

2020-2021 Organizational Work Plan - Annual Report

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 2020-2021 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 will guide our work throughout the school year and ensure 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, Actions, 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 2020-2021:

1. To leverage personalized learning strategies and growth assessments to ***close achievement and opportunity gaps***, as evidenced by CAASPP, District assessments and other metrics.
2. To ***improve student interventions and support structures*** through both on-site and virtual strategies, as evidenced by California Dashboard and internal data sources.
3. To continue to ***clarify and strengthen District policies and procedures***, as evidenced by Board actions and other data sources.
4. To ***enhance employee recruitment, development and retention strategies***, as evidenced by hiring data, professional development participation, and exit surveys.
5. To ***improve overall customer service and stakeholder engagement strategies***, as evidenced by the ratings on the Annual Benchmark and other surveys.

GOAL 1: To leverage personalized learning strategies and growth assessments to close achievement and opportunity gaps, as evidenced by CAASPP, District assessments and other metrics.

Key Objectives:

- Strengthen administrator and teacher capacity by providing ongoing support and professional development
- Utilize assessment data in a coherent manner to measure student progress and inform instruction
- Equip site administrators with training on how equity and inclusive practices help to close achievement and opportunity gaps
- Analyze data and provide target intervention to address significant disproportionality for discipline and eligibility for special education based on race
- Ensure IEP meeting discussions focus on and document use of ELA and Math core curriculum
- Hire fully credentialed teaching with experience working in a virtual learning environment.
- Hire classified personnel to support the teaching and learning environment
- Ensure resources and funding allocation are appropriate to meet objectives in the goal.
- Track expenditures to ensure funds are expended per planning.
- Align organizational goals with evaluation processes
- Ensure key information is available to the community

Item	Actions	Anticipated Outcomes Metric Descriptions	Details / Evidence / Documentation	Status
1.1	<ul style="list-style-type: none"> ● Plan and deliver relevant professional development (PD) during Wednesday collaboration time (twice monthly), district-identified professional development days, and optional SDR PD 	<ul style="list-style-type: none"> ● At the end of each PD session, evaluation data will be reviewed to gauge PD effectiveness and relevance 	<ul style="list-style-type: none"> ● PD has been held on the following dates: (see PD Summary for details) <ul style="list-style-type: none"> ○ July 27-31 BTS Summit ○ August 7 Staff Dev Day ○ Elementary PD <ul style="list-style-type: none"> ■ September 2 / Feedback ■ September 30 / Feedback ■ December 2 / Feedback ■ December 16 / Feedback ■ January 20 / Feedback ■ February 17 / Feedback ■ March 17 / Feedback ■ April 21 / Feedback ○ Secondary PD <ul style="list-style-type: none"> ■ Middle School / High School ■ HS September 9 / Feedback 	Completed

			<ul style="list-style-type: none"> ■ MS September 23 / Feedback ■ HS October 7 / Feedback ■ MS October 21 / Feedback ■ HS November 18 / Feedback ■ MS December 9 / Feedback ■ January 27 / Feedback ■ February 24 / Feedback ■ March 24 / Feedback ■ April 14 / Feedback ● Prof Devel Presentation: Teaching and Learning During a Pandemic.pdf ● LCAP PD Summary 	
1.2	<ul style="list-style-type: none"> ● Utilize MAP Growth assessments in grades 2-8 in Math and grades 3-8 in Reading in order to ensure that all students make academic goals. 	<ul style="list-style-type: none"> ● By June, 2021, at least 80% of students in 2nd grade in Math and 3-8 grade in Reading and Math will reach their goals as measured by MAP Growth assessment results 	<ul style="list-style-type: none"> ● There have been three administrations of MAP ● Winter MAP Growth results were shared with the Board of Trustees on February 25, 2021. Presentation linked here ● All school sites met with the Assessment and Accountability Department for Data Coaching and Collaboration and looked at the MAP Growth and other relevant academic data points. ● CDE allowed districts to use a local district wide assessment this year based on certain criteria to fulfill requirements for statewide testing, ie. CAASPP. PUSD used the NWEA MAP Growth assessment and included 11th grade students for Math and ELA ● 2020-2021 MAP Growth and Achievement Results will be shared with the Board of Trustees on June 24, 2021. Preliminary data show that 50% of students in grades 3-8 met 	Partially Met

			<p>their individual growth projections, while 46% of students in grades 2-8 met their individual growth projections between Fall 2020 and Spring 2021. Also, 71% of students met or exceeded standards in Reading and 71% of students met or exceeded standards in Math based on MAP Growth Spring results.</p>	
1.3	<ul style="list-style-type: none"> ● Implement a mandatory equity academy for All Leadership Team 	<ul style="list-style-type: none"> ● By the end of the 2021 school year, all participants will provide a program evaluation that includes action steps for changes to be made in the school program 	<ul style="list-style-type: none"> ● Principal meeting included an equity-based session titled "Speak Up" at Schools Slide Deck - 12/12/20 ● Leadership Team administrators attended the Equity Session at the All Leadership Meeting in May ● 5/18/2021/Leadership Assessment: Cultural Identity, Definition of Educational Equity, Barriers to Equity, Strategies/Actions to Create Equity ● In order to support the equity work and transform grading practices, discussions related to equitable grading practices were held with site administrators and Department Chairs on the Grading Practices Committee ● Grading Practices Committee Agendas 	In Progress - Will Continue Over Next 2 Years
1.4	<ul style="list-style-type: none"> ● Complete a data analysis of discipline by race/ethnicity, discipline by special education or 504 plan status to previous year and develop an action plan to reduce disproportionality and increase opportunities to restorative options and referrals 	<ul style="list-style-type: none"> ● By June 2021, decrease in number and disproportionality of student suspensions and expulsions by race/ethnicity and special education or 504 plan in comparison to last school year ● By June 2021, increase opportunities for restorative options as alternatives to suspension 	<ul style="list-style-type: none"> ● Added Care Solace for 2020-21 to support increased mental health referrals July-January Usage Report ● July- January: 233 Social Work Referrals to support need based interventions (such as mental health, drug and alcohol, family resources, etc.) ● Created Virtual Restorative Practice Tier 3 	Ongoing

	<ul style="list-style-type: none"> ● Provide Significant Disproportionality trainings and SELPA support to staff 	<ul style="list-style-type: none"> ● By June 2021, increase referrals to need based interventions (such as mental health, drug and alcohol, family resources, etc.) ● By June 2021, complete District Significant Disproportionality Plan for the CDE 	<p>interventions for Secondary (Academic Integrity, Digital Citizenship, Sexual Harassment)</p> <ul style="list-style-type: none"> ● Created MTSS Referral Process to clarify the Tiered levels of interventions to support students and families ● Compiled list of PUSD Restorative Practices ● Adapted the Reduction of Suspension program for drug and alcohol related offenses to an online version during shelter-in-place ● 504 Race and Ethnicity Data ● A slew of stakeholder meetings with staff, parents, students, and any who wanted to attend on our root causes, data collection, and plan in regards to significant disproportionality ● Submitted our disproportionate students records review in Nov to California Department of Education (CDE) ● Submitted our CCEIS Plan for significant disproportionality to the CDE on Dec 15, 2020 and awaiting approval of the plan ● PUSD Staff Development Day on 3/12/21 opportunities ● 504 Plan Information and Implementation ● Prioritizing Wellness During Transitions ● Understanding and Supporting Our Students ● Created 20-21 PUSD Bullying Prevention Staff Presentation ● Bullying Prevention.pdf 	
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			<ul style="list-style-type: none"> Continued Care Solace for 2020-21 to support increased mental health referrals Utilization Report July 2020-May 2021 	
1.5	<ul style="list-style-type: none"> California Department of Education's Accountability System provides the CDE Dashboard Data 2019 for Pleasanton USD. The district's 2019 data shows students in special education were 62 points below standard in mathematics and 43.3 points below standard in English language arts. The actions are a focus on confirming the use of core curriculum in every special education class in ELA and math. 	<ul style="list-style-type: none"> By June 2021, ensure all special ed teachers have the ELA and math core curriculum and are trained on how to use it. Throughout the school year, complete classroom walk throughs to observe and confirm core curriculum is being used. Throughout the school year, complete anecdotal data collection through attendance of IEP meetings where curriculum and academic goals in these areas are discussed. 	<ul style="list-style-type: none"> Teacher training on curriculum (Wilson, DynamoMath, LearningAlly, Newsela) Site administrators were trained on Unique Learning Systems (ULS) administrator monitoring tools using a trainer of trainer model where more experienced users instructed new users Initial November training for the California Alternative Assessment (CAA) Wilson reading program incorporated within our CCEIS plan submitted to the California Department of Education (CDE) for PUSD being in significant disproportionality Collaborating with HPMS administration on developing Wilson reading tiered intervention for 504 and general education students (Jan. 19-21, 2021 starting the process) 	Ongoing
1.6	<ul style="list-style-type: none"> Provide students in continuation high school education support and structure to increase academic achievement in Math and ELA. 	<ul style="list-style-type: none"> During the onboarding of new students, implement the use of the Individual Learning Plan as students onboard in the Spring of 2020. Throughout the school year, academic coaches will serve to monitor and ensure work completion for all students. 	<ul style="list-style-type: none"> MAP testing completed for Semester 1 MAP testing implemented for all incoming continuation students Academic coaches hired MAP testing completed for Semester 2 Spring data shows 37% VHS students meeting or exceeding standard in Math. 35% are meeting or exceeding in Reading Academic coaching data being collected and analyzed 	In progress
1.7	<ul style="list-style-type: none"> Support the hiring process for highly qualified staff with virtual 	<ul style="list-style-type: none"> Improve the screening process of applicants to ensure only highly qualified employees 	<ul style="list-style-type: none"> Added questions to Edjoin application geared to identify individuals with virtual 	On going

