment data to measure student progress, inform instruction and determine interventions
- Equip site administrators with professional development on equitable and inclusive practices in order to identify and close opportunity gaps
- Maximize student achievement by analyzing data to reduce disproportionality (including race/ethnicity, special education, or 504 plan designation) and increasing opportunities to referrals, interventions, and restorative strategies
- Ensure ongoing progress monitoring assessments for students with disabilities with extensive support needs are reflective of individual student achievement, aligned with grade level expectations, and used in accordance with the district's elementary and secondary assessment calendars
- Increase academic achievement in Math and ELA for students in Continuation High School
- Budget and track expenditures to ensure funds are expended per planning.
- Systems analysis to ensure student learning and growth
- Align organizational goals with evaluation processes
- Ensure key information is available to the community
- Leverage communication platform to ensure District & school communication is accessible in family's preferred/home language
- Effective use of Board committees to drive organizational change
- Personalize onboarding, induction and support in order to retain talent

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Lead Division
1.1	● Spend designated LCAP and ELOG funds to provide teacher professional development and collaboration time	● List of professional development offerings ● Agendas ● End of the year budget documentation	● Grading for Equity Professional Development has been funded through ELOG ● Funds are monitored by staff and Local Control Accountability Committee (LCAC) each month and shared in the Budget Update Spreadsheet	Teaching and Learning
1.2	● Provide Language Essentials for Teachers of Reading and Spelling (LETRS) training	● Agendas and evaluations ● Number of teachers trained ● End-of-the year teacher evaluation of how the strategies have impacted student learning	● See the linked message that was emailed to site administrators and teachers on August 13 about this wonderful opportunity. LETRS Messaging to TK-2 Teachers ● The LETRS kick-off meeting, facilitated by Integration Specialists who are certified LETRS	Teaching and Learning

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			trainers, was held on Wednesday, September 1. Eighty-six teachers are participating in the course. [Copy of LETRS PD-- Informational Meeting](#)
			• \Please see this [form](#) for an overview of the training dates and funding options for teachers to be compensated for the online course work
			• Unit 1 training took place (for separate cohorts) on 9/30, 10/7 or 10/2, then cohorts attended Unit 2 training on one of the following dates: 12/2, 12/4, or 12/9. Please find the agenda for each unit training:
			  ○ [Unit 1](#)
			  ○ [Unit 2](#)	

1.3	• Utilize MAP Growth Progress Monitoring and Data Analysis	• 80% of students in 2nd grade in Math and 3-8 grade in Reading and Math will reach their projected MAP growth goals	• MAP Growth was administered in the Fall to eligible students and [a Board Update](#) was presented on October 28, 2021. MAP Growth Winter administration window is open between December 6, 2021 and January 28, 2022. MAP Growth Analysis will be available in June 2022	Teaching and Learning
1.4	• All site leaders will understand and implement a process for monitoring Designated and Integrated ELD instruction for Emerging Bilinguals	• Schedules • Observation assessments • Provide and strengthen Designated and Integrated ELD through EL Achieve	• All Elementary Principals have received 3 full days of training on the process and importance of language acquisition. Their fourth day working with EL Achieve will be on January 19 and will include classroom visitations and calibration of observations • Many Elementary Principals/Vice Principals have collected school wide Designated ELD schedules. Linked [here is one example](#) • Elementary teachers using EL Achieve have begun to collect data on language acquisition and are learning how to use this data to inform instruction • Elementary Principals have set goals for next steps for the remainder of the year in the area of Designated ELD support and implementation • Coordinator of Language Acquisition is working	Teaching and Learning

			with each Elementary site to support teachers and students in the delivery of intentional, high quality Designated ELD ● Secondary sites all have designated class periods for Designated ELD. We are working to develop plans for strengthening Integrated instruction at the secondary level as that is where sites have the largest need currently	
1.5	● Align K-5 essential standards to create district wide essential standards in language arts and math to plan instruction and targeted intervention ● Create 6-12 essential standards at each site in language arts and math to plan for instruction and intervention	● List essential standards, TK-12, in language arts and math	● At the 9/14/21 Principal Meeting, Essential Standards were discussed with secondary principals ● Elementary school principals have reviewed the district-wide ELA essential standards with staff to recommend further additions and/or modifications ● Secondary schools began subject area collaboration on essential standards at each school site in Fall 2021. The work for the 8 secondary subject areas (English, Math, Science, History-SS, CTE, World Language, VAPA, and PE) is extensive and will be ongoing through Spring 2022 and in 2022-23	Teaching and Learning

1.6	● Provide training on equitable grading practices for a cohort of 6-12 teachers
	● Cohort teachers will implement at least one equitable grading practice
		● Data will be collected to measure the impact on student grades and learning	● Grading Practices Cohort Members 2021-22
			● Crescendo Education Grading for Equity Cohort 2-Day Workshops: Sept. 14-15, Sept. 22-23
			  ○ Sept. 14-15 Workshop Feedback
			  ○ Sept. 22-23 Workshop Feedback
			● Crescendo Education Grading for Equity Cohort Cycle of Inquiry Sessions: Nov. 4, Jan. 11, Mar. 10
			  ○ Nov. 4 Session Feedback
				Teaching and Learning

1.7	● Create a Multi-Tiered System of Support (MTSS) Procedural Handbook to ensure consistent practices across the schools ● Integrate MTSS into all aspects of the schools to reduce misclassifications of	● The classification rate for Special Education of Hispanic/Latinx students will be reduced from 16.29% to 11.29% ● A 5% decrease in suspensions for African American students,	● Work has begun on the MTSS Procedural Handbook with the collection of qualitative data from each school site on their procedures / practices of the MTSS framework and their Coordination of Services Team (COST)	Teaching and Learning

		decreasing from 10.17% to 5.17%		
	Special Education and Hispanic / Latinx students ● Create a plan to address culturally responsive pedagogy and anti-biased discipline practices		● An introductory training on the COST model has been provided to all administrators by the Coordinator of Equity and Access on October 13 and 27, 2021 ● PUSD has partnered with the Center for Healthy Schools and Communities (CHSC) to provide an in-depth COST training to PUSD school administrators on November 9, 2021 ● Evaluation and feedback on current SST (Student Study Teams) and SIP (Student Improvement Plan) forms is being conducted in order to create one form used consistently district wide ● To address Cultural Proficiency, Principals and Vice Principals have attended 3 book study discussions using the book Cultural Proficiency, A Manual for School Leaders, 4th Edition. This has been facilitated by consultants from Nicole Anderson and Associates, LLC on 9/14/; 10/12; 11/9 　○ Principals have attended two of four (2 more are upcoming) Principal Equity Institutes: 　　■ Session 1: Cultural Proficiency Overview.pptx 　　■ Session 2 - Define Equity, Cult. Prof, Identity and Privilege, Barriers	
1.8	● Develop a comprehensive CTE data dashboard that stores all pertinent program metrics in one place so they can be evaluated annually	● CTE data dashboard metrics	● The development of this data dashboard is underway. Additional staff hours have been allocated to assist with this task, a platform has been identified to host this dashboard, and data analysis training will be scheduled in early spring to begin this work	Teaching and Learning
1.9	● Complete a data analysis of discipline including student suspension and expulsions by race/ethnicity, special education, or 504 plan, to reduce	● Decreased number and disproportionality of student suspensions and expulsions by race/ethnicity and special education	● As part of the disproportionality data analysis, the SELPA provided a data tool developed by the Equity, Disproportionality & Data System (EDDS) Project to	Student Support Services

	disproportionality and increase opportunities to referrals and restorative opportunities	or 504 plan in comparison to last school year ● Decreased suspensions and expulsions, including those for possession or use of drugs and alcohol ● Completed Tobacco Use Prevention Education (TUPE) trainings through ACOE ● Increased opportunities for restorative options including reductions and alternatives to suspension	help special education directors use live SEIS data to predict disproportionality ● Created an internal resource: Restorative Options: PUSD Discipline Plan 2021-22 for admin to have easy access to the most current restorative discipline options ● Developed this visual chart of current offerings related to Reduction of Suspension opportunities for tobacco, drug and alcohol related suspensions ● Participated in Tobacco Use Prevention Education (TUPE) training/s through ACOE for both staff and students through an internal resource: 2021-22 TUPE Site Coordinators/Events ● Distributed Tobacco Use Prevention Education (TUPE) materials to all secondary school site TUPE Coordinators	
1.10	● Provide Section 504 training and support to school site staff on the following topics: Section 504 Child Find & Evaluation and Section 504 FAPE and 504 Plan Writing	● Increased 504 trainings to ensure child find obligations are met, ensuring consistency and fidelity in the evaluative processes, eligibility determination, and providing FAPE to eligible students district-wide ● Increased direct support to site 504 coordinators to ensure school and student needs are met ● Increased opportunities for district nurses to collaborate with site and district staff regarding health-related 504 plans	● Student Services staff led two 504 training sessions to begin the school-year. The first training was held during new hire orientation for counselors, school psychologists, and school nurses who are new to Pleasanton Unified School District. The second training was held with the newly hired administrators at Amador Valley High School ● Provided site staff with a two-part training series on Section 504, facilitated by Atkinson, Andelson, Loya, Ruud, & Romo, A Professional Law Corporation. Seventy-four district employees attended the first training on the implementation of Section 504, including child find, FAPE, evaluations, eligibility, and accommodation writing. Seventy-six district employees attended the second part of the training, which focused on the implementation of the new Section 504 forms and procedures manual.	Student Support Services

| | | | Among the attendees were Principals, Vice Principals, Counselors, District Nurses, Secretaries, Social Workers, and other district support staff
● Provided direct one-on-one support to every site 504 Coordinator through individual site visits, discussing current 504 processes, systems, concerns, and expectations in an effort to better support site staff and to create consistency district-wide with the implementation of Section 504 forms and procedures
● The Student Services team collaborated with the Assessment and Accountability Department to provide district-wide training for accessing 504 plans in Illuminate. The following sets of directions were created to support site understanding: Teacher directions for printing all student 504 plans in Illuminate, step-by-step guide for printing a single student's 504 Plan in Illuminate, and viewing and downloading student 504 Plans with Illuminate
● Collaborated with the Assessment and Accountability Department to input the new Section 504 forms into Illuminate.
● On-going collaboration with District Nurses and site administrators to address 504 and health-related needs
● Sixty employees attended at least one of the four training sessions held for administrators, counselors, district nurses, and support staff, to review the following topics/documents that were created:
   ○ A 504 guide for sites to use as a reference for all 504 matters
   ○ FAQs for Section 504 to address additional questions or concerns that may arise for sites
   ○ A document that covers the Process for 504 Forms + Descriptions and Expectations | |

