

## **2021-2022 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 go on to 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 entered the 2021-2022 school year, it was essential to hold fast to an organizational work plan that continued to align divisional and District goals.

This Organizational Work Plan guided our work throughout the school year and ensured thoughtful, purposeful, proactive, and strategic action steps were being applied across the organization. This process helped leadership assess the organization's strengths and weaknesses; identify areas that could yield strategic wins; and effectively leverage the power of networks throughout the community.

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

This Organizational Work Plan (OWP) was intended to:

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

The five Organizational Goals for 2021-2022 were as follows:

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

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

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

### Key Objectives:

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

| Item | Actions   | Key Performance Indicators (KPIs)<br>Metric Descriptors   | Details / Evidence / Documentation   | Status<br>(Completed, Partially Met, In Progress, Ongoing) |
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| 1.1  | <ul style="list-style-type: none"> <li>• Spend designated LCAP and ELOG funds to provide teacher professional development and collaboration time</li> </ul> | <ul style="list-style-type: none"> <li>• List of professional development offerings</li> <li>• Agendas</li> <li>• End of the year budget documentation</li> </ul> | <ul style="list-style-type: none"> <li>• Grading for Equity Professional Development has been funded through ELOG</li> <li>• Funds are monitored by staff and Local Control Accountability Committee (LCAC) each month and shared in the <a href="#">Budget Update Spreadsheet</a>.</li> <li>• EL Achieve was funded through Title 3 Federal funding for English Learners and Supplemental LCAP funding</li> </ul> | Completed  |

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| 1.2 | <ul style="list-style-type: none"> <li>Provide Language Essentials for Teachers of Reading and Spelling (LETRS) training</li> </ul> | <ul style="list-style-type: none"> <li>Agendas and evaluations</li> <li>Number of teachers trained</li> <li>End-of-the year teacher evaluation of how the strategies have impacted student learning</li> </ul> | <ul style="list-style-type: none"> <li>See the linked message that was emailed to site administrators and teachers on August 13 about this wonderful opportunity. <a href="#">LETRS Messaging to TK-2 Teachers</a></li> <li>The LETRS kick-off meeting, facilitated by Integration Specialists who are certified LETRS trainers, was held on Wednesday, September 1. Eighty-six teachers are participating in the course. <a href="#">Copy of LETRS PD-- Informational Meeting</a></li> <li>Please see this <a href="#">form</a> for an overview of the training dates and funding options for teachers to be compensated for the online course work.</li> <li>Unit 1 training took place (for separate cohorts) on 9/30, 10/7 or 10/2, then cohorts attended Unit 2 training took place on the following dates: 12/2, 12/4, or 12/9. Please find the agenda for each unit training: <ul style="list-style-type: none"> <li><a href="#">Unit 1</a></li> <li><a href="#">Unit 2</a></li> </ul> </li> <li>Unit 3 training (for separate cohorts) took place on 2/17, 2/24 or 2/26. Unit 4 training took place on the following dates: 4/28, 4/30 or 5/17. Please find the agenda for each unit training. <ul style="list-style-type: none"> <li><a href="#">Unit 3</a></li> <li><a href="#">Unit 4</a></li> </ul> </li> <li>A board presentation was provided to the community to overview this professional development program on 5/26. <a href="#">Presentation slide deck.</a></li> <li>Elementary Administrator training on LETRS took place on June 8 and 9.</li> </ul> | Completed and Ongoing |
| 1.3 | <ul style="list-style-type: none"> <li>Utilize MAP Growth Progress Monitoring and Data Analysis</li> </ul>                          | <ul style="list-style-type: none"> <li>80% of students in 2nd grade in Math and 3-8 grade in Reading</li> </ul>  | <ul style="list-style-type: none"> <li>MAP Growth was administered in the Fall to eligible students and <a href="#">a Board Update</a> was presented</li> </ul>   | Completed             |

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|     |   | and Math will reach their projected MAP growth goals  | <p>on October 28, 2021. MAP Growth Winter administration window is open between December 6, 2021 and January 28, 2022. MAP Growth Analysis will be available in June 2022.</p> <ul style="list-style-type: none"> <li>• MAP Growth was administered in the Winter as reported.</li> <li>• MAP Growth for Spring opened on April 25, 2022 and will close on June 3</li> <li>• As of May 12, 54% of all students who have completed the MAP Growth Assessment for Spring have met their projected Fall to Spring MAP Growth goals in Reading and 55% of all students have met their projected MAP Growth goals in Math.</li> </ul>  |                       |
| 1.4 | <ul style="list-style-type: none"> <li>• All site leaders will understand and implement a process for monitoring Designated and Integrated ELD instruction for Emerging Bilinguals</li> </ul> | <ul style="list-style-type: none"> <li>• Schedules</li> <li>• Observation assessments</li> <li>• Provide and strengthen Designated and Integrated ELD through EL Achieve</li> </ul> | <ul style="list-style-type: none"> <li>• All Elementary Principals have received 3 full days of training on the process and importance of language acquisition. Their fourth day working with EL Achieve will be on January 19 and will include classroom visitations and calibration of observations.</li> <li>• Many Elementary Principals/Vice Principals have collected school wide Designated ELD schedules. Linked <a href="#">here is one example</a>.</li> <li>• Elementary teachers using EL Achieve have begun to collect data on language acquisition and are learning how to use this data to inform instruction.</li> <li>• Elementary Principals have set goals for next steps for the remainder of the year in the area of Designated ELD support and implementation.</li> <li>• Coordinator of Language Acquisition is working with each Elementary site to support teachers and students in the delivery of intentional, high quality Designated ELD.</li> </ul> | Completed and Ongoing |

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|     |  |  | <ul style="list-style-type: none"> <li>• Secondary sites all have designated class periods for Designated ELD. We are working to develop plans for strengthening Integrated instruction at the secondary level as that is where sites have the largest need currently.</li> <li>• We have developed a comprehensive professional learning plan (<a href="#">Elementary Multi-Year Plan</a>) that will allow all elementary teachers to be trained in EL Achieve within five years.</li> <li>• We have begun the process of offering professional learning for our secondary teachers as well. ( <a href="#">EL Achieve in Secondary</a>)</li> <li>• We are asking ELD teachers to attend designated ELD training and content teachers (up to 8 per site to start) to attend integrated ELD training. Included with this will be a leadership/site admin strand in order to ensure and support implementation of best instructional practices at the sites.</li> </ul> |             |
| 1.5 | <ul style="list-style-type: none"> <li>• Align K-5 essential standards to create district wide essential standards in language arts and math to plan instruction and targeted intervention</li> <li>• Create 6-12 essential standards at each site in language arts and math to plan for instruction and intervention</li> </ul> | <ul style="list-style-type: none"> <li>• List essential standards, TK-12, in language arts and math</li> </ul> | <ul style="list-style-type: none"> <li>• At the 9/14/21 Principal Meeting, <a href="#">Essential Standards</a> were discussed with secondary principals</li> <li>• Elementary school principals have reviewed the district-wide ELA essential standards with staff to recommend further additions and/or modifications.</li> <li>• At the March 11 Professional Development Day elementary teachers participated in essential standards lesson planning and reviewing reading essential standards to the report card (<a href="#">slide deck presentation</a>)</li> <li>• Secondary schools began subject area collaboration on essential standards at each</li> </ul>  | In Progress |

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|     |   |  | <p>school site in Fall 2021. The work for the 8 secondary subject areas (English, Math, Science, History-SS, CTE, World Language, VAPA, and PE) is extensive and will be ongoing through Spring 2022 and in 2022-23.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Secondary Essential Standards Summary 2021-22</a></li> </ul>   |             |
| 1.6 | <ul style="list-style-type: none"> <li>● Provide training on equitable grading practices for a cohort of 6-12 teachers</li> <li>● Cohort teachers will implement at least one equitable grading practice</li> </ul>   | <ul style="list-style-type: none"> <li>● Data will be collected to measure the impact on student grades and learning</li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="#">Grading Practices Cohort Members 2021-22</a></li> <li>● Crescendo Education Grading for Equity Cohort 2-Day Workshops: Sept. 14-15, Sept. 22-23 <ul style="list-style-type: none"> <li>○ <a href="#">Sept. 14-15 Workshop Feedback</a></li> <li>○ <a href="#">Sept. 22-23 Workshop Feedback</a></li> </ul> </li> <li>● Crescendo Education Grading for Equity Cohort Cycle of Inquiry Sessions: Nov. 4, Jan. 11, Mar. 10 <ul style="list-style-type: none"> <li>○ <a href="#">Nov. 4 Cycle of Inquiry Session Feedback</a></li> <li>○ <a href="#">2021-22 Sem 1 Grades Summary (OWP)</a></li> <li>○ <a href="#">Crescendo Interim Report January 2022</a></li> <li>○ <a href="#">Crescendo Interim Report May 2022</a></li> </ul> </li> </ul> | Completed   |
| 1.7 | <ul style="list-style-type: none"> <li>● Create a Multi-Tiered System of Support (MTSS) Procedural Handbook to ensure consistent practices across the schools</li> <li>● Integrate MTSS into all aspects of the schools to reduce misclassifications of Special Education and Hispanic / Latinx students</li> <li>● Create a plan to address culturally responsive pedagogy and anti-biased discipline</li> </ul> | <ul style="list-style-type: none"> <li>● The classification rate for Special Education of Hispanic/Latinx students will be reduced from 16.29% to 11.29%</li> <li>● A 5% decrease in suspensions for African American students, decreasing from 10.17% to 5.17%</li> </ul> | <ul style="list-style-type: none"> <li>● Student Services, Special Ed and Teaching and Learning are working collaboratively in order to develop a comprehensive MTSS website that will provide PUSD staff with the tools necessary to support students with social, emotional and academic concerns at all tiers of intervention.</li> <li>● All PUSD sites have been working on implementing COST at their sites.</li> <li>● PUSD <a href="#">COST training</a> will take place prior to the end of the school year with each COST site team.</li> </ul>  | In Progress |

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|  | practices |  | <ul style="list-style-type: none"> <li>• Training will include an introduction to all new PUSD COST forms</li> <li>• PUSD has partnered with the <a href="#">Center for Healthy Schools and Communities</a> (CHSC) to provide an in-depth COST training to PUSD school administrators on November 9, 2021.</li> <li>• CHSC will support the 4 focus schools (Valley View, Hearst, PMS, Foothill High) with full implementation of COST at their sites.</li> <li>• <a href="#">Student Improvement Plan (SIP) training</a> has occurred at all Elementary sites. SIP training included the implementation of a new universal PUSD elementary <a href="#">SIP form</a>.</li> <li>• To address Cultural Proficiency, Principals and Vice Principals have attended 3 book study discussions using the book Cultural Proficiency, A Manual for School Leaders, 4th Edition. This has been facilitated by consultants from Nicole Anderson and Associates, LLC on 9/14/; 10/12; 11/9 <ul style="list-style-type: none"> <li>○ Principals have attended four Principal Equity Institutes: <ul style="list-style-type: none"> <li>■ <a href="#">Session 1: Cultural Proficiency Overview.pptx</a></li> <li>■ <a href="#">Session 2 - Define Equity, Cult. Prof. Identity and Privilege, Barriers</a></li> <li>■ <a href="#">Session 3: Cultural Proficiency Reflection and Continuum</a></li> <li>■ <a href="#">Session 4: Leadership Styles and the Cultural Proficiency Continuum</a></li> </ul> </li> </ul> </li> </ul> |  |
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| 1.8 | <ul style="list-style-type: none"> <li>Develop a comprehensive CTE data dashboard that stores all pertinent program metrics in one place so they can be evaluated annually</li> </ul>   | <ul style="list-style-type: none"> <li>CTE data dashboard metrics</li> </ul>   | <ul style="list-style-type: none"> <li>Similar to what is used by ACOE, PUSD is using the Tableau platform to develop the CTE data dashboard and other associated visualizations. The data dashboard is still under development, and full public access will be granted soon. However, here is <a href="#">screenshot</a> of one page from the internal website.</li> </ul>  | In Progress               |
| 1.9 | <ul style="list-style-type: none"> <li>Completed a data analysis of discipline including student suspension and expulsions by race/ethnicity, special education, or 504 plan, to reduce disproportionality and increase opportunities to referrals and restorative opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Decreased number and disproportionality of student suspensions and expulsions by race/ethnicity and special education or 504 plan in comparison to last school year</li> <li>Decreased suspensions and expulsions, including those for possession or use of drugs and alcohol</li> <li>Completed Tobacco Use Prevention Education (TUPE) trainings through ACOE</li> <li>Increased opportunities for restorative options including reductions and alternatives to suspension</li> </ul> | <ul style="list-style-type: none"> <li>As part of the disproportionality data analysis, the SELPA provided a data tool developed by the Equity, Disproportionality &amp; Data System (EDDS) Project to help special education directors use live SEIS data to predict disproportionality</li> <li>Created an internal resource: Restorative Options: PUSD Discipline Plan 2021-22 for admin to have easy access to the most current restorative discipline options</li> <li>Developed <a href="#">this visual chart</a> of current offerings related to Reduction of Suspension opportunities for tobacco, drug and alcohol related suspensions</li> <li>Participated in Tobacco Use Prevention Education (TUPE) training/s through ACOE for both staff and students through an internal resource: 2021-22 TUPE Site Coordinators/Events</li> <li>Distributed Tobacco Use Prevention Education (TUPE) materials to all secondary school site TUPE Coordinators</li> <li>Worked with school sites to apply for the California PBIS Coalition Recognition Awards</li> <li>Oversee the Reduction of Suspension Program for Tobacco, Drug &amp; Alcohol Related Offenses</li> <li>Completed 2021-22 Tobacco Use Prevention Education (TUPE) student trainings through Alameda County Office of Education (ACOE)</li> </ul> | Completed and In Progress |



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|      |  |   | <ul style="list-style-type: none"> <li>• Updates to the <a href="#">list of PUSD Restorative Practices</a> &amp; created Virtual Restorative Practice Tier 3 interventions for Secondary (Academic Integrity, Digital Citizenship, Sexual Harassment)</li> <li>• Participated and updated the CCEIS Plan (Comprehensive Coordinated Early Intervening Services) activities regarding restorative practices updates and training opportunities</li> <li>• Facilitated 2022-23 Discipline Plan meetings with secondary administrators to update for the plan for the next school year</li> <li>• Updated the working document of the internal Restorative Discipline Plan to accompany the 2022-23 Discipline Plan</li> <li>• <a href="#">MTSS presentation to the Board of Trustees</a> on (5.14.22)</li> <li>• <a href="#">PUSD/City Liaison Committee - TUPE/Vaping Presentation</a>-Progress report and update.</li> <li>• Reduction to suspension - Brief Intervention sessions were provided to 41 students during the 2021-22 school year. By opting into the reduction, 82 days of school were redeemed for these students</li> </ul> |                       |
| 1.10 | <ul style="list-style-type: none"> <li>• Provide Section 504 training and support to school site staff on the following topics: Section 504 Child Find &amp; Evaluation and Section 504 FAPE and 504 Plan Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Increased 504 trainings to ensure child find obligations are met, ensuring consistency and fidelity in the evaluative processes, eligibility determination, and providing FAPE to eligible students district-wide</li> <li>• Increased direct support to site 504 coordinators to ensure school and student needs are met</li> <li>• Increased opportunities for district nurses to collaborate with site and</li> </ul> | <ul style="list-style-type: none"> <li>• Student Services staff led two 504 training sessions to begin the school-year. The first training was held during new hire orientation for counselors, school psychologists, and school nurses who are new to Pleasanton Unified School District. The second training was held with the newly hired administrators at Amador Valley High School</li> <li>• Provided site staff with a two-part training series on Section 504, facilitated by Atkinson, Andelson, Loya, Ruud, &amp; Romo, A Professional Law Corporation. Seventy-four district employees</li> </ul>   | Completed and Ongoing |

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|  |  | <p>district staff regarding health-related 504 plans</p> | <p>attended the first training on the implementation of Section 504, including child find, FAPE, evaluations, eligibility, and accommodation writing. Seventy-six district employees attended the second part of the training, which focused on the implementation of the new Section 504 forms and procedures manual. Among the attendees were Principals, Vice Principals, Counselors, District Nurses, Secretaries, Social Workers, and other district support staff</p> <ul style="list-style-type: none"> <li>● Provided direct one-on-one support to every site 504 Coordinator through individual site visits, discussing current 504 processes, systems, concerns, and expectations in an effort to better support site staff and to create consistency district-wide with the implementation of Section 504 forms and procedures</li> <li>● The Student Services team collaborated with the Assessment and Accountability Department to provide district-wide training for accessing 504 plans in Illuminate. The following sets of directions were created to support site understanding: Teacher directions for printing all student 504 plans in Illuminate, step-by-step guide for printing a single student's 504 Plan in Illuminate, and viewing and downloading student 504 Plans with Illuminate</li> <li>● Collaborated with the Assessment and Accountability Department to input the new Section 504 forms into Illuminate.</li> <li>● On-going collaboration with District Nurses and site administrators to address 504 and health-related needs</li> <li>● Sixty employees attended at least one of the four training sessions held for administrators, counselors, district nurses, and support staff, to review the following topics/documents that were created:</li> </ul> |  |
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|  |  |  | <ul style="list-style-type: none"> <li>○ A 504 guide for sites to use as a reference for all 504 matters</li> <li>○ FAQs for Section 504 to address additional questions or concerns that may arise for sites</li> <li>○ A document that covers the Process for 504 Forms + Descriptions and Expectations</li> <li>○ A Google Drive folder for accessing PUSD 2022 Section 504 Forms</li> <li>○ Directions for Editing/Adding Code 74 in Q and directions for running a report in Q for 504 plans</li> <li>○ Sample agendas for all 504 meetings: Initial 504 Meeting Agenda, Annual 504 Meeting Agenda, Re-evaluation 504 Meeting Agenda</li> <li>● Our 504 coordinator and Assistant Director of Special Education are creating a combined training for site COST teams about IEP and 504 eligibility and referral process. We are scheduled with each school site through February and March to deliver this training.</li> <li>● Special education program supervisors attend weekly site COST team meetings (at the sites to which they are assigned) to collaborate and provide expertise about supports and interventions available for students that may be eligible for a 504 plan.</li> <li>● Facilitated a drop-in support session for Elementary Administrators regarding the new Section 504 forms.</li> <li>● Held weekly office hours for administrators and counselors to address any questions/concerns regarding the implementation of the new forms and procedures for Section 504.</li> <li>● Held a meeting with all site 504 coordinators to review: Illuminate directions for inputting 504 plans, provide an update on the data error in</li> </ul> |  |
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|      |   |   | <p>Illuminate</p> <ul style="list-style-type: none"> <li>● Collaborated with the Assistant Director of Special Education to create a Section 504 and Special Education presentation for staff across the district. As a team, we attended weekly staff meetings and presented virtually to every site staff on topics including evaluation, assessment, and the referral process, with a focus on the role of the teacher within these processes.</li> </ul>  |           |
| 1.11 | <ul style="list-style-type: none"> <li>● Provide training for elementary intervention teachers in the use of Wilson Foundations and Just Words</li> </ul>   | <ul style="list-style-type: none"> <li>● Agendas and training slides from elementary intervention teacher training in Wilson Foundations and Just Words</li> </ul>                                | <ul style="list-style-type: none"> <li>● Planning in progress</li> <li>● Several special education teachers are registered to attend trainings in May and throughout the summer.</li> <li>● Those special education teachers who have previously attended trainings are utilizing Wilson materials at their sites.</li> </ul>   | Ongoing   |
| 1.12 | <ul style="list-style-type: none"> <li>● Train mild-mod and mod-severe teachers in determining eligibility for alternate assessments, documenting eligibility in SEIS, and administering CAA and alternate ELPAC</li> </ul> | <ul style="list-style-type: none"> <li>● Agendas and training slides from SDC teacher trainings</li> <li>● Monitor percentage of participation in statewide accountability assessments</li> </ul> | <ul style="list-style-type: none"> <li>● On 10/12/21, SpEd Asst. Director provided training for principals and VPs regarding the state's "ALT FOR ALL" campaign to ensure consistency of alternate assessment eligibility across all assessment categories (ELA, Math, Science, ELPAC). SEIS documentation and a current list of those students assigned to alternate assessments were reviewed.</li> <li>● In early January, SpEd Asst. Director worked closely with Assessment and Accountability to analyze SEIS data determining student eligibility for the Alternate ELPAC. As of 1/4/22, 45 emerging bilinguals with IEPs were slated for the Alternate ELPAC, 92 students the Summative ELPAC, and 75 emerging bilinguals were not designated with either assessment. After careful review of each student's EL status and learning profile, the final roster of Alternate ELPAC students (34) was compiled and case managers continue to hold IEP amendment</li> </ul> | Completed |

