2018-2019 Organizational Work Plan - Annual Report

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. The Strategic Plan establishes clear standards and expectations for the delivery of quality instruction and support services, individual commitment and accountability, and continuous improvement for the PUSD schools that provides the direction toward the accomplishment of that vision. As we entered into the 2018-2019 school year, it was essential to develop and hold fast to an organizational work plan that will align our divisional goals and ensure collective action to accomplish them.

This Organizational Work Plan guided our work throughout the 2018-2019 school year and ensured thoughtful, purposeful, proactive, and strategic action steps were applied across the organization. This process helped leadership to assess the organization's strengths and weaknesses; to identify areas that would yield strategic wins; and, to effectively leverage various networks in the community of Pleasanton.

As was agreed during the Board Governance Workshop, the goals contained in this plan will be used as the primary evaluation metrics for the executive leadership team and served as a tool for their annual evaluations.

This Organizational Work Plan (OWP) is intended to:
1. Inform the Board and community of the actions poised to be taken to meet our annual goals
2. Function as a guide to support organization-wide planning (e.g., Goals, Objectives, Actions, and Outcomes (metrics)
3. Serve as a scaffold for a continuous improvement process model and guide conversations within various evaluation processes

The five Organizational Goals for 2018-2019 were:
1. To ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps, as evidenced by CAASPP, District assessments and other metrics.
2. To improve Multi-Tiered System of Supports (RTI^2 and PBIS), including intervention and enrichment, as evidenced by California Dashboard and internal data sources.
3. To strengthen District Board Policies and Administrative Regulations which will ensure clarity of direction for staff, as evidenced by Board actions and other data sources.
4. To build our Professional Learning Community through strengthening employee recruitment, development, and retention strategies to ensure continuity of a high-quality workforce, as evidenced by hiring data, professional development participation, and exit surveys.
5. To improve overall customer service ratings and stakeholder perceptions of the District and of each school within, as evidenced by the ratings on the Annual Benchmark Survey.

GOAL 1: To ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps, as evidenced by CAASPP, District assessments and other metrics.

Objectives:
- Clearly define Multi Tiered Systems of Support (MTSS) utilizing Response to Instruction and Intervention (RTI2) instructional and behavioral strategies, including differentiation techniques
- Develop capacity to implement Professional Learning Communities
- Implement research-based, common formative and summative assessments
- Improve IEP/504 compliance measures that provide educational benefit and high quality instruction for Students with Special Needs
- Improve instructional practices specific to address disproportionality of students in special education by race/ethnicity, and discipline by race/ethnicity
- Hire fully credentialed teaching staff
- Hire classified personnel to support the teaching and learning environment
- Train and develop employees to assist with closing the achievement and opportunity gaps
- Retain PUSD employees so that there is a consistent staff to support our students to close the achievement and opportunity gaps
- Support the recruitment and retention of staff
- Reinstitute the new employee/terminated employee set-up/termination process (for distribution/collection of computers, keys, email accounts, etc.)
- Train and support certificated management and support staff in order for them to spend more time on academic growth and closing the opportunity gaps
- Ensure management evaluation processes are aligned to the Organizational Work Plan
- Ensure student-focused and results-oriented Board meeting agendas

Item	Actions	Anticipated Outcomes Metric Descriptions	Action Status	Lead Division
1.1	Coordinate Elementary and Secondary Math Cohorts to support the continued improvement of math instruction.	● Teacher participation rate (committee members and/or sign in sheets) ● Participant survey feedback ● Teacher observations (develop lesson plans for implementation)	Completed Three Elementary Math Cohort days were held. Linked are the Elementary Math Feedback and Teacher Comments. 5 trainings were held for the Secondary Cohort. Participant feedback is linked here . Board report was presented on 2/12/19 and a follow up Board Communication was shared on 2/24/19.	Educational Services

1.2	Coordinate MTSS All Leadership Training to further increase the implementation skills of site administrators.	● Participation rate (sign-in sheet)	David LaRose [Training Agenda](#) November 27, 2018	Educational Services
1.3	Support implementation of Data Talks for Elementary and Secondary schools within a Professional Learning Community at each school site to further improve student achievement.	● Teacher and Admin feedback ● Progress Monitoring- NWEA, DIBELS, CAASPP ● Sub Summit	Each elementary site has held at least two Data Talks: [Sub Summit](#) [Elementary Protocol](#) [Elementary Progress monitoring tool](#) [RTI/IS Survey Board Update](#) Secondary is in the process of implementation. ● [Our MTSS/RTI² Journey](#) ● [MTSS/RTI2 Steering](#) ● [RTI Multi-Year Implementation](#) ● [Declaration of Interdependence](#) ● [RTI/IS Survey Board Update](#)	Educational Services
1.4	Conduct the NWEA MAP Pilot to obtain information from participants on the effective use of the data results to inform instructional improvement.	● Pilot Feedback ● Board Recommendation ● Number of teachers, students participating ● Number of sessions created ● Number of reports generated	[Recommendations to the Board](#) were made on April 16. [Board Action was taken on May 21](#) [See Board Update](#) Participation in Pilot: 230 staff members +4000 students +500 test sessions	Educational Services
1.5	Conduct Illuminate workshops for all schools and staff to assist them in using and analyzing disaggregated data results to increase student achievement.	● Participation at each school ● Workshop feedback ● Illuminate usage	This year, the Assessment Department provided workshops at five different sites, and with District nurses and psychologists. We have reached out to all principals to encourage them to sign up. Elementary Principals have received training on reports. HS VP have requested training.	Educational Services

			Workshop feedback was not available [Illuminate User Report three year data]	
1.6	Coordinate professional development (PD) on Individualized Education Program (IEP)/504 compliance to principals, vice principals, 504 coordinators, and other site administrators.	● Determine clear procedures on IEP/504 implementation ● Reduce procedural errors on IEPs/504s ● Participation (sign-in sheet) ● Feedback	Completed trainings to date: Admin and office staff PD (7/31/18) Admin and SPED staff (9/9/18, 11/2/18, 11/6/18, 12/4/18, 1/15/19) Admin and Counseling Staff 504 and IEP Training (4/11) 504 Training to School Site Staff (2/13) Professional Development SDR offered for joint 504 and IEP (10/24) Feedback noted in Principal/VP meetings and through peardeck during presentations Tri-Valley SELPA trainings provided for Admin and staff: (9/26/18) Special Education Preschool Legal Training (2/2/19) Resource Faire with 40 vendors and Break out sessions (2/21/19) Parent presentation on Autism Spectrum Disorders: Evidence Based Practices	Student Support Services
1.7	Coordinate training on Facilitated IEP meetings for administrators, IEP case managers, special education specialists.	● Standards and strategies are used during IEP meetings per principal report ● IEP team members understand roles and responsibilities during the IEP meeting ● Participation rate (sign-in sheet) ● Workshop Feedback	SELPA Stakeholder Facilitated IEP Training (8/6/18) SELPA Senior Director facilitated the following IEPs: Dublin USD (1 FIEP meeting-results *successful signed IEP*) Pleasanton USD (2 FIEP - ongoing) Livermore Valley Joint USD (1 FIEP	Student Support Services

			meeting- results *successful signed IEP* Administrator and SPED staff Facilitated IEP training (8/21/18)	
1.8	Analyze and review current Special Education/504 process and procedures to identify areas that need correction or clarity.	● Audit IEP files (random selection and analysis of files) to identify needs	Completed review and analysis of IEP files which demonstrated increased compliance in IEP documentation; areas needing training were provided throughout the year Transitioned 504 data into Illuminate during the 2018-19 school year, reviewing data with school teams for 2019-20. Provided training during the school year in areas of need. SELPA -CASEMIS data on all LEAs and COE analyzed for compliance. SELPA compliance report was completed, submitted and approved by CDE. SELPA administrators attending Performance Indication Review (PIR) meetings in LEAs with noncompliant findings to discuss root causes and strategies.	Student Support Services
1.9	Develop Special Education/504 process and procedures that are clearly defined and consistently implemented district wide.	● Reduction of compliance complaints ● Reduction of litigation (due process hearing requests) ● Improved legally defensible IEPs by random review sampling	Comparison report for Due Process Hearing requests and CDE complaints Administration trainings completed (9/9/18, 11/2/18, 11/6/18, 12/4/18, 1/15/19)	Student Support Services