	teaching and learning experience.	are hired. ● Develop improved guidelines and documents to assist sites/departments with the hiring process.	teaching experience.	
1.8	● Improve the Peer Assistance and Review(PAR) program, in addition to the perception of how PAR can benefit certificated employees.	● 100% of all staff participating in PAR will successfully complete the process.	● Initial revision of CBA language. Will negotiate language with APT in 21-22. APT has not scheduled CBA negotiation dates yet as we have been focused on COVID and reopening.	On going
1.9	● Ensure that allocation of resources and funding match Teaching and Learning and Student Services goals.	● Meet with departments on a quarterly basis to evaluate budget and expenditures to ensure funds are being spent towards their goals and objectives. ● Develop reports to help track cost for evaluation.	● Regular meetings were held with all divisions and budgets were reviewed. ● Budgets were simplified in some areas to allow for better management and reporting expenditures and goals.	Ongoing
1.10	● Ensure alignment between OWP goals and all management evaluation processes	● 100% of Cabinet goal setting documents will be completed prior to October 31, 2020 ● All Cabinet evaluation processes shall include direct links/references to subordinate employee goals	● Organizational Work Plan (OWP) is complete and will be posted to PUSD website ● Cabinet evaluations are tied to OWP goals and objectives.	Ongoing
1.11	● Leverage District and site budgets to target achievement and opportunity gaps	● LCAP funds will be targeted towards interventions for unduplicated students. ● Impact data will be collected at the site and District levels	● In progress ● Objective muddled by COVID related activities ● Shifting focus to equity work and CCEIS Plan implementation	Ongoing
1.12	● Ensure key information is posted and available on the District's website	● Meet with departments on a monthly basis to review website content is inclusive and up to date ● End of the year stakeholder survey data and other metrics will indicate the level of community satisfaction	● Let's Talk engagement platform launched on PUSD website (Contact Us landing page and homepage widget) and social media platforms to help make information and District personnel more accessible ● 2020 PUSD Stakeholder Survey administration completed.	Ongoing

			<ul style="list-style-type: none"> ● Created 'Starting the School Year Together' webpage that served as hub for information and resources relating to the 2020-21 school year and reopening updates. Web page was updated as the year progressed with relevant updates ● Worked with Student Support Services and Pandemic Services Coordinator to post relevant COVID-19 vaccine & testing information to website and COVID-19 dashboard ● Worked with Divisions to update staff directory ● Trained new staff on web editing to ensure information is accessible and up to date 	
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Summary Notes for Goal 1:

Teaching and Learning Division

- Quality professional development was delivered to certificated and classified staff through the course of this school year. Topics included increasing student engagement when remote, utilizing new technology and tools, assessment practices, and concurrent instruction, in addition to the topics noted in above links.
- A variety of formats for professional development was used that allowed staff across the district to collaborate, including Zoom break-out rooms, PearDeck, EdPuzzle, JamBoard, and an EdCamp format.
- Key work in the area of educational equity transpired this year, including a thorough disaggregated analysis of student success data through the CCEIS process, in-depth secondary grade data analysis and comparison of previous year grade data, resulting in the adoption of three Temporary Grading Policies and as reflected in increasing grading flexibility for secondary students.
- Planned and facilitated an equitable Grading Practices Committee, Speak Up at Schools professional development, and a mandatory equity workshop for members of the PUSD Leadership Team.
- A multi-year contract was adopted with Nicole Anderson and Associates Consultants, LLC, to partner with PUSD in planning lasting equity initiatives.
- Secondary Intervention Specialists provided interventions based on MAP Growth data to students through the use of advisory period and academic support classes.
- Teachers have begun the transition to enter Student Intervention Plans (SIP)s in Illuminate which will enable more effective student progress monitoring in the 2021-2022 school year when we transition to the expectation that all SIP are entered into Illuminate.

- All classroom teachers in grades 2-8 for Math and grades 3-8 for Reading administered the MAP Growth assessment to their students three times this year following the Fall, Winter and Spring windows. Preliminary results indicate that 71% of students in grades 2-8 in Math and 71% of students in Reading are meeting or exceeding standards
- MAP Growth achievement and growth results have been used to:
 - Design instruction based on essential standards to align with skills and concepts that students are ready to learn
 - Place students in intervention and enrichment groups
 - Review student growth over time
 - Report to parents/guardians regarding student achievement and growth
 - Measure progress towards meeting site and district goals

Student Support Services Division

- Improved communication with all stakeholders regarding the 504 process. Provided training for all high school staff, administrators, counselors and site secretaries on 504 eligibility and compliance. Monitored and problem-solved various 504 related parent concerns throughout the year.
- Updated the MTSS Referral Process to clarify the Tiered levels of interventions to support students and families (primarily behavioral and social-emotional supports).
- Adapted the restorative opportunities to include online and remote modules including the Reduction of Suspension program for drug and alcohol related offenses to an online version during remote learning.
- Provided training to staff on 504 Plan Information and Implementation, Wellness During Transitions, Understanding and Supporting Our Students, Social Emotional Learning.
- Provided curriculum training for Special Education staff on Wilson Reading, DynamoMath, LearningAlly, Newsela, and Unique Learning Systems (ULS)
- In the continuation school utilized the Measures of Academic Progress assessment to determine what students are ready to learn and connected students to the Individualized Learning Plan (ILP) digital intervention in addition to in-person intervention and academic coaching to increase student performance in ELA and Math.

Human Resources

- Improved hiring process by implementing a Human Resources pre-screening process that ensures highly qualified applicants are considered for all positions within PUSD. The pre-screening process also ensures internal applicants are considered for positions within the organization as outlined in the CSEA Collective Bargaining Agreement.
- Established a process for holding consistent virtual interviews for PUSD sites and departments.
- Contract language is currently being negotiated to improve the process in which Peer Assistance and Review(PAR) is implemented.
- Created an Inclusive Learning Environment Student website providing a centralized resource hub to support students, families, and staff with issues related to bullying, harassment, discrimination, and mental health.

Business Services

- To help ensure resources and funding allocation were appropriately meeting objectives in the goal, our Fiscal Services team met with the departments on a routine and regular basis, helping to track expenditures, to ensure funds are expended per planning.

Superintendent's Office

- Expanded the implementation of evaluation processes tied to the five organization goals.
- School plans reviewed for the development of supports and interventions for students who need additional help.
- Maintained focus on implementing growth-based assessments (MAP) in grades 3-8.
- Continued focus on reducing administrator turnover at the school sites (3 this year - HPMS, WGES, and VVES).
- Completed administration of annual school quality survey including expanded pandemic response, social emotional support as well as remote learning to identify opportunities for growth and areas of celebration.
- Managed website content and trained staff to ensure relevant updates and resources were accessible to families and community.

GOAL 2: To improve student interventions and support structures through both on-site and virtual strategies, as evidenced by California Dashboard and internal data sources.

Key Objectives:

- Implement virtual and in-person interventions for struggling students
- Utilize assessment data to measure academic progress for students receiving instructional interventions
- Leverage the MTSS framework to support student attendance and engagement during remote learning
- Improve college and career readiness for students with disabilities by improving IEP transition planning
- Improve teacher support program to increase effectiveness in the teaching and learning environment
- Improve the system for accessing the services of a substitute or hourly employee.
- Ensure resources and funding allocation are appropriate to meet objectives in the goal.
- Track expenditures to ensure funds are expended per planning.
- Ensure that expenditures are linked to specific organizational goals
- Ensure key information is available to the community

Item	Actions	Anticipated Outcomes Metric Descriptions	Details / Evidence / Documentation	Status
2.1	<ul style="list-style-type: none"> ● Sites to select essential standards in grades TK - 12 	<ul style="list-style-type: none"> ● Each site will complete a list of their common essential standards by end of year 	<ul style="list-style-type: none"> ● Initial discussion: Principal/VP Meeting on October 6, 2020 ● Agenda item: Feb. 5, 2021 ● Elementary Essential Standards Identified by Site to date. Work is being continued on essential standards to align across the nine school sites ● Development of Essential Standards for Secondary is in progress at the middle school level and in the early stages at the high school level 	In Progress
2.2	<ul style="list-style-type: none"> ● Implement an effective K-12 Intervention Program, including digital tools, that mitigate learning loss using a variety of support structures (digital tools, small group 	<ul style="list-style-type: none"> ● Analyze digital platform analytics to determine student usage and engagement, student progress data, and mastery metrics. 	<ul style="list-style-type: none"> ● Created daily schedules to support students with synchronous and asynchronous learning <ul style="list-style-type: none"> ○ Elementary Schedules - remote and hybrid 	In Progress

	intervention, additional learning opportunities)		<ul style="list-style-type: none"> ○ Secondary Schedules - Remote and Hybrid ● Rosetta Stone (November 2019 implemented, currently 132 students who are emerging bilinguals are utilizing the program) ● The digital intervention program, Lexia, was used in conjunction with synchronous intervention support through the RISS or Intervention Specialists. Lexia allows us to progress and monitor students' growth in literacy development at both a site and district level, and to target skills for synchronous instruction. Lexia (1,165 students are currently utilizing the program TK- 5th grades. The company opened up access to all elementary students from April through June (no charge) ● LCAC Executive Summary: Intervention Specialists ● Update on Elementary Intervention Specialists at elementary level - reading and phonemic awareness ● In September. Secondary Intervention Specialists received training in MAP Growth and the online Edgenuity platform MyPath program, which is designed to provide differentiated intervention in the form of Individual Learning Plans for students based on their MAP scores. ● Current Digital Apps Available in PUSD ● Digital App Usage 	
2.3	● Shift from Progress Reports to the	● By June 2021, all elementary schools will be	● Student Improvement Plan flowchart	Complete