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|      |   |  | <p>meetings to clarify the appropriate test assignment. Teacher training for Alternate ELPAC administration was Complete on 1/25/22 and the testing window is open through 2/15/22.</p> <ul style="list-style-type: none"> <li>• SPED Asst. Director is currently analyzing data to ensure the appropriate test assignments are documented in student IEPs for upcoming CAASPP testing, focusing on students in mild/mod programs with alternate assessment assignments (20).</li> </ul>   |             |
| 1.13 | <ul style="list-style-type: none"> <li>• Provide students in continuation high school education support and structure to increase academic achievement in Math and ELA</li> </ul> | <ul style="list-style-type: none"> <li>• During the onboarding of new students into Village, continue the use of the Individual Learning Plan as students onboard</li> <li>• Use MAP assessments to monitor growth</li> <li>• Academic coaches will monitor and ensure work completion for all students</li> </ul> | <ul style="list-style-type: none"> <li>• Created two sections of support for students. One for Math and one for ELA. Students were identified for these sections using multiple measures including MAP scores. Students enrolled in sections</li> <li>• Progress monitoring and academic coaching provided</li> <li>• All students who were provided with the support sections for Math and ELA showed some growth. For most this also correlated to success in their other classes. This model will be enhanced and continued in 22/23. The academic coaching was not able to be fully implemented as we were not able to hire for that position. This position will be posted for 22/23 with the hopes of bringing someone on early in the year to assist with this.</li> <li>• Onboarding for Village has been implemented. While we continue to enhance that process, gains are already visible. Anecdotally, compared to students who were not onboarded thoughtfully, our current students immediately are more connected and begin accessing resources sooner. More work to do here with this process but we are definitely moving toward a much more effective and efficient process.</li> </ul> | Ongoing     |
| 1.14 | <ul style="list-style-type: none"> <li>• Ensure budget planning and funding</li> </ul>  | <ul style="list-style-type: none"> <li>• Meetings notes with departments</li> </ul>  | <ul style="list-style-type: none"> <li>• One-time funding is updated regularly with staff and</li> </ul>   | In Progress |

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|      | is aligned with the goal   | <p>that show budgets and spending plans are reviewed</p> <ul style="list-style-type: none"> <li>• Provide budget reports of expenditure to date on one-time funds</li> <li>• Review LCAP budget reports</li> </ul> | <p>reported to CDE on a quarterly basis</p> <ul style="list-style-type: none"> <li>• Reported on one-time fund usage provide to the Board and Community at <a href="#">Interim Budget Reports</a></li> <li>• Review of staffing funded by one-time funds to determine plans for 2022/23 and beyond</li> <li>• Regular meetings with the departments to review budgets and allocations to district goals and plans</li> <li>• Supported the funding plans for <a href="#">LCAP, ESSER III, In-Person Grant, and ELO Grant</a></li> </ul>   |                     |
| 1.15 | <ul style="list-style-type: none"> <li>• Engage committee for Student Information System / Learning Management System evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>• Meeting notes and presentations</li> <li>• RFP for SIS/LMS</li> </ul>   | <ul style="list-style-type: none"> <li>• A timeline has been developed in updating the SIS system and transition</li> <li>• An independent firm was hired and prepared a report on the district current SIS status and needs to help guide the updating progress</li> <li>• Meetings were held with users groups to solicit input and feedback</li> <li>• A streamlined competitive selection process is underway that will select the new SIS system</li> <li>• Implementation and integration is schedule for 2022/23 with a go live date of July 1, 2023</li> <li>• Funding has been allocated for the implementation plan and increased ongoing costs for the future years</li> </ul> | In Progress         |
| 1.16 | <ul style="list-style-type: none"> <li>• Schedule 1:1 personalized meetings with all new administrators to assist with the onboarding process</li> </ul>   | <ul style="list-style-type: none"> <li>• Feedback survey results</li> <li>• Meeting checklist &amp; agenda</li> </ul>  | <ul style="list-style-type: none"> <li>• Created <a href="#">Management New Hire checklist</a></li> <li>• Survey to be distributed to new administrators in May/June</li> </ul>   | Completed & Ongoing |
| 1.17 | <ul style="list-style-type: none"> <li>• Restructure Analysts and Technicians responsibilities to become site/department case managers</li> </ul>  | <ul style="list-style-type: none"> <li>• Organizational Chart</li> <li>• Division manual outlining responsibilities of staff</li> </ul>  | <ul style="list-style-type: none"> <li>• Developed <a href="#">HR Analyst Caseload chart</a></li> <li>• Work continues in refining the manual outlining staff responsibilities</li> </ul>   | Completed & Ongoing |
| 1.18 | <ul style="list-style-type: none"> <li>• New Administrator Academy continuing (addition of Year 2)</li> <li>• Pathways working with Adult Ed for Classified staff to learn new skills</li> </ul> | <ul style="list-style-type: none"> <li>• New Administrator Academy Presentations</li> <li>• Adult Education course offerings</li> </ul>  | <ul style="list-style-type: none"> <li>• Organized <a href="#">New Administrator Academies</a> &amp; <a href="#">Year 2 Administrator Academies</a></li> <li>• Worked with Adult Ed to create <a href="#">Custodial Pathway</a> &amp; <a href="#">Groundskeeping Pathway</a></li> </ul>   | Completed & Ongoing |

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| 1.19 | <ul style="list-style-type: none"> <li>● Ensure alignment between OWP goals and management evaluations</li> </ul>   | <ul style="list-style-type: none"> <li>● Organizational Work Plan</li> <li>● Evaluation documents</li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="#">2021-2022 OWP</a> Completed and uploaded to the district website</li> <li>● Cabinet evaluations aligned to the 2021-2022 OWP goals and objectives</li> <li>● 2021-2022 OWP goals were incorporated into the <a href="#">LCAP</a> and <a href="#">school site plans</a></li> </ul>   | Completed & Ongoing |
| 1.20 | <ul style="list-style-type: none"> <li>● Leverage District and site budgets to target achievement and opportunity gaps</li> </ul>   | <ul style="list-style-type: none"> <li>● District and site budget planning documents</li> <li>● Budget related Board agenda items</li> <li>● LCAP, CCEIS and Equity Plan goals</li> <li>● Extended Learning Opportunities Grant plan</li> </ul> | <ul style="list-style-type: none"> <li>● Work continues, but remains in flux due to infusion of COVID funds and the related activities</li> <li>● Significant work being done related to ELOG, CCEIS and equity plan implementations</li> <li>● Directed staff to improve documentation of efforts relating to demonstrating program impact</li> </ul>   | Ongoing             |
| 1.21 | <ul style="list-style-type: none"> <li>● Ensure key information is posted and available on the District's website</li> <li>● Continue development of Let's Talk platform to support access to information and increase efficiencies in engagement and response times</li> </ul> | <ul style="list-style-type: none"> <li>● Website publishing data</li> <li>● PUSD Annual Stakeholder Survey data</li> <li>● Average response times, feedback ratings and development of workflows in Let's Talk platform on website</li> </ul>   | <ul style="list-style-type: none"> <li>● New website is being deployed</li> <li>● Website content updated on a weekly basis including urgent COVID-19 related information and resources</li> <li>● Expanded use of integrated Google calendar website through collaboration with Executive Assistant to the Superintendent so all board-appointed committee meetings are posted to the website and accessible</li> <li>● Ongoing training and development of Let's Talk for staff as needed</li> <li>● Average customer service score on let's talk (Cx score) of 9.1 out of 10</li> <li>● Average response time: 36 hours</li> <li>● <a href="#">2021 Survey data posted on District website</a></li> <li>● 2022 Survey administered <ul style="list-style-type: none"> <li>○ Results to be shared with District and school leaders in June</li> <li>○ Public board report scheduled tentatively for September</li> </ul> </li> </ul> | Completed & Ongoing |
| 1.22 | <ul style="list-style-type: none"> <li>● Continue training and support for new</li> </ul>   | <ul style="list-style-type: none"> <li>● Parentsquare usage &amp; contactability</li> </ul>   | <ul style="list-style-type: none"> <li>● At least one admin trained and utilizing</li> </ul>   | Completed &         |

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|      | communication platform, Parentsquare to ensure information is being delivered to families in their preferred/home language | reports  | <p>Parentsquare at every school site as well as Leadership team members at the District level</p> <ul style="list-style-type: none"> <li>• PTA leaders at three schools (Foothill HS, Pleasanton Middle, Lydiksen Elementary) trained to have the ability to send parent communication through Parentsquare, as well</li> <li>• For the first time, all 16 (even Pleasanton Virtual Academy) have adopted and are communicating to families using the same platform/tool - meaning no matter what school a child attends, families receive information consistently through a centralized channel <ul style="list-style-type: none"> <li>◦ With adoption and ongoing use, all communication sent through Parentsquare is translated to families' home language</li> </ul> </li> <li>• Ongoing communications training and support</li> <li>• Training conducted during March 11 Classified and Certificated PD day</li> <li>• Additional training planned for June 6 Summer Institute</li> </ul> | Ongoing             |
| 1.23 | <ul style="list-style-type: none"> <li>• Support efforts to improve individual student achievement</li> </ul>              | <ul style="list-style-type: none"> <li>• Board Curriculum and Instruction Committee agendas and minutes</li> <li>• Related Board agenda items and reports</li> <li>• Updated policies and regulations</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Curriculum &amp; Instruction Committee Minutes Oct. 5</a></li> <li>• <a href="#">Curriculum &amp; Instruction Committee minutes Oct. 22</a></li> <li>• <a href="#">Curriculum &amp; Instruction Committee minutes Nov. 10</a></li> <li>• <a href="#">Curriculum &amp; Instruction Committee minutes Dec. 14</a></li> <li>• <a href="#">Curriculum &amp; Instruction Committee Minutes February.</a></li> </ul>  | Completed & Ongoing |



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|      |  |  | <ul style="list-style-type: none"> <li>• <a href="#">Curriculum &amp; Instruction Committee Minutes Mar 1</a></li> <li>• <a href="#">Curriculum &amp; Instruction Minutes March 29</a></li> <li>• <a href="#">Curriculum &amp; Instruction Minutes May 3, 2022</a></li> <li>• Budget approvals in support of enhanced learning opportunities</li> <li>• Adoption and support of MAP implementation</li> <li>• Adoption of LETRS and Number Worlds</li> <li>• Receive reports on academic performance grades of students /MAP assessment reports</li> <li>• Updated syllabi throughout the year</li> <li>• Adoption of World Language curricula by June 2022</li> <li>• Approval of A-G completion grant</li> <li>• Support for resolution in favor of arts &amp; music funding from the state</li> <li>• Approval of EL Achieve contract to increase understanding of language acquisition and effective instructional strategies to support designated ELD instruction</li> </ul> |                       |
| 1.24 | <ul style="list-style-type: none"> <li>• Support efforts to promote equity and address opportunity gaps</li> </ul> | <ul style="list-style-type: none"> <li>• Related Board items and presentations</li> <li>• CCEIS Plan implementation reports</li> <li>• Equity plan implementation reports</li> <li>• Board communications to parents / students</li> <li>• Updated Board policies and regulations</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Review Math 9th grade placement</a></li> <li>• <a href="#">Review Map Progress growth</a></li> <li>• <a href="#">Review ESSER 111 plan</a></li> <li>• CCEIS status updates via Board communications</li> <li>• <a href="#">Adopted math supplemental curriculum</a> Number Worlds</li> <li>• Equity workshops in September, January, March and June - begin to draft an equity statement/review equity policy</li> <li>• Support formation of Diversity, Equity, and Inclusion</li> </ul>   | In Progress & Ongoing |

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|      |  |  | Task Force <ul style="list-style-type: none"> <li>• Requests /reports for performance data for marginalized subgroups and give recommendations to address equity gaps</li> <li>• <a href="#">Board meeting April 28 report on CCEIS progress</a></li> <li>• BP6173 - education for homeless children</li> </ul>   |                       |
| 1.25 | <ul style="list-style-type: none"> <li>• Use Board Committees effectively to guide change</li> </ul> | <ul style="list-style-type: none"> <li>• Updated Board policies and regulations</li> <li>• Board committee agendas and minutes</li> <li>• OWP mid-year and annual updates</li> </ul> | <ul style="list-style-type: none"> <li>• Budget and subcommittee meetings to ensure spending on student achievement, such as the Curriculum &amp; Instruction committee updates of Grading for Equity trainings to improve grading practices</li> <li>• <a href="#">Board policy alternative credits 6146.11</a></li> <li>• BP6173 - education for homeless children</li> </ul> | In Progress & Ongoing |

### Summary Notes for Goal 1:

Add summary bullets to your area that highlight results of the work toward the goal. Highlighting one bullet for each objective is fine.

#### Teaching and Learning

- LCAP and ELOG funds were utilized to provide professional development opportunities and collaboration for teachers for Grading for Equity, LETRS, EL Achieve, teacher personalized learning over summer 2021, and carryover amounts for state and federal funding have been reduced.
- The multi-year professional development plan to implement the training, LETRS, was initiated. Over eighty elementary teachers were trained in the first year of the two year training. Training will continue into the 22-23 school year for this cohort, and a second new cohort of thirty teachers will begin.
- MAP Growth data was analyzed by site administrators and teachers to inform instructional planning and personalized learning opportunities.
- Site leaders understand more deeply how to support and monitor a comprehensive ELD program which consists of both Designated and Integrated ELD , and are attentive to the need to place Designated ELD in the master schedules for the upcoming school year.
- An assessment committee has been established and will work to continue identifying districtwide essential standards in order to use when updating common assessments, and the district report card. Essential standards at all grades levels will continue to be focused on within professional development and planning for the 22-23 school year. Work that started on report cards at the elementary level will continue into 22-23.
- A cohort for Grading for Equity received professional development throughout the year, and each teacher in the cohort received individual coaching while implementing equitable grading practices in their classrooms to research the impact on student learning and engagement.

- Progress has been made through the work of district divisions collaborating to increase resources needed to develop a strong Multi-Tiered System of Support (MTSS) website. The MTSS website will also provide PUSD staff with the tools necessary to support students with emotional, social and academic concerns.
- The CTE and Assessment & Accountability Departments worked together to bring the Tableau data analysis platform to PUSD. Staff from each department participated in training, and the CTE Department is working to create a preliminary dashboard with available CTE data on the key performance metrics for internal and external use.

#### Student Support Services

- Student Services has implemented a consistent Section 504 process district-wide. In doing so, Student Services has provided virtual and in-person Section 504 training and individualized support. Topics covered in the training sessions included legal aspects and compliance of Section 504 and guidance on the implementation of the new Section 504 procedures and forms (including child find, referral, evaluation, eligibility, and 504 accommodation plan development and implementation). All site staff, including teachers, administrators, counselors, social workers, nurses, support and secretarial staff have received training on Section 504 and the implementation of the new system.
- There has been a decrease in discipline this year, including suspensions and expulsion. Restorative options have been increased and are being utilized by school sites at a much higher rate. The discipline plan is a continual work in progress as it is reviewed and modified each year. Student Services continue to work with our Social Workers and outside agencies to provide support for students and their families.
- Increasing the performance of students in the continuation school in the areas of Math and ELA has been fruitful due to the structural supports provided to students. The enhanced onboarding of students to Village High School has helped to identify students who could benefit from enrollment in the support sections and the use of MAP data to guide targeted instruction has helped each student to show gains.
- In collaboration with the Director of Elementary Education, the Dept of Special Education clarified the *current* recommendations for use of the Wilson reading interventions. All elementary intervention specialists are either trainers of the LETRS framework or are in the LETRS cohort, and have multiple intervention programs to address the needs of students in Tier 2 interventions. For now, Wilson curricula will be used by *special educators* to target the reading goals of students with IEPs. By the end of the 2022-23 school year, all special education teachers will be trained in Foundations, Just Words, and Wilson Reading System (WRS). In addition, our goal is to have every school in the district staffed with at least one special education teacher with Wilson Level 1 certification.

#### Human Resources

- Strengthened the onboarding experience for all new administrators through 1:1 personalized orientation meetings, monthly HR job alike meetings, ongoing leadership coaching, and hosted the new Administrator Academy in order build community, support, and retain our newest administrators.
- Restructured the Credential Analysts responsibilities to become site/department case managers in order to strengthen customer service.
- Began to redesign the new Administrator Academy for administrators in their 2nd year.
- Launched a skill based pathway with Adult Ed for Classified staff interested and eager to learn new skills.

#### Business Services

- Ensured alignment of funding with our district goals and with transparent reports back to the School Board and Community
- A process and timeline is in place to update our Student Information System (SIS) for 2022/23
- The new SIS will better support personalized learning and data analysis to increase achievement and identify opportunity gaps

#### Superintendent's Office

- Expanded alignment work relating to District goals to include the Board of Trustees
- Fully implemented Let's Talk and ParentSquare communications platforms
- Parentsquare implementation has created a consistent source of District and school communication that is sent in a families home language, ensuring that the information and resources shared are more accessible to all students and families.
- Deploying new website for district and school sites
- Continued focus on refining the PVA vision to promote personalized learning
- 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 (2 this year - VVES and VHES)

#### Board of Trustees

- Held monthly Curriculum and Instruction Committee meetings. During these meetings discussed equity and grading policies, including the "Grading with Equity" book to provide support for student success.
- Monitored CCEIS implementation progress through periodic reports and updates during Board meetings
- Updated policy for alternative credits 6146.11 and educating homeless children (6173)
- Approved A-G Completion Grant Proposal to support an increase of students to participate
- Approved curricula to support differentiated instruction and positively impact student learning (i.e. Number Worlds, LETRS).
- Approval of EL Achieve contract to support designated ELD instruction and support student learning.