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			○ A Google Drive folder for accessing PUSD 2022 Section 504 Forms ○ Directions for Editing/Adding Code 74 in Q and directions for running a report in Q for 504 plans ○ Sample agendas for all 504 meetings: Initial 504 Meeting Agenda, Annual 504 Meeting Agenda, Re-evaluation 504 Meeting Agenda ● Our 504 coordinator and Assistant Director of Special Education are creating a combined training for site COST teams about IEP and 504 eligibility and referral process. We are scheduled with each school site through February and March to deliver this training. ● Special education program supervisors attend weekly site COST team meetings (at the sites to which they are assigned) to collaborate and provide expertise about supports and interventions available for students that may be eligible for a 504 plan.	
1.11	● Provide training for elementary intervention teachers in the use of Wilson Fundations and Just Words	● Agendas and training slides from elementary intervention teacher training in Wilson Fundations and Just Words	● Planning in progress	Student Support Services
1.12	● Train mild-mod and mod-severe teachers in determining eligibility for alternate assessments, documenting eligibility in SEIS, and administering CAA and alternate ELPAC	● Agendas and training slides from SDC teacher trainings ● Monitor percentage of participation in statewide accountability assessments	● On 10/12/21, SpEd Asst. Director provided training for principals and VPs regarding the state's "ALT FOR ALL" campaign to ensure consistency of alternate assessment eligibility across all assessment categories (ELA, Math, Science, ELPAC). SEIS documentation and a current list of those students assigned to alternate assessments were reviewed. ● In early January, SpEd Asst. Director worked closely with Assessment and Accountability to analyze SEIS data determining student eligibility for the Alternate ELPAC. As of 1/4/22, 45 emerging bilinguals with	Student Support Services

			IEPs were slated for the Alternate ELPAC, 92 students the Summative ELPAC, and 75 emerging bilinguals were not designated with either assessment. After careful review of each student's EL status and learning profile, the final roster of Alternate ELPAC students (34) was compiled and case managers continue to hold IEP amendment meetings to clarify the appropriate test assignment. Teacher training for Alternate ELPAC administration was completed on 1/25/22 and the testing window is open through 2/15/22. ● SPED Asst. Director is currently analyzing data to ensure the appropriate test assignments are documented in student IEPs for upcoming CASSPP testing, focusing on students in mild/mod programs with alternate assessment assignments (20).	
1.13	● Provide students in continuation high school education support and structure to increase academic achievement in Math and ELA	● During the onboarding of new students into Village, continue the use of the Individual Learning Plan as students onboard ● Use MAP assessments to monitor growth ● Academic coaches will monitor and ensure work completion for all students	● Created two sections of support for students. One for Math and one for ELA. Students were identified for these sections using multiple measures including MAP scores. Students enrolled in sections ● Progress monitoring and academic coaching provided	Student Support Services
1.14	● Ensure budget planning and funding is aligned with the goal	● Meetings notes with departments that show budgets and spending plans are reviewed ● Provide budget reports of expenditure to date on one-time funds ● Review LCAP budget reports	● One-time funding is updated regularly with staff and reported to CDE on a quarterly basis ● Reported on one-time fund usage provide to the Board and Community at First Interim Report ● Review of staffing funded by one-time funds to determine plans for 2022/23 and beyond ● Regular meetings with the departments to review budgets and allocations to district goals and plans	Business Services

1.15	● Engage committee for Student Information System / Learning Management System evaluation	● Meeting notes and presentations ● RFP for SIS/LMS	● Executive team has been briefed on activities and timelines ● An independent firm will be used to perform a needs assessment with the district's users ● A streamlined competitively bid RFP procurement joint powers authority has been identified for educational agencies to use	Business Services
1.16	● Schedule 1:1 personalized meetings with all new administrators to assist with the onboarding process	● Feedback survey results ● Meeting checklist & agenda	● Created Management New Hire checklist ● Survey to be distributed to new administrators	Human Resources
1.17	● Restructure Analysts and Technicians responsibilities to become site/department case managers	● Organizational Chart ● Division manual outlining responsibilities of staff	● Developed HR Analyst Caseload chart ● Work continues in refining the manual outlining staff responsibilities	Human Resources
1.18	● New Administrator Academy continuing (addition of Year 2) ● Pathways working with Adult Ed for Classified staff to learn new skills	● New Administrator Academy Presentations ● Adult Education course offerings	● Organized New Administrator Academies & Year 2 Administrator Academies ● Worked with Adult Ed to create Custodial Pathway & Groundskeeping Pathway	Human Resources
1.19	● Ensure alignment between OWP goals and management evaluations	● Organizational Work Plan ● Evaluation documents	● 2021-2022 OWP completed and uploaded to the district website ● Cabinet evaluations aligned to the 2021-2022 OWP goals and objectives	Superintendent's Office
1.20	● Leverage District and site budgets to target achievement and opportunity gaps	● District and site budget planning documents ● Budget related Board agenda items ● LCAP, CCEIS and Equity Plan goals ● Extended Learning Opportunities Grant plan	● Work continues, but remains in flux due to infusion of COVID funds and the related activities ● Significant work being done related to ELOG, CCEIS and equity plan implementations ● Directed staff to improve documentation of efforts relating to demonstrating program impact	Superintendent's Office
1.21	● Ensure key information is posted and available on the District's website ● Continue development of Let's Talk platform to support access to	● Website publishing data ● PUSD Annual Stakeholder Survey data ● Average response times, feedback	● Website content updated on a weekly basis including urgent COVID-19 related information and resources ● Expanded use of integrated Google calendar website through collaboration with Executive Assistant to the	Superintendent's Office

	information and increase efficiencies in engagement and response times	ratings and development of workflows in Let's Talk platform on website	Superintendent so all board-appointed committee meetings are posted to the website and accessible ● Ongoing training and development of Let's Talk for staff as needed ● Average customer service score on let's talk (Cx score) of 8.9 out of 10 ● Average response time: 36 hours	
1.22	● Continue training and support for new communication platform, Parentsquare to ensure information is being delivered to families in their preferred/home language	● Parentsquare usage & contactability reports	● At least one admin trained and utilizing Parentsquare at every school site as well as Leadership team members at the District level ● PTA leaders at three schools (Foothill HS, Pleasanton Middle, Lydiksen Elementary) trained to have the ability to send parent communication through Parentsquare, as well ● For the first time, all 16 (even Pleasanton Virtual Academy) have adopted and are communicating to families using the same platform/tool - meaning no matter what school a child attends, families receive information consistently through a centralized channel ● Ongoing training and support	Superintendent's Office
1.23	● Support efforts to improve individual student achievement	● Board Curriculum and Instruction Committee agendas and minutes ● Related Board agenda items and reports ● Updated policies and regulations	● Curriculum & Instruction Committee Minutes ● Curriculum & Instruction Committee minutes Oct. 5 ● Curriculum & Instruction Committee minutes Oct. 22 ● Curriculum & Instruction Committee minutes Nov. 10 ● Curriculum & Instruction Committee minutes Dec. 14 ● Budget approvals in support of enhanced learning opportunities ● Adoption and support of MAP implementation ● Adoption of LETRS and Number Worlds	Board of Trustees

			● Receive reports on academic performance grades of students /MAP assessment reports	
1.24	● Support efforts to promote equity and address opportunity gaps	● Related Board items and presentations ● CCEIS Plan implementation reports ● Equity plan implementation reports ● Board communications to parents / students ● Updated Board policies and regulations	● Review Math 9th grade placement ● Review Map Progress growth ● Review ESSER 111 plan ● CCEIS status updates via Board communications Adopted math supplemental curriculum ● Equity workshops in September and January- begin to draft an equity statement/review equity policy ● Support formation of Diversity, Equity, and Inclusion Task Force ● Requests /reports for performance data for marginalized subgroups and give recommendations to address equity gaps	Board of Trustees
1.25	● Use Board Committees effectively to guide change	● Updated Board policies and regulations ● Board committee agendas and minutes ● OWP mid-year and annual updates	● Budget and subcommittee meetings to ensure spending on student achievement, such as the Curriculum & Instruction committee updates of Grading for Equity trainings to improve grading practices ● Board policy alternative credits 6146.11	Board of Trustees

Summary Notes for Goal 1: (To be completed in May, 2022)

Teaching and Learning
  ●
Student Support Services
  ●
Human Resources
  ●
Business Services
  ●
Superintendent's Office
  ●

GOAL 2: Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff.