	digitized Student Improvement Plan (SIP) form in elementary school	prepared to shift from Progress Reports to the digitized SIPs using Illuminate in the upcoming year as evidenced by site and district communication with teacher feedback	<ul style="list-style-type: none"> ● Webinar was provided for all elementary teachers to review process for creating SIPs using Illuminate ● As of 5/25/21, 154 SIPs have been created using Illuminate 	
2.4	<ul style="list-style-type: none"> ● Implement Multi-Tiered Systems of Support (MTSS) for student attendance and engagement strategies through creating positive school and classroom environments 	<ul style="list-style-type: none"> ● At quarterly reporting periods, maintain high daily attendance rates of 95% or higher for all school days ● Throughout the school year, review meeting notes and agendas for progress monitoring ● Throughout the school year, maintain PBIS and wellness school site meetings and discuss strategies for positively impacting distance learning ● By June 2021, increase Peer Educators within the TUPE program by 10% 	<ul style="list-style-type: none"> ● Created MTSS Referral Process to clarify the Tiered levels of interventions to support students and families ● Behavior strategies and training by our specialists: Special Circumstance Instructional Assistance (SCIA) packet ● Created Child, Welfare, and Attendance (CWA) strategies and outreach for remote learning ● Increased number of TUPE Peer Educators who participated in ACOE trainings ● PBIS and wellness related meetings monthly. School sites applying for 2020-2021 CA PBIS Recognition Award Process ● Coaching the implementation of PBIS & supported SEL curriculum access at all schools ● Provide ongoing support and information regarding remote learning and re-opening through a PBIS and SEL lens ● TUPE Peer Educators and Red Ribbon Week presentation Board Presentation ● 2/11/21 Wellness Board Presentation ● Approved Wellness Board Policy BP 5030 Wellness ● Reconvened districtwide Wellness Committee 	Complete

			<ul style="list-style-type: none"> ● Increased number of PUSD TUPE Peer Educators on the Alameda County Youth Advisory Board ● Student presentations across secondary school sites: Student Suicide Prevention video and survey ● Increased Social Emotional Learning resources by extending curriculum and increase in access digital curriculum for Second Step and Character Strong: SEL in PUSD ● Worked with student groups including SIAC to create a parent Attendance video and Mental Health Awareness video (elementary students) ● Partnered with SIAC and School Counselors to support Student Mental Health week, May 10-14, 2021 Activities were included within the Wellness website ● Created PUSD Bullying Prevention Staff Presentation 2021-22; ● Bullying Prevention.pdf 	
2.5	<ul style="list-style-type: none"> ● California Department of Education's Accountability System provides the CDE Dashboard Data 2019 for Pleasanton USD. ● The district's 2019 data shows 16.7% of students with disabilities are in the prepared level on the college/career indicator. The action is to ensure students with IEPs have transition goals within their transition plans for students 14 and 	<ul style="list-style-type: none"> ● By January 2021 and June 2021, collaborate with our SELPA in providing training on writing transition plans and transition goals. ● Throughout the school year, random pull of 2020-21 IEPs and the review of their transition plans and transition goals to ensure appropriate transition goals were written in the area of college and career preparedness. 	<ul style="list-style-type: none"> ● Standardized transition assessments such as the COIN, CERES, or other career assessments are being considered ● A committee on creating a list of classroom materials for moderate to severe and mild to moderate SDC classes short term and long term is being established late January '21 ● "Learn How to Write a Legally Defensible Individual Transition Plan", Tri-Valley SELPA partnered with the Solano County SELPA to present an ITP (Individual 	Partially Complete

	older, and are addressing college and career preparedness.		<p>Transition Plan) Training on 3-24-2021 from 10:30am -12:30pm --during a time chosen by PUSD high school staff</p> <ul style="list-style-type: none"> • Collaboration started with CTE and our special education WorkAbility program. Staff meetings held 2-9-21, 3-2-21, 4-12-21, & 5-24-21. A parent community meeting for students and parents with special needs was held 2-17-21 	
2.6	<ul style="list-style-type: none"> • Improve the process by which sites and departments are able to access a substitute or hourly employee. 	<ul style="list-style-type: none"> • Successfully filling 100% of requested substitutes and hourly employees. 	<ul style="list-style-type: none"> • Created a system by which current staff can cover absent teachers positions. • Teachers receive hourly pay to cover these day to day vacancies. • Fill rate for certificated substitute needs is 98.78%. • Fill rate for classified substitute needs is 91.34% 	On going
2.7	<ul style="list-style-type: none"> • Improve the process on how to identify struggling teachers and refer them to support services, such as professional development, PAR, Employee Assistance Program, etc. 	<ul style="list-style-type: none"> • Collaborate with site and department administrators to develop a manual that can be used to identify struggling employees so that appropriate supports are provided. 	<ul style="list-style-type: none"> • The Director of HR meets with each principal on a monthly basis to discuss staff needs. We are still working on developing a manual as negotiations with APT will impact the development of PAR program 	On going
2.8	<ul style="list-style-type: none"> • Improve the process for supporting teachers during their first year of employment to increase teacher retention and improve the consistency for students and the learning environment. 	<ul style="list-style-type: none"> • Ensure the Induction Program is fully staffed, so that appropriate supports can be provided to teachers who are new to our school district. • Schedule monthly meetings with all site administrators to assist with evaluating and supporting teachers who are new to our school district. 	<ul style="list-style-type: none"> • Working towards fully staffing Induction program in 2021-22 • Director of Human Resources has monthly meetings to discuss staff support and development • Launched Stakeholder Advisory Team 	On going
2.9	<ul style="list-style-type: none"> • Ensure that allocation of resources and funding match Teaching and 	<ul style="list-style-type: none"> • Meet with departments on a quarterly basis to evaluate budget and expenditures to 	<ul style="list-style-type: none"> • Regular Budget Report • Expenditure Report on Learning Loss 	Ongoing

	Learning and Student Services goals.	<p>ensure funds are being spent towards their goals and objectives.</p> <ul style="list-style-type: none"> • Develop reports to help track cost for evaluation. 	<p>Mitigation Funds presented to departments, Board and community</p> <ul style="list-style-type: none"> • Expanded Learning Opportunities Grant Plan • Regular departmental meetings to review budget planning 	
2.11	<ul style="list-style-type: none"> • Leverage District and site budgets to target achievement and opportunity gaps 	<ul style="list-style-type: none"> • LCAP funds will be targeted towards interventions for unduplicated students. • Impact data will be collected at the site and District levels 	<ul style="list-style-type: none"> • In progress • Objective muddled by COVID related activities • Shifting focus to equity work and CCEIS Plan implementation 	Ongoing
2.12	<ul style="list-style-type: none"> • Support sharing and celebration of best practices and success stories at school sites 	<ul style="list-style-type: none"> • Identification and sharing of stories via District communication and media 	<ul style="list-style-type: none"> • District highlights, school/teacher spotlights, and success stories included in the weekly Bulletin to the Board, 2nd annual State of the District as well as the 2020 Annual Report (released January 2021) 	Ongoing
2.13	<ul style="list-style-type: none"> • Ensure key information is posted and available on the District's website 	<ul style="list-style-type: none"> • Meet with departments on a monthly basis to review website content is inclusive and up to date • End of the year stakeholder survey data and other metrics will indicate the level of community satisfaction 	<ul style="list-style-type: none"> • Departments have updated websites to ensure content and key information is up to date. • Weekly eConnect is accessible via the website • Bulletin to the Board is posted to the Superintendent's Page on the District website 	Ongoing

Summary Notes for Goal 2:

Teaching and Learning Division

- Structured daily instructional schedules for all students while in remote learning and hybrid return in March to ensure that students received both synchronous and asynchronous learning activities on a daily basis.
- Implemented in-person Small Group Cohorts, TK - 12, to support students who struggled with remote learning with in-person, academic support.
- Designed a transition plan for school reopening that allowed for both hybrid and remote learners to receive a quality instructional program while honoring parent choice.

- Compiled and monitored data for data application usage, and utilized such data (including teacher input) when procuring digital applications for the upcoming school year.
- The effectiveness of intervention was measured using the following metrics: Lexia, district literacy assessments, and student grades. Preliminary outcomes based on these metrics indicated that 423 students received intervention. Usage rates of MyPath as an individualized intervention tool.
- Secondary Intervention Specialists provided interventions based on MAP Growth data to students through the use of advisory period and academic support classes.
- The digital tool that was used for intervention for students in elementary school, Lexia, reflects progress data that shows that 28% of students who started the year below Grade Level of Material (GLM) have been able to progress up to meeting Grade Level of Material. The progress also shows a 6% increase in students who are above Grade Level of Material currently compared to the beginning of the year.
- Data indicates that capturing SIPs in Illuminate has been successful, and this will enable more effective student progress monitoring in the 2021-2022 school year when we transition to 100% SIP being stored in Illuminate.

Student Support Services Division

- At quarterly reporting periods, maintenance of high daily attendance rates of 95% or higher for all school days, and created additional Child Welfare and Attendance strategies and outreach for students.
- In person and remote coaching of the implementation of PBIS through attendance of monthly school site team meetings and meeting the criteria for applying for the 2020-2021 CA PBIS Recognition Award Process.
- Supported use of SEL curriculum access across school sites and incorporated SDR options for SEL grade level specific curriculum training and wellness related staff development.
- 10%+ increase (74 students trained) in TUPE/peer to peer education across the secondary school sites and an increase in the number of TUPE Peer Educators who participated in ACOE training.
- Provided vocational educational support --through our WorkAbility program-- for our students with moderate to severe disabilities when student cohorts opened in October forward, at partnering businesses that opened or remained open.

Human Resources

- Scheduled weekly meetings between Human Resources and site secretaries to discuss all substitute needs. This process has assisted with improving the communication between the school sites and Human Resources, along with improving the fill rate at the school sites.
- Scheduled monthly meetings with the Director of Human Resources and site principals and department directors have taken place during the 2020-2021 school year as a means of support. During these meetings discussions on how to support struggling staff members occur.
- The Induction program has been moved back to the Human Resources Division to strengthen the communication and resources for improving support for teachers new to PUSD.
- Induction program launched the first Advisory team meeting including representatives from local universities in order to align and strengthen support for PUSD's newest educators.
- The addition of a Special Education Induction Coach has been approved and is in process to assist our new certificated staff within Special Education.