			SPED/SDR to staff on 504/IEP on 10/24 Provided monthly IEP training for special education staff January - May. Developed Google Classroom and creating Screencastify training videos. See training scheduled in item 1.6 for IEP and 504 training Reduction in compliance complaints and litigation related to IEP and 504 implementation	
1.10	Educate staff, administrators and parents on the similarities and differences of 504 plans and Individualized Education Plans (IEPs), and how best to support student needs.	● Staff can clearly define and identify appropriate use of resources for either a 504 or an IEP	Completed the following to date: Staff SDR-10/24/18 Admin - 11/6/18, 1/15/19 Parent Training - 9/5/18 504's with Psychs - 10/10/18 See additional training scheduled in item 1.6 for IEP and 504 training	Student Support Services
1.11	Consult outside experts (California Department of Education, SELPA, other identified Districts, etc.) on PUSD disproportionality issues.	● Staff have a solid understanding of how students are identified and the implications for student outcomes	Conversations with CDE regarding Disproportionality and follow-up recommendations were completed SELPA - CDE provides PIR Training to special education directors (3/25/19) SELPA provided a 4 week behavior workshop to the Pleasanton Middle School Counseling Enriched Classroom staff and	Student Support Services

			administrators to address behavior needs. Training provided by Gateway Learning Group.	
1.12	Complete a data analysis of discipline by race/ethnicity, discipline by special education status, and eligibility for special education by race/ethnicity.	● Coordination with assessment department to develop baseline and targeted strategies. ● Decrease in disproportionate referrals of students in special education ● Decrease in number and disproportionality of student suspensions and expulsions by race/ethnicity	Suspension/expulsion procedures training with VPs on 9/11/18 With Principals on 11/6/18 Review of data in Division meeting 1/29/19 CA Dashboard Data on Suspensions from 2017-18 2018-19 School Year, Discipline comparison data as of April, 30 2019 ● Suspension Data shows a district wide decrease in suspensions by 28.98% ● Decrease in suspensions related to 48900(k) by 61.11% ● Decrease of expulsions by 66.67% (from 3 to 1) ● Decrease of suspensions related to Ed Code 48900(c) by 24.39% ● Data for Special Education are in progress PBIS and Vaping April 2019 Board Report	Student Support Services
1.13	Share data with staff to deeply understand students and their learning needs and their role in pre-referral services.	● Staff (including psychologists and specialists) are more actively engaged in the pre-referral process	PD with school psychologists 10/19 PD on pre-referral interventions with Admins on 1/15/19 Included data in 504/IEP joint presentation	Student Support Services

			on 4/11/19 Continue to present on this item during 19-20 school year with Teaching and Learning division	
1.14	Support the timely hiring and verification process for newly hired teachers	● Improved Hiring and Onboarding of District Credentialed Staff ● Clearing Position Control for Certificated Positions	-Human Resources and Business Services agreed to move position control function to Fiscal Services. -Improvements to the InformedK12 process and forms have been completed. -Informed K12 school site accounts are created and will be communicated at an upcoming All Leadership Meeting. -Hiring Process Presentation was shared with all administrators during the March P/VP meetings -Hiring Events held during the 2018-2019 school year.	Human Resources
1.15	Support the timely hiring of skilled classified staff members to support the learning environment.	● Improved Hiring and Onboarding of District Classified Staff ● Clearing Position Control for Classified Positions	-Human Resources and Business Services agreed to move position control function to Fiscal Services. -Improvements to the InformedK12 process and forms have been completed. -Informed K12 school site accounts are created and will be communicated at an upcoming All Leadership Meeting. -Hiring Process Presentation was shared with all administrators during the March P/VP meetings -Hiring Events held during the 2018-2019 school year.	Human Resources
1.16	Restructure the HR department to improve processes, procedures and	● Organizational Chart Development ● Document Roles and Responsibilities for HR	-Organizational Chart Posted on HR Web-Page	Human Resources

	response time to PUSD employees to assist with retention.	Staff ● Produce a HR Contact Chart for District Employees to Use ● HR Events Calendar	-Roles and Responsibility Chart posted on HR Web Page -Contact HR Chart posted on HR Web Page -We are working on an HR Event Calendar for the school year. -HR Organizational Chart - 2019-2020 -Community Survey Questions that HR is tracking:HR survey tracking	
1.17	Coordinate ongoing PD to employees within HR department to increase capacity and to ensure the department provides the most up to date information to PUSD employees.	● Employees are enrolled and attending the ACSA Personnel Academy, Escape, AESOP and Edjoin Trainings ● We are engaging Keenan for Workers Compensation and Employee Safety Training. ● Leaves and Benefits Training.	Staff has completed ACSA Personnel Academy, Escape, AESOP and Edjoin Trainings. Training & Professional Development Staff is working with Keenan to develop a Workers Compensation Leaves and Benefits Systems.	Human Resources
1.18	Revise and Develop new Board Policies and Administrative Regulations for the Human Resources Division	● Ensure that Board Policies are revived for compliance with legal requirements. ● Address the need have new Board Policies that are essential for the District.	Board Approved Policies	
1.18	Enhance communications between district office Fiscal Services Staff and school sites to address needs. Coordinate budget support, Escape Training, and improve customer service. Coordinate resources, training, and other support relevant to Fiscal Services.	● Improved customer service ● Improved use of district financial systems	Met with 15 principals (and administrative assistants at some sites) to review carryover funds, and discuss budget plans for spending those funds. Scheduled and conducted initial Escape group trainings to introduce the new platform to principals, department managers, office assistants/secretaries, account specialists, department chairs and other staff who utilize the system to place purchase orders and manage site/department	Business Services

| | | | budgets.

Attending job alike principal meetings to present and discuss new initiatives.

Key questions include addressing staff reimbursements, on-line ordering, PTA donations, and procedures associated with each. Communications detailing procedures will be shared on May 21 with the management team,via email to districtwide staff, and August 29 at the Secretaries training. | |
|------|------|------|------|------|
| 1.19 | Enhance communication between Operations and school sites regarding custodial services, absences, and substitutes to address school facility support needs, cleanliness and security. | ● Improved cleanliness of school facilities
● Refined understanding of district policies and procedures | Tracking absences

Implementing pilot for long-term subs (2) to cover day & night shift.

Notification of absence and scheduled substitutes to school's front office and head/lead custodian. | Business Services |
| 1.20 | Improve and automate the facility reservation process to enhance efficiencies, reduce paper intensive processes, and improve customer service to schools, community, and other stakeholders. | ● Improved customer service
● Improved use of district systems | Implemented.