Key Objectives:
- Create engaging programs for students, both within and outside the school day, for students, families and staff
- Increase on-site and virtual tutoring options for students, K-12
- Provide access to supports, structures, and information within the MTSS Framework to meet the needs of students, while engaging community stakeholders
- Follow CDPH and ACPHD guidelines with the goal to keep students/staff safe and keep students in school in the midst of a global pandemic
- Ensure that expenditures are linked to specific organizational goals
- Ensure Facility Master Plan work is aligned with OWP goals
- Technology planning to to support student growth, intervention and support structures
- Ensure key information is available to the community
- Ensure effective partnerships with local and regional institutions
- Ensure effective COVID response strategies that incorporate appropriate social emotional wellness supports
- Implement strategies that support the physical, social and emotional development and wellbeing of employees

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Lead Division
2.1	• Expand after school programs for students, and support sites in the use and development of ELOG grants • Develop after school tutoring partnerships at high need schools	• Participation data • Student participation and performance data	• Site Based ELOG Programs Report: Cycle 1 (October-January) • The RFP for ELOG-Funded Targeted Tutoring was approved by the Board on 11/14/21. The initial schools served will be Hearst, Valley View and Pleasanton Middle School. School teams are collaborating with Sylvan Learning and Huntington Learning to solidify ELA/Math tutoring schedules for 35-45 students at each site initially. The target date to begin serving students in small groups two	Teaching and Learning

		to four times per week in person is 2/7/22	
2.2	● Expand opportunities at school sites/district office for families to learn additional strategies that support the well-being of students	● Attendance, agendas and evaluations from the school readiness parent/child engagement workshop	● The Fall Growing Together Family Engagement Series Flyer - The English Cohort's original dates were held on 10/19 and 12/7. Additional sections were added on 10/20 and 12/8 due to interest. A total of 31 families participated. The Spanish Cohort was held on 10/21 and 12/9. A total of 15 families participated ● All participating families engaged in reading and math learning activities and received a take-home kit of activities and a children's book to continue the work at home ○ Please click here to see a sample of the Spanish Cohort presentation	Teaching and Learning
2.3	● Implement Xello for all 6-12 students and families in 2021-2022	● Usage and activity completion data	● Xello Mid Year Report on Student Usage and Lesson Completion	Teaching and Learning
2.4	● Strengthen Multi-Tiered Systems of Support (MTSS) for student attendance, behavior, and social emotional strategies through tiered interventions that support positive, equitable, and inclusive learning environments	● Districtwide MTSS referral process process for tiered behavior intervention services ● Provide trainings and support for Social Emotional Learning curriculum ● District Wellness Committee will meet quarterly to support school site PBIS/Wellness committees and include stakeholder engagement	● Trained and notified attendance staff, administrators, and Child Welfare & Attendance Specialists on the attendance process, including the updated attendance codes and communication system ● Supporting the development of districtwide MTSS handbook, SSS attendance at monthly cross collaboration meetings ● Quarterly District Wellness Committee meetings 10/4/21, 12/6/21 ● Student-centered resources continually updated on PUSD Wellness website-student resources pages ● AVHS/FHS Wellness Center support and facilitation with the Student Assistance Program Specialist ● Social Emotional Learning and PBIS trainings: August 5th trainings: *Why SEL Matters, Kimochis,*	Student Support Services

			Second Step K-5, Character Strong 6-12 ● PBIS School site meetings- monthly scheduled meetings per school site/PBIS team, Student Services staff attends for implementation support ● Created a document to track service hours/employees for 504 related behavior support services. This document provides contracted hours, employee names, and updated hour logs of services provided to ensure we are in compliance with Section 504 ● Collaborated with the Special Education Department (assistant director, program supervisors, and school psychologists) to address behavior support and the process for exiting students from IEPs and placing them on 504 plans ● Collaborated with the Social Workers to develop a standard assessment form for sites to use for student safety ● Collaborated with Technology Services and our Child Welfare & Attendance Specialists to create and implement a process for notification of truancy letters for the 2021-2022 school-year, including the First Letter of Attendance, Second Letter of Attendance, Third Letter of Attendance, 21/22 Letter Production Schedule, truancy process, and the updated SARB document ● The SpEd department purchased pre-referral intervention manuals covering academic, behavioral, and speech/language interventions, and distributed these to all sites in January. Site administrators were given suggestions for their use. SPED Asst. Director also collaborated with the Coordinator of Equity and Access to include the use of the manuals in her COST team trainings.	

			An advanced-level training in the Kimochis curriculum (for social-emotional learning) is planned for the preschool team on 3/11/22. • The Special Education department continues to increase the availability of supports for students with IEPs in general education environments, and monitors state indicators for PUSD's progress in placing students with IEPs in general education for a larger percentage of the school day.	
2.5	• In accordance with CDPH and ACPHD guidelines, develop protocols, procedures and communication campaigns to keep students/staff safe and keep students in school in the midst of a global pandemic	• Developed protocols for students / staff with COVID-19 symptoms, exposures and diagnoses • Increased staffing to support follow through with site based COVID-19 protocols • Over 85% of Pleasanton youth aged 5 - 17 will be fully vaccinated against COVID-19 • School site COVID-19 testing in place that allows students to stay in school while on modified quarantine after school setting COVID-19 exposure	• 10/2021 Student Assistance Program Specialist began overseeing the Peer Advocates program at Foothill High School • Provided the Student Suicide Prevention Video to all 7th graders and 9th graders • SpEd administrators provide administrative, teaching, and paraprofessional support in classrooms and school sites as needed due to COVID-related staff shortages.	Student Support Services
2.6	• Create a flow chart for each category of special education service provision; revise referral packets as appropriate	• Google Survey re: How to request services (Admin/Teachers-GenEd Teacher & SpecialEd Teacher) Pre/Post • Agenda and training slide decks	• The behavior specialist team developed and disseminated a user-friendly flow chart entitled "How to Request Behavior Consultation for Students with IEPs" and revised the Behavior Referral Form. • The DOSE team is piloting a revised assessment and documentation process for considering a student's need for a Special Circumstances Instructional Assistant (SCIA, aka 1:1 additional adult support).	Student Support Services

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2.7	● Facility Master Plan that includes a holistic view of school site improvements that considers the physical, mental and social wellness of students, families, and staff ● Facility Master Plan that guides facility improvement needs and priority planning	● Meetings that document input and discussion with all key stakeholders ● Completed Facility Master Plan	● District issued an RFP and selected an Architect firm to lead the Facilities Master Plan Update. ● Board and community have been updated on the process and a Stakeholder group has been established and is meeting on a regular process ● The Facilities Master Planning is progressing with, teacher surveys, student surveys, principal surveys, facilities needs assessment site verifications, and division leadership meetings. Principal interviews and site visits are taking place in January 2022 and are nearing completion	Business Services
2.8	● Ensure budget planning and funding is aligned with the goal	● Meetings notes with departments that show budgets and spending plans are reviewed ● Provide budget reports of expenditure to date on one-time funds ● Review LCAP budget reports ● Reduction of LCAP carryover	● Regular meetings are being held with the department to review the budget ● Fiscal Services is meeting on weekly and monthly basis with Teaching and Learning to ensure one time funds are being allocated according to the district plans and needs as well as budget planning ● Fiscal team attends LCAP meetings and meets with T+L to review the LCAP budget and spending plan	Business Services
2.9	● Updating the District Technology Plan	● Technology Committee Meetings Reports ● Data on current status of devices ● Draft District Technology Plan ● Presentation on Technology Plan	● Meetings and site visits are underway ● Draft plan set up for editing and collaboration ● A project plan has been developed to guide the review and update of the technology plan with the respective departments and stakeholders ● Technology team is leveraging the contract with the Ghysels Group to support updating the Tech Plan ● The project schedule has been developed to have a draft plan presented to the Board in May 2022 and approved in June 2022	Business Service
2.10	● Improve opportunities for employees to access the Employee Assistance Program (EAP)	● Information meetings ● Feedback surveys	● Work continues in providing access to the Employee Assistance Program ● Staff plans to update EAP Resource Gameboard for distribution to all staff	Human Resources