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

**Key Objectives:**

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

| Item | Actions   | Key Performance Indicators (KPIs)<br>Metric Descriptors  | Details / Evidence / Documentation   | Status<br>(Completed, Partially Met, In Progress, Ongoing) |
|------|---|--|--|--|
| 2.1  | <ul style="list-style-type: none"> <li>• Expand after school programs for students, and support sites in the use and development of ELOG grants</li> <li>• Develop after school tutoring partnerships at high need schools</li> </ul> | <ul style="list-style-type: none"> <li>• Participation data</li> <li>• Student participation and performance data</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Site Based ELOG Programs Report: Cycle 1 (October-January)</a></li> <li>• The RFP for ELOG-Funded Targeted Tutoring was approved by the Board on 11/14/21. The initial schools served will be Hearst, Valley View and Pleasanton Middle School. School teams are collaborating with Sylvan Learning and Huntington Learning to solidify ELA/Math tutoring schedules for 35-45 students at each site initially. The target date to begin serving students in small groups two to four times per week in person is 2/7/22.</li> </ul> | Completed  |

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|     |  |  | <ul style="list-style-type: none"> <li>• Tutoring partners met with students and provided tutoring in ELA Valley View and Hearst) and Math (PMS and Hearst) from 2/28/22 to 5/27/22.</li> <li>• Partners sent detailed student progress reports to parents and classroom teachers twice (mid-point and end of year)</li> <li>• <a href="#">Targeted Tutoring Data Report - Sylvan</a></li> <li>• <a href="#">Targeted Tutoring Data Report - Huntington</a></li> </ul>   |           |
| 2.2 | <ul style="list-style-type: none"> <li>• Expand opportunities at school sites/district office for families to learn additional strategies that support the well-being of students</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance, agendas and evaluations from the school readiness parent/child engagement workshop</li> </ul> | <ul style="list-style-type: none"> <li>• The Fall Growing Together Family Engagement Series Flier- The <a href="#">English Cohort's</a> original dates were held on 10/19 and 12/7. Additional sections were added on 10/20 and 12/8 due to interest. A total of 31 families participated. The Spanish Cohort was held on 10/21 and 12/9. A total of 15 families participated.</li> <li>• Families engaged in reading and math learning activities and received a take-home kit of activities and a children's book to continue the work at home. Please click <a href="#">here</a> to see a sample of the Spanish Cohort presentation.</li> <li>• The Spanish and English Spring Growing Together Cohorts were combined and held on the following dates: 2/22, 3/29, 4/26, 5/17. 6 to 12 families participated in each class. Topics for the spring cohort covered phonemic awareness, social/emotional learning, music and movement, friendship, fine and gross motor development, critical thinking, and school readiness skills. Each family received a take-home kit and children's book after each class.</li> </ul> | Completed |

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| 2.3 | <ul style="list-style-type: none"> <li>Implement Xello for all 6-12 students and families in 2021-2022</li> </ul> | <ul style="list-style-type: none"> <li>Usage and activity completion data</li> </ul> | <ul style="list-style-type: none"> <li><a href="#"><u>Xello Mid Year Report on Student Usage and Lesson Completion</u></a></li> <li><a href="#"><u>Summary of Responses from Xello Feedback Survey Developed by Counselors (854 responses):</u></a> <ul style="list-style-type: none"> <li>85.9% were from MS students</li> <li>11% were from HS students</li> <li>Staff &amp; Guardian responses were not measurable</li> <li>How they know about Xello:               <ul style="list-style-type: none"> <li>38.6% from our Advisory videos</li> <li>22.2% Teacher or Counselor assigned lesson</li> <li>30.6% Did not know</li> </ul> </li> </ul> </li> <li><a href="#"><u>Usage:</u></a> <ul style="list-style-type: none"> <li>48% did not log in*</li> <li>30% logged in once</li> <li>17.6% logged in 2-4 times</li> <li>*A little over half logged in (at least!), but then half did not. Students have shared with us that teachers don't always show the Advisory lessons. :( I think we will have the usage issue with any tool we choose; it needs to be used regularly, and that is not something the counselors alone can ensure. Admin. &amp; teachers need to be on board as well.</li> </ul> </li> <li><a href="#"><u>Xello Tools they liked best:</u></a> <ul style="list-style-type: none"> <li>33.7% Career/College Search Tool</li> <li>19.9% Personality Survey</li> <li>13.7% Learning Styles</li> <li>11.2% Scholarships</li> <li>8.7% Advisory Lesson assignments</li> </ul> </li> </ul> | Completed & Ongoing |
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|     |  |  | <ul style="list-style-type: none"> <li>● <u>General Observations:</u> <ul style="list-style-type: none"> <li>○ From the short answer responses, students would like it if Xello told them WHY they got matched with the job they got matched with.</li> <li>○ The biggest thing we have heard is that people miss the scattergrams from Naviance, and that was mentioned here as well.</li> <li>○ Students have ideas about having a day where people who have similar career matches get together and learn about their careers. This could be an idea for a Pathway exploration day.</li> </ul> </li> </ul>  |                       |
| 2.4 | <ul style="list-style-type: none"> <li>● Strengthen Multi-Tiered Systems of Support (MTSS) for student attendance, behavior, and social emotional strategies through tiered interventions that support positive, equitable, and inclusive learning environments</li> </ul> | <ul style="list-style-type: none"> <li>● Districtwide MTSS referral process process for tiered behavior intervention services</li> <li>● Provide trainings and support for Social Emotional Learning curriculum</li> <li>● District Wellness Committee will meet quarterly to support school site PBIS/Wellness committees and include stakeholder engagement</li> </ul> | <ul style="list-style-type: none"> <li>● Trained and notified attendance staff, administrators, and Child Welfare &amp; Attendance Specialists on the attendance process, including the updated attendance codes and communication system</li> <li>● Supporting the development of districtwide MTSS handbook, SSS attendance at monthly cross collaboration meetings</li> <li>● Quarterly District Wellness Committee meetings 10/4/21, 12/6/21</li> <li>● Student-centered resources continually updated on <a href="#">PUSD Wellness website-student resources pages</a></li> <li>● AVHS/FHS Wellness Center support and facilitation with the Student Assistance Program Specialist</li> <li>● Social Emotional Learning and PBIS trainings: August 5th trainings: <i>Why SEL Matters, Kimochis, Second Step K-5, Character Strong 6-12</i></li> <li>● PBIS School site meetings- monthly scheduled</li> </ul> | Completed and Ongoing |



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|  |  |  | <p>meetings per school site/PBIS team, Student Services staff attends for implementation support</p> <ul style="list-style-type: none"> <li>● Created a document to track service hours/employees for 504 related behavior support services. This document provides contracted hours, employee names, and updated hour logs of services provided to ensure we are in compliance with Section 504</li> <li>● Collaborated with the Special Education Department (assistant director, program supervisors, and school psychologists) to address behavior support and the process for exiting students from IEPs and placing them on 504 plans</li> <li>● Collaborated with the Social Workers to develop a standard assessment form for sites to use for student safety</li> <li>● Collaborated with Technology Services and our Child Welfare &amp; Attendance Specialists to create and implement a process for notification of truancy letters for the 2021-2022 school-year, including the First Letter of Attendance, Second Letter of Attendance, Third Letter of Attendance, 21/22 Letter Production Schedule, truancy process, and the updated SARB document</li> <li>● The SpEd department purchased pre-referral intervention manuals covering academic, behavioral, and speech/language interventions, and distributed these to all sites in January. Site administrators were given suggestions for their use. SPED Asst. Director also collaborated with the Coordinator of Equity and Access to include the use of the manuals in her COST team trainings.</li> <li>● An advanced-level training in the Kimochis curriculum (for social-emotional learning) is</li> </ul> |  |
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|  |  |  | <p>planned for the preschool team on 3/11/22.</p> <ul style="list-style-type: none"> <li>● The Special Education department continues to increase the availability of supports for students with IEPs in general education environments, and monitors state indicators for PUSD's progress in placing students with IEPs in general education for a larger percentage of the school day.</li> <li>● Created <a href="#">MTSS Referral Process</a> to clarify the Tiered levels of interventions to support students and families</li> <li>● Maintained and oversaw System-Wide Information System (SWIS) which is a behavior management system for PBIS</li> <li>● Ongoing collaboration with District Nurses to address individual and site-wide concerns regarding Section 504 and Individual Health Care Plans.</li> <li>● Ongoing collaboration with the Special Education department on services for students with 504s v. IEPs, budget, para support, and behavioral services.</li> <li>● Revised the current Sexual Harassment policies and procedures to match the updated BP and AR.</li> <li>● Revised the Bullying/Cyberbullying report form and template letters for administrator use. Provided training to site Principals and Vice Principals on the new forms and letters.</li> <li>● Began piloting the use of Securly. Student Services and Technology Services collaborated regularly to monitor Securly alerts and notify site administrators and counselors in a timely manner to ensure student needs were met.</li> <li>● Facilitated bi-weekly Child Welfare &amp; Attendance Specialists meetings to discuss student cases, legal updates, SARTs/SARBs, and district-wide and site</li> </ul> |  |
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|  |  |  | <p>specific concerns/questions.</p> <ul style="list-style-type: none"> <li>● Facilitated 18 SARB meetings for the 2021-2022 school-year.</li> <li>● The District Wellness Committee funded Crisis Response materials to support school sites.</li> <li>● The Student Services team and several administrators across the district attended a two-part workshop provided by the Alameda County Office of Education, titled: <i>Preventative Discipline, Pre-pandemic, Pandemic, and Post-pandemic</i>. The following topics were covered: sexual harassment, bullying, cyberbullying, school safety and discipline, graduation credits, suspension/expulsion and teacher notification, reporting crime to law enforcement, prevention, intervention, and restorative practices.</li> <li>● <a href="#">MTSS presentation to the Board of Trustees</a> on (5.14.22)</li> <li>● Maintain <a href="#">district resource website</a></li> <li>● Supported Mental Health Awareness month (May) campaign and awareness activities Mental Health Awareness week at AVHS and FHS</li> <li>● Oversee partnership with <a href="#">Care Solace</a> to assist students and their families with accessing mental health services</li> </ul> |  |
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| 2.5 | <ul style="list-style-type: none"> <li>● In accordance with CDPH and ACPHD guidelines, develop protocols, procedures and communication campaigns to keep students/staff safe and keep students in school in the midst of a global pandemic</li> </ul> | <ul style="list-style-type: none"> <li>● Developed protocols for students / staff with COVID-19 symptoms, exposures and diagnoses</li> <li>● Increased staffing to support follow through with site based COVID-19 protocols</li> <li>● Over 85% of Pleasanton youth aged 5 - 17 will be fully vaccinated against COVID-19</li> <li>● School site COVID-19 testing in place that allows students to stay in school while on modified quarantine after school setting COVID-19 exposure</li> </ul> | <ul style="list-style-type: none"> <li>● 10/2021 Student Assistance Program Specialist began overseeing the Peer Advocates program at Foothill High School</li> <li>● Provided the <a href="#">Student Suicide Prevention Video</a> to all 7th graders and 9th graders</li> <li>● SpEd administrators provide administrative, teaching, and paraprofessional support in classrooms and school sites as needed due to COVID-related staff shortages.</li> <li>● Pandemic Services maintained <a href="#">PUSD's COVID-19 web page</a> where families and staff could access the following information: <ul style="list-style-type: none"> <li>○ <a href="#">COVID-19 Testing Services hours and information</a></li> <li>○ <a href="#">Primary Health Registration Link</a></li> <li>○ <a href="#">COVID-19 Protocols for PUSD Students</a></li> <li>○ <a href="#">PUSD COVID-19 Dashboard</a></li> <li>○ <a href="#">COVID-19 FAQs</a></li> <li>○ <a href="#">2021-22 COVID Safety Plan (CSP)</a></li> <li>○ . . . and more</li> </ul> </li> <li>● Collaborated with the Technology Department to implement the online Daily Health Screener for all students and staff.</li> <li>● Development of TRAX for tracking symptoms, exposures &amp; positive cases and auto-generating customized notification letters.</li> <li>● Pandemic Services hired a team of Testing &amp; Contact Tracing Techs to work closely with site based COVID-19 Liaisons to conduct case investigations, help with contact tracing, assist with student/family &amp; staff notifications and tracking of symptoms, exposures and positive cases.</li> <li>● Throughout the year, Pandemic Services hired 44 staff members to carry out Covid response</li> </ul> | Completed |
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|  |  |  | <p>functions</p> <ul style="list-style-type: none"> <li>● Pandemic Services facilitated 16 vaccine clinics through partnerships with the City of Pleasanton and health care providers.</li> <li>● 5,544 Covid vaccine doses were administered to PUSD staff, students and families.</li> <li>● 90.8% of Pleasanton youth aged 12 - 17 are fully vaccinated.</li> <li>● 74.6% of Pleasanton youth aged 5 - 11 are fully vaccinated.</li> <li>● In the fall, Testing &amp; Contact Tracing teams were deployed to school sites to conduct on-site rapid antigen testing for students exposed to COVID-19 at school which allowed the majority of students to stay at school, minimizing disruption to student learning.</li> <li>● Pandemic Services created a centralized testing site for all PUSD students, staff and family members for PCR testing and rapid antigen testing on the backside of Hart Middle School.</li> <li>● As site based testing transitioned to centralized testing, Pandemic Services hired student interns enrolled in PUSD Biomedical coursework to conduct testing after school hours during the week.</li> <li>● To serve the PUSD community during school hours, Pandemic Services partnered with Tri-Valley ROP to train ROP Nursing and ROP Medical Occupation students to conduct COVID-19 testing and they were utilized at the testing center 8:45am - 2:00pm daily.</li> <li>● Implemented weekly surveillance testing for unvaccinated staff, wind instrument student musicians, indoor athletes and choir students.</li> <li>● Distributed over 20,000 at-home test kits</li> </ul> |  |
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| 2.6 | <ul style="list-style-type: none"> <li>● Create a flow chart for each category of special education service provision; revise referral packets as appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>● Google Survey re: How to request services (Admin/Teachers-GenEd Teacher &amp; SpecialEd Teacher) Pre/Post</li> <li>● Agenda and training slide decks</li> </ul>  | <ul style="list-style-type: none"> <li>● The behavior specialist team developed and disseminated a user-friendly flow chart entitled “How to Request Behavior Consultation for Students with IEPs” and revised the Behavior Referral Form.</li> <li>● The DOSE team is piloting a revised assessment and documentation process for considering a student’s need for a Special Circumstances Instructional Assistant (SCIA, aka 1:1 additional adult support).</li> <li>● Flow chart created and utilized for Independent Educational Evaluation process</li> <li>● Flow chart created for Individual Service Agreement process</li> </ul> | Completed and Ongoing |
| 2.7 | <ul style="list-style-type: none"> <li>● Facility Master Plan that includes a holistic view of school site improvements that considers the physical, mental and social wellness of students, families, and staff</li> <li>● Facility Master Plan that guides facility improvement needs and priority planning</li> </ul> | <ul style="list-style-type: none"> <li>● Meetings that document input and discussion with all key stakeholders</li> <li>● Completed Facility Master Plan</li> </ul>   | <ul style="list-style-type: none"> <li>● The <a href="#">Facility Master Plan Update</a> has been completed and we are now in the School Board engagement and prioritization step that will be completed by June 23, 2022</li> <li>● The Facilities Master Plan was able to include significant input from all the key educational partners including teachers, administrators, staff, parents, students and the community both through direct meetings and online surveys.</li> </ul>  | Complete and Ongoing  |
| 2.8 | <ul style="list-style-type: none"> <li>● Ensure budget planning and funding is aligned with the goal</li> </ul>  | <ul style="list-style-type: none"> <li>● Meetings notes with departments that show budgets and spending plans are reviewed</li> <li>● Provide budget reports of expenditure to date on one-time funds</li> <li>● Review LCAP budget reports</li> <li>● Reduction of LCAP carryover</li> </ul> | <ul style="list-style-type: none"> <li>● Regular meetings are being held with the department to review the budget</li> <li>● Fiscal Services is meeting on weekly and monthly basis with Teaching and Learning to ensure one time funds are being allocated according to the district plans and needs as well as budget planning</li> <li>● Fiscal team attends LCAP meetings and meets with T+L to review the LCAP budget and spending plan</li> </ul>   | Completed and Ongoing |
| 2.9 | <ul style="list-style-type: none"> <li>● Updating the District Technology Plan</li> </ul>  | <ul style="list-style-type: none"> <li>● Technology Committee Meetings Reports</li> </ul>   | <ul style="list-style-type: none"> <li>● The Draft Technology Plan for 2022-25 is complete and will be presented to the School Board on June</li> </ul>   | Completed and Ongoing |

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|      |  | <ul style="list-style-type: none"> <li>• Data on current status of devices</li> <li>• Draft District Technology Plan</li> <li>• Presentation on Technology Plan</li> </ul>   | <p>9, 2022 along with a presentation. Plan will be posted on the <a href="#">Technology Website</a> after June 9, 2022.</p> <ul style="list-style-type: none"> <li>• Draft Technology Plan for 2022-25 includes updated Multi-year budget that lays out the critical needs and goals of the district in the coming years</li> </ul>   |                     |
| 2.10 | <ul style="list-style-type: none"> <li>• Improve opportunities for employees to access the Employee Assistance Program (EAP)</li> </ul>                              | <ul style="list-style-type: none"> <li>• Information meetings</li> <li>• Feedback surveys</li> </ul>   | <ul style="list-style-type: none"> <li>• Work continues in providing access to the Employee Assistance Program</li> <li>• Provided update <a href="#">EAP Resource Gameboard</a> for distribution to all staff</li> <li>• Distributed posters throughout the organization to continue to promote this benefit</li> </ul>  | Completed & Ongoing |
| 2.11 | <ul style="list-style-type: none"> <li>• Improve preventative measures to assist with reducing worker's compensation claims in PUSD</li> </ul>                       | <ul style="list-style-type: none"> <li>• School site/Department visits</li> <li>• CalOSHA reports</li> </ul>   | <ul style="list-style-type: none"> <li>• Conducted Cal/OSHA full service safety and health consultation review on September 9, 2021. To date, findings have been corrected and documented</li> <li>• Conducted Cal/OSHA safety and health consultation review on December 8, 2021 at Amador, Pleasanton Middle, and Alisal. Staff is in the process of addressing findings</li> </ul>   | Completed           |
| 2.12 | <ul style="list-style-type: none"> <li>• Facilitate professional learning for instructional induction coaches in order to support and retain new teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Professional Learning Newsletters</li> <li>• Feedback surveys</li> </ul>   | <ul style="list-style-type: none"> <li>• Began <a href="#">Department of Special Education and Pleasanton New Teacher Project Collaboration Meetings</a></li> <li>• Created <a href="#">At-a-Glance Professional Learning Newsletters</a></li> <li>• Distributed mid year and year end surveys to elicit feedback from new teachers and induction coaches</li> <li>• <a href="#">Special Education and PNTTP website</a></li> </ul> | Completed & Ongoing |
| 2.13 | <ul style="list-style-type: none"> <li>• Leverage District and site budgets to target achievement and opportunity gaps</li> </ul>                                    | <ul style="list-style-type: none"> <li>• District and site budget planning documents</li> <li>• Budget related Board agenda items</li> <li>• LCAP, CCEIS and Equity Plan goals</li> <li>• Extended Learning Opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Work continues, but remains in flux due to infusion of COVID funds and the related activities</li> <li>• Significant work being done related to ELOG, CCEIS and equity plan implementations</li> <li>• Directed staff to improve documentation of efforts</li> </ul>   | Ongoing             |

|      |   | Grant plan   | relating to demonstrating program impact  |                     |
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| 2.14 | <ul style="list-style-type: none"> <li>Support sharing and celebration of best practices and success stories at school sites</li> </ul> | <ul style="list-style-type: none"> <li>Board agenda recognition items</li> <li>District website, Facebook, Instagram, and Twitter</li> <li>News coverage reports included on website, Bulletin to the Board</li> </ul> | <ul style="list-style-type: none"> <li>District highlights, school/teacher spotlights, and various celebrations and stories are included in <a href="#">Bulletin to the Board</a>, the <a href="#">eConnect</a>, PUSD social media accounts (Facebook, Instagram, Twitter) and the <a href="#">2021 Annual Report</a> (was released at the State of the District event)</li> <li>Launched first Let's Talk campaign in November 2021, 'Share your Gratitude' - 36 dialogues received to share positive stories from the community in a span of 90 days. Stories shared on social media and eConnect</li> </ul>  | Completed & Ongoing |
| 2.15 | <ul style="list-style-type: none"> <li>Ensure key information is posted on the District's website</li> </ul>                            | <ul style="list-style-type: none"> <li>Website edit logs</li> <li>PUSD Annual Stakeholder Survey results</li> </ul>  | <ul style="list-style-type: none"> <li>New website being deployed</li> <li>Website content updated on a weekly basis including posting of urgent COVID-19 related information and resources</li> <li>Ongoing District and school staff training provided</li> <li>Expanded use of integrated Google calendar website through collaboration with Executive Assistant to the Superintendent so that all board-appointed committee meetings are posted to the website and accessible for families</li> <li>The greatest increases noted in the <a href="#">2021 Annual Stakeholder Survey</a> were in the Communication and Community Building dimension. For example, 75% parents said that district leaders maintain open lines of communication with the community, an increase of 25 percentage points from 50% in 2018-2019. 65% of students and 63% of staff members said the same, a 27 percentage-point increase and 12 percentage-point increase, respectively. Only 45%</li> </ul> | Completed & Ongoing |