Operations will look at data and comments from the community survey--in particular, responses to questions about how responsive district staff is and the fiscal responsibility of the District. | Business Services |
| 1.21 | Create a back-to-work plan for employees who are/have been off work due to job-related injuries. | ● Reduced absences
● Improved teamwork and collaboration | Implemented and ongoing
Employees are being brought back to work in accordance with their restrictions. This may involve assignments in other departments (for light duty, etc.). | Business Services |

1.22	Investigate other avenues that are appropriate and effective for advertising job openings for custodial and operations staff and publicized jobs via those avenues.	● Potentially improved recruitment ● More efficient process for hiring custodial and operations staff	In progress Advertising through Indeed has resulted in an significant increase in applicants who have been contacted and asked to move their application over to EdJoin. Active sub custodian pool has doubled.	Business Services
1.23	Plan, communicate and conduct regular Escape Trainings for existing staff to continue to transition to new system, and new staff as they onboard.	● Improved customer service ● Improved use of district financial systems ● Refined understanding of district fiscal procedures	Onboarding - created protocol for new hires to receive just-in-time training materials when they receive their Escape login credentials; provided one-on-one training as-needed when requested. .	Business Services
1.24	Create calendar of mandatory and optional training for M&O staff (annual, every 3 years, etc.) to help ensure a safe working environment for staff.	● Improved cleanliness of school facilities ● Consistent trainings and support to classified operations staff	Calendar completed through June 2021	Business Services
1.25	Reinstitute the process to set-up and terminate employees, based on board docs and approval of new/terminated employees	● Enhanced security systems, and improved position control	In progress, and process triggers need to be established with HR.	Business Services
1.26	Maintain accountability for student learning by proposing a fiscally responsible budget and curricular program that is aligned to the District's vision and organizational goals	● Organizational Work Plan ● Management evaluations ● Board policies and related ARs ● LCAP and District budget documents ● Principal Summits	Ongoing PUSD Board policies and related Administrative regulations Board agendas and minutes District LCAP and budget documents 2018-2019 Principal Summit Documentation	Superintendent's Office

1.27	Implement and support curriculum that is aligned to the District's mission and vision in accordance with State guidelines	● Organizational Work Plan ● Management evaluations ● Board policies and related ARs ● LCAP and District budget documents ● Principal Summits	In progress Board agendas and minutes PUSD Board policies and related Administrative regulations District LCAP and budget documents 2018-2019 Principal Summit Documentation	Superintendent's Office
1.28	Maintain focus on closing of achievement and opportunity gaps	● Board reports ● Board meeting agendas and minutes ● Management evaluations ● LCAP and District budget documents ● Principal Summits	Ongoing Board agendas and minutes District LCAP and budget documents 2018-2019 Principal Summit Documentation	Superintendent's Office
1.29	Use the Organizational Work Plan and the management evaluation process to access the status of major divisional goals, to analyze critical issues and establish work priorities, and to propose plans of action for the coming year.	● Organizational Work Plan ● Management evaluations ● Board policies and related ARs ● LCAP and District budget documents	In progress Board agendas and minutes District LCAP and budget documents	Superintendent's Office

Summary Notes for Goal 1:

Educational Services Division
- Facilitated an inquiry process to support District staff and sites in analyzing data to inform decisions and next steps

- SPSA (School Plan for Student Achievement)
  - Principal Summits
  - Data Talks
  - Federal, state and local indicators
- Developed capacity within a Multi Tiered System of Support to implement Professional Learning Communities at all school sites through professional development and individual coaching for principals.
- Engaged in development of a valid and reliable assessment model, using research based assessments with a focus on student academic success.
  - Included stakeholders in a process of learning, discussion and feedback about academic growth for students
  - Provided ongoing support for users in multiple forms
  - Gathered user feedback and relevant data to develop recommendations to the Board of Education about a growth assessment model
- Trained and developed certificated and classified employees to assist with closing the achievement and opportunity gaps through multiple learning opportunities.
  - [TK-12 Professional Development](#)
  - [Intervention & Integration Specialists Update](#)

Student Support Services Division
- Presented and provided professional development on key areas of special education and 504 compliance (based on audits, identified areas of growth and staff input on needs) for all stakeholders (credentialed teachers, specialists, and administration)
- Developed practices and procedures for identified areas of growth. Protocol and guidance have been provided to staff
- Reviewed data for suspension, discipline by ethnicity and disabilities

Human Resources
The Human Resources Division has made advances in the areas of professional growth, staff outreach, customer services, developing and reviewing Board Policies that ensure the effective and efficient operation of the Human Resources Division. Human Resource staff completed successfully the Association of California School Administrators Personnel Academy. Additionally, staff has attended employee leaves training which is being used to develop a leaves system for our District. Furthermore, staff has completed Escape training which is resulting in better systems for employee records input and maintenance. The professional growth opportunities that the HR department staff have completed will assist the department in developing improved systems for our District. The Human Resources team personally visited every school site and provided site employees an opportunity to personally engage the HR staff. The Human Resources web page has been updated to ensure there is up to date and relevant information. Staff has developed new or revised Board Policies and Administrative Regulations to ensure the efficient function of the Human Resources Division for employees and other stakeholders.
- There is an [onboarding system](#) that is now in place.
- Organizational Chart Posted on HR Web-Page
- Roles and Responsibility Chart posted on HR Web Page
- Contact HR Chart posted on HR Web Page

- We are working on an HR Event Calendar for the school year.
- Staff has completed ACSA Personnel Academy, Escape, AESOP and Edjoin Trainings.
- Staff is working with Keenan to develop a Workers Compensation Leaves and Benefits Systems.

Business Services

Continue to improve support to schools can be provided by meeting more frequently with them. In the last year, we:
- Met with all schools principals and administrative assistants to review their budgets and develop expenditure plans
- Assisted schools with developing budget plans for spending their carryover
- Attended job-alike meetings to present ideas for improving efficiencies with ordering classroom supplies
- Successfully increased the substitute custodian pool
- Improved our ability to cover custodial absences. Pilot program using two roving subs is underway and has improved the Department's ability to cover absences and to respond to urgent needs at sites.A regular training calendar is being implemented.
- Improved efficiencies with print shop, including generating savings to fund 3 FTE VPs for the elementary schools
- Contracted with School Services of California to conduct a comprehensive review of Fiscal Services, Purchasing, Warehouse and Publications to improve efficiencies and customer services

Superintendent's Office
- Ensured that senior management evaluation processes and divisional goal setting processes are aligned to the Organizational Work Plan (OWP)
- Ensured student-focused and results-oriented Board meeting agendas, including identification of how each Board Agenda item ties to specific organizational and LCAP goals
- Maintained accountability for student learning by implementing a fiscally budget and curricular program that supports the District's vision and organizational goals
- Implemented a Principal Summit process that facilitates communication between site and District leadership and supports site goals, as well an strengthens accountability processes.
- Used the Organizational Work Plan and the management evaluation process to access the status of major divisional goals, to analyze critical issues and establish work priorities, and to propose plans of action
- Implemented an Extended Cabinet that includes all PUSD Directors and Cabinet members in order to strengthen communication and decision-making processes across the organization

GOAL 2: To improve Multi-Tiered System of Supports (RTI^2 and PBIS), including intervention and enrichment, as evidenced by California Dashboard and internal data sources.