2.11	● Improve preventative measures to assist with reducing worker's compensation claims in PUSD	● School site/Department visits ● CalOSHA reports	● Conducted Cal/OSHA full service safety and health consultation review on September 9, 2021. To date, findings have been corrected and documented ● Conducted Cal/OSHA safety and health consultation review on December 8, 2021 at Amador, Pleasanton Middle, and Alisal. Staff is in the process of addressing findings	Human Resources
2.12	● Facilitate professional learning for instructional induction coaches in order to support and retain new teachers	● Meeting agendas ● Professional Learning Newsletters ● Feedback surveys	● Began Department of Special Education and Pleasanton New Teacher Project Collaboration Meetings ● Created At-a-Glance Professional Learning Newsletters ● Mid year surveys in process	Human Resources
2.13	● Leverage District and site budgets to target achievement and opportunity gaps	● District and site budget planning documents ● Budget related Board agenda items ● LCAP, CCEIS and Equity Plan goals ● Extended Learning Opportunities Grant plan	● Work continues, but remains in flux due to infusion of COVID funds and the related activities ● Significant work being done related to ELOG, CCEIS and equity plan implementations ● Directed staff to improve documentation of efforts relating to demonstrating program impact	Superintendent's Office
2.14	● Support sharing and celebration of best practices and success stories at school sites	● Board agenda recognition items ● District website, Facebook, Instagram, and Twitter ● News coverage reports included on website, Bulletin to the Board	● District highlights, school/teacher spotlights, and various celebrations and stories are included in Bulleting to the Board, the eConnect, PUSD social media accounts (Facebook, Instagram, Twitter) and the Annual Report (2021 will be released Feb. 2, 2022 at the State of the District event) ● Launched first Let's Talk campaign in November 2021, 'Share your Gratitude' - 36 dialogues received to share positive stories from the community in a span of 90 days. Stories shared on social media and eConnect	Superintendent's Office
2.15	● Ensure key information is posted on the District's website	● Website edit logs ● PUSD Annual Stakeholder Survey	● Website content updated on a weekly basis including posting of urgent COVID-19 related	Superintendent's Office

		results	● information and resources ● Ongoing District and school staff training provided ● Expanded use of integrated Google calendar website through collaboration with Executive Assistant to the Superintendent so that all board-appointed committee meetings are posted to the website and accessible for families ● The greatest increases noted in the 2021 Annual Stakeholder Survey were in the Communication and Community Building dimension. For example, 75% parents said that district leaders maintain open lines of communication with the community, an increase of 25 percentage points from 50% in 2018-2019. 65% of students and 63% of staff members said the same, a 27 percentage-point increase and 12 percentage-point increase, respectively. Only 45% of staff members said district leaders have built trust with the community, but that is a 16 percentage-point increase from 29%; 63% of parents and students said the same	
2.16	● Effective City-PUSD collaboration on wellness issues	● Partnership agreements with local agencies ● Agenda and minutes from Liaison meetings ● Agenda / minutes from joint meeting	● Review of ESSER funds related to Covid ● SRO MOU, MOU with City of Pleasanton for SRO officers	Board of Trustees
2.17	● Support district's response to COVID-19	● COVID response planning documents ● Budget agenda items and related documents ● Trustee participation in community meetings	● Weekly COVID status update calls with ACPHD ● Budget support for COVID safety ● Board monitoring of COVID situation in district via weekly communiques ● Board approved Pandemic response team now up to 42 employees ● Board member volunteering at testing center	Board of Trustees
2.18	● Advocate for partnerships with public	● Policies relating to inter-agency	● MOU with City of Pleasanton for SRO officers	Board of Trustees

			partnerships	● City-PUSD Liaison Committee	
	and private institutions		● Budget lines relating to SEL staffing and programs		
2.19	● Promote effective engagement strategies that support student health and wellness		● Wellness committee agendas and minutes ● Policies relating to community partnerships ● Budget lines relating to SEL staffing and programs ● Updated policies relating to student wellness ● Budget documents relating to staffing / resources for arts and enrichment programs	● CSBA workshop on Social Emotional learning ● Board support for wellness position approved at the 1/13 meeting ● Budget support for wellness activities ● Weekly monitoring of wellness issues via communiques	Board of Trustees

Summary Notes for Goal 2: (To be completed in May, 2022)

Teaching and Learning
●
Student Support Services
●
Human Resources
●
Business Services
●
Superintendent's Office
●
Board of Trustees
●

GOAL 3: Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them.

Key Objectives:
- Continue to develop and implement a multi-year equity plan
- Engage all members of the Leadership Team in ongoing equity-based discussions and professional development
- Promote the use of equitable grading practices and inclusive practices
- Identify processes in place and strengthen supports to create an inclusive school and community environment
- Target meaningful inclusive efforts by ensuring students with disabilities are considered general education students first and foremost, by providing an environment of belonging, diversity-valuing, relationship and community with adults and general education peers ultimately leading to a successful college experience and/or competitive, integrated, family-sustaining wage
- Ensure systemic barriers to equity and inclusion are addressed through legal compliance in the development of reasonably calculated IEPs resulting in educational benefit that explicitly include the perspective and voice of parents/guardians and families
- Promote equity and inclusion in all decision making processes
- Reimagine and implement policies, practices and procedures that remove systemic barriers and provide the support needed to ensure everyone's full and successful participation
- Ensure that changes to the board election and school boundaries includes engagement from the entire community
- Enhance Trustee engagement

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Lead Division
3.1	● Create a district Equity Task Force	● Equity Task Force Participant Roster ● Meeting agendas ● Meeting evaluations	● Applications sent out and selection process underway ● First meeting to be held on Jan. 26 ● PUSD Diversity, Equity, and Inclusion Committee Application Letter .docx ● Adult Application form ● Student Application form	Teaching and Learning
3.2	● Hold four Equity Board Study Sessions during the course of this year	● Meeting agendas and presentations ● Number of actions implemented	● Board Study Sessions Held: ○ Sept. 21: Copy of PUSD Board Equity Study Session 9.21.21 ○ Upcoming: Jan. 20; Mar. 17; June 7 ● Curriculum and Instruction Board Committee Book Study Sessions ○ 10/05/2021 Board C&I Subcommittee Grading	Teaching and Learning

			for Equity Book Study ○ 11/10/2021 Board C&I Subcommittee Grading for Equity Book Study ○ 12/14/2021 Board C&I Committee Grading for Equity Book Study ● Extended Cabinet Equity Sessions: ○ 9.27.21 ○ 10.18.21 ○ 1.18.22	
3.3	● Conduct and revise existing board policies and administrative policies through an equity lens	● List of policies revised	● Policies Revised: ○ AR 5121 ○ AR 6154 ○ BP 6146.1 ○ BP 6146.11 and AR 6146.11 ○ BP 6146.2 and AR 6146.2 ○ BP 6178 ○ BP 6178.1 ○ BP 6178.2	Teaching and Learning
3.4	● Allocate and monitor all categorical funding to ensure equitable services and supports for all students	● Budget reports in ESCAPE will represent a significant reduction of carryover for all categorical budgets	● All State and Federal budgets are reviewed regularly and updates provided to appropriate educational partners to discuss expenditures ● Allocations have been updated to represent partner feedback ● Account codes will be updated to reflect LCAP specific goals	Teaching and Learning
3.5	● Provide varied opportunities for professional development on equitable grading practices	● Meeting agendas and participant rosters ● Grade distribution data	● August 4 Summer Institute Session: Grading for Equity Online Course ● August 9 Back to School PD Agenda: Grading Practices Keynote ● November 1 Certificated PD Agenda: Grading for Equity Keynote ● Grading for Equity Facilitated Online Course/Book Study - 4 PD Sessions: Nov. 15, Dec. 6, Jan. 24,	Teaching and Learning

			Feb. 28 • Grading Practices Cohort Members 2021-22 • 10/05/2021 Board C&I Subcommittee Grading for Equity Book Study • 11/10/2021 Board C&I Subcommittee Grading for Equity Book Study • 12/14/2021 Board C&I Committee Grading for Equity Book Study • We recently met with Joe Feldman and staff from Crescendo Education to review the work of our Grading for Equity cohort of teachers to date. Refer to Crescendo Education Interim Report 21-22 • Thus far, participating cohort teachers have identified the following equitable grading practices that they have implemented with students: ○ 0-4 or 50-100% Scale ○ Not Including Homework in the Grade ○ Redos/Retakes ○ Rubrics or Proficiency Scales ○ Exclude Participation, Effort, Soft Skills ○ Student Trackers • 2021-22 Sem 1 Grades Summary (OWP)	
3.6	• Identify students who are eligible for the Alternate ELPAC Operational Field Test and administer assessment with fidelity • Train case managers in administration and provide PD in using the results to deliver Designated / Integrated ELD	• Rosters and assessment completion data	• Case managers have updated IEPs to reflect Alternate Testing for ELPAC. Currently 47 students are eligible for the Alternate ELPAC per their IEP • Training for case managers will take place on January 25 and testing is anticipated to be completed by the CDE Deadline	Teaching and Learning
3.7	• Systemize the process for four year monitoring of Reclassified English Fluent Proficient Students	• Training agendas • Progress monitoring tracking of reclassified students	• EB Liaisons have been engaged in the development of this process and forms will be completed based on assessment results to gather teacher feedback • Training will occur at the end of January for EB	Teaching and Learning