Business Services

- Business Services worked collaboratively with Teaching & Learning to help develop a plan and ensure that expenditures are linked to specific organizational goals and funding/ reporting requirements, including the Expanded Learning Opportunities and In-Person Grants.
- Routine Meetings with Fiscal Services also helped to ensure that expenditures are tracked, including position control.

Superintendent's Office

- Visiting classrooms across the District, but this year via Zoom.
- Provided ongoing communications with parents and the community regarding the district's pandemic response and modified instructional program.
- Ensured that RTI² and MTSS remained a consistent part of management conversations and accountability structures.
- Spoke to the related issues when presenting at School Smarts Zoom Sessions and in my work with PCC, FCC, and PPIE.
- The continued dismissal of schools disrupted many of these efforts and will drive program modifications in the coming years.
- Continued expansion/enhancement of Career Technical Education (CTE) offerings, including the construction of a new CTE building at FHS.
- Completed administration of annual school quality survey including expanded pandemic response, social emotional support as well as remote learning to identify opportunities for growth and areas of celebration for hybrid and remote students.
- Managed website content and trained staff to ensure relevant updates and resources were accessible to families and community.

GOAL 3: To continue to clarify and strengthen District policies and procedures, as evidenced by Board actions and other data sources.

Key Objectives:

- Update policies that pertain to instructional shifts prompted by remote learning and/or changes in educational practice
- Continue to develop and improve needed Board Policies and Administrative Regulations.
- Improve access for the PUSD community to assist with understanding of processes and procedures.
- Obtain WASC accreditation and create a viable FLEX academy for students grade 6 -12.
- Continue with forward planning work to strengthen the district student information system, graphics department, facilities and child nutritional services.
- Establish a routine for regular review and update Board Policies and Administrative Regulations
- Deploy a means to receive community input surrounding policies and procedures
- Strengthen uniformity across the district related to policies and procedures

Item	Actions	Anticipated Outcomes Metric Descriptions	Details / Evidence / Documentation	Status
3.1	<ul style="list-style-type: none">• Update AR 6146.11 regarding alternative credits for graduation	<ul style="list-style-type: none">• By January 2021, staff will completion of AR 6146.11 and presentation to PUSD Board Subcommittee, and update on website and Gamut	<ul style="list-style-type: none">• In Progress. Board Policy Subcommittee Meeting Agenda, additional refinement of language in process	In Process - On hold to allow for additional options due to pandemic
3.2	<ul style="list-style-type: none">• Update BP and AR to allow Community service in grades 9-12 and removed Speech Proficiency as a separate graduation requirement	<ul style="list-style-type: none">• By January 2021, present to Board of Trustees and begin implementation immediately	<ul style="list-style-type: none">• AR 6146.1	Completed
3.3	<ul style="list-style-type: none">• Review and update BPs and ARs in Gamut to ensure compliance with current law related to areas under Student Support Services. Build consistency of process and procedures based on BPs/ARs for the Student Support Services Division	<ul style="list-style-type: none">• Throughout the year, track all BPs and ARs for Student Support Services on the Board Policy Log• Throughout the year, bring forth new BPs to the Board Policy Sub Committee for review• Throughout the year, provide evidence of communication with stakeholders/school sites re: approved changes in policies	<ul style="list-style-type: none">• Added updated Board Policies to the Student Services webpage for easier access and awareness for stakeholders• Presented the Wellness BP 5030 (2/11/21 Wellness Board Presentation) and approved Wellness Board Policy BP 5030 Wellness• Reviewed all BR/ARs (5000) to update to current CSBA recommendations and be legally compliant	Partially Completed In Process on some BPs and ARs

			<ul style="list-style-type: none"> • Updating the 5000s for all BPs and ARs that are new through GAMUT Policy Plus (in progress) • Wellness committee and subcommittee meetings to further communicate with stakeholders including mental health and child nutrition services • Worked with students to propose an updated BP 9150 to allow for a voting student board member position within PUSD. 	
3.4	<ul style="list-style-type: none"> • Review the Tri-Valley SELPA's Local Plan and ensure the Local Plan and any and all updates have been board approved. 	<ul style="list-style-type: none"> • Throughout the year, coordinate ongoing review meetings, to compare the SELPA's Local Plan for its current version date and compare it to the most recent board approval date. • By June 2021, provide evidence through PD, agenda items, or training that ensures the district's special education staff are aware of Local Plan areas that affect and/or impact them and are being followed. One example is the Individual Education Evaluation (IEE) policy and list of providers as this request comes to IEP teams multiple times during the school year. 	<ul style="list-style-type: none"> • Senior directors of special ed and the Tri-Valley SELPA have attended all SELPA meetings and no current updates required as of January 2021 • Tri-Valley SELPA Governance Council Approved Local Plan Section B on January 11, 2021 • As of January 29, 2021, 4 of 6 LEAs have signed the certification to approve the Local Plan • Section B of the Local Plan was resubmitted with minor revisions to the Alameda County Office of Education on April 12, 2021 for approval • Annual Service Plan (ASP) and the Annual Budget Plan (ABP) to be approved by the SELPA Governance Board on June 14, 2021 • The SELPA's local plan and the allocation plan was reviewed with the newly appointed trustees on January 11, 2021 and March 8, 2021 	Complete
3.5	<ul style="list-style-type: none"> • Obtain initial WASC Accreditation for FLEX Academy 	<ul style="list-style-type: none"> • By June 2021, obtain initial WASC Accreditation for specific courses and 	<ul style="list-style-type: none"> • Changed WASC accreditation application process from FLEX to Pleasanton Virtual 	In progress

	<ul style="list-style-type: none"> Updated goal: Obtain initial WASC Accreditation for The Pleasanton Virtual Academy 	<p>programs to be offered through the virtual school (FLEX Academy)</p> <ul style="list-style-type: none"> Extend this goal into the 21-22 school year for the Pleasanton Virtual Academy to pursue WASC accreditation. 	<p>Academy (PVA)</p> <ul style="list-style-type: none"> PVA WASC accreditation postponed to 21-22 school year PVA 21-22 will be operated as a program within the comprehensive site and the WASC accreditation process will begin in Fall 2021 UC A-G approval in process Pursue WASC accreditation via comprehensive sites until 22-23 	
3.6	<ul style="list-style-type: none"> Create a viable alternative instructional program (virtual/flexible - currently called FLEX The Pleasanton Virtual Academy) for students in grades k-12. 	<ul style="list-style-type: none"> By June 2021 obtain CDS code and develop policy, practices, and procedures for student participation and enrollment in the school. 	<ul style="list-style-type: none"> Parameters for students in PVA academy defined, communication prepared Communication drafts prepared, pending final cabinet approval of program and parameters Budget estimations prepared Application for CDS prepared in collaboration with technology services, pending approval from the board of trustees CDS code application filed Application process created 215 Abbie Street repurposed as the Virtual Academy Learning Center Website developed Student enrollment ongoing 	Partially Complete Ongoing into 21-22
3.7	<ul style="list-style-type: none"> Develop and introduce 25 new Board Policies and Administrative Regulations associated with the Human Resources Division. 	<ul style="list-style-type: none"> By the end of the 2020-2021 school year, 25 new Board Policies and Administrative Regulations will be presented and adopted. 	<ul style="list-style-type: none"> Working on bringing COVID related Board Policies to the Board. Continuing to review additional Board Policies. When review is complete will be presenting them to the Board for review and approval. 	On going
3.8	<ul style="list-style-type: none"> Establish procedures for staff to access and understand how to 	<ul style="list-style-type: none"> Create a video for staff on how to request a leave and whom to contact. Ensure that the 	<ul style="list-style-type: none"> Began outlining process Working on the video 	On going

	access leaves.	district website has clear instructions to guide employees through the process. Send a brief customer survey at the conclusion of each request for feedback on customer service to help measure if meeting employee needs.	<ul style="list-style-type: none"> • Webpage contains significant information for our employees to navigate leaves. • Continuing to edit the leaves webpage as laws change. 	
3.9	<ul style="list-style-type: none"> • Improve procedures for the PUSD community to access and understand the process to share concerns and file complaints. 	<ul style="list-style-type: none"> • Create a video for the community on the process to address concerns to the appropriate administrator and how to file a complaint. This video will be translated in different languages. • Update the formal complaint process and forms for clarity of understanding and to ensure all legal requirements are outlined. 	<ul style="list-style-type: none"> • Working on the video to push out to the community. • Complaint forms available on our webpage. • Preparing to update the format so that the forms are more user friendly and legally compliant. 	On going
3.10	<ul style="list-style-type: none"> • Begin a two year project to upgrade the District's SIS platform. 	<ul style="list-style-type: none"> • During the first year (2020-21), select and procure the new solution, and develop the implementation plan that will be utilized during the second year of the project. 	<ul style="list-style-type: none"> • High level planning has started. • This goal has been impacted by the COVID pandemic and onboarding of new staff. 	In Progress
3.11	<ul style="list-style-type: none"> • Reorganize the District Graphics department to reduce net operating costs by \$400K. 	<ul style="list-style-type: none"> • Re-organize graphics physical space. • Update deliverable process and printing cost structure • Return unneeded equipment. • Have a process to digitize district data/records and begin the process. 	<ul style="list-style-type: none"> • Staffing reductions were made • Unneeded copying machines have been returned. • New lease to replace older equipment and new software for project intake and billing. • Savings will be realized with the new lease. 	Complete
3.12	<ul style="list-style-type: none"> • Master Plan for future bond (2022) and property development planning 	<ul style="list-style-type: none"> • Draft master plan outlined and data gathering • Develop community engagement process • Develop a property plan and begin board engagement to address the following: <ul style="list-style-type: none"> ○ District Office Relocation ○ Neal property ○ Workforce housing 	<ul style="list-style-type: none"> • Board has approved the planning process for school boundary modifications. • Planning process in progress to update the Facility Master Plan and other strategic facility needs 	In Progress