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|      |  |  | of staff members said district leaders have built trust with the community, but that is a 16 percentage-point increase from 29%; 63% of parents and students said the same   |                     |
| 2.16 | <ul style="list-style-type: none"> <li>● Effective City-PUSD collaboration on wellness issues</li> </ul>                             | <ul style="list-style-type: none"> <li>● Partnership agreements with local agencies</li> <li>● Agenda and minutes from Liaison meetings</li> <li>● Agenda / minutes from joint meeting</li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="#">Review of ESSER funds related to Covid</a></li> <li>● SRO MOU, <a href="#">MOU with City of Pleasanton for SRO officers</a></li> </ul>  | Completed & Ongoing |
| 2.17 | <ul style="list-style-type: none"> <li>● Support district's response to COVID-19</li> </ul>  | <ul style="list-style-type: none"> <li>● COVID response planning documents</li> <li>● Budget agenda items and related documents</li> <li>● Trustee participation in community meetings</li> </ul>  | <ul style="list-style-type: none"> <li>● Weekly COVID status update calls with ACPHD</li> <li>● Budget support for COVID safety</li> <li>● Board monitoring of COVID situation in district via weekly communiques</li> <li>● Board approved Pandemic response team now up to 42 employees</li> <li>● Board member volunteering at testing center</li> </ul>          | Completed & Ongoing |
| 2.18 | <ul style="list-style-type: none"> <li>● Advocate for partnerships with public and private institutions</li> </ul>                   | <ul style="list-style-type: none"> <li>● Policies relating to inter-agency partnerships</li> <li>● Budget lines relating to SEL staffing and programs</li> </ul>   | <ul style="list-style-type: none"> <li>● <a href="#">MOU with City of Pleasanton for SRO officers</a></li> <li>● Approve CTE Advisory Board</li> <li>● City-PUSD collaboration on Foothill Road</li> <li>● City-PUSD Liaison Committee to address <a href="#">effectiveness of various programs/policies (Vaping)</a></li> <li>● PPIE Board Participation</li> </ul> | Completed & Ongoing |
| 2.19 | <ul style="list-style-type: none"> <li>● Promote effective engagement strategies that support student health and wellness</li> </ul> | <ul style="list-style-type: none"> <li>● Wellness committee agendas and minutes</li> <li>● Policies relating to community partnerships</li> <li>● Budget lines relating to SEL staffing and programs</li> <li>● Updated policies relating to student wellness</li> </ul> | <ul style="list-style-type: none"> <li>● CSBA workshop on Social Emotional Learning</li> <li>● Board support for wellness position approved at the 1/13 meeting</li> <li>● Budget support for wellness activities</li> <li>● Weekly monitoring of wellness issues via communiques</li> <li>● <a href="#">Board meeting reviewed counseling master</a></li> </ul>     | Completed & Ongoing |

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|  |  | <ul style="list-style-type: none"> <li>Budget documents relating to staffing / resources for arts and enrichment programs</li> </ul> | <a href="#">plan</a> 4/14 <ul style="list-style-type: none"> <li>Approval of Wellness Center Support Specialist job description</li> </ul> |  |
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## Summary Notes for Goal 2:

### Teaching and Learning

- PUSD partnered with Sylvan Learning and Huntington Learning to provide targeted tutoring services to students at three schools: Hearst Elementary, Valley View Elementary, and Pleasanton Middle School. Additionally, site-Based ELOG programs were designed and implemented at a total of seven schools. Students were supported in academics, as well as SEL.
- The “Growing Together” family/child classes to promote family engagement and school readiness were successfully held in-person throughout the school year. Spanish translation was held at each session. The program will continue into 22- 23.
- Xello was implemented this year as the district’s new college and career planning, and as a replacement to Naviance for all secondary students in grades 6-12.

### Student Support Services

- Student Services has strengthened Multi-Tiered Systems of Support (MTSS), addressing student attendance, behavior, and social emotional health, by implementing programs and procedures district-wide that allow for early identification of student needs and regular monitoring of supports and services. Programs and procedures that have been implemented to help achieve this goal include: ongoing collaboration with our Child Welfare and Attendance (CWA) Specialists to refine and monitor our truancy process, maintaining and building community partnerships, coordination of services with district and outside providers, implementation of and training on the suicide risk assessment protocol and documentation, revision of and training on sexual harassment/bullying/cyberbullying protocol and documentation, and collaboration on and implementation of the Securly program.
- There has also been cross department collaboration with Teaching and Learning on the CCEIS Plan. The data to support this plan is housed within Student Services. Members of our team have participated in designing the COST team referral process as well as Professional Development opportunities for staff. This is an area that will continue to be a priority for Student Services.
- Wellness related collaboration across departments with the quarterly District Wellness Committee meetings 10/4/21, 12/6/21, 2/28/22, and 4/20/22 as well as district wide activities and awareness campaigns to support resources.
- The Department of Special Education, after an internal review of processes, has created several flowcharts documenting these processes that ultimately affect the referral to and provision of services. Four service referral processes, for occupational therapy (OT), augmentative and alternative communication (AAC), behavior, and additional aide support, have been created, disseminated, and posted to the special education [website](#).
- Pandemic Services accomplished our two primary goals of keeping students in school and keeping students and staff safe as PUSD schools resumed full-time in-person instruction for the 2021-2022 school year. Pandemic Services developed systems and hired personnel to identify, track and report positive Covid cases, notify individuals of exposures and advise students and staff members regarding testing protocols following the onset of symptoms in order to minimize transmission of SARS-Cov-2 on PUSD campuses.

### Human Resources

- Increased the promotion and accessibility of the Employee Assistance Program (EAP) as a benefit for all staff.
- Conducted Cal/OSHA full service safety and health consultation review in order to improve preventative measures to assist with reducing worker's compensation claims in PUSD.
- Strengthened the collaboration with the Department of Special Education in support of new teachers. In collaboration with the Department of Special Education and PNTP, a new one stop website was created as a resource for staff.
- Continued the distribution of monthly professional learning newsletters to all staff with relevant strategies, self-care reminders, and resources to support students as well as staff.

### Business Services

- The Facility Master Plan Update is complete and we are now in the School Board engagement and prioritization step that will be completed by June 23, 2022
- Regular Fiscal Services meetings with departments and sites has improved understanding of the budget, spending plans and alignment of funding with district goals
- The Technology Plan for 2022-25 has been updated and the document will help guide the critical work of ensuring we meet the needs of our students and staff

### Superintendent's Office

- Deploying of new District and site websites
- Strengthening budgeting processes to include per student allocations where appropriate
- Fully implemented the Let's Talk and ParentSquare communications platforms
- Ensured funding for mental health supports as students returned from remote learning

### Board of Trustees

- Approval of the [MOU with City of Pleasanton for SRO officers](#)
- Supported student health at board meeting 4/28 [Board meeting reviewed counseling master plan](#) 4/14
- Supported enhancement of Wellness centers, e.g. approval of support specialist job description
- Continuous advocacy of restorative justice practices, further evidenced by Board meeting reports, program updates, and review of multiple data
- Monitor progress of modifications of policies, programs, and services related to social, emotional learning for students and staff
- [Reviewed with City Liaison vaping prevention](#)

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

**Key Objectives:**

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

| Item | Actions   | Key Performance Indicators (KPIs)<br>Metric Descriptors  | Details / Evidence / Documentation  | Status<br>(Completed, Partially Met, In Progress, Ongoing) |
|------|---|--|---|--|
| 3.1  | <ul style="list-style-type: none"> <li>• Create a district Diversity, Equity, Inclusion (DEI) Task Force</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">DEI Task Force Member Roster</a></li> <li>• Meeting agendas with notes <ul style="list-style-type: none"> <li>○ 01/25/22: <a href="#">DEI TF Meeting #1</a></li> <li>○ 02/23/22: <a href="#">DEI TF Meeting #2</a></li> <li>○ 03/30/22: <a href="#">DEI TF Meeting #3</a></li> <li>○ 04/27/22: <a href="#">DEI TF Meeting #4</a></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">DEI TF Timeline</a></li> <li>• <a href="#">PUSD Diversity, Equity, and Inclusion Committee Application Letter .docx</a> to be included with the application</li> <li>• <a href="#">Adult Application google form</a></li> <li>• <a href="#">Student Application google form</a></li> </ul> | Completed & Ongoing  |

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|     |  | <ul style="list-style-type: none"> <li>○ 05/25/22: <a href="#">DEI TF Meeting #5</a></li> <li>● Meeting evaluations</li> </ul> |   |  |
| 3.2 | <ul style="list-style-type: none"> <li>● Hold four Equity Board Study Sessions during the course of this year</li> </ul> | <ul style="list-style-type: none"> <li>● Meeting agendas and presentations</li> <li>● Number of actions implemented</li> </ul> | <ul style="list-style-type: none"> <li>● Board Study Sessions Held: <ul style="list-style-type: none"> <li>○ Sept. 21: <a href="#">Copy of PUSD Board Equity Study Session 9.21.21</a></li> <li>○ <a href="#">Board Equity Study Session 1.20.22 Agenda</a></li> <li>○ <a href="#">Board Equity Study Session Agenda 3.17.22</a></li> </ul> </li> <li>● Curriculum and Instruction Board Committee Book Study Sessions <ul style="list-style-type: none"> <li>○ <a href="#">Curriculum minutes Oct. 5</a></li> <li>○ <a href="#">Curriculum and Instruction Committee Agenda Nov. 10</a></li> <li>○ <a href="#">Curriculum and Instruction Committee Agenda Dec. 14</a></li> <li>○ <a href="#">Curriculum and Instruction Committee Agenda March 1</a></li> <li>○ <a href="#">Curriculum and Instruction Committee Agenda March 29</a></li> <li>○ <a href="#">Curriculum and Instruction Committee Agenda May 3</a></li> </ul> </li> <li>● Extended Cabinet Equity Session Dates: <ul style="list-style-type: none"> <li>○ September 27, 2022</li> <li>○ October 18, 2022</li> <li>○ January 18, 2022</li> <li>○ March 28, 2022</li> <li>○ April 18, 2022</li> <li>○ May 23, 2022</li> <li>○ <a href="#">Extended Cabinet Cultural Proficiency Book Study Slides from All Meetings</a></li> </ul> </li> </ul> | In Progress -<br>(Final meeting on June 7) |
| 3.3 | <ul style="list-style-type: none"> <li>● Conduct and revise existing board</li> </ul>                                    | <ul style="list-style-type: none"> <li>● List of policies revised</li> </ul>   | Policies Revised:   | Completed &                                |

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|     | policies and administrative policies through an equity lens   |  | <ul style="list-style-type: none"> <li>• <a href="#">AR 5121</a></li> <li>• <a href="#">AR 6154</a></li> <li>• <a href="#">BP 6146.1</a></li> <li>• <a href="#">BP 6146.11</a> and <a href="#">AR 6146.11</a></li> <li>• <a href="#">BP 6146.2</a> and <a href="#">AR 6146.2</a></li> <li>• <a href="#">BP 6178</a></li> <li>• <a href="#">BP 6178.1</a></li> <li>• <a href="#">BP 6178.2</a></li> <li>• <a href="#">PUSD Draft Equity Policy (BP 0145)</a></li> </ul>  | Ongoing             |
| 3.4 | <ul style="list-style-type: none"> <li>• Allocate and monitor all categorical funding to ensure equitable services and supports for all students</li> </ul> | <ul style="list-style-type: none"> <li>• Budget reports in ESCAPE will represent a significant reduction of carryover for all categorical budgets</li> </ul> | <ul style="list-style-type: none"> <li>• All State and Federal budgets are reviewed regularly and updates provided to appropriate educational partners to discuss expenditures</li> <li>• Allocations have been updated to represent partner feedback</li> <li>• Account codes will be updated to reflect LCAP specific goals</li> <li>• <a href="#">Federal Funding Balances as of May 2022</a></li> <li>• <a href="#">LCAP Supplemental Balance as of May 2022</a></li> </ul>   | Completed           |
| 3.5 | <ul style="list-style-type: none"> <li>• Provide varied opportunities for professional development on equitable grading practices</li> </ul>                | <ul style="list-style-type: none"> <li>• Meeting agendas and participant rosters</li> <li>• Grade distribution data</li> </ul>                               | <ul style="list-style-type: none"> <li>• <a href="#">August 4 Summer Institute Session: Grading for Equity Online Course</a></li> <li>• <a href="#">August 9 Back to School PD Agenda: Grading Practices Keynote</a></li> <li>• <a href="#">November 1 Certificated PD Agenda: Grading for Equity Keynote</a></li> <li>• <a href="#">Grading for Equity Facilitated Online Course/Book Study - 4 PD Sessions: Nov. 15, Dec. 6, Jan. 24, Feb. 28</a></li> <li>• <a href="#">Grading Practices Cohort Members 2021-22</a></li> <li>• Curriculum and Instruction Board Committee Book Study Sessions <ul style="list-style-type: none"> <li>○ <a href="#">Curriculum minutes Oct.5.</a></li> <li>○ <a href="#">Curriculum and Instruction</a></li> </ul> </li> </ul> | Completed & Ongoing |

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|  |  |  | <ul style="list-style-type: none"> <li>○ <a href="#">Committee Agenda Nov. 10 Curriculum and Instruction</a></li> <li>○ <a href="#">Committee Agenda Dec. 14 Curriculum and Instruction</a></li> <li>○ <a href="#">Committee Agenda March 1 Curriculum and Instruction</a></li> <li>○ <a href="#">Committee Agenda March 29 Curriculum and Instruction</a></li> <li>○ <a href="#">Committee Agenda May 3 Curriculum and Instruction</a></li> <li>● Extended Cabinet Equity Session Dates: <ul style="list-style-type: none"> <li>○ September 27, 2022</li> <li>○ October 18, 2022</li> <li>○ January 18, 2022</li> <li>○ March 28, 2022</li> <li>○ April 18, 2022</li> <li>○ May 23, 2022</li> </ul> </li> <li>● We recently met with Joe Feldman and staff from Crescendo Education to review the work of our Grading for Equity cohort of teachers to date. Refer to <a href="#">Crescendo Education Interim Report 21-22</a>.</li> <li>● Thus far, participating cohort teachers have identified the following equitable grading practices that they have implemented with students: <ul style="list-style-type: none"> <li>○ 0-4 or 50-100% Scale</li> <li>○ Not Including Homework in the Grade</li> <li>○ Redos/Retakes</li> <li>○ Rubrics or Proficiency Scales</li> <li>○ Exclude Participation, Effort, Soft Skills</li> <li>○ Student Trackers</li> </ul> </li> <li>● <a href="#">2021-22 Sem 1 Grades Summary (OWP)</a></li> </ul> |  |
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| 3.6 | <ul style="list-style-type: none"> <li>Identify students who are eligible for the Alternate ELPAC Operational Field Test and administer assessment with fidelity</li> <li>Train case managers in administration and provide PD in using the results to deliver Designated / Integrated ELD</li> </ul> | <ul style="list-style-type: none"> <li>Rosters and assessment completion data</li> </ul>  | <ul style="list-style-type: none"> <li>Case managers have updated IEPs to reflect Alternate Testing for ELPAC. Currently 47 students are eligible for the Alternate ELPAC per their IEP</li> <li>Training for case managers will take place on January 25 and testing is anticipated to be completed by the CDE Deadline.</li> <li>All case managers have been trained in administration of the Alternate ELPAC Assessment. As of May 2022, 80% of eligible students were assessed. Students cannot be assessed if they are not participating in In Person Learning. This information will also be used for reclassification purposes, potentially using the Alternative Reclassification process</li> <li>Next steps will be partnering with SPED to support case managers in using the Alternate ELPAC results to inform instruction.</li> </ul> | Completed |
| 3.7 | <ul style="list-style-type: none"> <li>Systemize the process for four year monitoring of Reclassified English Fluent Proficient Students</li> </ul>   | <ul style="list-style-type: none"> <li>Training agendas</li> <li>Progress monitoring tracking of reclassified students</li> </ul> | <ul style="list-style-type: none"> <li>EB Liaisons have been engaged in the development of this process and <a href="#">forms</a> will be completed based on Fall assessment results in order to gather teacher feedback.</li> <li>Training will occur at the end of January for EB Liaisons.</li> <li>Forms have been sent to the sites for site administrators to complete and file in student cum files. A copy of each form will be available in the A/A Department</li> <li>Federal Program Monitoring requires a spreadsheet of eligible students with identification as making/not making and action plans for students not making adequate progress. This spreadsheet will be updated and</li> </ul>   | Completed |



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|     |  |   | <p>available for review for FPM.</p> <ul style="list-style-type: none"> <li>• <a href="#">EB Liaison Meeting #1</a></li> <li>• <a href="#">EB Liaison Meeting #2</a></li> <li>• <a href="#">EB Liaison Meeting #3</a></li> <li>• <a href="#">EB Liaison Meeting #4</a></li> </ul>  |                       |
| 3.8 | <ul style="list-style-type: none"> <li>• Through disproportionality data analysis, identify challenges and implement solutions to create equitable access for students by strengthening interventions and support structures, utilizing both on-site and virtual strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Training and collaboration with specialist staff to eliminate barriers to equity and inclusion</li> <li>• Increased targeted services for at-risk students</li> <li>• Coordination of Services Team (COST) or related meetings across school sites</li> <li>• Annual reviews for every student with a 504 plan</li> <li>• Increased support and collaboration to 504 site coordinators and administrators on writing individualized and specific 504 accommodations</li> </ul> | <ul style="list-style-type: none"> <li>• Provided grief support on site, utilizing the PUSD Crisis Response Handbook as well as training and support to staff to best support students</li> <li>• Partnered with the Center for Healthy Schools and Communities to support COST in PUSD</li> <li>• To help highlight and increase awareness of our McKinney-Vento (MKV) program, our District MKV Liaison created a <a href="#">MKV Fact Sheet</a> for administrators to share with <i>all</i> teachers/staff</li> <li>• Created a contract with HopSkipDrive, a transportation service that is able to provide transportation to and from school for our students that qualify as McKinney Vento-Of the students surveyed, 100% of students said their attendance has increased since transportation services started</li> <li>• Staff members attended a two-part training presented by the Alameda County Office of Education Tobacco Use and Prevention Education (TUPE) Program on Brief Intervention, which is a targeted counseling intervention program designed for adolescents who use alcohol and drugs</li> <li>• SpEd Asst. Director is participating in the DEI Task Force as part of the larger district strategy to reduce disproportionality.</li> <li>• SpEd Asst. Director is the district's data manager for the new data dashboard created by the state SELPA System Improvement Lead (SIL) project, allowing the district to monitor disproportionality</li> </ul> | Completed and Ongoing |