			Liaisons ● EB Liaison Meeting #2 ● EB Liaison Meeting #3	
3.8	● Through disproportionality data analysis, identify challenges and implement solutions to create equitable access for students by strengthening interventions and support structures, utilizing both on-site and virtual strategies	● Training and collaboration with specialist staff to eliminate barriers to equity and inclusion ● Increased targeted services for at-risk students ● Coordination of Services Team (COST) or related meetings across school sites ● Annual reviews for every student with a 504 plan ● Increased support and collaboration to 504 site coordinators and administrators on writing individualized and specific 504 accommodations	● Provided grief support on site, utilizing the PUSD Crisis Response Handbook as well as training and support to staff to best support students ● Partnered with the Center for Healthy Schools and Communities to support COST in PUSD ● To help highlight and increase awareness of our McKinney-Vento (MKV) program, our District MKV Liaison created a MKV Fact Sheet for administrators to share with *all* teachers/staff ● Created a contract with HopSkipDrive, a transportation service that is able to provide transportation to and from school for our students that qualify as McKinney Vento-Of the students surveyed, 100% of students said their attendance has increased since transportation services started ● Staff members attended a two-part training presented by the Alameda County Office of Education Tobacco Use and Prevention Education (TUPE) Program on Brief Intervention, which is a targeted counseling intervention program designed for adolescents who use alcohol and drugs ● SpEd Asst. Director is participating in the DEI Task Force as part of the larger district strategy to reduce disproportionality. ● SpEd Asst. Director is the district's data manager for the new data dashboard created by the state SELPA System Improvement Lead (SIL) project, allowing the district to monitor disproportionality indicators in real time	Student Support Services

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3.9	● Ensure families understand procedural safeguards and legal rights of IEPs	● File reviews of IEP meetings, selected randomly, documenting offers to review the procedural safeguards with parents	● Special Education Procedural Safeguards are available in Punjabi, Arabic, English, Chinese (simplified & traditional), Spanish, Tagalog, and Vietnamese. ● Program supervisors provided a user-friendly version of Procedural Rights and Safeguards to special education case managers and service providers to ensure staff correctly understand and can explain these rights to parents	Student Support Services
3.10	● Provide training for case managers in leading robust discussions about the "educational options considered" portion of the IEP	● File reviews of randomly selected IEP meetings, documenting the benefits and burdens of educational options considered	● Our Program Supervisor trained SPED admins and modeled LRE discussions in real-time IEP meetings to increase the capacity of special education staff members to lead more robust discussions in future meetings. ● Training provided to elementary case managers for students moving from 5th to 6th grades, encouraging them to consider placement in general education ELA/Math classes with additional SAI support.	Student Support Services
3.11	● Create a viable independent study program through The Pleasanton Virtual Academy (PVA) for students in grades K-12	● Obtain CDS code and refine policies, practices, and procedures for student participation and enrollment in the school ● Obtain initial WASC Accreditation for PVA ● Completed UC course approvals	● CDS Code application in process - evidence submitted to the CDE waiting on next steps ● WASC exploration started, but can not begin the process without the CDS code ● UC course approvals complete ● SpEd department has recruited two special education teachers and 2 paraprofessional to support students with IEPs in PVA	Student Support Services
3.12	● Transition the District from election at large to election by area	● Resolution with intent to make transition ● Website site that hold all relevant information needed by the community to engage in the process ● Public hearings and meetings to	● District hired a demographic consultant and legal firm to help guide the process ● Resolution was passed to move forward with the Trustee-by-Area election process ● Established a website to communicate all the information to the community including interactive	Business Services

		engage the entire community including groups that may not be traditionally involved ● Submit completed process to County Election office for November 2022 election	mapping tools ● Two public meetings and multiple community meetings have been held ● Scheduled three public hearings and three community meetings to complete the process by March 2022	
3.13	● School Boundary Adjustments	● Meetings for community engagement including groups that are traditionally not involved but represent a large group of students and families ● Presentation and meeting notes ● Notes from meetings with the City in regards to the Housing Element Plan	● District staff is closely following City Housing Element Update meetings and is engaged with City staff ● Demographic consultant is in the process of updating enrollment projections for 2022/23 to 2029/30 including the expansion of TK ● Staff has slowed the process to allow for critical data and decision on new growth areas before restarting the process; staff anticipates to push this item into 2022/23	Business Services
3.14	● Update our Facility Use Process and ensure equitable access to facilities	● Updated Administrative Regulation ● Updated pricing structure	● Data and information have been collected and provided to Facilitron to assist with the Facilities Use Justification Report ● Staff is reviewing and developing new AR related to Facility Use and Rental	Business Services
3.15	● Build relationships with university educational programs ● Develop MOU's to increase recruitment for hard to fill positions, particularly in Special Education	● MOU's approved with universities. ● University Hiring Fairs	● Created Pleasanton New Teacher Project Advisory team with representatives from local universities Agenda November 30, 2022 ● Staff plans to attend university hiring fairs in the spring	Human Resources
3.16	● Restructure requirements to improve access	● Application data ● Vacancy data ● Recruitment fairs	● Staff continues to review a variety of data sources to determine next steps in strengthening the hiring pool and improving access	Human Resources
3.17	● Develop / improve communications to assist the District's formal complaint procedures	● Submission of updated BP and AR	● Updated BP1312.3 and AR1312.3 regarding the District's formal complaint procedures ● Staff will develop a plan to communicate updated	Human Resources

		policy	
3.18	● Review all policies and admin regulations with an equity lens	● Board Policy Committee agendas and minutes ● Updated policies and admin regulations	● Staff consider policy language to address our equity work prior to presenting policies to the Board Policy Committee ● Committee minutes and agendas ● Board Policy Review Log	Superintendent's Office
3.19	● Ensure alignment between Board policy, admin regulations, and organizational behavior	● Board Policy Committee agendas/minutes ● Updated policies and admin regulations ● Board agenda items and presentations	● Board policies and administrative policies are reviewed by the Board Policy Committee prior to BPs coming before the Board for action ● Board policy and Administrative Regulation revisions are reviewed with all district managers during All Leadership Team Meetings ● Monthly meetings held with PCC (parents), FCC (teachers), and CECC (classified staff) to ensure consistent understanding of new / existing policies	Superintendent's Office
3.20	● Engage students, staff, parents, and community stakeholders in the ongoing equity work	● Town Hall agendas and presentations ● Equity-focused surveys ● Task Force rosters and meeting agendas	● Town Hall meetings scheduled and related surveys are facilitated by Teaching and Learning ● Equity Task Force is in the process of being formed (communication outreach resulted in over 100 applicants including 37 student applicants) with the first meeting scheduled for January 26, 2022 ● Diversity, Equity & Inclusion web page/section created and will be updated throughout the year to raise awareness of ongoing equity work and information and resources on how to engage moving forward ● Monthly meetings are held with PCC (parents), FCC (teachers), and CECC (classified staff) to ensure consistent understanding of new and existing policies	Superintendent's Office
3.21	● Ensure PUSD website meets ADA/WCAG 2.0 requirements to	● Office of Civil Rights feedback ● Resolution of any identified concerns	● All identified issues have been resolved	Superintendent's Office

	ensure equity of access to information shared by PUSD electronically	related to website content accessibility		
3.22	● Promote equity in the PUSD elections process	● Board actions relating to trustee areas ● Recordings of town hall sessions ● Governance Team recruitment documents	● Board action to move board election to trustee area ● Website with all town halls ● Active engagement in related Agenda items ● Active engagement with community on issue	Board of Trustees
3.23	● Develop and implement Board policies that support equity and inclusion	● Updated policies and procedures ● Agendas and minutes from Board equity workshops and CCEIS updates ● Records of Trustee professional development	● Book club on Grading for Equity at these meetings: ● Curriculum and Instruction Committee Minutes ● Curriculum minutes Oct. 5 ● Curriculum and Instruction Committee minutes Oct. 22nd ● Curriculum and Instruction Committee minutes Nov. 10 ● Curriculum and Instruction Committee minutes Dec. 14 ● Participating in Student Board Member section at CSBA conference ● "Cultural Proficiency" reading in preparation for workshops ● Attendance to various CSBA conference sessions (Critical Race Theory: Ethnic Studies & Assembly Bill 101, Lift up students with equity)	Board of Trustees
3.24	● Develop effective connections between the Trustees and School Sites	● Records relating to Trustee school site visits ● Trustee participation in local cultural events ● Records of Trustee community engagement	● School visit-Alisal, Horizon, Steam, Village, Foothill, Vintage Hills, Lydikson ● Volunteering 4 days a week in the classroom at Alisal for reading intervention Oct, Nov and December, January ● Volunteering at Alisal ● Visiting Valley View DI classrooms, Pleasanton Middle, Hart Middle, Alisal, Fairlands and Hearst ● School site visits as per assigned - Harvest Park MS, Lydikson, and Vintage Hills ● Attendance at monthly African-American Family	Board of Trustees

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			Network meetings	

Summary Notes for Goal 3: (To be completed in May, 2022)

Teaching and Learning
-

Student Support Services
-

Human Resources
-

Business Services
-

Superintendent's Office
-

Board of Trustees
-

GOAL 4: Promote a professional culture that values collaboration and supports efforts to recruit, develop and retain a diverse and highly qualified workforce.