3.13	<ul style="list-style-type: none"> ● Assessment of our Meal Service Program - Where do we go from here? 	<ul style="list-style-type: none"> ● Facilities improvement- assess each kitchens' equipment needs ● Document all kitchen equipment by noting type of equipment, manufacturer and purchase date to be completed all 15 kitchens by March 2021 ● Marketing- Menu and services to stakeholders ● Develop menu cycle and marketing marketing materials ● Cultivate community engagement through CNS video series 	<ul style="list-style-type: none"> ● Completed kitchen equipment inventory for all 15 schools ● Communicated monthly menu offerings by posting them on website ● Completed 2 videos for the community regarding meal service for SSO link 	In Progress
3.14	<ul style="list-style-type: none"> ● Improve access to all Board policies and Administrative Regulations 	<ul style="list-style-type: none"> ● 100% of BPs and ARs will be updated, as appropriate, and reviewed every three-five years. 	<ul style="list-style-type: none"> ● PUSD migrated to CSBA' new GAMUT Policy Plus platform. New platform provides easier navigation, allows PUSD staff to instantly update approved policies and is visually appealing ● In contract with CSBA to conduct a policy manual audit and a policy workshop for staff 	Complete
3.15	<ul style="list-style-type: none"> ● Ensure stakeholder input to policy development and implementation processes 	<ul style="list-style-type: none"> ● Continue meeting regularly with teachers, classified staff, and parents 	<ul style="list-style-type: none"> ● Monthly meetings held with PCC (parents), FCC (teachers) and CECC (classified staff) ● Board Policy Subcommittee meetings are publicly noticed, agendized, and open to all 	Ongoing
3.16	<ul style="list-style-type: none"> ● Improve collaboration between all divisions and school sites related to the implementation of district policies and procedures 	<ul style="list-style-type: none"> ● Meet with staff from each division and school site on a quarterly basis to collaborate ● Develop an internal notification process for new and updated district policies and procedures 	<ul style="list-style-type: none"> ● Monthly meetings held with site and department representation - PCC (parents), FCC (teachers) and CECC (classified staff) ● Board Policy Subcommittee meetings are publicly noticed, agendized, and open to all ● eConnect and B2B function as a communication tool relating to updated policies and procedures ● Monthly meetings held with admin assistants focusing on improving 	Ongoing

			<p>communication and uniformity across divisions</p> <ul style="list-style-type: none"> ● Promoted and hosted a series of eight virtual information sessions/town halls with various stakeholder groups on starting the school year together 	
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Summary Notes for Goal 3:

Teaching and Learning Division

- This year, we brought forward three different grading policies to support our secondary students, including a 1st Semester Temporary CR/NC Grading Policy, a Temporary Grading Policy that extended the grading scale for D grades to 50% instead of 60%, and extended the range for F grades to below 50% instead of 60%, and a 2nd Semester Temporary CR/NC Grading Policy.
- AR 6146.1 opened the window for students in grades 9 - 12 to earn Community Service hours and removed the speech proficiency as a separate graduation requirement.
- [AR 6200 Adult Education](#) was an additional Administrative Regulation that was completed.
- Updates regarding Board Policies and Administrative Regulations were placed in the administrative “Need to Knows,” and/or shared with the community in the [Bulletin to the Board](#).
- Aligned LCAP goals to District Organizational Goals.

Student Support Services Division

- Added updated Board Policies to the Student Services webpage for easier access and awareness for stakeholders.
- Included information in the administrative “Need to Know” information document on timely BP/AR updates related to Student Support Services.
- Updating the 5000s for all BPs and ARs in new GAMUT Policy Plus (in progress). We will be bringing several BPs to the subcommittee in the next few meetings.
- The special education department contracted with LiveBinder to begin creating a department handbook online for all special education staff and site administrators to access.
- FLEX program goals and objectives were refocused to support the Pleasanton Virtual Academy (PVA) goals and objectives, including pursuit of WASC accreditation, and UC A-G approval.
- The SELPA Local Plan is reviewed annually and throughout the year with the SELPA governance council.

Human Resources

- Board Policies and Administrative Regulations associated with the Human Resources Division have been presented to the subcommittee and approved by

the Board of Trustees. Additional Board Policies and Administrative Regulations development will continue into the 2021-2022 school year as part of the District Board Policy update process.

- Established procedures for staff to access and understand how to access leaves.
- The formal complaint paperwork is accessible in hard copy at each school site, along with access on the District website. The Board Policy and Administrative Regulation associated with complaint procedures is currently being updated. A video communication will be developed upon approval of the new process and forms.
- Negotiated eleven certificated Memorandum of Understanding and Side Letters as a result of the pandemic in support of student learning.
- Negotiated six classified Memorandum of Understanding and Side Letters as a result of the pandemic in support of student learning.

Business Services

- We have continued forward the work to strengthen the district's Graphics Department through reorganization, analysis, and new software purchases to maximize productivity and efficiency.
 - EdFiles was purchased and adopted for digital file scanning. Graphics staff are able to process the backfile.
 - New PageDNA software has been procured and will be implemented for job intake and billing for the 2021-22 school year.
 - Two new production machines will be leased with better capabilities and overall reduced cost for the district.
- The Facilities Department has done the work to begin the boundary adjustment; it was Board approved 4/22/21. The technical committee will work over the summer and the stakeholder committee will be assembled and will convene in the fall 2021, helping to balance our school enrollment.
 - Staff is exploring the feasibility of a future bond in 2022. This includes working on plans to update the Facility Master Plan that will also address such issues like the District Office, workforce housing, and various district properties.
- Our Child Nutritional Services Department has continued to build relationships in the community, by feeding our families daily and increasing their presence in the community as the front-line workers of PUSD. While behind the scenes still making progress to communicate with the public monthly menus on the website, and assessing the kitchen needs and maintaining an electronic equipment inventory.

Superintendent's Office

- The need was never greater for clear and transparent communications to staff, families, and the broader community.
- [Board Briefs](#) and weekly bulletins were posted to the District website and distributed via social media to ensure easy access by stakeholders.
- The work of the Board Policy Subcommittee continued to support policy development, approval, and systems alignment.
- Cabinet members, including myself, conducted school visits (via Zoom and then in person) to monitor the work of staff and students.
- Developed department and site budgets with an eye to Organizational Work Plan goals.
- Maintained management evaluation process that directly tied individual performance goals to organizational priorities

GOAL 4: To enhance employee recruitment, development and retention strategies, as evidenced by hiring data, professional development participation, and exit surveys.

Key Objectives:

- Provide coaching support for site administrators regarding use of assessment data
- Implement an Equity Plan to equip administrators with tools to lead the equity work at each site
- Develop professional development for administrators.
- Increase the retention of staff in hard to fill positions, particularly in special education and student services positions
- Provide effective professional development, and with specificity to special education and student services specialists, and itinerant staff
- Increase and improve relationships with universities and colleges.
- Improve processes to support the recruitment of classified employees
- Strengthen the district business service staff by increasing professional development opportunities and attracting and retaining the best employees.
- Strengthen succession planning and leadership development pathways
- Provide professional development for clerical staff district-wide

Item	Actions	Anticipated Outcomes Metric Descriptions	Details / Evidence / Documentation	Status
4.1	<ul style="list-style-type: none"> • Engage management team, including site administrators, with mandatory training series on equity and implicit bias 	<ul style="list-style-type: none"> • By the end of the 2021 school year, 100% of all administrators will have participated in the Equity Academy 	<ul style="list-style-type: none"> • "Speak Up" at Schools Slide Deck - Principal/VP meeting; 12/12/20 • 2020-2021 All Leadership Meeting Workshop: Pleasanton Leaders 5.18.21 • Professional development regarding equity/implicit bias has been provided to all administrators, although not in an Equity Academy format. This will be a continued area of focus in the upcoming school year. • CTE Equity Task Force agenda. • <i>Grading for Equity</i> Book Study launch - April 21, 2021 	In Progress
4.2	<ul style="list-style-type: none"> • Align SPSA, evaluations, Summits for all Teaching and Learning Division Administrators 	<ul style="list-style-type: none"> • By the end of the 2021 school year, 100% of all administrators will be able to provide updates on the outcomes referenced in the 	<ul style="list-style-type: none"> • 2020-2021 PUSD School Plans for Student Achievement • Due to the pandemic and beginning school 	In Progress

		SPSAs, evaluations and during Summits	remotely, Principal Summits postponed <ul style="list-style-type: none"> Principal progress on goals meetings were held and data/evidence was discussed and reviewed 	
4.3	<ul style="list-style-type: none"> Coordinate relevant and meaningful professional development for all Student Support Services staff including the specialists such as School District Nurses, School Social Workers, Child Welfare and Attendance (CWA) Liaisons, Youth Development Specialist for Foster and Kinship Youth, McKinney Vento Homeless Youth Liaison, Psychologists, Behaviorists, Mental Health Clinicians, program specialists 	<ul style="list-style-type: none"> After PD trainings, track attendance and participation in relevant professional development opportunities By June 2021, increase employee retention by having less than 20% of staff turnover in SSS 	<ul style="list-style-type: none"> Attendance in ACOE Action Changes Things Conference (Social Workers, CWAs, Youth Development Specialist, Counselors) Attendance in California Model SARB training (monthly) Attendance in monthly Student Services Meetings by Director and Coordinator with ACOE Attendance in COVID-19 District Liaison Trainings District Nurses participation in ACOE and County Nurse meetings CWAs, Student Services Coordinator in monthly attendance meetings (districtwide staff) Living Works Suicide Prevention Staff training through ACOE Mental Health First Aid NorCal Safe & Healthy Schools Conference Brief Intervention Training Attendance of Student Services staff in CASCWA Conference CDE webinars- mental health and re-engagement (Counselors, SAP Specialist, Social Workers) Staff attended the bi-annual legal training for the special education department leadership team and school psychologists All six behaviorists were trained on Safety 	Ongoing