Objectives:

- Clearly define Multi Tiered Systems of Support (MTSS) utilizing Response to Instruction and Intervention (RTI^2) instructional and behavioral strategies, including differentiation techniques.
- Use Essential Standards to align and define effective instruction, core curriculum, and assessments.
- Fully implement Professional Learning Communities (PLCs).
- Embrace and enhance the use of Positive Behavior Intervention and Support (PBIS), including restorative practices; Seeking Educational Equity and Diversity (SEED); and professional development for staff focused on equity for all students.
- Utilize Adult and Career Education programs for parents/guardians to improve their abilities to support their child's academic success.
- Continue to support the expansion and enhancement of our Career Technical Education (CTE) offerings and career exposure through a variety of classes and events as supported by our Adult and Career Education Department, and in partnership with the Tri-Valley Regional Occupational Program (TV-ROP).
- Implement strategies and curriculum that support the educational, social and emotional development of students' academic learning, prosocial skills, decision-making, and resiliency.
- Recruit and retain highly skilled classified staff to implement the technology plan and manage student data to support RTI^2 and PBIS.
- Recruit and retain custodial and maintenance personnel to ensure facilities and the general campus are supportive of RTI^2 and PBIS models.
- Recruit and retain highly qualified teachers and teacher leaders who are proficient in differentiation of instruction to support the needs of all students.
- Support Child Nutrition Services (CNS) in developing and implementing a high-functioning food distribution system that supports students and the learning environment.
- Coordinate systems that enable staff to obtain information and support data driven decision-making that improves educational outcomes and strengthens fiscal management.
- Align management evaluations and District and site planning documents to the Organizational Work Plan.

Item	Actions	Anticipated Outcomes Metric Description	Action Status	Lead Division
2.1	Coordinate Principal Summits to improve accountability and promote a collaborative culture between sites and District personnel through the identification of areas of academic focus and needed student and staff support/resources.	● Principal presentations ● Cabinet note taking document ● Cabinet site visit feedback log	Principal Summits were held in October, January and May. All Principals presented to Cabinet and collaborative friends group three times throughout the year. Summit notes 18-19 Meeting data feedback Site feedback log was not	Educational Services

			completed Final Summit to be held in May. 2019-20 Summits have been scheduled.	
2.2	Coordinate support and training for site administrators in implementing Data Talks for Elementary grade level teams and Secondary subject area teams utilizing the RTI^2 process as an integral part of the schoolwide academic improvement efforts.	● Teacher and Admin feedback ● Protocol for data talks ● Progress Monitoring - Google doc ● Implementation of Guiding Coalition at school sites	Each elementary site has held at least two rounds of data talks. Data Talks: Sub Summit Elementary Protocol Elementary Progress monitoring Tool Secondary is in the process of implementation. Support from David LaRose.	Educational Services
2.3	Implement English classes for English Language Learner adults, including parents/guardians and other household members to increase English language acquisition.	● Adult student enrollment ● Attendance data ● Survey data	In progress Adult English Course Enrollments Adult ESL Course Attendance Report Spring EL Civics Needs Assessment (Survey)	Educational Services
2.4	Coordinate MTSS training to the Leadership Team to further increase the implementation skills of site administrators. Coordinated principal coaching with David LaRose	● Administrators and teaching staff implement strategies to support positive intervention and PBIS in classroom and other educational settings ● Participation rate (sign-in sheet) ● Meeting Feedback	In Progress Post-training discussion and application with Division leaders 1/29/19	Student Support Services and Educational Services
2.5	Implement/refine Coordination of Services Team (COST)/Administrator and Counselor (ADCO) meetings to review behavior, attendance and other	● Improve attendance rate (Attendance data) ● Improve suspension rate (Referral and suspension data) ● Meeting notes and agendas for progress monitoring ● Participation rate (sign in sheet)	Fostering a Safe Learning Environment Admin Training 1/29/19	Student Support Services

			relevant data in PBIS to enhance the use of PBIS/MTSS.		School Site Monthly PBIS meeting [Tier Fidelity Inventory Survey Tier 1 and Tier 2](#) PBIS team surveys through May 15, 2019	

relevant data in PBIS to enhance the use of PBIS/MTSS.

School Site Monthly PBIS meeting [Tier Fidelity Inventory Survey Tier 1 and Tier 2](#) PBIS team surveys through May 15, 2019

PBIS Implementation Team meetings: 9/25, 10/30, 11/5, 1/29, 2/4, 3/26, 4/30 and District Leadership Team meetings: 2/27, 4/15

[PBIS Psych Training](#) on 9/5/18

[CA Dashboard Data on Suspensions from 2017-18](#)

[2018-19 School Year, Discipline comparison data as of April, 30 2019](#)

[CA Dashboard on Chronic Absenteeism](#) for 2017-18, 3% of students in PUSD were chronically absent

Chronic Absenteeism refers to the portion of students missing 10% of the school days.Chronic absence allows us to identify students who are absent for any reason, whether excused or unexcused. There are 180 days in the school year, so this would be mean students have missed 18 days or more by the end

			of the year. [Attendance Data as of March 2019](#) The District maintains a strong attendance rate district wide of roughly 97%.	
2.6	Coordinate PBIS training for school site teams to enhance Tier 2 and Tier 3 behavior supports, as well as promote restorative practices.	● Further develop "check in, check out" procedures and other Tier 2 and Tier 3 behavior support interventions ● Clearly define restorative practice through PD	Alameda County SELPA quarterly meetings with Alameda County Behavioral Health Care Services (ACBHCS) PBIS Trainings for Elementary on 9/28/18, 11/9/18, 1/25/19 PBIS Training for Secondary on 12/7/18 [RP Training](#) offered to site administrators on 3/21/19, 3/26/19 Admin Training PBIS and understanding Student Discipline Procedures on going PBIS Coaches Network trainings 10/18/19, 2/7/19, 5/2/19 Additional Restorative Practices and PD plan being developed for 2019-20 Presentation to the board in June or August 2019	Student Support Services

| 2.7 | Coordinate professional development for Second Step, social emotional learning curriculum, Second Step bullying prevention units, and coordinate school wide participation in Unity Day. | ● Increase implementation of social emotional learning curriculum
● Discussions in PBIS teams, and trainings offered through Staff Development Reform (SDR)
● Meeting notes | Parent Workshop for Counseling Enriched Classroom following the Growth Mindset social emotional curriculum.

"Mental Health Issues in the Classroom: Practical Strategies for Helping Children and Adolescents Succeed" workshop for counseling enriched classroom clinicians

Methods of Implementing Targeted, Tier-Two Supports for Students with Mental Health Challenges in the Classroom SELPA wide training on 9/26/18 for school counselors, school psychologists, mental health clinicians, teachers

The Impact of Trauma at School: Better Understanding, Recognition, Assessment, and Support for Students with Trauma-Related Challenges SELPA wide training on 9/19/18 for school counselors, school psychologists, mental health clinicians, teachers

Creative Coping Toolkit purchased through Angst | Student Support Services |

			In progress: SDR offered, online option and site based elementary Tier 1 team facilitation In progress: "Fostering a Safe Learning Environment" presentation with SEL across all sites- Wednesday morning collab time Further SEL Implementation plan to be developed with the teaching and learning division during the 19-20 school year Summer Institute training June 4, 2018, provided by Clinical Services - "Mental Health Challenges in the Classroom, Helpful Coping Strategies, and Self-Care" for all staff	
2.8	Collaborate with departments and parent community through Dyslexia Think Tank teamwork to support strategies and researched based practices for serving students with dyslexia.	● Implement Year 2 plan with identified priorities	In progress: (9/6/18, 11/29/18) Dyslexia Think Tank will draft 19-20 Goals at the end of the school year based on progress during 18-19 year and final meeting scheduled for 5/30/19.	Student Support Services
2.9	Improve systems used to advertise positions, hire and retain highly skilled classified staff members.	● Develop Relationships with Colleges, Universities and Newspapers to Advertise Vacant Positions. ● Establish a Relationship with CASBO and ACSA to Advertise in their Newsletters and on their Websites.	-HR staff attended multiple teacher recruitment fairs, in addition to holding PUSD based hiring events. Hiring Events held during the	Human Resources