Key Objectives:
- Foster a culture conducive to growing highly effective teacher teams that focus on student learning
- Provide opportunities for teachers to provide input and feedback in curricular and instructional decisions
- Develop relevant and meaningful professional development for certificated and classified staff
- Student Support Services, in collaboration with Human Resources, will increase efforts to recruit, develop, and retain highly qualified special education teachers, service providers, and classified employees
- Strengthen succession planning and leadership development pathways
- Provide professional development for clerical staff district-wide
- Enhance district efforts to recruit, train and retain a culturally diverse staff
- Establish clear succession planning processes and procedures
- Build collaborative processes across sites and departments to create a culture of interdependence, therefore, creating a positive work environment

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Lead Division
4.1	● Provide additional opportunities for teachers to collaborate to focus on best practices, in addition to offerings during the school day	● Agendas from all trainings ● Evaluation feedback from all trainings ● Feedback on optional collaboration time ● Teacher feedback on strategies implemented	● August 5 Optional Certificated Professional Development Agenda ○ Aug. 5 PD Feedback ● August 9 Welcome Back to School Professional Development Agenda ○ Aug. 9 PD Feedback ● November 1 Mandatory Certificated Professional Development Agenda ○ Nov. 1 PD Elementary Feedback ○ Nov. 1 PD Secondary Feedback ● November 1 Optional Classified Professional Development Agenda	Teaching and Learning
4.2	● Provide opportunities for all staff (classified, certificated and administrators to develop their professional repertoire of skills	● Documentation of strategies implemented ● Illuminate and Math reports ● Professional development participant evaluation data	● 2021-22 PUSD Back to School Professional Development Opportunities ● August 4 Optional Summer Institute for Certificated and Classified Staff Agenda	Teaching and Learning
4.3	● Hold meetings (Town Halls, Steering Committee, etc. to gain teacher perspective and input)	● Feedback collected from various meetings ● Documentation of teacher input collected ● Meeting agendas	● **Equity Town Hall:** We held our first Equity Town Hall meetings Nov. 9, 2021 night via zoom. Linked is the live recording. November 9 Equity Town Hall Recording ● 2021-2022 School Planning Steering Committee Agenda: Meetings held on 8/17; 9/19; 10/12 ● Two Optional Teaching and Learning Listening Sessions have been held thus far with Hearst and Fairlands ● Additional sessions are either scheduled or being scheduled	Teaching and Learning
4.4	● All Career Technical Education (CTE) will teachers receive industry-specific	● CTE pathway evaluation rubrics ● Training agendas	● In the fall, culinary teachers from Foothill and Amador Valley High Schools attended the World of	Teaching and Learning

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	professional development to strengthen practice and to determine the changes for the upcoming year		Foods Conference to expand their professional expertise in this field. In the spring, our culinary teacher from Village High School will participate in the University of California Master Gardener program	
4.5	● Coordinate relevant and meaningful professional development for all Student Support Services staff including the specialists	● Track attendance and participation in relevant professional development opportunities ● Increase employee retention by having less than 20% of staff turnover in SSS	● Reviewed and refined the PUSD risk assessment protocols and trained district counselors, psychologists, SELPA clinicians, and School Resource Officers to ensure that all staff and community partners are using the same procedures ● Training on Care Solace referral process and Social Work referral process ● Student Support Staff bimonthly meetings held ● Provided Section 504 training at the New Administrators Academy ● Provided free registration to the Action Changes Things: Resilience and Re-engagement Reimagined Social & Emotional Learning Conference for PUSD staff interested in attending- including Child Welfare and Attendance Specialists, School Social Workers, Counselors, and TUPE Site Coordinators ● 5 SELPA and DOSE team members attended the ACSA Every Child Counts conference in January ● SELPA and SpEd administrators (Asst. Director, all program supervisors) will attend the state SELPA-sponsored 40-hour training course, "Mediating the Litigated Case," through the Straus Institute at Pepperdine Caruso School of Law ● SPED Asst. Director has completed the ACSA Special Education Academy this year ● Program Supervisors participate in CCCOE SELPA's "Program Specialists' Professional Network"	Student Support Services

4.6	• Coordinate relevant and meaningful professional development for all certificated and classified staff	• Trainings to ensure staff are current on updates, procedures, law, and practices • Draw presenters from existing PUSD staff, including admin., certificated, and classified	• Developed and shared staff presentations: Bullying Prevention & Suicide Prevention • CPR training for classified staff in August, November and March • Provided updates on safety protocols to all Health Services Assistant on COVID updates and procedures • Created a system to review appropriate outside organization presentations- and approved available mental health and SEL related presentations available for SDR through the events calendar • SpEd coordinated PD for certificated staff (8/4/21, 11/1/21, 3/11/22, and others) on various topics. • SpEd coordinated PD for classified staff (8/4/21, 11/1/21, 3/11/22, and others) on various paraeducator topics • Provided access to PATH, an online learning platform for paraeducators	Student Support Services
4.7	• Provide training, technical assistance, and support for all pre-intern, intern, and special education teachers, service providers, and case managers	• Agendas and slide decks, documentation of individual support contacts, Screencastify SEIS updates/reminders, develop job alike opportunities	• Created a PUSD Social Work Internship Program informational presentation to support intern fairs and inquiries • SpEd Admins are working with SELPA to write a grant to participate in the Teacher Residency Program • Program supervisors support and coach new special education teachers in instruction, planning and case management, assessment, report writing, IEP development, etc. • A SPED Program Supervisor created and delivered SEIS training to all special education staff new to PUSD and to the nursing department • A SPED Program Supervisor curates and publishes a biweekly newsletter, This Week From Dose,	Student Support Services

			reviewing new and/or important information for special education staff and site administrators	
4.8	• Develop and maintain an onboarding and training process for paraprofessionals to improve service to students and maintain a highly qualified workforce	• Training slides and attendance logs from ParaPro adult ed trainings, attendance and completion logs from SafetyCare training, maintenance of completion certificates from Para III required AFIRM modules	• Paraprofessional New Hire Orientation process initiated, including a 90 minute presentation. • Developed a mandatory behavioral training sequence for Para IIIs using AFIRM Modules. • Monthly paraprofessional training series provided by DOSE team and specialists • Aggressive recruitment efforts for paraprofessionals by the SPED Asst. Director: 12 interview sessions (August - January), 82 candidates interviewed, 52 new employees hired • The SPED Asst. Director collaborates with the Adult Ed Director to staff certificated/classified teaching positions for the Para Pro Adult Ed series.	Student Support Services
4.9	• Recruit qualified certificated staff in difficult-to-fill special ed positions and in Educational Options programs: Village High School, Summer School, Saturday Academy, Intersession programs, Virtual Academy, and Home and Hospital Instruction	• Identified personnel who are able to support students in part-time programs like summer school and credit recovery • Contacts with training program partners • Participate in PUSD Job Fairs • Notes from informal meetings with job-alike groups seeking perspectives on retention factors	• Recruitment began early for Fall/Winter academy and this strategy was successful, we did not have any unfilled position • Recruitment for summer school beginning in Jan 2022. Summer Programs admins and SPED Asst. Director regularly collaborate, co-plan, and meet with HR to streamline the summer school/ESY hiring process • Filling positions in special education remains challenging, but we have used innovative solutions such as hiring remote teachers (FHS, Donlon) and utilizing contract agency partnerships when needed. • 1 SDC teacher and 1 RSP teacher (and corresponding paraprofessional staff) hired for PVA	Student Support Services
4.10	• Hiring talent and increasing professional development	• Postings of open positions • Interviews for open positions • Data on filled position and open position	• Fiscal Services Department was reorganized with new Job Description, Organizational chart, and adjustments to the salary schedule to ensure retention and attract new talent	Business Services

		● Professional development plan for each team/staff ● Training logs and certifications	● Some open positions in maintenance have been filled ● Staff attended professional development conference and webinars ● The CNS and Technology Services departments are working on reorganization plans to help improve services and attract and retain talent	
4.11	● Positive and collaborative work culture	● Regular team meetings ● Input and surveys from staff ● Appreciation and recognition activities	● All departments with in the Business Services have regular weekly, biweekly or monthly meetings ● Started a practice of Giving Back to our school sites where Business Services staff volunteer at the school site to help out with a variety of site based needs such as yard duty, lunch help, students supervision, etc	Business Services
4.12	● Improve Professional Learning opportunities to assist with the development of employees	● Professional Development schedules ● Professional Development agendas	● HR analysts attended two virtual events (November & January) to strengthen knowledge base and learn of updates regarding credentialing, COVID flexibilities, and the impact of the Governor's January Executive Order ● Created an orientation and subsequent professional development forums for special education mentors working with induction coaches in supporting new special education teachers ● Facilitated Pleasanton New Teacher Induction onboarding for new teachers as well as a video for those who were unable to attend	Human Resources
4.13	● Personalize outreach to sites/departments focussed on improving communication and building community	● Job-alike meetings schedules ● Year 1 and Year 2 Administrative Academy presentations ● Classified Academies schedules	● HR Analyst Meetings ● New Administrator Academies ● Year 2 Administrator Academies ● Custodial Pathway ● Groundskeeping Pathway	Human Resources