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|     |   |  | <p>indicators in real time</p> <ul style="list-style-type: none"> <li>● Planning, collaboration, and implementation of a district-wide 504 process, including new forms and procedures.</li> <li>● Collaboration on and implementation of the Securly program (stated above) to ensure students are safe and to inform our on-going SEL district work.</li> <li>● Ongoing collaboration with our Child Welfare and Attendance (CWA) Specialists to refine our truancy process (including SART and SARB), creating new documentation for SARB hearings, SARB agendas, and re-designing our SARB contracts. We have regular meetings to discuss attendance and truancy matters that are site specific and we have identified trends that need processes in place to support specific student groups (i.e. Newcomer/EL students)</li> <li>● Cross collaboration meetings with Teaching and Learning on the Coordination of Services Team (COST) forms, progress, and trainings</li> <li>● Participation in COST meetings (School Social Workers, CWAs)</li> <li>● Community Connections meetings (monthly) to determine resources and needs to best support families</li> <li>● Reviewed CDE's APR report, analyzed late IEPs and other data, reviewed corresponding IEPs, identified areas needed for change</li> <li>● Implemented a SPED data cleanup project to ensure accurate data reported to CALPADS</li> </ul> |           |
| 3.9 | <ul style="list-style-type: none"> <li>● Ensure families understand procedural safeguards and legal rights of IEPs</li> </ul> | <ul style="list-style-type: none"> <li>● File reviews of IEP meetings, selected randomly, documenting</li> </ul> | <ul style="list-style-type: none"> <li>● Special Education Procedural Safeguards are available in Punjabi, Arabic, English, Chinese</li> </ul>   | Completed |

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|      |  | offers to review the procedural safeguards with parents  | <p>(simplified &amp; traditional), Spanish, Tagalog, and Vietnamese.</p> <ul style="list-style-type: none"> <li>● Program supervisors provided a user-friendly version of Procedural Rights and Safeguards to special education case managers and service providers to ensure staff correctly understand and can explain these rights to parents</li> <li>● Special education administrators have attended multiple legal symposia to increase their capacity to give guidance on procedural safeguards</li> </ul>  |                           |
| 3.10 | <ul style="list-style-type: none"> <li>● Provide training for case managers in leading robust discussions about the “educational options considered” portion of the IEP</li> </ul> | <ul style="list-style-type: none"> <li>● File reviews of randomly selected IEP meetings, documenting the benefits and burdens of educational options considered</li> </ul>   | <ul style="list-style-type: none"> <li>● Our Program Supervisor trained SPED admins and modeled LRE discussions in real-time IEP meetings to increase the capacity of special education staff members to lead more robust discussions in future meetings.</li> <li>● Training provided to elementary case managers for students moving from 5th to 6th grades, encouraging them to consider placement in general education ELA/Math classes with additional SAI support.</li> <li>● Program supervisors participation in a 40 hour professional training: Mediating the litigated case, from Pepperdine University.</li> <li>● DOSE team participated in 10 hour training for IEP compliance/best practices</li> <li>● Worked with middle school and high school admins and case managers to realign RSP/SDC courses</li> </ul> | Ongoing                   |
| 3.11 | <ul style="list-style-type: none"> <li>● Create a viable independent study program through The Pleasanton Virtual Academy (PVA) for students in grades K-12</li> </ul>             | <ul style="list-style-type: none"> <li>● Obtain CDS code and refine policies, practices, and procedures for student participation and enrollment in the school</li> <li>● Obtain initial WASC Accreditation for PVA</li> </ul> | <ul style="list-style-type: none"> <li>● CDS Code application in process - evidence submitted to the CDE waiting on next steps</li> <li>● WASC exploration started, but can not begin the process without the CDS code</li> <li>● UC course approvals Completed</li> <li>● SpEd department has recruited two special</li> </ul>   | Completed and In Progress |

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|      |   | <ul style="list-style-type: none"> <li>Completed UC course approvals</li> </ul>   | <p>education teachers and 2 paraprofessional to support students with IEPs in PVA</p> <ul style="list-style-type: none"> <li>CDS Code assigned by the CDE.</li> <li>WASC accreditation process for 9-12 will begin in July 2022.</li> </ul>  |                       |
| 3.12 | <ul style="list-style-type: none"> <li>Transition the District from election at large to election by area</li> </ul>        | <ul style="list-style-type: none"> <li>Resolution with intent to make transition</li> <li>Website site that hold all relevant information needed by the community to engage in the process</li> <li>Public hearings and meetings to engage the entire community including groups that may not be traditionally involved</li> <li>Submit Completed process to County Election office for November 2022 election</li> </ul> | <ul style="list-style-type: none"> <li>District hired a demographic consultant and legal firm to help guide the process</li> <li>Resolution was passed to move forward with the Trustee-by-Area election process</li> <li><a href="#">Established a website</a> to communicate all the information to the community including interactive mapping tools</li> <li>Five public hearing meetings and multiple community meetings were held as required</li> <li>The <a href="#">Board Approved Map 4</a> as the Election by Area map on March 24, 2022</li> <li>Schedule to have Alameda County Office of Education Board to approve maps on 5/24/22</li> <li>Documents will be then submitted to the Alameda County Election Office to implement for the November 2022 election</li> </ul> | Completed and Ongoing |
| 3.13 | <ul style="list-style-type: none"> <li>School Boundary Adjustments</li> </ul>   | <ul style="list-style-type: none"> <li>Meetings for community engagement including groups that are traditionally not involved but represent a large group of students and families</li> <li>Presentation and meeting notes</li> <li>Notes from meetings with the City in regards to the Housing Element Plan</li> </ul>   | <ul style="list-style-type: none"> <li>District staff is closely following <a href="#">City Housing Element Update</a> process and is engaged with City staff</li> <li>Demographer has updated the <a href="#">enrollment projection study for 2022-2028</a> which will help in adjusting our boundary maps</li> <li>Staff has slowed the process to allow for critical data and decision on new growth areas before restarting the process; This work will restart in the fall off 2022 with completion in 2023</li> </ul>  | Ongoing               |
| 3.14 | <ul style="list-style-type: none"> <li>Update our Facility Use Process and ensure equitable access to facilities</li> </ul> | <ul style="list-style-type: none"> <li>Updated Administrative Regulation</li> <li>Updated pricing structure</li> </ul>  | <ul style="list-style-type: none"> <li>Facilities Use Justification Study has been completed to update the fee structures</li> </ul>   | Ongoing               |

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|      |   |  | <ul style="list-style-type: none"> <li>Staff has completed the draft of the Board Policy and AR associated Facility Use and Rental and will take this to the Board Policy Committee for review and then the Board</li> </ul>  |           |
| 3.15 | <ul style="list-style-type: none"> <li>Build relationships with university educational programs</li> <li>Develop MOU's to increase recruitment for hard to fill positions, particularly in Special Education</li> </ul> | <ul style="list-style-type: none"> <li>MOU's approved with universities.</li> <li>University Hiring Fairs</li> </ul>                         | <ul style="list-style-type: none"> <li>Created <a href="#">Pleasanton New Teacher Project (PNTPT) Advisory team</a> with representatives from local universities</li> <li>Provided a reciprocal learning opportunity for university representatives through the PNTPT Advisory to participate in year end colloquium (reflection) of experiences of new teacher induction candidates</li> <li>Attended university hiring fairs in the spring (CSUEB and Chico)</li> </ul> | Complete  |
| 3.16 | <ul style="list-style-type: none"> <li>Restructure requirements to improve access</li> </ul>  | <ul style="list-style-type: none"> <li>Application data</li> <li>Vacancy data</li> <li>Recruitment fairs</li> </ul>                          | <ul style="list-style-type: none"> <li>Continuing to review a variety of data sources to determine next steps in strengthening the hiring pool and improving access (ie. completer survey data regarding race and ethnicity)</li> <li>Exploring alternative recruitment strategies (social media platforms)</li> </ul>  | Ongoing   |
| 3.17 | <ul style="list-style-type: none"> <li>Develop / improve communications to assist the District's formal complaint procedures</li> </ul>   | <ul style="list-style-type: none"> <li>Submission of updated BP and AR</li> </ul>  | <ul style="list-style-type: none"> <li>Updated <a href="#">BP1312.3</a> and <a href="#">AR1312.3</a> regarding the District's formal complaint procedures</li> <li>Developing a plan to communicate updated policy to staff and community</li> </ul>  | Completed |
| 3.18 | <ul style="list-style-type: none"> <li>Review all policies and admin regulations with an equity lens</li> </ul>   | <ul style="list-style-type: none"> <li>Board Policy Committee agendas and minutes</li> <li>Updated policies and admin regulations</li> </ul> | <ul style="list-style-type: none"> <li>Staff consider policy language to address our equity work prior to presenting policies to the <a href="#">Board Policy Committee</a></li> <li><a href="#">Committee minutes and agendas</a></li> <li><a href="#">Board Policy Review Log</a></li> </ul>  | Ongoing   |
| 3.19 | <ul style="list-style-type: none"> <li>Ensure alignment between Board policy, admin regulations, and organizational behavior</li> </ul>   | <ul style="list-style-type: none"> <li>Board Policy Committee agendas/minutes</li> <li>Updated policies and admin</li> </ul>                 | <ul style="list-style-type: none"> <li>Board policies and administrative policies are reviewed by the <a href="#">Board Policy Committee</a> prior to BPs coming before the Board for action</li> </ul>   | Ongoing   |

|      |   |  |   |                     |
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|      |   | <ul style="list-style-type: none"> <li>regulations</li> <li>Board agenda items and presentations</li> </ul>  | <ul style="list-style-type: none"> <li>Board policy and Administrative Regulation revisions are reviewed with all district managers during All Leadership Team Meetings</li> <li>Monthly meetings held with <a href="#">PCC (parents)</a>, <a href="#">FCC (teachers)</a>, and <a href="#">CECC (classified staff)</a> to ensure consistent understanding of new / existing policies</li> </ul>   |                     |
| 3.20 | <ul style="list-style-type: none"> <li>Engage students, staff, parents, and community stakeholders in the ongoing equity work</li> </ul>                                      | <ul style="list-style-type: none"> <li>Town Hall agendas and presentations</li> <li>Equity-focused surveys</li> <li>Task Force rosters and meeting agendas</li> </ul>              | <ul style="list-style-type: none"> <li>Town Hall meetings scheduled and related surveys are facilitated by Teaching and Learning</li> <li>Equity Task Force formed (communication outreach resulted in over 100 applicants including 37 student applicants) with the first meeting scheduled for January 26, 2022</li> <li><a href="#">Diversity, Equity &amp; Inclusion web page/section created</a> and will be updated throughout the year to raise awareness of ongoing equity work and information and resources on how to engage moving forward</li> <li>Monthly meetings are held with <a href="#">PCC</a> (parents), <a href="#">FCC</a> (teachers), and <a href="#">CECC</a> (classified staff) to ensure consistent understanding of new and existing policies</li> </ul> | Completed & Ongoing |
| 3.21 | <ul style="list-style-type: none"> <li>Ensure PUSD website meets ADA/WCAG 2.0 requirements to ensure equity of access to information shared by PUSD electronically</li> </ul> | <ul style="list-style-type: none"> <li>Office of Civil Rights feedback</li> <li>Resolution of any identified concerns related to website content accessibility</li> </ul>          | <ul style="list-style-type: none"> <li><a href="#">All identified issues have been resolved</a></li> </ul>  | Completed           |
| 3.22 | <ul style="list-style-type: none"> <li>Promote equity in the PUSD elections process</li> </ul>  | <ul style="list-style-type: none"> <li>Board actions relating to trustee areas</li> <li>Recordings of town hall sessions</li> <li>Governance Team recruitment documents</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Board action to move board election to trustee area</a></li> <li><a href="#">Website with all town halls</a></li> <li>Active engagement in related Agenda items</li> <li>Active engagement with community on issue</li> <li>Attending various PTA meetings to discuss</li> </ul>   | Completed           |

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|      |  |   | the role of a school board member and running for school board from the new trustee areas  |                       |
| 3.23 | <ul style="list-style-type: none"> <li>● Develop and implement Board policies that support equity and inclusion</li> </ul> | <ul style="list-style-type: none"> <li>● Updated policies and procedures</li> <li>● Agendas and minutes from Board equity workshops and CCEIS updates</li> <li>● Records of Trustee professional development</li> </ul> | <ul style="list-style-type: none"> <li>● Book club on Grading for Equity at these meetings:</li> <li>● <a href="#">Curriculum and Instruction Committee Minutes</a></li> <li>● <a href="#">Curriculum minutes Oct. 5.</a></li> <li>● <a href="#">Curriculum and Instruction Committee minutes Oct. 22nd</a></li> <li>● <a href="#">Curriculum and Instruction Committee minutes Nov. 10</a></li> <li>● <a href="#">Curriculum and Instruction Committee minutes Dec. 14</a></li> <li>● <a href="#">Curriculum and Instruction Committee minutes March 1</a></li> <li>● <a href="#">Curriculum and Instruction Committee minutes March 29</a></li> <li>● <a href="#">Curriculum and Instruction Committee Agenda May 3</a></li> <li>● Began to implement a Self-Evaluation tool for the Board around Equity Practices</li> <li>● Student Board Member attended learning session at CSBA conference</li> <li>● All Board members participated in the book study-“Cultural Proficiency” in preparation for the equity workshops</li> <li>● Attendance to various CSBA conference sessions (Critical Race Theory: Ethnic Studies &amp; Assembly Bill 101, Lift up students with equity)</li> <li>● Active board participation through equity workshops toward refinement of the Equity Board Policy</li> <li>● Support and advocacy of the Diversity,</li> </ul> | In Progress & Ongoing |

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|      |   |   | Equity, and Inclusion Task Force   |                     |
| 3.24 | <ul style="list-style-type: none"> <li>Develop effective connections between the Trustees and School Sites</li> </ul> | <ul style="list-style-type: none"> <li>Records relating to Trustee school site visits</li> <li>Trustee participation in local cultural events</li> <li>Records of Trustee community engagement</li> </ul> | <ul style="list-style-type: none"> <li>School visit-Alisal, Horizon, Steam, Village, Foothill, Vintage Hills, Lydiksen Hearst</li> <li>Volunteering 4 days a week in the classroom at Alisal for reading intervention Oct, Nov and December, January, February, March, April, May</li> <li>Visiting Valley View DI classrooms, Pleasanton Middle, Hart Middle, Alisal, Fairlands and Hearst</li> <li>School site visits as per assigned - Harvest Park MS, Lydikson, and Vintage Hills</li> <li>Joining in on PE at Fairlands</li> </ul> | Completed & Ongoing |

### Summary Notes for Goal 3:

#### Teaching and Learning

- The Diversity, Equity and Inclusion (DEI) Task Force was formed in January of 2022, and has been meeting monthly to develop an understanding of equity and providing input to help guide the equity work in PUSD.
- Three of four Board Equity Workshops have been held, with the fourth workshop scheduled for June 16. In addition, Equity Book Studies during Board Curriculum and Instruction Meetings, Extended Cabinet Meetings, and Principal Meeting have also occurred. These meetings have led to discussion and formation of a Board Equity Policy and Statement.
- Ten Board Policies and/or Administrative Regulations have been completed, and more are in process of going forward as a batch to the Board Policy Committee meeting.
- All State and Federal budgets are reviewed regularly, and updates provided to appropriate educational partners to discuss expenditures.
- Over the course of the school year, a variety of mandatory and voluntary opportunities for professional development on equitable grading practices were offered to all secondary staff. Several teachers in the cohort and others working in teams or individually have implemented equitable grading practices in their classrooms, and will continue to measure the impact of the practices on student learning and engagement.
- Students who are eligible for the Alternate ELPAC have been identified and assessed. Case managers were trained in test administration.
- A process for monitoring our reclassified students has been put in place, which includes the use of a standard form for collecting information. Forms for all eligible students have been distributed and will be placed in student cumulative files.

#### Student Support Services



- Student Services continued to monitor discipline data for disproportionately. This data is reported to schools and site administrators. This is an area that continues to be an area of concerns. With the work on Equity and Inclusion, the discipline of students is inequitable. We are working with our Student Services team to update the discipline plan as well as provide additional training on Restorative Practices and provide options for alternatives to suspension.
- Cross collaboration meetings with Teaching and Learning on the Coordination of Services Team (COST) forms, progress, and trainings and participation in COST meetings (School Social Workers, CWAs). Student Services continues to facilitate Community Connections meetings (monthly) to determine resources and needs to best support unique needs of students/families.
- The creation of strong and robust educational options via the Pleasanton Virtual Academy progressed through the 21-22 school year while the PVA served as a space for students and families who feared returning to in-person schooling due to COVID fears. Many systems were put into place and continue to be refined and revised as needed. Students who participated in the Pleasanton Virtual Academy during the 21-22 school year were able to have their educational needs met while learning remotely.
- A crucial discussion often missing in IEP meetings has been the discussion of service options considered, and the identification of potential harmful effects of service options that remove a student from the general education setting for a portion of the school day. Program Supervisor Kropp, using knowledge and skills gained from her work in another district, has led our efforts to more clearly “connect the dots” between student needs, goals, and offered services and placement, through modeling in IEP meetings, training of other special education administrators. [Evidence](#) from the review of a recent IEP shows the site-based team effectively utilizing the structured discussion of benefits and burdens to make a clear offer of FAPE that maximizes the student’s participation in general education while providing specialized support in areas of need.
- Procedural Safeguards are provided in a variety of languages, and case managers have been provided with resources to ensure parental understanding of their rights. Our contract with Hanna Interpreter Services allows us to provide information and support to families in their language of choice, improving their ability to meaningfully participate in the IEP process as is mandated by law and emphasized in the Procedural Safeguards.

#### Human Resources

- In order to strengthen relationships with universities and gain insight, HR created an Advisory team through PNTTP. Advisory team members attended (3) meetings to review data, determine next steps, and listen and learn from new teachers during the final meeting which was a colloquium reciprocal learning experience.
- Continue to collaborate with universities to develop MOU’s to increase recruitment for hard to fill positions, particularly in Special Education
- Incorporated specific equity focused questions throughout the interview process for all positions in the organization
- Revised District’s formal complaint procedures that will be incorporated into onboarding processes of new staff as well as intentionally incorporated into district-wide communications in 2022-23.