			Care (previously CPI) and are now certified trainers	
4.4	<ul style="list-style-type: none"> ● Provide a special education mentor to all new special education teachers hired in the district for the 2020-21 school year 	<ul style="list-style-type: none"> ● By January 2021, recruit willing mentor special education teachers for each new special ed teacher ● By January 2021, pair the mentor special education teacher with the newly hired special education teacher. ● By January 2021, collaborate with the induction program in the facilitation, partnering, and monitoring activities with each mentor and new teacher in special education. 	<ul style="list-style-type: none"> ● Induction/EICA/inclusion instructional coaching position is posted ● Actively seeking a candidate to support the special education staff through our coaching and mentoring model 	In Progress
4.5	<ul style="list-style-type: none"> ● Coordinate relevant and meaningful professional development for all Special Education certificated and classified staff over the course of the 2020-21 school year. 	<ul style="list-style-type: none"> ● By June 2021, increase the number of staff that are knowledgeable of processes and procedures as evidenced by 25% Due Process Hearing requests ● By June 2021, ensure staff that are current on law, procedures, and practices ● Throughout the year, draw presenters from existing PUSD staff to included administrators, certificated, and classified members. ● By January 2021, Behavior Intervention Specialists will create a structured district wide paraprofessional behavior training schedule for the newly reclassified Paraprofessional III position. 	<ul style="list-style-type: none"> ● FFF legal firm bi-annual training for program specialists and school psychologists ● SLPs - state CE's offered ● Developed PUSD Self-Care for Employees - a hub to help teachers cope with the stress of COVID-19 ● Created and completed Staff Suicide Prevention Presentation across all 15 school sites ● Created and completed Student Suicide Prevention video and survey across all secondary sites ● Crafted accompanying handout: Teacher's Guide to Suicide Prevention During Distance Learning ● Developed Suicide Assessment Protocol Distance Learning to be utilized by counselors during distance learning ● Prior Written Notice Training scheduled for 	Complete

			<p>March 24, 2021 with Jan Tomsy of FFF</p> <ul style="list-style-type: none"> ● Pre-School Legal Training on September 14, 2020 ● A Series of Trauma Training with Counseling Enriched Staff, SELPA mental health clinicians, site administrators and counselors ● 504 Plan Information and Implementation Staff Development Day 3/12/21 ● Prioritizing Wellness During Transitions Staff Development Day 3/12/21 ● Understanding and Supporting Our Students Staff Development Day 3/12/21 ● Monthly behavior collaboration for classified staff in SELPA Counseling Enriched Classrooms, provided by Gateway Learning Group 	
4.6	<ul style="list-style-type: none"> ● Establish professional development to assist administrators improve their understanding of the non-academic functions of their role. 	<ul style="list-style-type: none"> ● Schedule professional development opportunities for all administrators focusing on: <ul style="list-style-type: none"> ○ Evaluation process ○ Discipline process ○ Hiring process ○ Meeting facilitation ○ Email/Communication etiquette 	<ul style="list-style-type: none"> ● Director of Human Resources created an administrator academy. Six sessions have been completed. 	Complete
4.7	<ul style="list-style-type: none"> ● Increase and improve relationships with universities and colleges to increase access to recruitment of highly qualified employees. 	<ul style="list-style-type: none"> ● Continue to accommodate the Student Teacher requests that come from our partner Universities and continue to expand relationships by approving new MOUs 	<ul style="list-style-type: none"> ● Continued to renew MOUs already in place and have approved one new university this year. Been able to accommodate all elementary placement requests. 	On going
4.8	<ul style="list-style-type: none"> ● Develop a process to improve recruitment for “hard to fill.” 	<ul style="list-style-type: none"> ● We will be introducing stipends or improved compensation to attract candidates for “hard to fill” positions in classified and certificated areas. 	<ul style="list-style-type: none"> ● Continued to work towards adding stipends to “hard to fill” positions for certificated classifications. ● Recommended and the Board approved an 	On going

			additional salary schedule for classified positions to secure “hard to fill” classified positions	
4.9	<ul style="list-style-type: none"> ● Fill all open position in Operations and succession planning in Fiscal Services 	<ul style="list-style-type: none"> ● Increase marketing of open positions in relevant trade and work areas. ● Develop relationships with local colleges and trade groups to create pipeline of employees for Operations ● Increased PD for fiscal service employees for career pathway development. 	<ul style="list-style-type: none"> ● Efforts are ongoing. ● Several positions have been filled by internal candidates. ● Staff have joined CASBO and SSC webinars around professional development. 	In Progress
4.10	<ul style="list-style-type: none"> ● Provide Training and Staff Development Opportunities for the Fiscal Services Team 	<ul style="list-style-type: none"> ● Provide Opportunities that allow the Fiscal Team to become more proficient in Excel. ● Provide Opportunities for Staff Development and Cross Training for the Fiscal Team in other areas within their job classification. ● Develop a live Desk Reference (Fiscal Manual Procedures) 	<ul style="list-style-type: none"> ● Training is an ongoing process. This is especially true as new staff are on-boarded or staff moves to a different role. ● Desk Manual ● Professional Development videos available to staff for ongoing PD 	Ongoing
4.11	<ul style="list-style-type: none"> ● Grow the leadership pipeline and ensure succession planning 	<ul style="list-style-type: none"> ● All Cabinet leaders will pursue professional growth opportunities. ● Meet bi-monthly with each Cabinet member. 	<ul style="list-style-type: none"> ● Cabinet members have pursued relevant professional development, as reflected in their evaluation documents. ● Bi-monthly 1-on-1 meetings are building leadership capacity 	Ongoing
4.12	<ul style="list-style-type: none"> ● Provide tools and training for site administrators to connect and communicate effectively within school communities 	<ul style="list-style-type: none"> ● Trial social media management tools, Blackboard communication training and utilization across schoolsites, Edlio website training and utilization across school sites, trial Let’s Talk at school site 	<ul style="list-style-type: none"> ● Social media management tool Hootsuite launched and three secondary sites onboarded for capacity building to foster efficient and strategic story-telling at site level. ● Blackboard and Edlio training conducted as new administrators are on-boarded at start of the year to ensure school and District leaders are connected with tools to effectively communicate 	Complete

			<ul style="list-style-type: none"> ● Let's talk launched and active at District level with two school sites identified as early adopters (Vintage Hills Elementary and Foothill High School). ● Provided one-on-one support to site administrators with regular outreach and check-ins and on situational basis for student, staff and community communications / engagement 	
4.13	<ul style="list-style-type: none"> ● Develop succession planning process for leadership positions 	<ul style="list-style-type: none"> ● Provide specific opportunities for training and leadership development 	<ul style="list-style-type: none"> ● Evaluation process is leveraged to guide leadership development ● Cabinet members have pursued relevant professional development, as reflected in their evaluation documents. ● Bi-monthly 1-on-1 meetings are building leadership capacity 	Ongoing
4.14	<ul style="list-style-type: none"> ● Provide professional development for clerical staff district-wide 	<ul style="list-style-type: none"> ● Meet with clerical staff on a monthly basis to collaborate and improve knowledge base to effectively operate and support the PUSD community with efficiency and success ● Conduct quarterly feedback surveys with clerical staff to ensure professional development needs are met 	<ul style="list-style-type: none"> ● Monthly meetings held with clerical and support staff from every division and school site to provide professional development and improve communication and collaboration across the district ● Provide professional development for staff during district-wide Staff Development Days ● Edlio training conducted as new administrators and staff are on-boarded to ensure school and District websites are used for effective communication and kept up to date. 	Ongoing

Summary Notes for Goal 4:

Teaching and Learning Division

- Teaching and Learning engaged multiple stakeholder groups in sharing data indicating disproportionality for various student groups where achievement gaps exist. During such discussions and data analysis, identified key root causes that led to this disproportionality, and created measurable actions to be achieved over the course of the 2020-2021 school year and 2021-2022 school year.
- Conducted listening campaigns, including CCEIS focus groups, African American Family Network, DELAC and LCAC groups in order to identify common themes regarding areas of improvement for school to student/family communication, eliminating implicit bias, and supporting students of color and their families.
- We made progress in laying the groundwork to create educational equity for all students in the district by equipping leaders with a common understanding of equity and the work that needs to occur in the next several years. We held interviews with various Equity Consultants, bringing forward Nicole Anderson Consulting Associates, LLC to the trustees for approval in March, 2021. The Executive Cabinet engaged in an Equity Workshop with Ms. Anderson and PUSD Leadership engaged in an Equity Workshop with Ms. Anderson in May. A Board Workshop will be held with trustees in June.
- Discussions were held with CTE teachers, including ROP partners, to explore the equity gaps pertaining to college and career readiness for underserved student groups.
- Teaching and Learning engaged all secondary administrators and Department Chairs in discussions related to equitable grading practices with extensive analysis of grades data and review of research related to best practices in assigning and communicating grades, along with launching a book study on *Grading for Equity*.

Student Support Services Division

- Developed various self-care, wellness, and suicide prevention training modules and videos for staff.
- Provided professional development for Student Support Services staff relevant to the Covid-19 pandemic including supporting students/families/staff with remote learning as well as the transition back to school including wellness, coping, trauma, and supporting mental health.
- Provided opportunities to attend relevant annual conference participation and requests for specific training to support the roles of the various Student Support Services Specialists.
- Staff development to support required annual updates regarding suicide prevention and bullying prevention. Created staff specific [PUSD Bullying Prevention Staff Presentation 2021-22](#), [Bullying Prevention.pdf](#).
- Yearlong special education training proposed by PUSD and funded, sponsored, and held by the Tri-Valley SELPA. A full day multidisciplinary IEP assessment report training is planned to coincide with the district's August 9th PD day next school year.