4.14	● Promote opportunities in PUSD through digital and social media	● Engagement statistics & reports	● Worked with the communications department to begin a substitute recruitment campaign ● Continuing to work with the communications department in maximizing digital and social media platforms to promote opportunities	Human Resources
4.15	● Grow the leadership pipeline and ensure succession planning	● Statistics relating to participation in professional growth learning opportunities ● Updated policies and procedures	● Encouraged engagement in ACSA, FCMAT, and CASBO leadership courses ● Included personal and professional growth objectives in Cabinet evaluations	Superintendent's Office
4.16	● Provide tools / training for site admins to connect and communicate effectively within school communities	● ParentSquare and Let's Talk usage reports ● PUSD Annual Stakeholder Survey data ● School Site newsletters	● At least one administrator at each school has been trained on how to utilize Parentsquare for school communications ● Newsletter templates created to support adoption and customized feel ● Customized logos and school colors (as allowable based on WCAG 2.0 requirements) for each school to differentiate school and District communication on platforms (web and Parentsquare app) ● Additional training for attendance clerks and counselors (by request) provided to each school site ● All 16 schools have adopted and continue to utilize Parentsquare as a communication platform to centralize communications for families so they are receiving information from PUSD in the same, consistent manner ● Schools are now able to create custom groups of students/families that are accessible through Parentsquare platform integration (ex. Groups by grade level, demographics, counselor assignment, and any other field in Q SIS) to provide more ways to communicate and and engage with specific stakeholders within school communities ● Schools have utilized a growing number of features	Superintendent's Office

			on Parentsquare including school calendar integration, calendar/event invitations, volunteer/item requests and sign ups, and more
			● Expanded Parentsquare for interest-based groups related to Trustee-by-area conversations which include both families, students, staff as well as community members
			● The Parentsquare smartphone app has been promoted for use by parents/guardians, as well as companion app for students called Studentsquare, to streamline District, school and other related communication onto a single platform that is accessible anywhere from their phones
			  ○ In first five months, smartphone app adoption by families has already surpassed previous PUSD application (in use pre-2016 - 2021) use with 15% of families receiving notifications on their mobile devices
			  ○ Smartphone app adoption helps ensure school administrators are able to engage their communities in an effective way that ensures communication isn't lost in email inboxes	

4.17	● Develop succession planning process for leadership positions	● Statistics relating to participation in professional growth learning opportunities ● Updated policies and procedures	● Encouraged engagement in ACSA, FCMAT, and CASBO leadership courses ● Included personal and professional growth objectives in Cabinet evaluations	Superintendent's Office
4.18	● Actively promote the recruitment, hiring, and retention of a diverse workforce	● Certificated contract language ● Improvement to benefit packages ● Salary comparison reports ● Revised policies and procedures	● APT/CSEA and management contract support, including start of health benefit inclusion for management employees ● ACOE Teacher of the year awards	Board of Trustees
4.19	● Support the development of career pathways and succession planning	● Mentoring and coaching policies ● Budget for professional development ● Policies and procedures	● Use of educator effectiveness funds to further support induction program ● Budget support for PD opportunities	Board of Trustees

		● Succession planning policies and procedures	● Support of district succession planning processes	

Summary Notes for Goal 4: (To be completed in May, 2022)

<u>Teaching and Learning</u>
-
<u>Student Support Services</u>
-
<u>Human Resources</u>
-
<u>Business Services</u>
-
<u>Superintendent's Office</u>
-
<u>Board of Trustees</u>
-

GOAL 5: Sustain effective customer service, communication, and stakeholder engagement.

Key Objectives:
- Communicate with the PUSD community on an ongoing basis about school and district events, initiatives and opportunities to enrich student learning and engagement
- Seek stakeholder feedback throughout the year on instructional and site-based initiatives
- Improve communication and engagement with stakeholders by advertising and promoting events in various media outlets
- Develop, maintain, and sustain systems that improve communication and information-sharing with site administrators, service providers, and families
- Improve services, communication and transparency with internal and external customers.
- Provide fiscal transparency and communication
- Improve access and transparency for Board related information
- Establish clear communication protocols and processes for Trustees
- Establish effective, multi-directional feedback loops

2021-2022 Organizational Work Plan - Mid Year Update

● Explore communication tools and build feedback structures to strengthen support for employees

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Lead Division
5.1	● Update public-facing Teaching and Learning website for all departments to be user-friendly / easy to navigate	● Updated website	● Curriculum & Instruction Welcome page was updated to include new staff ● Curriculum & Instruction pages for Grades 6-12 were updated to include: ○ PUSD 2022-23 Program Guides for High School (English, Spanish, Chinese) and Middle School (English, Spanish, Chinese) ○ Updated High School Graduation Requirements to include CTE ○ Updated information and links to Researching and Verifying Out-of-District Courses to align with revised BP 6146.11 and AR 6146.11 ○ Middle School FAQs in English, Spanish, Chinese, and Korean ○ Updated Petition for World Language Credit to align with revised BP 6146.11 and AR 6146.11 ● Curriculum & Instruction page for TK-12 Mathematics Resources was updated	Teaching and Learning
5.2	● Update Curriculum and Instruction website to be user-friendly and easy to navigate for staff	● Updated website	● A new internal Curriculum & Instruction website was created which includes: ○ Assessment Resources ○ SDR Information ○ Elementary Information - BAS, ELD2, and SIP resources ○ Secondary Information - including course outlines, new and revised course approval processes, AVID and grading practices resources ○ Digital Resources ○ Homework Policy	Teaching and Learning

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5.3	● Hold Town Halls and other meetings with all stakeholder groups at least twice a year	● Agendas ● Meeting feedback ● Thoughtexchange and survey responses	● Equity Town Hall: Open to community and staff. Linked is the live recording. November 9 Equity Town Hall Recording ● 2021-2022 School Planning Steering Committee Agenda: Meetings held on 8/17; 9/19; 10/12 ● Teacher Input Meetings: 　○ Two Optional Teaching and Learning Listening Sessions have been held thus far with Hearst and Fairlands ● Additional sessions are either scheduled or being scheduled	Teaching and Learning
5.4	● Engage parents and guardians of Emerging Bilinguals to participate in quarterly DELAC meetings	● 10% increase in DELAC meeting participation will from the beginning to the end of the year ● Meeting evaluations	● 2021-2022 DELAC has met twice this year so far. Meetings are being led by the DELAC President who is a parent from Vintage Hills (agenda attached). Attendance is as follows: 2/3/21: 11 parents and 36 overall, 4/1/21: 9 parents and 24 overall, 10/4/21: 6 parents and 25 overall, 12/1/21: 5 parents and 34 overall. Outreach and communication efforts continue to increase the number of parents attending.	Teaching and Learning
5.5	● Increase the number of CTE (and other) classes articulated with local community colleges	● Number of students eligible to receive college credit ● Updated course outlines approved the board	● Engineering teachers are in conversation with Ohlone College to establish an articulation agreement for the Engineering Design class ● Culinary teachers are in conversation with Diablo Valley College to establish articulation agreements for Culinary Skills and Baking & Pastry	Teaching and Learning
5.6	● Engage, participate and collaborate with parent and community groups to improve student outcomes	● Evidence of staff participation leading committee meetings and community collaboration efforts ● Workshops to provide parents with skills to support a child's social-emotional-behavioral development	● Facilitated monthly Community Connections Meeting (with contractors and community partners) ● Presented in the SCOE/ACOE Webinar Series PBIS-Informed Equitable & Inclusive Schools and an overview of PUSD efforts to implement alternatives to suspension for vaping incidents ● PUSD/City Liaison Presentation-Vaping	Student Support Services

				● Ongoing updates to upcoming workshops for parents/guardians through our SEL events calendar as well as resources through our parent page of the PUSD Wellness website	
				● Facilitate monthly Community Connections meeting with various community stakeholders	
				● Created Bully Prevention for Parents as an extension of the Bullying Prevention staff presentation as well as Suicide Prevention, Supporting Your Anxious Child, Supporting Your Child Struggling with Depression, Parent/Caregiver Education Series on Suicide Prevention	
				● When a family is referred for Social Worker support, a Social Worker will reach out within 24 hours. The family is asked to complete an intake form, so that the Social Worker can have a better understanding of what specific needs the family has	
				● Food/holiday support: Distributed to over 130 PUSD families before the Thanksgiving break	
				● Collaborated with the City of Pleasanton to support Unity Day for Oct. 20th	
				● Section 504 Parent Rights have been translated into four languages (English, Spanish, Korean, and Mandarin), to be shared with families at 504 meeting	
				Attendance at the following monthly meetings:	
				● Alameda County Student Services Council	
				● Alameda County Health Educators Network	
				● Alameda County SEL Community of Practice	
				● Alameda County TUPE District Coordinators	
				● A SPED Program Supervisor participated in Special Education Night at Pleasanton Middle School with the School Smarts Program.	