			2018-2019 school year. -Advertising for PUSD hiring events were advertised in the newspaper, through district community communications and on TV30.	
2.10	Improve processing of employee verifications, professional growth and oversight of Safe School mandated trainings, leaves, worker's compensation and benefits.	● Employees will be receiving timely and accurate information with regards to professional growth, mandated trainings, workers compensation and benefits.	Using the Escape system the Human Resources Department has been able to establish a system that keeps track of employee information such as mandated trainings.	Human Resources
2.11	Increase participation in teacher fairs throughout the school year.	● There will be calendar of job fairs for the year for HR to attend.	The HR team attended multiple teacher recruitment fairs during the 2018-2019 school year. Teacher Recruitment Fairs	Human Resources
2.12	Develop improved organizational charts to provide guidance to all staff members and to increase efficiency so employees are more supported and prepared to complete their duties.	● Organizational Chart Development ● Document Roles and Responsibilities for HR Staff ● Produce a HR Contact Chart for District Employees to Use	The HR organizational plan was shared with all PUSD employees and is posted on the HR Welcome page of the PUSD website. Organizational Chart Posted on HR Web-Page Roles and Responsibility Chart posted on HR Web Page	Human Resources
2.13	Fully rollout the Escape Business System and any workflow incorporated to allow sites to gain more control of their budget monitoring.	● Consistent use of business systems ● Improved business operations ● Enhanced understanding of budgets	Completed migration and fully implemented Escape system for district-wide and site/department budgeting.	Business Services

2.14	Implement the Series A, Measure I1 facility projects to support RTI and PBIS.	● Improved facilities to support educational initiatives and strategies	In progress COP's paid off Lydiksen is in progress Student and Staff laptops rolled out Portable replacements in progress	Business Services
2.15	Promote a District-wide understanding of and support for growth-based assessment systems and personalized learning	● Public meeting agendas ● District communications ● Community presentations	In progress Board agendas and minutes Special Board meetings were called to hold quarterly community meetings to share information around District goals and current efforts and initiatives in place to achieve them. Community Meeting Presentation Community Meeting Flyer District communications	Superintendent's Office
2.16	Promote general awareness of and equitable access to academic supports and enrichment opportunities for all students	● Public meeting agendas ● District communications ● Community presentations	Ongoing Board agendas and minutes District communications Community Meeting Presentation Community Meeting Flyer	Superintendent's Office

			Chamber of Commerce Presentation	
2.17	Continue to expand and enhance CTE programs and industry partnerships	● Updates on CTE occur quarterly at TVROP Board Meetings ● Annual Reports on CTE are given to the PUSD School Board	Programs continue to expand as evidenced by enrollment data, and other pertinent information as reflected in the CTE Master Plan	Educational Services

Summary Notes for Goal 2:

Educational Services Division
- Facilitated an inquiry process to support District staff and sites in analyzing data to inform decisions and next steps through Principal Summits.
- Implemented model of Professional Learning Communities across sites and centrally
  - Monthly principal and site principal training
  - Principal coaching sessions with Solution Tree
  - Secondary MTSS/RTI2 Steering Committee
- Provided ongoing support of implementation of Multi-Tiered System of Support (MTSS) utilizing Response to Instruction and Intervention (RTI2), instructional and behavioral strategies, including differentiation techniques
  - Staff Development sessions with Solution Tree
  - Parent/Guardian Education
  - Illuminate Training for multiple school sites, psychologists, principals
  - MAP Pilot Team Representatives met four times to develop pilot process and recommendations

Student Support Services Division
- Provided on-going PBIS training and support for school site teams
- Collaborated with Educational Services on the work with MTSS implementation and RTI development
- Provided training with site administrators and support staff (psychologists) on PBIS, Suspension/Expulsion procedures
- Participated with community and county agencies that support behavioral and health initiatives (Tri-Valley Health initiative, ACOE Student Services, ACBHCS meetings)
- SELPA provided social emotional curriculum trainings for parents. Mental health clinicians attended multiple workshops to support the social emotional needs in the classroom and implemented Growth Mindset curriculum in the counseling enriched classrooms.

Human Resources

- HR staff attended hiring fairs held at Chico State and UC Davis.
- We have Advertised vacant positions on Edjoin, ACSA and CASBO.
- We have completed a certificated audit of personnel records.
- We are engaged in conducting the classified audit and expect completion before the end of the 2019-2020 school year.
- Job fair dates have been scheduled and shared with all site principals.
- HR has developed an organizational plan which now has Tri-Valley Teacher Induction Program added to the Division for the 2019-2020 school year.

Business Services
Successfully implemented about 20% of the $70M Series A issuance.
- $14.2 M of $70 M was the COP payoff
- Upgraded network at AVHS
- Rolled out student and staff laptops
- Began planning for portable replacements
- Completed designs for Lydiksen, and bidded the project
- Planning for new school.

Superintendent's Office
- Aligned management evaluations and District and site planning documents to the Organizational Work Plan.
- Continuing to support the expansion and enhancement of our Career Technical Education (CTE) offerings and worked to build community support for the possibility of a small high-tech CTE high school program.
- Continuing to promote a District-wide understanding of and support for growth-based assessment systems and a focus on personalized learning as a means to address the learning needs of each student.
- Visiting classrooms across the District to observe and celebrate how individual teachers and teacher teams are implementing Universal Access, including MTSS, PBIS, and RTI[2] strategies.
- Working with APT and District staff to strengthen communication and PD relating to various curriculum implementations.
- Promoting general awareness of, and equitable access to, academic supports and enrichment opportunities for all students at various community meetings, within weekly communications, and during speaking opportunities.
- Examples of platforms provided to promote general awareness of academic supports and initiatives include new community meetings, presentation to the Chamber of Commerce, Pleasanton Rotary groups and other community and professional organizations.

GOAL 3: To strengthen District Board Policies and Administrative Regulations which will ensure clarity of direction for staff, as evidenced by Board actions and other data sources.

Objectives:

- Review and revise all Board Policies and Administrative Regulations
- Develop new Board Policies and Administrative Regulations that apply to new legislation or revisions to the California Education Code
- Monitor implementation of and adherence to all Board Policies (BP) and Administrative Regulations (AR)
- Fully implement effective Board Policy Subcommittee protocols as a means to streamline approval or new and revised BPs and ARs
- Ensure effective collaboration among Cabinet members during the BP and AR development process to promote understanding and support implementation
- Develop and implement professional development opportunities for District leaders to promote clear understandings of new BPs and ARs, as well as other standard operating procedures
- Review Interim Reports at Cabinet to ensure Cabinet members understand the fiscal status of the district
- Conduct regular school and classroom visits, including routine visits by the Superintendent and scheduled team visits by Cabinet
- Ensure alignment between the goals outlined in the Organizational Work Plan and the District and LCAP budgets
- Provide clear and transparent communication to staff and the broader community