Human Resources

- The PUSD New Administrators Academy was established during the 2020-2021 school year. The initial cohort of administrators completed sessions focused on the evaluation process, hiring process, IEP/504 basics and meeting facilitation, understanding the collective bargaining agreements and disciplinary procedures (FRISK).

- MOU's with universities and colleges continue to be developed as needed.
- Contract language is currently being negotiated to improve the offerings PUSD can provide during the recruitment process of "hard to fill" positions.
- Access to college teacher hiring fairs were less accessible during the 2020-2021 school year.
- Provided personalized, job embedded coaching to fifty-four new teacher credential candidates. Thirty-two completed the California Commission on Teacher Credentialing two year induction program leading to earning a clear credential.
- Restarted a professional learning academy for classified staff.

Business Services

- We were able to strengthen the district's business service staff by making available various professional development opportunities for the Fiscal staff through an online library of PD videos, and creating a desk manual for the department.
- On-boarding new staff in the Fiscal department, and the Maintenance Operations and Transportation department with the goal to attract and retain the best employees.
 - Coordinator of Maintenance and Transportation, Mechanic, Lead Maintenance, Executive Secretary positions were filled.
 - Reorganized the department to create entry level maintenance positions and better office support structure.
 - Regular custodial meetings with builtin training and professional development.
 - Hired new Coordinator for Fiscal Services to replace Cathy McKim
 - Regular Fiscal Services meeting and development of desk reference for each position.

Superintendent's Office

- Several Executive Cabinet members engaged in professional learning opportunities to broaden their understanding of system leadership.
- Executive Cabinet members conducted regular school visits (Zoom or in person).
- My visits this year focused on technology integration and monitoring student and staff engagement during remote learning.
- Extended Cabinet members continue to strengthen communication with internal stakeholders.
- We continue to focus on reducing turnover, losing only three site administrators - 2 to promotional opportunities and 1 as a result of poor performance.
- The Superintendent's Administrative Assistant led professional development for staff during district-wide staff development days.
- Led communication support and capacity building through coaching and providing new tools (Hootsuite social media management, Let's Talk community engagement) for more efficient and effective engagement of students, staff and community.

GOAL 5: To improve overall customer service and stakeholder engagement strategies, as evidenced by the ratings on the Annual Benchmark and other surveys.

Key Objectives:

- Increase staff input and guidance for district instructional initiatives that includes administrator, teacher and classified staff
- Involve parents in the feedback loop regarding remote, hybrid and full return to school instruction and planning
- Improve the gathering of input or feedback from staff presentations via surveys, polls, or thought exchange
- Improve the collaboration and communication between the Divisions and Departments
- Improve performance feedback collection
- Increase visibility of the HR team to assist with the needs of the sites and departments.
- Improve the customer centric focus of business service by improving and implementing better internal systems and communication.
- Improve communication and transparency with internal and external customers.
- Improve access and transparency for Board related information

Item	Actions	Anticipated Outcomes Metric Descriptions	Details / Evidence / Documentation	Status
5.1	<ul style="list-style-type: none"> ● Develop a District Equity/Inclusion Guiding Coalition in order to strengthen the PLC process, and implement equity and inclusion initiatives 	<ul style="list-style-type: none"> ● A well-defined multi-year master plan will be drafted by the end of the 2020-2021 school year 	<ul style="list-style-type: none"> ● Interviews with Equity consultants held ● Plan for Justice, Equity, Diversity and Inclusion (JEDI) team embedded into the CCEIS plan ● CCEIS plan submitted ● A Final PPT Presentation For Nicole Anderson March 252021.pdf ● Final Contract for Nicole Anderson and Associates.pdf ● PUSD Secondary Temporary CR/NC Grading Policy for Semester 1 ● PUSD Secondary Temporary D at 50% Grading Policy for Semester 2 ● PUSD Secondary Temporary CR/NC Grading Policy for Semester 2 ● Grading Practices Committee Agendas ● <i>Grading for Equity</i> Book Study launch - 	In Progress

			<p>April 21, 2021</p> <ul style="list-style-type: none"> ● <i>Coaching for Equity</i> Book Club launch - Feb. 1, 2021 	
5.2	<ul style="list-style-type: none"> ● Ensure a smooth and coherent learning plan via remote, hybrid and full return to on-campus instruction 	<ul style="list-style-type: none"> ● End of the year stakeholder survey data and other metrics will indicate the level of parent satisfaction with the comprehensive educational plan implemented in the 2020-2021 school year 	<ul style="list-style-type: none"> ● 2/18/21 Special Board Meeting Agenda - School Reopening ● Board Approved Reopening Plan (July 14, 2020) ● Secondary Parent/Guardian Survey in Jan. 2021 indicated the following: Remote learning is going well (24.6%) 28.5%; Remote learning is working better than expected (28.5%); Remote learning is working better than expected (32.9%); Remote learning is not working well at all (14%) ● 20 Thought Exchanges were held this year pertaining to ensuring a smooth and coherent learning plan for all students. Questions and survey participation is linked here. ● 14 Town Halls held with families, students and/or staff ● Created Standard Operating Procedures for Elementary and Secondary Sites as follows: ● Copy of Standard Elementary Operating Procedures - School Reopening Checklist ● Copy of Secondary Standard Operating Procedures - School Reopening Checklist 	Completed
5.3	<ul style="list-style-type: none"> ● Engage, participate and collaborate with parent and community groups to improve student outcomes. 	<ul style="list-style-type: none"> ● Provide evidence of SSS staff participation and/or leading committee meetings such as: <ul style="list-style-type: none"> ○ Special Needs Committee (SNC) ○ SELPA Community Advisory Committee (CAC) 	<ul style="list-style-type: none"> ● Special Education virtual town hall in August 2020 ● Monthly SNC meetings Aug, Sept, Nov, and Dec 2020 and January 2021 held ● Special Education community forum in 	Complete

		<ul style="list-style-type: none"> ○ District Safety Committee ○ Dyslexia Think Tank ○ City Liaison meetings ○ Community Connection Board meetings ○ City Serve meeting ○ Tri-Valley School Health Initiative ○ Community of Character Board ○ Police Liaison ○ School Attendance and Review Board (SARB) ○ Foster/Kinship Parent Support Group ○ African American Family Network ○ Leadership Pleasanton ○ Local Accountability Advisory Committee ○ Parent Communication Council (PCC) ○ Faculty Communication Council (FCC) ○ Pre-K-12 Principals, monthly ○ Wellness Committee ○ Parent Liaison Supports ○ Feedback forms from participants 	<p>August 2020</p> <ul style="list-style-type: none"> ● Informal parent trainings by behavior specialists (preschool) ● Outreach to community preschools for expansion of embedded instruction to serve SWDs in general education settings ● Community Connections (monthly)- Includes Social Workers, Parent Liaisons, SAP Specialist, Foster Youth, and community providers ● Collaborated with community organizations to support 114 PUSD families with Thanksgiving baskets and 240 PUSD families with Holiday gifts ● Compiled COVID-19 specific resource page at the onset of shelter-in-place order ● Created digital parenting video Positive Parenting for Remote Learning ● Spanish Translations of the Parent Education videos were completed and added to the Social Worker website ● Created alternate options for re-engagement meetings to replace SARB meetings during distance learning ● Monthly participation in Community of Character Board meetings and events ● SELPA Parent Survey. Survey Results ● Parent Education night Coping During Transitions ● Meet and plan with SIAC Health and Wellness student group ● Ongoing meetings with the African American Family Network to hear feedback 	
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			<p>and provide updates on work relevant to the community</p> <ul style="list-style-type: none"> ● Student Suicide Prevention video shared with students at all 5 secondary school sites including student feedback forms ● Partnered with Adult Education to have a combined Parent Education and Community Events: Upcoming Events Calendar ● Town halls regarding COVID19 updates and school reopening plans ● Introduced the “Ask a Counselor” series and included it within the Wellness website for parents and students ● July 2020-May 2021: 355 Social Work Referrals were made to support need based interventions (such as mental health, drug and alcohol, family resources, etc.) 	
5.4	<ul style="list-style-type: none"> ● Increase collaboration and communication with all Divisions to support student learning 	<ul style="list-style-type: none"> ● Provide evidence of participation in Division committees: <ul style="list-style-type: none"> ○ HR-Negotiations committee ○ Business-Regular meetings with SPED, SELPA and Student Services specific agenda items ○ Teaching and Learning-planning meetings for district wide Professional Development ○ Superintendent meetings-participated in FCC, PCC, CECC meetings 	<ul style="list-style-type: none"> ● Provided Administrator Academy Presentation on Section 504 and IEP Best Practices. ● Distributed monthly professional learning newsletters to all staff ● Held COVID 19 Site Liaison Trainings with staff ● Monthly meetings with SPED, Student Services and Business executive administrators ● Collaborative meetings with Teaching and Learning and HR 	Complete
5.5	<ul style="list-style-type: none"> ● Gather feedback from site Principals on effectiveness of supports from Student Support Services. 	<ul style="list-style-type: none"> ● By June 2021, create surveys and gather data from site principals and vice principals regarding the effectiveness of support provided to school sites from the Special 	<ul style="list-style-type: none"> ● Survey to principals and vice principals in November in regard to working toward catching up on assessments and IEPs since the pandemic in March of 2020. 	Incomplete