#### Business Services

- The Board has approved an Election by Area Map for the November 2022 election
- The Boundary Adjustment work will restart in the Fall 2023 now that we have updated demographic projections and better data on the City’s Housing Element Plan

- The Board Policy and Administrative Regulation around the Facility Use and Rental should be updated by the Fall of 2023

#### Superintendent's Office

- Completed ADA work on District website
- Engaged various groups in the ongoing equity work
- Continued focus on policy work and related organizational alignment efforts
- Ensured system alignment relating to our ongoing equity work and related policies

#### Board of Trustees

- Moved to area elections-[Board action to move board election to trustee area](#)
- Engage with the community for input and awareness to move to area elections:[Website with all town halls](#)
- Participation in with book studies on Cultural Proficiency and ‘Grading by Equity’ to promote Board direction and support for DEI
- Multiple Board workshops to refine and revise the Equity Board Policy and to support strong advocacy Board direction for DEI

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

**Key Objectives:**

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

| Item | Actions   | Key Performance Indicators (KPIs)<br>Metric Descriptors   | Details / Evidence / Documentation   | Status<br>(Completed, Partially Met, In Progress, Ongoing) |
|------|---|---|--|--|
| 4.1  | <ul style="list-style-type: none"> <li>● Provide additional opportunities for teachers to collaborate to focus on best practices, in addition to offerings during the school day</li> </ul> | <ul style="list-style-type: none"> <li>● Agendas from all trainings</li> <li>● Evaluation feedback from all trainings</li> <li>● Feedback on optional collaboration time</li> <li>● Teacher feedback on strategies implemented</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">August 9 Welcome Back to School Professional Development Agenda</a></li> <li>● <a href="#">November 1 Mandatory Certificated Professional Development Agenda</a> <ul style="list-style-type: none"> <li>○ <a href="#">Nov. 1 PD Elementary Feedback</a></li> <li>○ <a href="#">Nov. 1 PD Secondary Feedback</a></li> </ul> </li> <li>● <a href="#">November 1 Optional Classified Professional Development Agenda</a></li> <li>● <a href="#">March 11 Mandatory Certificated Professional Development Agenda</a></li> <li>● <a href="#">March 11 Optional Classified Professional Development Agenda</a> <ul style="list-style-type: none"> <li>○ <a href="#">March 11 Elementary Feedback</a></li> </ul> </li> </ul> | Completed  |

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|     |   |  | <ul style="list-style-type: none"> <li>○ <a href="#">March 11 Secondary Staff Input on Grading Practices: Spring 2022</a></li> </ul>  |           |
| 4.2 | <ul style="list-style-type: none"> <li>● Provide opportunities for all staff (classified, certificated and administrators to develop their professional repertoire of skills</li> </ul> | <ul style="list-style-type: none"> <li>● Documentation of strategies implemented</li> <li>● Illuminate and Math reports</li> <li>● Professional development participant evaluation data</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">2021-22 PUSD Back to School Professional Development Opportunities</a></li> <li>● <a href="#">August 4 Optional Summer Institute for Certificated and Classified Staff Agenda</a></li> <li>● <a href="#">June 7th Summer Institute Schedule</a></li> </ul>   | Completed |
| 4.3 | <ul style="list-style-type: none"> <li>● Hold meetings (Town Halls, Steering Committee, etc. to gain teacher perspective and input)</li> </ul>  | <ul style="list-style-type: none"> <li>● Feedback collected from various meetings</li> <li>● Documentation of teacher input collected</li> <li>● Meeting agendas</li> </ul>                        | <ul style="list-style-type: none"> <li>● <b>Equity Town Hall:</b> We held our first Equity Town Hall meetings Nov. 9, 2021 night via zoom. Linked is the live recording. <a href="#">November 9 Equity Town Hall Recording</a>.</li> <li>● <a href="#">2021-2022 School Planning Steering Committee Agenda</a>: Meetings held on 8/17; 9/19; 10/12; 3/7</li> <li>● <a href="#">Optional Teaching and Learning Listening Sessions</a></li> <li>● Between the dates of December 20, 2021 though April 22, 2022, at least 15 Optional Listening Sessions were held for every school site in the district. The purpose of each session was for the Asst. Supt. of Teaching and Learning (TL) to hear what teachers had to share in order to be better able to consider teacher feedback for future planning.</li> <li>● A Summary of Findings (internal document) was shared with certificated staff on 5/ 8/22</li> <li>● <a href="#">CTE Recruitment and Information Sessions for Under-represented Student Groups</a>: <ul style="list-style-type: none"> <li>○ ELD Student Presentation 1 - 2/1, 8:45am</li> <li>○ ELD Student Presentation 2 - 2/1, 4pm</li> <li>○ Homeless Student Presentation - 2/1,</li> </ul> </li> </ul> | Completed |

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|     |   |   | 6pm <ul style="list-style-type: none"> <li>○ African American Student Presentation - 2/1, 7pm</li> <li>○ Foster/Kinship Student Presentation - 2/2, 4pm</li> <li>○ Village High School Presentation - 2/3, 10am</li> <li>○ LatinX Student Presentation - 2/3, 6pm</li> <li>○ Special Education Student Presentation - 2/3, 7pm</li> </ul>  |                       |
| 4.4 | <ul style="list-style-type: none"> <li>● All Career Technical Education (CTE) will teachers receive industry-specific professional development to strengthen practice and to determine the changes for the upcoming year</li> </ul> | <ul style="list-style-type: none"> <li>● CTE pathway evaluation rubrics</li> <li>● Training agendas</li> </ul>  | <ul style="list-style-type: none"> <li>● In the fall, culinary teachers from Foothill and Amador Valley High Schools attended the <a href="#">World of Foods Conference</a> to expand their professional expertise in this field. In the spring, our culinary teacher from Village High School will participate in the University of California Master Gardener program.</li> <li>● In the spring, teams of CTE teachers, counselors and site and district administrators attended two virtual conferences to expand their knowledge and practice in targeted content areas - <a href="#">Educating for Careers</a> (State of CA CTE conference) and <a href="#">National Alliance for Partnerships in Equity Summit</a> (national CTE equity conference)</li> </ul> | Completed             |
| 4.5 | <ul style="list-style-type: none"> <li>● Coordinate relevant and meaningful professional development for all Student Support Services staff including the specialists</li> </ul>  | <ul style="list-style-type: none"> <li>● Track attendance and participation in relevant professional development opportunities</li> <li>● Increase employee retention by having less than 20% of staff turnover in SSS</li> </ul> | <ul style="list-style-type: none"> <li>● Reviewed and refined the PUSD risk assessment protocols and trained district counselors, psychologists, SELPA clinicians, and School Resource Officers to ensure that all staff and community partners are using the same procedures</li> <li>● Training on Care Solace <a href="#">referral</a> process and Social Work referral process</li> </ul>  | Completed and Ongoing |

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|  |  |  | <ul style="list-style-type: none"> <li>● Student Support Staff bimonthly meetings held</li> <li>● Provided Section 504 training at the New Administrators Academy</li> <li>● Provided free registration to the Action Changes Things: Resilience and Re-engagement Reimagined Social &amp; Emotional Learning Conference for PUSD staff interested in attending- including Child Welfare and Attendance Specialists, School Social Workers, Counselors, and TUPE Site Coordinators</li> <li>● 5 SELPA and DOSE team members attended the ACSA Every Child Counts conference in January</li> <li>● SELPA and SpEd administrators (Asst. Director, all program supervisors) will attend the state SELPA-sponsored 40-hour training course, “Mediating the Litigated Case,” through the Straus Institute at Pepperdine Caruso School of Law</li> <li>● SPED Asst. Director has Completed the ACSA Special Education Academy this year</li> <li>● Program Supervisors participate in CCCOE SELPA’s “Program Specialists’ Professional Network”</li> <li>● Virtual training/PD provided for Child Welfare and Attendance Specialists: Attendance Works, State SARB Meeting, CASCWA state conference.</li> <li>● Monthly attendance and engagement in the Alameda County Office of Education Student Services Council meetings to discuss practices relevant to Student Services departments and to obtain updates about available resources in the community.</li> <li>● Monthly attendance and participation in PUSD Student Support meetings, collaborating with outside agencies to support our students and families.</li> </ul> |  |
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|     |   |  | <ul style="list-style-type: none"> <li>● Regular attendance and engagement with the Pleasanton Police Department through liaison meetings.</li> <li>● PBIS related trainings and opportunities including the 2021-22 PBIS recognition process</li> <li>● Mental Health First Aid and Brief Intervention opportunities through ACOE</li> <li>● Due to retirements and resignations this year, SPED did not meet the goal of less than 20% turnover of staff</li> </ul>   |                       |
| 4.6 | <ul style="list-style-type: none"> <li>● Coordinate relevant and meaningful professional development for all certificated and classified staff</li> </ul> | <ul style="list-style-type: none"> <li>● Trainings to ensure staff are current on updates, procedures, law, and practices</li> <li>● Draw presenters from existing PUSD staff, including admin., certificated, and classified</li> </ul> | <ul style="list-style-type: none"> <li>● Developed and shared staff presentations: Bullying Prevention &amp; Suicide Prevention</li> <li>● CPR training for classified staff in August, November and March</li> <li>● Provided updates on safety protocols to all Health Services Assistant on COVID updates and procedures</li> <li>● Created a system to review appropriate outside organization presentations- and approved available mental health and SEL related presentations available for SDR through the <a href="#">events calendar</a></li> <li>● SpEd coordinated PD for certificated staff (8/4/21, 11/1/21, 3/11/22, and others) on various topics.</li> <li>● SpEd coordinated PD for classified staff (8/4/21, 11/1/21, 3/11/22, and others) on various paraeducator topics</li> <li>● Provided access to PATH, an online learning platform for paraeducators</li> <li>● Provided training to Principals and Vice Principals on: Sexual harassment, bullying/cyberbullying, Secruely, Raptor, Section 504</li> <li>● Provided training to every site staff in the district on Section 504 and Special Education</li> </ul> | Completed and Ongoing |

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|     |  |  | <ul style="list-style-type: none"> <li>• Administrators across the district were invited to attend a two-part workshop provided by the Alameda County Office of Education, titled: <i>Preventative Discipline, Pre-pandemic, Pandemic, and Post-pandemic</i></li> <li>• Trained School Counselors/Psychologists/SELPA clinicians on Alternate Response to Mental Health and risk assessment protocol.</li> <li>• Provided Trauma Informed Care training to Virtual Academy staff</li> <li>• Training available to all Counselors and Social Workers during monthly meetings and through SDR</li> <li>• Neurodiversity training series featured autistic SLP and BCBA and had robust attendance from general and special education teachers and support staff.</li> <li>• Internal PUSD SPED website created to support all special educators</li> <li>• 5 SPED Dept. staff certified as Safety Care trainers to implement district-wide crisis management program</li> <li>• A week of initial and re-certification Safety Care trainings is scheduled for June 6th-10th.</li> </ul> |                       |
| 4.7 | <ul style="list-style-type: none"> <li>• Provide training, technical assistance, and support for all pre-intern, intern, and special education teachers, service providers, and case managers</li> </ul> | <ul style="list-style-type: none"> <li>• Agendas and slide decks, documentation of individual support contacts, Screencastify SEIS updates/reminders, develop job alike opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Created a PUSD Social Work Internship Program informational presentation to support intern fairs and inquiries</li> <li>• SpEd Admins are working with SELPA to write a grant to participate in the Teacher Residency Program</li> <li>• Program supervisors support and coach new special education teachers in instruction, planning and case management, assessment, report writing, IEP development, etc.</li> </ul>  | Completed and Ongoing |



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|     |  |   | <ul style="list-style-type: none"> <li>• A SPED Program Supervisor created and delivered SEIS training to all special education staff new to PUSD and to the nursing department</li> <li>• A SPED Program Supervisor curates and publishes a biweekly newsletter, This Week From Dose, reviewing new and/or important information for special education staff and site administrators</li> <li>• Internal PUSD SPED website created to support all special educators</li> <li>• Program supervisors and itinerant education specialists provided robust support for special education teachers via small group and individual meetings</li> <li>• Senior Director participation on the Pleasanton New Teacher Project (PNTTP) Advisory team</li> <li>• Collaboration with PNTTP to create a 3-prong <a href="#">system of support</a> for new teachers</li> </ul> |                       |
| 4.8 | <ul style="list-style-type: none"> <li>• Develop and maintain an onboarding and training process for paraprofessionals to improve service to students and maintain a highly qualified workforce</li> </ul> | <ul style="list-style-type: none"> <li>• Training slides and attendance logs from ParaPro adult ed trainings, attendance and completion logs from SafetyCare training, maintenance of completion certificates from Para III required AFIRM modules</li> </ul> | <ul style="list-style-type: none"> <li>• Paraprofessional New Hire Orientation process initiated, including a 90 minute presentation.</li> <li>• Developed a mandatory behavioral training sequence for Para IIIs using AFIRM Modules.</li> <li>• Monthly paraprofessional training series provided by DOSE team and specialists</li> <li>• Aggressive recruitment efforts for paraprofessionals by the SPED Asst. Director: 12 interview sessions (August - January), 82 candidates interviewed, 52 new employees hired</li> <li>• The SPED Asst. Director collaborates with the Adult Ed Director to staff certificated/classified teaching positions for the Para Pro Adult Ed series.</li> <li>• Para onboarding process started, with 1 full day of paid training prior to starting in the classroom on these topics</li> </ul>                              | Completed and Ongoing |

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|      |   |  | <ul style="list-style-type: none"> <li>○ AFIRM modules</li> <li>○ SafetyCare</li> <li>○ Para Pro</li> <li>○ Neurodiversity series</li> <li>○ Planning for summer institute courses for paras</li> <li>○ Extended School Year (ESY) para trainings</li> </ul>   |         |
| 4.9  | <ul style="list-style-type: none"> <li>● Recruit qualified certificated staff in difficult-to-fill special ed positions and in Educational Options programs: Village High School, Summer School, Saturday Academy, Intersession programs, Virtual Academy, and Home and Hospital Instruction</li> </ul> | <ul style="list-style-type: none"> <li>● Identified personnel who are able to support students in part-time programs like summer school and credit recovery</li> <li>● Contacts with training program partners</li> <li>● Participate in PUSD Job Fairs</li> <li>● Notes from informal meetings with job-alike groups seeking perspectives on retention factors</li> </ul> | <ul style="list-style-type: none"> <li>● Recruitment began early for Fall/Winter academy and this strategy was successful, we did not have any unfilled position</li> <li>● Recruitment for summer school beginning in Jan 2022. Summer Programs admins and SPED Asst. Director regularly collaborate, co-plan, and meet with HR to streamline the summer school/ESY hiring process</li> <li>● Filling positions in special education remains challenging, but we have used innovative solutions such as hiring remote teachers (FHS, Donlon) and utilizing contract agency partnerships when needed.</li> <li>● 1 SDC teacher and 1 RSP teacher (and corresponding paraprofessional staff) hired for PVA</li> </ul> | Ongoing |
| 4.10 | <ul style="list-style-type: none"> <li>● Hiring talent and increasing professional development</li> </ul>   | <ul style="list-style-type: none"> <li>● Postings of open positions</li> <li>● Interviews for open positions</li> <li>● Data on filled position and open position</li> <li>● Professional development plan for each team/staff</li> <li>● Training logs and certifications</li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="#">Fiscal Services Department</a> was reorganized with new Job Description, Organizational chart, and adjustments to the salary schedule to ensure retention and attract new talent</li> <li>● Staff attended professional development conference and webinars</li> <li>● The CNS and Technology Services departments have draft reorganization plans and are engaged in negotiations with CSEA</li> <li>● The Operations Department is also beginning the process to reorganize to meet the current district needs and be more competitive</li> </ul>   | Ongoing |

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| 4.11 | <ul style="list-style-type: none"> <li>• Positive and collaborative work culture</li> </ul>  | <ul style="list-style-type: none"> <li>• Regular team meetings</li> <li>• Input and surveys from staff</li> <li>• Appreciation and recognition activities</li> </ul>                         | <ul style="list-style-type: none"> <li>• All departments with in the Business Services have regular weekly, biweekly or monthly meetings</li> <li>• Started a practice of Giving Back to our school sites where Business Services staff volunteer at the school site to help out with a variety of site based needs such as yard duty, lunch help, students supervision, etc</li> </ul>   | Completed and Ongoing |
| 4.12 | <ul style="list-style-type: none"> <li>• Improve Professional Learning opportunities to assist with the development of employees</li> </ul>              | <ul style="list-style-type: none"> <li>• Professional Development schedules</li> <li>• Professional Development agendas</li> </ul>   | <ul style="list-style-type: none"> <li>• HR analysts attended two virtual events (November &amp; January) to strengthen knowledge base and learn of updates regarding credentialing, COVID flexibilities, and the impact of the Governor's January Executive Order</li> <li>• Created an <a href="#">orientation</a> and subsequent professional development forums for special education mentors working with induction coaches in supporting new special education teachers</li> <li>• Facilitated Pleasanton <a href="#">New Teacher Induction onboarding</a> for new teachers and created a video for those who were unable to attend.</li> <li>• Hosted Interest Based Bargaining workshop for the Executive Boards &amp; negotiating teams (Trustees, CSEA, Executive Cabinet) in March.</li> </ul> | Completed & Ongoing   |
| 4.13 | <ul style="list-style-type: none"> <li>• Personalize outreach to sites/departments focussed on improving communication and building community</li> </ul> | <ul style="list-style-type: none"> <li>• Job-alike meetings schedules</li> <li>• Year 1 and Year 2 Administrative Academy presentations</li> <li>• Classified Academies schedules</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">HR Analyst Meetings</a></li> <li>• <a href="#">New Administrator Academies</a></li> <li>• <a href="#">Year 2 Administrator Academies</a></li> <li>• <a href="#">Custodial Pathway</a></li> <li>• <a href="#">Groundskeeping Pathway</a></li> </ul>   | Completed & Ongoing   |
| 4.14 | <ul style="list-style-type: none"> <li>• Promote opportunities in PUSD through digital and social media</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Engagement statistics &amp; reports</li> </ul>  | <ul style="list-style-type: none"> <li>• Worked with the communications department to begin a substitute recruitment campaign</li> <li>• Continuing to work with the communications department in maximizing digital and social media platforms to promote opportunities</li> </ul>   | Ongoing               |

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| 4.15 | <ul style="list-style-type: none"> <li>● Grow the leadership pipeline and ensure succession planning</li> </ul>   | <ul style="list-style-type: none"> <li>● Statistics relating to participation in professional growth learning opportunities</li> <li>● Updated policies and procedures</li> </ul> | <ul style="list-style-type: none"> <li>● Encouraged engagement in <a href="#">ACSA</a>, <a href="#">FCMAT</a>, and <a href="#">CASBO</a> leadership courses</li> <li>● Included personal and professional growth objectives in Cabinet evaluations</li> </ul>  | Ongoing              |
| 4.16 | <ul style="list-style-type: none"> <li>● Provide tools / training for site admins to connect and communicate effectively within school communities</li> </ul> | <ul style="list-style-type: none"> <li>● ParentSquare and Let's Talk usage reports</li> <li>● PUSD Annual Stakeholder Survey data</li> <li>● School Site newsletters</li> </ul>   | <ul style="list-style-type: none"> <li>● At least one administrator at each school has been trained on how to utilize <a href="#">Parentsquare</a> for school communications</li> <li>● Newsletter templates created to support adoption and customized feel</li> <li>● Customized logos and school colors (as allowable based on WCAG 2.0 requirements) for each school to differentiate school and District communication on platforms (web and Parentsquare app)</li> <li>● Additional training for attendance clerks and counselors (by request) provided to each school site</li> <li>● All 16 schools have adopted and continue to utilize Parentsquare as a communication platform to centralize communications for families so they are receiving information from PUSD in the same, consistent manner</li> <li>● Schools are now able to create custom groups of students/families that are accessible through Parentsquare platform integration (ex. Groups by grade level, demographics, counselor assignment, and any other field in Q SIS) to provide more ways to communicate and and engage with specific stakeholders within school communities</li> <li>● Schools have utilized a growing number of features on Parentsquare including school calendar integration, calendar/event invitations, volunteer/item requests and sign ups, and more</li> </ul> | Completedd & Ongoing |