Item	Actions	Anticipated Outcomes Metric Description	Action Status	Lead Division
3.1	Review and update BPs and ARs in Gamut to ensure compliance with current law.	● Board Policy Log ● Board Agenda-completion ● Board Policy Sub Committee	In progress 2018-2019 Board Policy Subcommittee Log taken to the Board to date.	All
3.2	Partner with CSBA Consultant to ensure that the BP's and AR's related to Curriculum and Instruction are updated.	● Board Policy Log	In progress Scheduling a 2-3 day workshop w/Supt/Cabinet/Trustees is in progress to have CSBA Consultant evaluate our policies for the district.	All
3.3	Surveying District leadership to determine the needs for modifying existing BP's and AR's to provide clarity and support the work of the team.	● Develop and Disseminate a Survey Monkey to Gather Data from Administrators as to the Policy and Regulation Needs for the Organization ● Recommend BPs and ARs for Board of Trustees approval	PUSD Stakeholder Survey is being used to gather data. Board Approved Policies	Human Resources
3.4	Empower Risk and Safety Coordinator	● On Boarding a Coordinator 2	The Coordinator 2 position has been	Human

			filled.	Resources
	2 with developing and promoting BP's and AR's to assist with decreasing the cost associated with workers' compensation.	● Developing and Presenting BPs and ARs that will assist the District in Managing Leaves and Workers Compensation Matters	BP's and AR's related to Leaves and Worker's Compensation are in progress. [Board Approved Policies](#)	
3.5	Professionally develop staff by having them participate in seminars, conferences and other professional developments that will empower them to assist with developing effective BP's and AR's for the District.	● Employees are enrolled and Attending the ACSA Personnel Academy, Escape, AESOP and Edjoin Trainings ● We are engaging Keenan for Workers Compensation and Employee Safety Training	Staff are enrolled in the ACSA Personnel Academy, Escape, AESOP and Edjoin Trainings. They are in different levels of completion. [HR Professional Development](#) Staff is working with Keenan to develop a Workers Compensation Leaves and Benefits Systems.	Human Resources
3.6	Update and where necessary, create the Purchasing, Warehouse, Graphics Policies & Procedures Manual 2018-19	● Consistent use of business systems ● Improved support of business operations ● Enhanced understanding of purchasing and warehouse requirements	In progress: [Draft Data Privacy Guidelines](#) established and under review for the acquisition of new online curricular materials and resources. Guidelines to be fully rolled out in 2019-20	Business Services
3.7	Establish consistent collaboration process with Student Support Services to ensure electronic student record keeping in Q complies with District policies & procedures.	● Consistent use and understanding of business systems and policies	Regular data governance meeting schedule established; Updated procedures for Calpads and Q SIS activities reviewed and implemented.	Business Services
3.8	Plan for the VOIP specifications that will be used to define new phones, clocks, bells and PA speaker installations	● Consistent use of business systems ● Standardized hardware and software that will define bond projects	Convened committee comprised of representatives from Technology & Operations departments and Safety committee to review vendor VOIP solutions.	Business Services

3.9	Update payroll processes and reduce paper intensive processes: Implement Escape electronic payroll features including Employee Portal and emailed ACH advices	● Consistent use of business systems ● Improved support of business operations ● Improved efficiencies and reduced paper intensive processes	Implemented 21st century payroll support features, including electronic transmission (emailed) pay stubs and self-service employee portal access	Business Services
3.10	Standardize district purchases and implementation of copiers, printers and toner	● Consistent use of business systems ● Improved business support systems	In progress - Standard printers identified and added to Tech Purchasing Standards list. Google managed printing enabled for all staff and secondary students on Canon printers.	Business Services
3.11	Develop procedures for monitoring Attendance, and provide trainings to impacted staff.	● Consistent use of business systems ● Improved support of business operations	In progress	Business Services
3.12	Maintain a policy development, approval, and timely update process that is understood and followed	● Extended Cabinet meeting agendas ● Board Policy Subcommittee agendas and minutes ● Various internal District communications ● Details of site and department visits	In progress Link BP Subcommittee Agendas Link sample communications	Superintendent's Office
3.13	Ensure that Board meeting agendas facilitate a primary focus on matters related to student achievement	● Extended Cabinet meeting agendas ● Board presentations ● Weekly Board communications	Ongoing 2018-2019 Extended Cabinet meeting agendas Board agendas and minutes School Quality Stakeholder Survey Presentation to Board of Trustees - 09.12.19 Weekly Board Communications	Superintendent's Office

			Sample: [May 12, 2019 Weekly Bulletin](#)	
3.14	Regularly adopt, evaluate and update policies that are consistent with the law and the District's vision, mission, and goals	● Extended Cabinet meeting agendas ● Board Policy Subcommittee agendas and minutes ● Weekly Board communications	Ongoing [2018-2019 Extended Cabinet meeting agendas](#) [Weekly Board Communications](#) Sample: [May 12, 2019 Weekly Bulletin](#)	Superintendent's Office
3.15	In collaboration with the Board of Trustees, maintain strong and transparent District governance	● Public communications ● Board agendas and meeting minutes	Ongoing [District communications](#) [Board agendas and minutes](#) Special Board meetings were called to hold quarterly community meetings. In addition to sharing information, these meetings were intended to foster stronger relationships between our District Leadership team including our Board of Trustees and the community we serve. [Community Meeting Flyer](#) [Community Meeting Presentation](#) [Weekly Board Communications](#)	Superintendent's Office

			[Board Briefs](#)	
3.16	Use the management evaluation process to access the status of performance goals, to analyze critical issues and establish priorities, and propose plans of action for the coming year.	● Organizational Work Plan ● Management evaluations	In progress	Superintendent's Office

Summary Notes for Goal 3:

Educational Services Division
- Reviewed and updated District Board Policies that are related to Educational Services
- Engaged internal and external stakeholders in discussion of policies for review and feedback
- Submitted policies to the Board Policy Sub Committee for review and feedback
- Presented policies to the Board of Trustees for approval

Student Support Services Division
- Continued to review and work on updates to District Board Policies related to Student Support Services
- Identified Board Policies and Administrative Regulations that we plan to update based on CSBA recommendations and new laws.
- Developed plan for completion by end of year 2018-19.
- Departments have developed and implemented processes and procedures that support current Board Policies and Administrative Regulations.

Human Resources
- Staff has developed new and revised existing Board Policies.
- There is now a Coordinator II in HR which manages benefits, leaves, safety and employee's interactive process.
- Staff has completed the ACSA Personnel Academy, Escape, AESOP and Edjoin Trainings.
- Staff is working with Keenan to develop a Workers Compensation Leaves and Benefits Systems.

Business Services
Completed purchasing pilot to improve efficiencies for ordering supplies, materials, etc., with Amazon, Office Depot, and Blaisdailes. Effective July 1, 2019, we will:

- Provide more options to order classroom supplies
- Make the process more efficient for teachers and site staff
- Reduce the need to be reimbursed

As a result of Measure I1, we have reduced our annual payments for the COP's by over $1M. As a result, we can use the developer fee account to help offset the difference in costs for the new elementary school. In addition, as a result of Measure I1, we have significantly improved the technology and systems infrastructure at schools.