		<p>Education and Student Services department.</p> <ul style="list-style-type: none"> ● Throughout the year, monitor data and adjust services based on feedback. 		
5.6	<ul style="list-style-type: none"> ● Increase visibility and support for the site and department administrative teams. 	<ul style="list-style-type: none"> ● There will be a cumulative chart developed from the data to measure customer satisfaction with the service that is being delivered by the HR team. ● Monthly meetings will be scheduled with each site and department administrators to provide support. 	<ul style="list-style-type: none"> ● Efforts are ongoing. ● Director of Human Resources is meeting with each site principal on a monthly basis to discuss how HR can support their site. 	In Progress
5.7	<ul style="list-style-type: none"> ● Develop a process for collecting specific feedback focused on accessing substitutes, communicating and supporting staff through the leaves process and the on boarding process for all employees 	<ul style="list-style-type: none"> ● There will be a system developed that will send a survey on performance for each employee that is contacted for assistance in the area of leaves, on boarding and exit from the District. 	<ul style="list-style-type: none"> ● Will commence the process 21-22. ● Implemented the exit survey system allowing us to gather data as an employee leaves the organization. 	In Progress
5.8	<ul style="list-style-type: none"> ● Develop and implement tools and systems to improve access for staff to Business Services Division information. 	<ul style="list-style-type: none"> ● District-wide Staff Intranet “Staff Hub” for forms, procedures, policies, etc. ● Business Services Online Playbook (standard operating procedures for each department) ● Business Services Records Management System (online; organized and sustainable) 	<ul style="list-style-type: none"> ● Efforts are ongoing. ● Staff Hub may move to the Superintendent's Office with Business Services supporting. ● Uniform ASB Software upgrade for secondary school sites ● Monthly Office Hours for Business Services departments, open to all staff to attend and ask questions. ● Implemented electronic Accident/ Incident Reporting Form ● Technology Catalog for teachers to access options for their pandemic related technology needs ● PPE Catalog to help support site and staff access to needed PPE 	In Progress

5.9	<ul style="list-style-type: none"> ● Build trust and increase transparency with staff and the community. 	<ul style="list-style-type: none"> ● Hold quarterly community town hall meetings. ● Meet regularly with teachers, staff and parents. ● Sharing of Measure I1 progress and District staff and student success stories through PUSD communications and media outreach ● Publication and physical/electronic distribution of 2nd PUSD Annual Report 	<ul style="list-style-type: none"> ● Multiple Town Hall sessions held (student, parent, staff, community) as described in the COVID Safety Plan (CSP) ● Monthly meetings held with site representation - PCC (parents), FCC (teachers) and CECC (classified staff) ● District highlights: Measure I1 updates, school/teacher spotlights, and success stories included in the weekly Bulletin to the Board and EConnect newsletter, social media (Twitter, Instagram and Facebook) on the website, and in the 2020 Annual Report (released January 27, 2021) ● Communication was sent regularly, including EConnect newsletter, throughout Summer 2020 and into 2020-21 to keep students, staff and community informed of information and opportunities to engage as PUSD started the school year with the central message of moving forward together. ● Maintained and updated ‘Moving Forward Together’ section of website to provide community updates on school reopening process ● Collaborated with the City of Pleasanton on communication related to school reopening and health guidance including joint ‘mask up’ video. ● Collaborated with PPIE to host 2nd annual (and first virtual) State of the District for community ● Worked extensively with media on health guidance and protocols related to reopening as well as through press releases capturing 	Ongoing
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			earned coverage through the Bulletin to the Board .	
5.10	<ul style="list-style-type: none"> • Develop and implement tools and strategies that create opportunities for meaningful engagement. 	<ul style="list-style-type: none"> • District newsletter open/click rates, increase social media engagement as measured by a variety of metrics (Facebook, Twitter and Instagram) • Implementation of Let's Talk at District level, begin exploring school site trials • Develop and implement Annual Stakeholder Survey with 10% increase in participation across all stakeholder groups • Continue to evaluate District and school websites for WCAG 2.0 compliance • School site use of Blackboard for email, phone and text communications with families and students (secondary) 	<ul style="list-style-type: none"> • Newsletter contact list updated multiple times throughout year to ensure all families are reached • Open rates continue to average 50% (above industry average) • Click rates range between 5 - 10% • Annual Stakeholder Survey has been completed • Let's Talk community engagement tool launched with core District office team trained with goal of responding to inbound dialogues within 48 hours. Two school sites identified as pilot sites for 2021-2022. • Blackboard and Edlio training continues, as new District and school administrators are onboarded 	Complete
5.11	<ul style="list-style-type: none"> • Update the District's website & distribution lists to improve access and transparency for Board information 	<ul style="list-style-type: none"> • Update email distribution lists to ensure information and notification is released to all community stakeholders • End of the year stakeholder survey data and other metrics will indicate the level of community satisfaction • Work with attendance secretaries to ensure family contact information is correct using Blackboard reports 	<ul style="list-style-type: none"> • Email distribution lists updated multiple times throughout first semester and in January to capture new families • Attendance secretary and admin training and support conducted throughout the year to review reports, support school/district communication through Blackboard and troubleshoot, as necessary • Stakeholder survey completed, data will be forthcoming in Summer 2021 and shared with Board and community in Fall 2021 • Updates to website made to make Board meeting dates, agendas and information more accessible • Maintained and updated 'Moving Forward 	Complete

			Together ’ section of website to provide community updates on school reopening process <ul style="list-style-type: none"> ● Edlio training conducted as new administrators and staff are on-boarded to ensure school and District websites are used for effective communication and kept up to date. 	
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Summary Notes for Goal 5:

Teaching and Learning Division

- Created and executed a plan to reopen school for hybrid learners beginning on March 4, while minimizing class/teacher changes. We were the 1st district in Alameda County to reopen schools.
- Crafted survey templates and other key documents for sites to use to determine updated remote and hybrid learner placement.
- Engaged and supported site administrators in planning the reopening process, including working with teachers to determine instructional delivery options that were unique to the needs of each site and classroom.
- Teaching and Learning led the Risk Mitigation Team meetings, including site health and safety preparation visits, in order to ensure that all sites were fully prepared to reopen in a manner consistent with health guidance.
- Sought through Town Hall meetings with students, families, staff and city partners to capture stakeholder input and feedback and inform the planning process.
- To foster transparent communication, regular updates regarding school reopening plans were shared in the Administrative “Need to Knows,” [Bulletin to the Board](#) Updates, and posted on all site and district websites, including the posting of site-specific Covid Safety Plans that impacted the educational learning environments at all sites.

Student Support Services Division

- Served as District liaison with Alameda County Public Health Department (ACPHD) on all COVID-19 matters.
- Created and monitored COVID-19 reporting protocols between PUSD and ACPHD.
- Provided monthly Health and Safety Trainings for Staff and COVID 19 liaisons in order to mitigate risk and ensure a safe, reopening of schools.
- Worked collaboratively with Tech Services and HR on an updated online Daily Health Screener to be sent to all employees before entering any campus.
- Collaborated with Tech Services regarding new attendance requirements outlined in SB98 for distance learning. Trained certificated and classified staff on new codes and attendance procedures.
- Partnered with Adult Education to have a combined Parent Education and Community Events: [Upcoming Events Calendar](#).

- Monthly Special Needs Committee (SNC) meetings with special education district leadership was instrumental in improving Extended School Year (ESY) planned for Summer 2021 and in other areas of the running of the special education department.
- Student Support Services staff participated in all Town Hall meetings held this year, and held separate specific division town hall meetings.

Human Resources

- Conducted monthly meetings with site principals and directors during the 2020-2021 school year in order to support administrative teams.
- Implemented the exit survey system allowing us to gather data as an employee leaves the organization.
- Increased collaboration and communication with all Divisions and staff to support student learning.
- Designed a monthly professional learning newsletter and distributed to all staff (classified, certificated, and administrators)

Business Services

- By providing monthly office hours, a technology catalog for teachers and a PPE catalog for all PUSD staff, it allowed us to improve the customer centric focus of Business Services.
- We were able to improve and implement better internal systems and communication. Essentially improving communication and transparency with internal and external customers. Implementing a uniform ASB Software upgrade for secondary school sites, hosting monthly office hours, and creating and implementing an electronic Accident/ Incident Reporting Form.

Superintendent's Office

- The annual stakeholder survey was administered in the spring of 2021 (it was not offered in 2020). We will have disaggregated data soon and be able to differentiate between hybrid and remote student and parent/guardian responses.
- We worked strategically to create opportunities for community members to participate together in a dynamic dialogue process during remote learning and engagement via Zoom was very high among students, staff, and parents.
- The community Town Hall strategy with Trustees and Cabinet members was implemented and resulted in significant levels of participation.
- Board of Trustees meetings via Zoom were helpful in increasing staff and community engagement - an unintended consequence of the SIP.
- Continued to engage with school parent groups, including PTA/PFCs, and other groups via Zoom.
- Relied on digital communication tools to share information with families. Worked to find a balance when families indicated overwhelm.
- Leveraged our Faculty Communication Council to collect information from teachers and engage them in deeper, monthly discussions that helped us level-set both our approach and expectations.
- Leveraged our Classified Employee Communication Council to collect information from staff and engage them in deeper, monthly discussions that helped us level-set both our approach and expectations.
- Leveraged our Parent Communication Council to collect information from parents and engage key community partners and communicators in deep, monthly discussions that helped us inform our approach as well as parent expectations as we went through the year
- With the addition of our new Communications & Community Relations Assistant, we have been able to launch new ways for our community to engage through Let's Talk as well as become more strategic through the adoption of social media management tool, Hootsuite

- Engagement and responsiveness with local and regional media has resulted in increased positive coverage for PUSD as well as placing the District in the spotlight in our reopening efforts on a number of occasions through print and television exposure.
- Capacity building is also underway to help the organization become more responsive and proactive to community needs through Let's Talk, as well as increase social media presence and strategic communication through Hootsuite at the District and school site level

Concluding Comments

This document attempts to outline and highlight actions taken by District leadership to address the Superintendent's four key focal areas and 2020-2021 objectives, which were articulated within the five organizational goals that served 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 coming 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 Midyear (January) and Annual Reports (June) that provide snapshots of the work and summarize progress made during the school year. Each document will be placed for public view on the District's website, as they become available.