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|      |  |   | <ul style="list-style-type: none"> <li>Expanded Parentsquare for interest-based groups related to Trustee-by-area conversations which include both families, students, staff as well as community members</li> <li>The Parentsquare smartphone app has been promoted for use by parents/guardians, as well as companion app for students called Studentsquare, to streamline District, school and other related communication onto a single platform that is accessible anywhere from their phones <ul style="list-style-type: none"> <li>In first five months, smartphone app adoption by families has already surpassed previous PUSD application (in use pre-2016 - 2021) use with 15% of families receiving notifications on their mobile devices</li> <li>Smartphone app adoption helps ensure school administrators are able to engage their communities in an effective way that ensures communication isn't lost in email inboxes</li> </ul> </li> </ul> |                     |
| 4.17 | <ul style="list-style-type: none"> <li>Develop succession planning process for leadership positions</li> </ul>                   | <ul style="list-style-type: none"> <li>Statistics relating to participation in professional growth learning opportunities</li> <li>Updated policies and procedures</li> </ul>                         | <ul style="list-style-type: none"> <li>Encouraged engagement in <a href="#">ACSA</a>, <a href="#">FCMAT</a>, and <a href="#">CASBO</a> leadership courses</li> <li>Included personal and professional growth objectives in Cabinet evaluations</li> </ul>  | Ongoing             |
| 4.18 | <ul style="list-style-type: none"> <li>Actively promote the recruitment, hiring, and retention of a diverse workforce</li> </ul> | <ul style="list-style-type: none"> <li>Certificated contract language</li> <li>Improvement to benefit packages</li> <li>Salary comparison reports</li> <li>Revised policies and procedures</li> </ul> | <ul style="list-style-type: none"> <li>APT/CSEA and management contract support, including start of health benefit inclusion for management employees</li> <li>Participation in IBB training in an effort to get the best contract outcomes for our teachers and students</li> <li>ACOE Teacher of the year awards</li> <li>Supported the implementation of PARS</li> <li>Support for world class facilities through the FMP development, DO replacement, and possible</li> </ul>  | Completed & Ongoing |

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|      |  |  | bond measure  |                     |
| 4.19 | <ul style="list-style-type: none"> <li>Support the development of career pathways and succession planning</li> </ul> | <ul style="list-style-type: none"> <li>Mentoring and coaching policies</li> <li>Budget for professional development</li> <li>Policies and procedures</li> <li>Succession planning policies and procedures</li> </ul> | <ul style="list-style-type: none"> <li>Use of educator effectiveness funds to further support induction program</li> <li>Budget support for PD opportunities</li> <li>Support of District management succession planning processes</li> </ul> | Completed & Ongoing |

#### Summary Notes for Goal 4:

##### Teaching and Learning

- Professional development led by the Curriculum and Instruction department encompassed five overarching themes that are guided by our organizational goals: Educational Equity, Early Literacy, Emerging Bilinguals, Essential Standards, and Engagement/Connections. Professional development was held on August 9, November 1, and March 11 (calendared professional development days for 21-22). Each of these dates included a combination of district-led activities and school-site specific activities designed to further strengthen implementation of research-based strategies for supporting students academically and for SEL.
- Utilizing funding provided to the district through Covid relief funds, additional professional development opportunities were made available to certificate and classified staff that focus on instructional best practices, trauma-informed practices, and social/emotional learning.
- At least 15 Teacher Listening Sessions were held, two Town Halls related to equity were held, and four School Planning Steering Committee meetings were held.

##### Student Support Services

- Student Services staff provided training to school sites on our Social Emotional Curriculum for TK-12. There were also options for staff to attend trainings on Restorative Circles, Restorative Practices, Wellness, Suicide Prevention, Trauma Informed Care, Social Emotional Learning (Kimochis, Second Step, Character Strong), and CPR.
- Training opportunities for Suicide Prevention, Risk Assessment Protocols and the newly created Alternate Response Team were facilitated with School Social Workers, School Counselors, School Psychologists and SELPA Clinicians.
- Recruitment and retention of special education staff is an ongoing priority district-wide, as is the capacity of those professionals to engage in top quality evidence-based instructional practices. This year, the Department of Special Education provided access to, coordinated, and/or facilitated professional development trainings or information dissemination on IEP best practices, IEP facilitation and mediation techniques, Wilson reading curriculum, assistive technology assessment and intervention, use of computerized language sampling analysis, use of high-leverage phonological treatment (SLPs), gestalt language processing, multidisciplinary assessment, legally defensible IEP report writing, and transition planning. In collaboration with PNTP, we launched a [website](#) that provides resources and guidance in one place. Leadership capacity is similarly important; our special education administrators attended trainings on Discipline Procedures for Students with IEPs, Defensible Goal Writing, Mediating the Litigated Case (a 5-day training offered by the

Pepperdine Straus Institute for Dispute Resolution in partnership with State SELPA), Data Visualization, the ACSA Every Student Counts conference, the ACSA Special Education Academy, and multiple legal symposia. We are currently planning PD for certificated and classified staff for summer institute.

- The onboarding and training process for paraprofessionals was enhanced this year by the development of a live virtual [orientation session](#), delivered to new paras 3 times throughout the year. Paraprofessional IIIs participated in 12 hours of behavior training using AFIRM modules. A more robust [paraprofessional orientation program](#) is in development and will be rolled out in August. This new program provides 3 paid hours of instruction and 3 paid hours of on-site training prior to the paras' first day in their new assignment.

#### Human Resources

- Successfully completed the California Commission on Teacher Credentialing Re-Accreditation process authorizing Pleasanton Unified, as a lead agency, to administer an induction program for new teachers resulting in the recommendation of multiple subject, single subject, and education specialist clear credentials. This quality, robust program becomes a recruitment tool given the job-embedded structure of the program.
- Launched a successful Interest Based Bargaining workshop for the Executive Boards & negotiating teams (Trustees, CSEA, Executive Cabinet) in March. Subsequent sessions are planned in the fall for site administrators and school leadership teams.
- Provided Professional Learning opportunities for new administrators as well as continuing the support for year 2 administrators through academies and one-on-one coaching.
- Personalized outreach to sites/departments focused on improving communication and building community by hosting monthly HR job-a-like meeting for administrators, restructuring the credential analysts role with sites, inviting HR staff to sites to recognize new teachers, and conducting weekly secretary meetings to problem solve issues related to substitute placement.
- Began to advertise openings through PUSD digital and social media.

#### Business Services

- Fiscal Services has reorganized and improved service
- Technology and the CNS department have draft reorganization plans that are in the process of being negotiated with CSEA
- All departments have a strong team and customer service culture

#### Superintendent's Office

- Continuing to focus on succession planning and cross training for upper management
- Fully implemented ParentSquare and Let's Talk communication platforms
- Transitioning to a new website tool
- Initiated systemwide focus on interest-based bargaining and problem solving

#### Board of Trustees

- Successful negotiations with APT and CSEA before June
- [Voted to approve tentative agreement on May 12](#)

- Approval of and advocacy for PARS
- Support for improving district's overall ability to retain the best employees through development of world class facilities, including Facility subcommittee work on the FMP, support of DO move/improvement plan, support for possible bond measure



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

**Key Objectives:**

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

| Item | Actions   | Key Performance Indicators (KPIs)<br>Metric Descriptors             | Details / Evidence / Documentation   | Status<br>(Completed, Partially Met, In Progress, Ongoing) |
|------|---|---|--|--|
| 5.1  | <ul style="list-style-type: none"> <li>• Update public-facing Teaching and Learning website for all departments to be user-friendly / easy to navigate</li> </ul> | <ul style="list-style-type: none"> <li>• Updated website</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum &amp; Instruction Welcome page was updated to include new staff</li> <li>• <a href="#">Curriculum &amp; Instruction pages for Grades 6-12</a> were updated to include: <ul style="list-style-type: none"> <li>○ PUSD 2022-23 Program Guides for High School (<a href="#">English</a>, <a href="#">Spanish</a>, <a href="#">Chinese</a>) and Middle School (<a href="#">English</a>, <a href="#">Spanish</a>, <a href="#">Chinese</a>)</li> <li>○ Updated <a href="#">High School Graduation Requirements</a> to include CTE</li> <li>○ Updated information and links to <a href="#">Researching and Verifying Out-of-District Courses</a> to align with revised <a href="#">BP 6146.11</a> and <a href="#">AR 6146.11</a></li> </ul> </li> </ul> | Completed  |

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|     |   |   | <ul style="list-style-type: none"> <li>○ Middle School FAQs in <a href="#">English</a>, <a href="#">Spanish</a>, <a href="#">Chinese</a>, and <a href="#">Korean</a></li> <li>○ Updated <a href="#">Petition for World Language Credit</a> to align with revised <a href="#">BP 6146.11</a> and <a href="#">AR 6146.11</a></li> <li>● Updated <a href="#">Teaching and Learning Division Main Page</a></li> <li>● Updated Website to reflect Information about <a href="#">Diversity, Equity &amp; Inclusion – About Us</a></li> <li>● Curriculum &amp; Instruction page for <a href="#">TK-12 Mathematics Resources</a> was updated</li> <li>● Curriculum &amp; Instruction page for <a href="#">Disposal of Obsolete Instructional Materials</a> was updated</li> <li>● Curriculum &amp; Instruction page for <a href="#">Equitable Grading Practices</a> was created and added</li> </ul> |           |
| 5.2 | <ul style="list-style-type: none"> <li>● Update Curriculum and Instruction website to be user-friendly and easy to navigate for internal staff resources</li> </ul> | <ul style="list-style-type: none"> <li>● Updated website for Internal Staff Resources</li> </ul>  | <ul style="list-style-type: none"> <li>● A new internal <a href="#">Curriculum &amp; Instruction website</a> was created which includes: <ul style="list-style-type: none"> <li>○ Assessment Resources</li> <li>○ SDR Information</li> <li>○ Elementary Information - BAS, ELD2, and SIP resources</li> <li>○ Secondary Information - including course outlines, new and revised course approval processes, AVID and grading practices resources</li> <li>○ Digital Resources</li> <li>○ Homework Policy</li> <li>○ Grading Practices Resources</li> </ul> </li> </ul>   | Completed |
| 5.3 | <ul style="list-style-type: none"> <li>● Hold Town Halls and other meetings with all stakeholder groups at least twice a year</li> </ul>                            | <ul style="list-style-type: none"> <li>● Agendas</li> <li>● Meeting feedback</li> <li>● Thoughtexchange and survey responses</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Equity Town Hall:</b> Open to community and staff. Linked is the live recording. <a href="#">November 9 Equity Town Hall Recording</a>.</li> <li>● <a href="#">2021-2022 School Planning Steering Committee</a></li> </ul>   | Completed |

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|     |  |   | <p><a href="#">Agenda</a>: Meetings held on 8/17; 9/19; 10/12; and 3/7.</p> <ul style="list-style-type: none"> <li>● <b>Teacher Input Meetings:</b> <ul style="list-style-type: none"> <li>○ At least 15 <a href="#">Optional Teaching and Learning Listening Sessions</a> have been held between the dates of December 20, 2021 through April 22, 2022. The purpose of each session was for the Asst. Supt. of Teaching and Learning (TL) to hear what teachers had to share in order to be better able to consider teacher feedback for future planning.</li> </ul> </li> <li>● A <a href="#">Town Hall Presentation - Grading for Mastery/Learning (May 2022)</a> was held in-person and virtually on May 16, 2022 and open to staff, students, parents and guardians. <ul style="list-style-type: none"> <li>○ <a href="#">Equitable Grading Practices FAQs</a></li> <li>○ <a href="#">Video Recording</a></li> </ul> </li> <li>● <b>CTE Advisory Board Meetings:</b> <ul style="list-style-type: none"> <li>○ April 12, 2022 - Prospective Advisory Board meeting: <a href="#">Zoom recording</a> (Passcode: 1!d?O&amp;U), and <a href="#">presentation</a></li> <li>○ May 3, 2022 - Preliminary Advisory Board Meeting</li> </ul> </li> </ul> |           |
| 5.4 | <ul style="list-style-type: none"> <li>● Engage parents and guardians of Emerging Bilinguals to participate in quarterly DELAC meetings</li> </ul> | <ul style="list-style-type: none"> <li>● 10% increase in DELAC meeting participation will from the beginning to the end of the year</li> <li>● Meeting evaluations</li> </ul> | <ul style="list-style-type: none"> <li>● 2021-2022 DELAC has met twice this year so far. Meetings are being led by the DELAC President who is a parent from Vintage Hills (<a href="#">agenda attached</a>).</li> <li>● Attendance is as follows: <ul style="list-style-type: none"> <li>○ 2/3/21: 11 parents and 36 overall</li> <li>○ 4/1/21: 9 parents and 24 overall,</li> <li>○ 10/4/21: 6 parents and 25 overall</li> <li>○ 12/1/21: 5 parents and 34 overall</li> </ul> </li> </ul>  | Completed |

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|     |  |   | <ul style="list-style-type: none"> <li>○ 2/5/22: 13 parents and 30 overall</li> <li>○ 5/9/22: 5 parents and 15 overall</li> <li>● Efforts will continue to increase the number of parents in attendance through outreach and communication.</li> <li>● In 2020-2021 a total of 25 participants attended the meetings, while in 2021-2022 a total of 38 unique participants attended. This represents an increase of 35% in the number of unique attendees. Overall attendance at DELAC increased by 25%</li> </ul>  |                       |
| 5.5 | <ul style="list-style-type: none"> <li>● Increase the number of CTE (and other) classes articulated with local community colleges</li> </ul>         | <ul style="list-style-type: none"> <li>● Number of students eligible to receive college credit</li> <li>● Updated course outlines approved the board</li> </ul>   | <ul style="list-style-type: none"> <li>● Engineering teachers contacted Ohlone College (OC) to establish an articulation agreement for the Engineering Design class</li> <li>● Culinary teachers are in conversation with Diablo Valley College to establish articulation agreements for Culinary Skills and Baking &amp; Pastry .</li> </ul>   | Not Met               |
| 5.6 | <ul style="list-style-type: none"> <li>● Engage, participate and collaborate with parent and community groups to improve student outcomes</li> </ul> | <ul style="list-style-type: none"> <li>● Evidence of staff participation leading committee meetings and community collaboration efforts</li> <li>● Workshops to provide parents with skills to support a child's social-emotional-behavioral development</li> </ul> | <ul style="list-style-type: none"> <li>● Facilitated monthly Community Connections Meeting (with contractors and community partners)</li> <li>● Presented in the SCOE/ACOE Webinar Series <a href="#">PBIS-Informed Equitable &amp; Inclusive Schools</a> and an overview of PUSD efforts to implement alternatives to suspension for vaping incidents</li> <li>● <a href="#">PUSD/City Liaison Presentation-Vaping</a></li> <li>● Ongoing updates to upcoming workshops for parents/guardians through our SEL <a href="#">events calendar</a> as well as resources through our parent page of the <a href="#">PUSD Wellness website</a></li> <li>● Facilitate monthly Community Connections meeting with various community stakeholders</li> <li>● Created <a href="#">Bully Prevention for Parents</a> as an extension of the Bullying Prevention staff presentation as well as <a href="#">Suicide Prevention</a>, <a href="#">Supporting Your Anxious Child</a>, <a href="#">Supporting Your Child Struggling with</a></li> </ul> | Completed and Ongoing |

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|  |  |  | <p><a href="#">Depression, Parent/Caregiver Education Series on Suicide Prevention</a></p> <ul style="list-style-type: none"> <li>• When a family is referred for Social Worker support, a Social Worker will reach out within 24 hours. The family is asked to Complete an intake form, so that the Social Worker can have a better understanding of what specific needs the family has</li> <li>• Food/holiday support: Distributed to over 130 PUSD families before the Thanksgiving break</li> <li>• Collaborated with the City of Pleasanton to support Unity Day for Oct. 20th</li> <li>• Section 504 Parent Rights have been translated into four languages (English, Spanish, Korean, and Mandarin), to be shared with families at 504 meeting</li> </ul> <p>Attendance at the following monthly meetings:</p> <ul style="list-style-type: none"> <li>• Alameda County Student Services Council</li> <li>• Alameda County Health Educators Network</li> <li>• Alameda County SEL Community of Practice</li> <li>• Alameda County TUPE District Coordinators</li> <li>• A SPED Program Supervisor participated in Special Education Night at Pleasanton Middle School with the School Smarts Program.</li> <li>• DOSE team participation on DEI task force, AAFN network, SNC, 2021-22 steering committee, DELAC</li> <li>• Inclusion of a SPED Program Supervisor on the UTK committee and parent presentations</li> <li>• Collaboration with Building Connections (BCBH) to provide services for students with Section 504 plans.</li> <li>• Meeting with vendors for additional services for student wellness (mental health programs for virtual and in person supports).</li> </ul> |  |
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|     |   |   | <ul style="list-style-type: none"> <li>• Collaboration with district specialists and coordinators on SARB (School Attendance Review Board) panels to meet individual student needs.</li> <li>• Securly documents translated into Spanish, Korean, and Mandarin for family communication.</li> <li>• Sexual Harassment letters translated into Spanish for families.</li> <li>• Collaboration with PUSD Police Department police outreach program to share resources and recommendations to improve services to students/persons with disabilities</li> <li>• Organized and facilitated SRO Think Tank monthly</li> <li>• Student/Parent/Community participation on the District Wellness Committee</li> <li>• Maintain the upcoming workshops for parents/guardians through our SEL <a href="#">events calendar</a> as well as resources through our parent page of the <a href="#">PUSD Wellness website</a></li> </ul> |               |
| 5.7 | <ul style="list-style-type: none"> <li>• Gather feedback from school site staff including site Administrators on effectiveness of supports from Student Support Services</li> </ul> | <ul style="list-style-type: none"> <li>• Surveys and data from site admin regarding the effectiveness of support provided to school sites</li> <li>• Throughout the year, monitor data and adjust services based on feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Gathered feedback from site principals on how Student Support Services can better support schools <a href="#">21/22 Student Support Services Site Visit Sche...</a></li> <li>• Gathered, analyzed, and utilized feedback on the Section 504 training to determine how Student Services can better support site 504 needs</li> <li>• Presentations to site administrators during Principals/Vice Principals monthly meetings on topics of Resportaive Practices, Sexual Harrassment, Bullying/cyberbullying, Raptor, Securly, Discipline and Search and Seizure. Feedback gathered</li> <li>• Ongoing feedback gathered to further support the implementation of the new Section 504 forms and processes.</li> </ul>   | Completed     |
| 5.8 | <ul style="list-style-type: none"> <li>• Identify the root causes of unsigned</li> </ul>  | <ul style="list-style-type: none"> <li>• Monthly SEIS data monitoring the</li> </ul>  | <ul style="list-style-type: none"> <li>• SPED Asst. Director led an “Unsigned IEP</li> </ul>   | Completed and |