Superintendent's Office
- Developed and implemented a policy development, approval, and update process that includes a Board Policy Subcommittee that allows for a more streamlined process.
- I continue to conduct regular school and classroom visits designed to observe specific program implementation and celebrate the work of teachers and their students.
- Each Cabinet member has been encouraged to conduct routine site visits along with other members of their teams.
- We worked to align the District and LCAP budgets to the goals outlined in the Organizational Work Plan, including identifying the specific goal on each item that is included on the Board Agenda.
- We continued to provide clear and transparent communications to staff and the broader community in the weekly bulletin and eConnect.
- Ensured that Board meeting agendas maintained a primary focus on matters that support student academic achievement
- Implemented a management evaluation process that ties performance goals to organizational priorities and includes actions that are aligned to the organizational work plan.
- Implemented an Extended Cabinet, which includes all PUSD Directors and members of the Executive Cabinet, to streamline communication and decision-making processes.
- Implemented a Principal Summit process to improve organizational communication and accountability processes.
- Implemented a site budget planning process to build capacity and focus expenditures on annual site priorities supported by the School Site Councils.
- Promote general awareness of District efforts to develop and clarify policies and practices include new community meetings, presentation to the Chamber of Commerce, Pleasanton Rotary groups and other community and professional organizations.
- Four special board meetings were held for community meetings to share information, engage in conversation and ask questions around District goals and governance.
- Board Briefs are posted to the District website following regular board meetings to provide accessible information around actions taken and discussions hosted by the Board of Trustees.

GOAL 4: To build our Professional Learning Community through strengthening employee recruitment, development, and retention strategies to ensure continuity of a high-quality workforce, as evidenced by hiring data, professional development participation, and exit surveys.

Objectives:
- Fully implement the use of Essential Standards to align and define effective instruction, core curriculum, and assessments
- Develop and conduct professional development activities that support the growth and sustainability of PLCs
- Coordinate meaningful learning opportunities to classified staff members, relevant to their current positions and/or career goals
- Improve recruitment and retention strategies for staff in hard-to-fill positions
- Coordinate ongoing relevant, meaningful, and effective professional development opportunities for certificated and classified staff
- Pursue MOU's with Universities and Colleges to secure student teachers and interns that we might recruit into our district
- Develop career pathways for employees
- Pursue MOU with APT that grants consideration of up to ten years of experience for placement on the salary schedule for not hard to fill positions.
- Conduct and document employee exit surveys to improve the retention of employees
- Enhance collaboration between leadership teams (Business Services, Educational Services, Student Support Services, Human Resources, and the Superintendent's Office) to support District goals and initiatives
- Coordinate systems that enable staff to obtain information and support data driven decision-making that improves educational outcomes and strengthens fiscal management
- Train staff in the use of District fiscal, personnel, and data systems, including refresher trainings
- Promote safety and security for staff and students in all operational activities
- Improve internal communication and decision-making processes
- Conduct regular school and classroom visits, including routine visits by the Superintendent and scheduled team visits
- Take specific and strategic action to build management leadership capacity

Item	Actions	Anticipated Outcomes Metric Description	Action Status	Lead Division
4.1	Facilitate Principal Summits to promote accountability and create a collaborative culture between sites and District personnel by identifying areas of academic focus and identify areas of needed support/resources.	● Principal presentations ● Cabinet note taking document ● Site visit feedback log	Principal Summits held in October, January and May. All Principals presented to Cabinet and collaborative friends group three times throughout the year. Summit notes 18-19 Meeting data feedback	Educational Services

			Site feedback log was not completed Final Summit to be held in May. 2019-20 Summits have been scheduled.	
4.2	Structure workflow, meetings and conversations between site/District administrators to monitor the implementation of Professional Learning Communities.	● Meeting agendas ● Site visit agendas ● 2018-19 Site Visits Schedule ● Reflection data	Ongoing Principal & VP Agendas Meeting data feedback	Educational Services
4.3	Coordinate certificated and classified staff professional learning opportunities, utilizing input and feedback from staff, as well as additional job specific trainings (e.g. facilities and/or paraprofessional training).	● Training sign in sheets ● Feedback surveys ● List of PD sessions	Ongoing LCAP Executive Summaries Roofing & Plumbing for MOT CPR/AED/First Aid Training Paraprofessional Training November 2 Classified PD List June 3 Classified PD List Board Communication regarding Professional Development	Educational Services

4.4	Continue to strengthen one-on-one coaching of all preliminary credential holders and eligible staff through TVTIP and LEAD (teachers and administrators) by enhancing the skill set of induction coaches through ongoing research-based professional learning.	● Feedback survey data
		● TVTIP Forum agendas
		● LEAD Network agendas
		   ○ Nov. 2018
		   ○ Feb. 2019
			2018-19 Participant Mid-Year Survey Highlights
			
			Nov. 2018 Attendance
			Feb. 2019 Attendance
				Educational Services

4.5	Plan graduate recognition from two year participation in TVTIP and	● TVTIP classroom recognitions schedule ● LEAD exit interviews and recognition	TVTIP Classroom Recognition 2019	Educational Services

	LEAD.			
4.6	Continue to explore and expand onboarding processes for new staff in collaboration with District divisions - human resources and special education.	● New hire orientation agendas ([day 1](#) and [day 2)](#) ● [Certificated Resources Gameboard](#) ● [Classified Resources Gameboard](#) ● [New hire Mid year mixer](#)	[New Hire Orientation Feedback Day 1](#) [New Hire Orientation Feedback Day 2](#) [Onboarding Feedback Jan. 30, 2019](#)	Educational Services
4.7	Improve and streamline practices for hiring hard-to-fill positions and paraeducators.	● Decrease vacancies for special education staff and specialists ● Decrease the time from Request for Personnel (RFP) to on-boarding of staff	Worked regularly with HR to track, reconcile and clarify vacancies and openings Held weekly SPED-HR meetings regarding substitute coverage needs Held Joint HR/Business and SPED work session to cross check position control, assignments and vacancies/needs (1/16/19)	Student Support Services
4.8	Support recruitment efforts by attending recruitment fairs and developing a PUSD recruitment festival	● Decrease vacancies for paraeducators ● Develop an inter-departmental system that supports the hiring of staff	Participated in two Hiring Fairs: Hiring Fair: 12/1/18 Hiring Festival: 2/20/19	Student Support Services
4.9	Coordinate relevant and meaningful professional development for all staff including the specialists such as School Nurses, Social Workers, Psychologist, Behaviorists Mental Health Clinicians, and program specialists	● Employee retention ● Staff that are knowledgeable of processes and procedures ● Staff that are current on law, procedures, and practices	[PD Provided for Student Support Services Division Staff for 18-19](#)	Student Support Services
4.10	Research university-based educational programs and develop MOU's to increase recruitment, particularly in the	● Increase the Number of MOUs with Colleges and Universities that will Assist the District in Adding Interns and Student Teachers	MOU's in place for Social Work intern program [Partner Universities](#)	Human Resources

	area of Special Education.			
4.11	Conduct career pathway meetings with classified staff.	● Create a Professional Growth Pathway File for District Employees ● Schedule Professional Growth Meeting with Employees	Our Classification and Total Compensation Study is currently in progress.	Human Resources
4.12	Create calendar of mandatory and optional training for M&O staff (annual, every 3 years, etc.) to help ensure a safe working environment for staff.	● Consistently trained operations staff	Calendar has been developed and training started. New employees will go through identified trainings when onboarding.	Business Services
4.13	Create an understanding of the relationship between summer school, summer cleaning, use of facilities, and access to classrooms.	● Improved communications and understanding of summer activities	Use of the Facilitron online reservation program is in full implementation. The Department has developed a system to ensure custodial coverage for events. Sites will fill in a template for their summer cleaning schedules. Additional custodial support will be offered to the site that are hosting summer school. In addition, MOT is working with the Facilities Department to coordinate cleaning with their construction schedules.	Business Services
4.14	Define district-wide standard for Classroom A/V equipment.	● Consistent use of business technology ● Standardized technology in classrooms to support educational initiatives and define bond project	Pilot standards rolled out to two sites and the DO in October. Modified course and timeline when that pilot proved unsuccessful (vendor discontinued model being piloted). Pilots for all sites being rolled out beginning Fall 2019.	Business Services