			● DOSE team participation on DEI task force, AAFN network, SNC, 2021-22 steering committee, DELAC ● Inclusion of a SPED Program Supervisor on the UTK committee and parent presentations	
5.7	● Gather feedback from school site staff including site Administrators on effectiveness of supports from Student Support Services	● Surveys and data from site admin regarding the effectiveness of support provided to school sites ● Throughout the year, monitor data and adjust services based on feedback	● 📄 21/22 Student Support Services Site Visit Sche… ● Gathered, analyzed, and utilized feedback on the Section 504 training to determine how Student Services can better support site 504 needs	Student Support Services
5.8	● Identify the root causes of unsigned IEP and create a plan to address each root cause	● Monthly SEIS data monitoring the percentage of unsigned IEPs ● Agendas and training slide decks with case managers and/or CORE teams	● SPED Asst. Director led an "Unsigned IEP Workgroup" to identify root causes ● SELPA and SpEd administrators (Asst. Director, all program supervisors) will attend the state SELPA-sponsored 40-hour training course, "Mediating the Litigated Case," through the Straus Institute at Pepperdine Caruso School of Law. ● Expanded use of DocuSign to include SMS sending	Student Support Services
5.9	● Improve district-wide & community understanding of the educational options available via the Pleasanton Virtual Academy	● Train school staffs to increase understanding of the Pleasanton Virtual Academy ● Monitor and improve the communication available on the PVA website	● Provided PVA training to all counselors at All Counselor meetings in the Fall ● Additional resources added to the PVA website regularly ● DOSE team facilitated IEPs for students wanting to attend PVA, to determine the offer of FAPE and facilitate settlement agreements when necessary	Student Support Services
5.10	● Increase collaboration and communication with all Divisions to support student learning	● Evidence of participation in committees ● HR-Negotiations committee agendas ● Business-Regular meetings with SPED, SELPA and Student Services specific agenda items	● Attendance at the following meetings: ○ All Counselor (T&L/SSS) ○ District Safety Committee (Adult Ed SSS) ○ VP/Head Counselor (T&L, SSS) ○ Director's Meeting (HR, T&L, SSS, Adult Ed.) ○ COVID 19 Update Meetings (SSS and Pandemic	Student Support Services

		● Teaching and Learning-planning meetings for district wide Professional Development ● Participate in FCC, PCC, CECC meetings	Services) ○ Principal/VP Meetings (SSS, T&L) ○ District Wellness Committee ○ Cross Collaboration COST/MTSS (T&L and SSS) ○ Student Support Meeting (monthly with Specialist support staff) ○ Special Ed/Student Services and Business Services Monthly Meetings ○ DEI Task Force (SPED Asst. Director) ○ Assessments for Students with IEPs (T&L, SpEd) ○ Pre-Referral Considerations for Emerging Bilinguals (T&L, SpEd) ○ LEA Collaborative (Fiscal, SpEd) ○ Transportation for Students with IEPs (M&O, SpEd) ○ Classified and Certificated negotiations (HR, SpEd) ○ Admin Academy (HR, SpEd) ○ Inclusion Task Force (T&L, SpEd) ○ 2021-22 Steering Committee (T&L, SpEd) ○ Secondary course/curriculum meetings (T&L, SpEd) ○ CEC meetings (SELPA, SpEd) ○ PNTP-SpEd Collaboration	
5.11	● Improved service for internal and external customers	● Intranet HUB for internal customers ● Escape and ASB software trainings ● Purchasing trainings for sites ● Budget meetings with sites and departments ● Online integration Amazon and Escape	● Escape training is offered as needed. Also, a training session was offered on November 1st during the Professional Development Day ● One on one budget meeting held with high school principals ● Q training has been conducted for district level administrators and school site administrators and	Business Services

		● Purchasing standards ● Feedback from internal/external customers	counselors ● ASB training on the new software was conducted. ● Pilot project rolled out at Foothill HS and Donlon ES to use Amazon for ordering materials and supplies directly to the school	
5.12	● Continued fiscal transparency and communication	● Regular Board presentation of the budget ● Website with budget information ● Community meeting presentations	● First Interim Report (Budget Update) to the School Board in December 2021 ● Clean Independent Audit Reports for 2020/21 Fiscal Year ● Completed AB 1200 Reports for negotiated contracts with APT and CSEA ● Presented a resolution regarding required needed budget reductions to maintain Fiscal Solvency at the November 18, 2021 School Board meeting ● Uploaded all documents to the District Business Services website for easy access ● Presented financial reports to the Board Budget and Audit Committees ● Presented projects and financial updates regarding the Measure I1 Bond program to the Citizens Bond Oversight Committee	Business Service
5.13	● Improve communication structures to ensure all stakeholders are apprised of process and procedures.	● Email communication rollout structure ● Job-alike meetings schedule ● Analyst case management structure ● Substitute Services/Site weekly meeting schedule	● Created formal communication rollout process ● Conducting monthly job-a-like meetings with each stakeholder group (elementary, middle, high school principals and Directors) ● Facilitating weekly meetings with site secretaries, substitute services desk, and coordinator of HR (positive feedback) ● Implemented HR Analyst Caseloads ● Created PNTP Pathway to a Clear Credential to ensure candidates and stakeholders are apprised of process	Human Resources

5.14	● Develop tools to elicit input from staff to improve customer service	● Survey results	● Staff in the process of creating surveys to elicit feedback in order to improve customer service ● Mid year surveys are being distributed to induction candidates, induction coaches, special ed mentors, and site administrators during the month of January	Human Resources
5.15	● Develop structures to ensure timely communication with a personalized approach	● Professional Development agendas ● Internal Classification meeting agendas ● Monthly Division meeting agendas	● Meeting monthly with HR division ● Working with the HR team to develop structures to ensure timely communication	Human Resources
5.16	● Build trust and increase transparency with staff and the community	● PUSD Annual Stakeholder Survey results ● Parentsquare usage reports ● Let's Talk response rates	● The greatest increases noted in the 2021 Annual Stakeholder Survey were in the Communication and Community Building dimension. For example, 75% parents said that district leaders maintain open lines of communication with the community, an increase of 25 percentage points from 50% in 2018-2019. 65% of students and 63% of staff members said the same, a 27 percentage-point increase and 12 percentage-point increase, respectively. Only 45% of staff members said district leaders have built trust with the community, but that is a 16 percentage-point increase from 29%; 63% of parents and students said the same ● Average Let's Talk dialogue/inquiry response rates <48 hours (~36 hours) ● Average Let's Talk dialogue customer satisfaction score (Cx) = 8.9/10 ● Worked with Technology Services to increase 'reachability' % of families on the Parentsquare platform (currently 99.6%, previous % unknown) through contactability reports ● Attendance and front office staff trained to view contactability reports for their school sites to follow up with families who are missing contact information	Superintendent's Office

		to ensure they are receiving District and school communication		

5.17	● Develop and implement tools and strategies that create opportunities for meaningful engagement	● Board meeting public comments
		● Town Hall statistics
		● Let's Talk and ParentSquare data reports
			● Quarterly community-based Board meetings
			  ○ September 14, 2021
			  ○ November 16, 2021
			  ○ February 15, 2022
			  ○ April 26, 2022
			● Technical support and promotion in hosting other community forums as needed for engagement around topics such as ongoing equity work, trustee-by-area, COVID-19 response
			● Created comment tracking tool for use with public comments during Board meetings
			● Implemented Let's Talk tool on the district website - average response time ~36 hours/1.5 days
			● Increased promotion and development of Let's Talk platform to adjust to areas of need by adding interest areas as well as template responses to automate and expedite responses when possible
			● Launched first positive Let's Talk campaign, 'Share your Gratitude' in November 2021 and 'Tell us something great' moving forward into 2022 to increase positive sentiment and encourage sharing of gratitude
			  ○ Campaigns have generated the most engagement of any interest area to date, with engagement from staff, students and parents
				Superintendent's Office

5.18	● Update the District's website to improve access and transparency for Board information	● Website edit logs ● Board meeting public comments	● Created comment tracking tool for use with public comments during Board meetings ● Full implementation of Simbli to provide routine and easy access to district meeting agendas, minutes, and other documents	Superintendent's Office

5.19	● Strengthen communication between Trustees and various stakeholder groups	● Participation in Town Halls ● Policies and procedures ● Confidential support for Board communications	● Participated in Town Halls May 19, Jun 9, 2021 ● Equity meeting Sept. 21, 2021, Jan 20, 2022 ● Sept 30 Joint meeting with City Council ● Community Meeting attendance - Sept 14, Nov 9 ● Be available/accessible to meet and communicate with various community members to address specific concerns, inquiries, and community driven priorities ● Attend various community events (i.e. engage with adult learners to practice speaking English with native speakers) ● Addition of Student Trustee on the PUSD Board ● Self assessment of the Board to reflect on communication practices as a governing board	Board of Trustees
5.20	● Establish communication strategies where staff and students have routine access to provide feedback	● School visits ● Participation in evening meetings at sites ● Confidential support for Board communications	● School visits-Alisal, Amador, Lydikson, Valley View, Vintage Hills, Village, Horizon, Steam, Harvest Park MS ● Attend town hall meetings and other events wherein staff/students participate in Q/A with distinct staff	Board of Trustees

Summary Notes for Goal 5: (To be completed in May, 2022)

Teaching and Learning
  ●
Student Support Services
  ●
Human Resources
  ●
Business Services
  ●
Superintendent's Office
  ●
Board of Trustees
  ●

Concluding Comments

This document attempts to outline and highlight actions taken by District leadership to address the Superintendent's 2021-2022 objectives, which are articulated within the five organizational goals that serve as the focus of this work plan. Moving forward, we will continue to maintain focus on building connections, meeting the needs of all students, improving District communications and culture, and strengthening our policies and practices. The ongoing work plan goals have been modified for the 2021-2022 school year.

2021-2022 Goals:
1. Leverage personalized learning strategies and growth-based assessments to increase achievement and identify opportunity gaps
2. Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff
3. Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them
4. Promote a professional culture that values collaboration and supports efforts to recruit, develop and retain a diverse and highly qualified workforce
5. Sustain effective customer service, communication, and stakeholder engagement

This is a working document that has been in place since 2017 and will continue to provide direction pertaining to District and site planning processes, rather than a complete description of our activities across the District. It also serves as the basis for management evaluations. Each year, the updated Organizational Work Plan is published in October, followed by a midyear update (January) and annual report (June) which provide snapshots of the work and summarize progress made over the course of the school year. Each document will be placed for public view on the District's website, as they become available.