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|      | IEP and create a plan to address each root cause  | percentage of unsigned IEPs<br>• Agendas and training slide decks with case managers and/or CORE teams  | Workgroup” to identify root causes<br>• SELPA and SpEd administrators (Asst. Director, all program supervisors) will attend the state SELPA-sponsored 40-hour training course, “Mediating the Litigated Case,” through the Straus Institute at Pepperdine Caruso School of Law.<br>• Expanded use of DocuSign to include SMS sending<br>• Regular meetings between program supervisors and administrators to review the SEIS dashboard and develop capacity at the site level to address unsigned IEPs.<br>• SPED Senior Director and Assistant Director presented at Principal and VP meetings | Ongoing   |
| 5.9  | • Improve district-wide & community understanding of the educational options available via the Pleasanton Virtual Academy | • Train school staffs to increase understanding of the Pleasanton Virtual Academy<br>• Monitor and improve the communication available on the PVA website   | • Provided PVA training to all counselors at All Counselor meetings in the Fall<br>• Additional resources added to the PVA website regularly<br>• DOSE team facilitated IEPs for students wanting to attend PVA, to determine the offer of FAPE and facilitate settlement agreements when necessary<br>• Held multiple zoom info sessions in the Spring of 2022<br>• Partnered with the Ghysel Group to create promo videos that explain what PVA is<br>• Continued to use social media to show the story of PVA  | Completed |
| 5.10 | • Increase collaboration and communication with all Divisions to support student learning                                 | • Evidence of participation in committees<br>• HR-Negotiations committee agendas<br>• Business-Regular meetings with SPED, SELPA and Student Services specific agenda items<br>• Teaching and Learning-planning | • Attendance at the following meetings:<br>◦ All Counselor (T&L/SSS)<br>◦ District Safety Committee (Adult Ed SSS)<br>◦ VP/Head Counselor (T&L, SSS)<br>◦ Director’s Meeting (HR, T&L, SSS, Adult Ed.)<br>◦ COVID 19 Update Meetings (SSS and Pandemic Services)  | Completed |

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|      |  | meetings for district wide Professional Development<br>● Participate in FCC, PCC, CECC meetings | <ul style="list-style-type: none"> <li>○ Principal/VP Meetings (SSS, T&amp;L)</li> <li>○ District Wellness Committee</li> <li>○ Cross Collaboration COST/MTSS (T&amp;L and SSS)</li> <li>○ Student Support Meeting (monthly with Specialist support staff)</li> <li>○ Special Ed/Student Services and Business Services Monthly Meetings</li> <li>○ DEI Task Force (SPED Asst. Director)</li> <li>○ Assessments for Students with IEPs (T&amp;L, SpEd)</li> <li>○ Pre-Referral Considerations for Emerging Bilinguals (T&amp;L, SpEd)</li> <li>○ LEA Collaborative (Fiscal, SpEd)</li> <li>○ Transportation for Students with IEPs (M&amp;O, SpEd)</li> <li>○ Classified and Certificated negotiations (HR, SpEd)</li> <li>○ Admin Academy (HR, SpEd)</li> <li>○ Inclusion Task Force (T&amp;L, SpEd)</li> <li>○ 2021-22 Steering Committee (T&amp;L, SpEd)</li> <li>○ Secondary course/curriculum meetings (T&amp;L, SpEd)</li> <li>○ CEC meetings (SELPA, SpEd)</li> <li>○ PNTTP-SpEd Collaboration</li> <li>○ Business-Regular meetings held with SPED, SELPA and Student Services specific agenda items</li> <li>○ Teaching and Learning-planning meetings held for district wide Professional Development</li> <li>○ Participated in FCC, PCC, CECC meetings</li> </ul> |                       |
| 5.11 | ● Improved service for internal and external customers | ● Intranet HUB for internal customers<br>● Escape and ASB software trainings                    | ● Escape training is offered as needed. Also, a training session was offered on November 1st during the  | Completed and Ongoing |



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|      |   | <ul style="list-style-type: none"> <li>● Purchasing trainings for sites</li> <li>● Budget meetings with sites and departments</li> <li>● Online integration Amazon and Escape</li> <li>● Purchasing standards</li> <li>● Feedback from internal/external customers</li> </ul> | Professional Development Day <ul style="list-style-type: none"> <li>● Completed and made the Business HUB available to staff as an internal resource website</li> <li>● One on one budget meeting held with high school principals</li> <li>● Q training has been conducted for district level administrators and school site administrators and counselors</li> <li>● ASB training on the new software was conducted.</li> <li>● Pilot project rolled out at Foothill HS and Donlon ES to use Amazon for ordering materials and supplies directly to the school</li> <li>● Purchasing is looking and continued improvements and efficiencies</li> </ul>  |                       |
| 5.12 | <ul style="list-style-type: none"> <li>● Continued fiscal transparency and communication</li> </ul>                             | <ul style="list-style-type: none"> <li>● Regular Board presentation of the budget</li> <li>● Website with budget information</li> <li>● Community meeting presentations</li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="#">Regular Budget Reports</a> and Updates to the School Board</li> <li>● <a href="#">Clean Independent Audit Reports for 2020/21 Fiscal Year</a></li> <li>● Completed AB 1200 Reports for negotiated contracts with APT and CSEA</li> <li>● Presented a <a href="#">resolution</a> regarding required needed budget reductions to maintain Fiscal Solvency at the November 18, 2021 School Board meeting and <a href="#">May 12, 2022</a></li> <li>● Uploaded all documents to the District <a href="#">Business Services website</a> for easy access</li> <li>● Presented financial reports to the Board <a href="#">Budget</a> and <a href="#">Audit</a> Committees</li> <li>● Presented projects and financial updates regarding the Measure I1 Bond program to the <a href="#">Citizens Bond Oversight Committee</a></li> </ul> | Completed and Ongoing |
| 5.13 | <ul style="list-style-type: none"> <li>● Improve communication structures to ensure all stakeholders are apprised of</li> </ul> | <ul style="list-style-type: none"> <li>● Email communication rollout structure</li> </ul>   | <ul style="list-style-type: none"> <li>● Created formal communication rollout process</li> <li>● Conducting monthly job-a-like meetings with each</li> </ul>  | Completed & Ongoing   |

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|      | process and procedures.  | <ul style="list-style-type: none"> <li>• Job-alike meetings schedule</li> <li>• Analyst case management structure</li> <li>• Substitute Services/Site weekly meeting schedule</li> </ul> | <ul style="list-style-type: none"> <li>• stakeholder group (elementary, middle, high school principals and Directors)</li> <li>• Facilitating weekly meetings with site secretaries, substitute services desk, and coordinator of HR (positive feedback)</li> <li>• Implemented HR Analyst Caseloads</li> <li>• Created <a href="#">PNTTP Pathway to a Clear Credential</a> to ensure candidates and stakeholders are apprised of process</li> <li>• Convened the PNTTP Advisory team and met 3 times to share processes and elicit input.</li> </ul> |                     |
| 5.14 | <ul style="list-style-type: none"> <li>• Develop tools to elicit input from staff to improve customer service</li> </ul>           | <ul style="list-style-type: none"> <li>• Survey results</li> </ul>   | <ul style="list-style-type: none"> <li>• Created surveys to elicit feedback in order to improve customer service</li> <li>• <a href="#">HR Division Year End Survey</a></li> <li>• Distributed Mid year and year end surveys to <a href="#">induction candidates</a>, <a href="#">induction coaches</a>, special ed mentors, and site administrators during the month of January and May/June.</li> </ul>   | Ongoing             |
| 5.15 | <ul style="list-style-type: none"> <li>• Develop structures to ensure timely communication with a personalized approach</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Development agendas</li> <li>• Internal Classification meeting agendas</li> <li>• Monthly Division meeting agendas</li> </ul>      | <ul style="list-style-type: none"> <li>• Worked with the HR team to develop structures to ensure timely communication</li> <li>• Met informally and formally with HR division</li> <li>• Met monthly with credential analysts</li> <li>• Met weekly with site secretaries to problem solve</li> <li>• Met monthly in HR job-a-alike with site administrators and directors</li> <li>• Provided one-on-one coaching for new administrators and new teachers</li> <li>• Provided one-on-one coaching for all site administrators</li> </ul>             | Completed           |
| 5.16 | <ul style="list-style-type: none"> <li>• Build trust and increase transparency with staff and the community</li> </ul>             | <ul style="list-style-type: none"> <li>• PUSD Annual Stakeholder Survey results</li> <li>• Parentsquare usage reports</li> </ul>   | <ul style="list-style-type: none"> <li>• The greatest increases noted in the <a href="#">2021 Annual Stakeholder Survey</a> were in the Communication and Community Building</li> </ul>   | Completed & Ongoing |

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|      |  | <ul style="list-style-type: none"> <li>Let's Talk response rates</li> </ul>   | <p>dimension. For example, 75% parents said that district leaders maintain open lines of communication with the community, an increase of 25 percentage points from 50% in 2018-2019. 65% of students and 63% of staff members said the same, a 27 percentage-point increase and 12 percentage-point increase, respectively. Only 45% of staff members said district leaders have built trust with the community, but that is a 16 percentage-point increase from 29%; 63% of parents and students said the same</p> <ul style="list-style-type: none"> <li>Average Let's Talk dialogue/inquiry response rates &lt;48 hours (~36 hours)</li> <li>Average Let's Talk dialogue customer satisfaction score (Cx) = 9.1/10</li> <li>Worked with Technology Services to increase 'reachability' % of families on the Parentsquare platform (currently 99.6%, previous % unknown) through contactability reports</li> <li>Attendance and front office staff trained to view contactability reports for their school sites to follow up with families who are missing contact information to ensure they are receiving District and school communication</li> <li>All schools using Parentsquare for school-family communication</li> </ul> |         |
| 5.17 | <ul style="list-style-type: none"> <li>Develop and implement tools and strategies that create opportunities for meaningful engagement</li> </ul> | <ul style="list-style-type: none"> <li>Board meeting public comments</li> <li>Town Hall statistics</li> <li>Let's Talk and ParentSquare data reports</li> </ul> | <ul style="list-style-type: none"> <li>Quarterly community-based Board meetings <ul style="list-style-type: none"> <li><a href="#">September 14, 2021</a></li> <li><a href="#">November 16, 2021</a></li> <li>February 15, 2022</li> <li>April 26, 2022</li> </ul> </li> <li>Technical support and promotion in hosting other community forums as needed for engagement</li> </ul>   | Ongoing |

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|      |  |   | <p>around topics such as ongoing <a href="#">equity work</a>, <a href="#">trustee-by-area</a>, <a href="#">COVID-19 response</a></p> <ul style="list-style-type: none"> <li>• Created comment tracking tool for use with public comments during Board meetings</li> <li>• Implemented Let's Talk tool on the district website - average response time ~36 hours/1.5 days</li> <li>• Increased promotion and development of Let's Talk platform to adjust to areas of need by adding interest areas as well as template responses to automate and expedite responses when possible</li> <li>• Launched first positive Let's Talk campaign, 'Share your Gratitude' in November 2021 and 'Tell us something great' moving forward into 2022 to increase positive sentiment and encourage sharing of gratitude <ul style="list-style-type: none"> <li>○ Campaigns have generated the most engagement of any interest area to date, with engagement from staff, students and parents</li> </ul> </li> </ul> |                       |
| 5.18 | <ul style="list-style-type: none"> <li>• Update the District's website to improve access and transparency for Board information</li> </ul> | <ul style="list-style-type: none"> <li>• Website edit logs</li> <li>• Board meeting public comments</li> </ul>  | <ul style="list-style-type: none"> <li>• Created comment tracking tool for use with public comments during Board meetings</li> <li>• Full implementation of <a href="#">Simbli</a> to provide routine and easy access to district meeting agendas, minutes, and other documents</li> </ul>   | Ongoing               |
| 5.19 | <ul style="list-style-type: none"> <li>• Strengthen communication between Trustees and various stakeholder groups</li> </ul>               | <ul style="list-style-type: none"> <li>• Participation in Town Halls</li> <li>• Policies and procedures</li> <li>• Confidential support for Board communications</li> </ul> | <ul style="list-style-type: none"> <li>• Equity meeting Sept. 21, 2021, Jan 20, 2022, and March 2022</li> <li>• Trustee participation in the Sept 30, 2022-Joint District- City Council meeting</li> <li>• Community Meeting attendance - Sept 14, Nov 9, Feb 15, Apr 26</li> <li>• Trustees are available/accessible to meet and communicate with various community members to address specific concerns, inquiries, and community driven priorities through a variety of communication</li> </ul>  | In Progress & Ongoing |

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|      |   |  | <p>methods (i.e. phone, email, in-person).</p> <ul style="list-style-type: none"> <li>• Trustees attend various community events (i.e. engage with adult learners to practice speaking English with native speakers)</li> <li>• Regular attendance at the African American Family Network meetings</li> <li>• Establish a Student Trustee on the PUSD Board as of the 2021/2022 school year.</li> <li>• Incorporation of Board reflections at the end of each governing board meeting</li> <li>• Incorporation/addition of the Board Q/A to the Board meeting agendas as of April 28th, 2022</li> </ul> |                     |
| 5.20 | <ul style="list-style-type: none"> <li>• Establish communication strategies where staff and students have routine access to provide feedback</li> </ul> | <ul style="list-style-type: none"> <li>• School visits</li> <li>• Participation in evening meetings at sites</li> <li>• Confidential support for Board communications</li> </ul> | <ul style="list-style-type: none"> <li>• Trustees participate and conduct school visits (i.e., Alisal, Amador, Lydikson, Valley View, Vintage Hills, Village, Horizon, Steam, Harvest Park MS).</li> <li>• Attend town hall meetings and other events wherein staff/students participate in Q/A with distinct staff/and with Trustees</li> <li>• Daily conversations with students on district issues</li> </ul>  | Completed & Ongoing |

### Summary Notes for Goal 5:

#### Teaching and Learning

- The Teaching and Learning Division has updated the department website that includes external resources. An equity page has also been added to the district website, along with a page on equitable grading practices.
- The Curriculum and Instruction Internal Website has been updated to include teacher resources, SDR information, course information, digital resources and resources pertaining to professional development.
- Efforts to involve a variety of education partners have occurred this year as a result of four School Planning Steering Committee meetings, Equity and Grading for Equity Town Halls, Teacher Optional Listening Sessions, two scheduled office hours for teachers with the Assistant Superintendent of Teaching and Learning, and teacher, classified, parent/guardian, and student input sessions on Board Equity Statement.
- Meetings were held to invite and engage industry representatives to actively participate in our CTE pathways, along with teachers, students, administrators, counselors, and other education partners.

- Multiple systems have been put in place to increase parent attendance at our DELAC meetings. As a result, we have seen an increase in parent attendance and participation.
- The engineering articulation process with Ohlone College was unable to be finalized this year, so this part of the goal must be revisited next year. However, the culinary articulation process progressed very well, and everything will be set for next school year. With Diablo Valley College, each high school teacher who requests an articulation agreement with one of their teachers must submit their paperwork in the spring then make the formal request in the fall for that school year. Culinary has submitted the appropriate paperwork and is set to make a formal request for articulation in the fall.

#### Student Support Services

- PUSD's collaboration with the Pleasanton Police Department has increased this year. First, with the official MOU being signed, it solidified our partnership with the PPD in our schools. We have continued the conversation with the Alternative Response to Mental Health, which facilitates a 5585/5150 hold and a new process was agreed upon for a "service call" or "Consult." This has helped support our students and staff when assessing student mental health. PPD and PUSD collaborated on many activities including staff training and within monthly All Counselor and Community Connections meetings.
- Improve communication and engagement with stakeholders including promoting upcoming workshops for parents/guardians through our SEL [events calendar](#) as well as resources through our parent page of the [PUSD Wellness website](#). Collaboration across departments to support consistency with messaging including the EConnect and social media opportunities.
- Improved community and internal organization understanding of the Pleasanton Virtual Academy as an educational option for students by holding multiple web based information sessions, met with site administrators at job alike and other meetings, met with counseling staff from grades 6-12. The understanding of what PVA is and what it, and our other educational options, offers is increasing.
- Root causes of unsigned IEPs have been identified. Monthly monitoring of unsigned IEP rates have, unfortunately, shown little improvement. This disheartening result has prompted the creation of an alternative dispute resolution continuum designed to spur action once the IEP process has stalled and before a family feels the need to hire an attorney and/or file for due process. Preliminary meetings with our legal counsel and a professional mediator have occurred, and the ADR process will be solidified during the 2022-23 year.

#### Human Resources

- Strengthened the communication structures to ensure all stakeholders are apprised of process and procedures.
- Provided a reciprocal learning opportunity for university representatives through the PNTP Advisory to participate in year end colloquium (reflection) of experiences of new teacher induction candidates. Utilized Flipgrid technology to capture reflections for those representative who were unable to attend.
- Created a graphic of the Pathway to a Clear Credential to ensure candidates and stakeholders are apprised of process.
- Developed structures to ensure timely communication with a personalized approach through restructuring of credential analysts responsibilities to be the point person for District-site communication, scheduling weekly meetings with site secretaries, hosting monthly HR job-a-like meetings with site administrators and District Office directors, providing one-on-one coaching for new administrators and new teachers, and facilitating a new administrator academy including year 2 administrators.

#### Business Services

- Improved internal systems for better support to all of our customers including school sites and departments
- Continued and improved fiscal transparency by regular budget reporting and access to information on our website

#### Superintendent's Office

- Completed the 4th annual stakeholder survey (to be renamed 5th annual school quality survey moving forward)
- Fully implemented the ParentSquare and Let's Talk communications platforms
- Fully implemented Board meeting agendas to CSBA's Simbli platform for better public access and transparency
- Transitioned back to in person meetings with Zoom options to ensure public participation
- Worked collaboratively with parent groups and community to safely and smoothly transition back to in person learning

#### Board of Trustees

- Membership and inclusion of a student trustee on the Board through a peer election process, effective as of 2021/2022 school year.
- Participation and attendance to town halls, special board meetings (e.g. Equity, Facility Master Plan, etc.) and attend school functions (i.e. Open Houses) and conduct regular school on-site visits
- Availability for each trustee to email and speak with all constituents
- Participated in school and city liaison meetings that strengthens communication between and with the city and PUSD
- Increased visibility of trustee communication to staff related to Q/A of agenda items with the incorporation of the Board Q/A to the Board meeting agendas as of April 28th, 2022

## Concluding Comments

This document attempts to outline and highlight actions taken by District leadership to address the Superintendent's 2021-2022 objectives, which are articulated within the five organizational goals that serve as the focus of this work plan. Moving forward, we will continue to maintain focus on building connections, meeting the needs of all students, improving District communications and culture, and strengthening our policies and practices. The work plan goals have been modified for the 2022-2023 school year, as follows.

2022-2023 Goals: (Trustees can print and make changes to these goals offline, or use comments here, to inform our discussions during the workshop)

1. Expand personalized learning strategies and growth-based assessments systemically to increase achievement and ensure access to opportunities that promote engagement
2. Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff
3. Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture
4. Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce
5. Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

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 completed description of our activities across the District. It also serves as the basis for management evaluations. Each year, the updated Organizational Work Plan is published in October, followed by a midyear update in January, and an annual update in June. This process provides snapshots of the work and summarizes progress made over the course of the school year. Each document will be placed for public view on the District's website, as they are available.