4.15	Establish a human resources framework that includes policies for recruiting, hiring, training, and evaluating of all personnel	● HR manuals ● Monitoring of efforts to improve internal and external recruitment strategies ● Senior management evaluations	In progress Senior Cabinet Evaluation Form	Superintendent's Office
4.16	Improve internal decision-making processes to improve efficiency and effectiveness of panning	● Expand Cabinet to include a wider group of leaders	Ongoing Extended Cabinet Sign In Sheet	Superintendent's Office
4.17	Strengthen District's operational systems, and leadership and human capital pipelines	● Expand Cabinet to include the thinking of a wider group of leaders and tend to varied perspectives	In progress	Superintendent's Office

Summary Notes for Goal 4:

Educational Services Division
- Successful Principal Summits based on feedback from principals, directors, and senior management. Held year end celebration of accomplishments and planning for 2019-20 Summits.
- Continued to strengthen one-on-one induction coaching of all preliminary credential holders and eligible staff (50 PUSD teachers and 10 PUSD admin.) in order to accelerate professional and personal development, retention, and a high quality workforce.
- Continued to elicit feedback from District and site administrators to refine workflow practices in an effort to support the implementation of Professional Learning Communities.
- Provided ongoing access to professional training for classified staff members.
- Beginning to build a successful onboarding processes and collaborated with Human Resources and Special Education to strengthen development and retention of a high quality workforce.

Student Support Services Division
- Worked regularly with HR to track, reconcile and clarify vacancies and openings
- Participated in joint HR/Business and SPED work session to cross check position control, assignments, vacancies and departmental needs
- Provided specific, job-related PD for specialists (Nurse, SLPs, Psychologists, Mental Health Clinicians, Behavior Specialists, Counselors, Social Workers)

Human Resources
- MOU's in place for Social Work intern program

- Growth Pathway File for District Employees are currently planned for negotiation discussions.

Business Services
- Goals identified in this area are being implemented.
- MOT is working with site staff to develop summer cleaning schedules and to assess where additional support may be needed.
- Technology projects are in full swing. Hired a Coordinator to help start and move forward the systems and initiatives that need to be implemented.
- Facilities Department is now fully staffed.

Superintendent's Office
- Implemented an Extended Cabinet, which includes all District directors and Executive Cabinet members, to improve internal communication and decision-making processes
- Scheduled and conducted regular school and classroom visits, including routine visits with specific focal areas including Flex/Access Period, Universal Access strategies, use of Intervention Specialists, and visiting the classrooms of all new teachers.
- Implemented the Organizational Work Plan tool to ensure specific and strategic actions are implemented to build management leadership capacity and accountability processes.

GOAL 5: To improve overall customer service ratings and stakeholder perceptions of the District and of each school within, as evidenced by the ratings on the Annual Benchmark Survey.

Objectives:
- Improve customer service through increased outreach and engagement with staff, students, families, and the wider community
- Build effective relationships and improve communication with parents regarding the support needed for students
- Ensure that students are at the center of our collective decisions
- Work in partnership with various departments and the parent community to promote a culture of collaboration and cultivate integrated services That support of all students
- Coordinate opportunities for public feedback where any member of the public, including employees, can comment on how to improve customer service
- Conduct site visits by District leadership to gather feedback regarding customer service.
- Enhance communications between District office staff and the school sites to address needs and improve customer service
- Define and deliver consistent messages including via various forms of social and digital media
- Improve internal and external stakeholder trust, commitment and confidence

Item	Actions	Anticipated Outcomes Metric Description	Action Status	Lead Division

5.1	Examine the 2017-18 School Quality Survey results and identify key focus areas to increase and improve communications, outreach, and engagement with both the internal and external school communities. Prioritize list of lowest ranking areas, identify the top three, and determine specific activities to address improvement.
	
	Focus areas:
	● Students in this school receive support that addresses their individual needs. (parents)
	● District staff are responsive when staff has a concern. (staff)
	● School administrators (principals and assistant principals) clearly communicate the school's mission and vision. (students)
		● 2018-19 School Quality Survey Results.
		● Participation in feedback includes:
		  ○ District Curriculum Leadership Council
		  ○ Dyslexia Think Tank
		  ○ 6-12 MTSS/RTI2 Steering Committee
		  ○ Pleasanton Student Inter-schools Action Council (SIAC)
		  ○ Tri-Valley Educational Collaborative (TEC)
		  ○ Mariachi
		  ○ TK-12 District English Language Advisory Committee (DELAC)
		  ○ African American Family Network
		  ○ TK-12 Dual Language Immersion Task Force (DLI)
		  ○ District Tech Committee
		  ○ NGSS (Science)/Health and Science textbook adoptions.
		  ○ Principal Job-alike meetings
		  ○ Vice Principals and Head Counselors
		  ○ Induction Coach Forums, Professional Learning and Networking
		  ○ Intervention/Integration Specialists Forums
		  ○ Local Control Advisory Committee (LCAC)
		  ○ PFLAG
			District Curriculum Leadership Council Feedback
			
			Dyslexia Think Tank Members
			
			2017-18 Survey Results - will be compared with results received for 2018-19.
			
			DELAC Meeting Agendas
			DELAC Attendance by School
			
			LCAC Meeting Agenda
			LCAC Meeting Feedback
			
			2018-19 Participant Mid Year Survey Highlights
			
			Intervention Specialist Mid Year Feedback
			
			Did not collect formal data on the 6-12 MTSS/RTI2 Steering Committee, and Vice Principals and Head Counselors meetings.
				Educational Services

5.2	Facilitate District Parent Liaison(s) outreach at each school to assist families in further connecting with school resources and activities.	● California Healthy Kids/Community Survey ● School Site Council ● District English Language Advisory Committee ● Translation Services ● Parent Institute for Quality Education (PIQE)	CHKS 2017-2018 CHKS Board Report Will be repeated in 2019-2020 and yearly thereafter	Educational Services

		● School Smarts	SSC/ELAC Meeting Agendas, Sign In Sheets and Minutes 2017-18 Survey Results - will be compared with results received for 2018-19. Translation Services in 2018-2019 2018-2019 PIQE Participation Pleasanton MS – Spanish 17, English 10; Chinese Mandarin 9 Valley View ES – Spanish 18 Harvest Park MS – English 17 (anticipated) End of the Year Report for School Smarts and PIQE will be available in August 2019	

5.3	Review or create a system to receive parent feedback for the Student Support Services Division (i.e. using School Quality Survey, California Healthy Kids Survey (CHKS), KickUp, Total School Solutions (TSS) or other forms of response data, to better understand parent perspectives and needs	● Parents will report a better understanding of District happenings and procedures as a result of increased communications and staff engagement with parent community ● Annual Benchmark Survey ● Total School Solutions SPED survey (2015) ● SNC Feedback (2017)	Student Support Services staff added questions around Special Education and 504 related services to the PUSD Community Survey. Input will be collected from all stakeholders and reviewed by staff to guide 2019-20 planning. Some Sample Questions are linked here. Monthly SNC participation at meetings, generally 12-20 parents attending, feedback provided to Director of SPED by President at	Student Support Services

| 5.4 | Coordinate regular updates to the Board and community regarding school safety, suicide prevention and mental health supports | ● Improve safety preparedness
 ● California Healthy Kids Survey | follow up monthly meeting. Agenda's driven by parent input and interest

 School safety training with Admins presented by Jeff Solomon (8/30/18)

 BOE presentation on school safety (8/14/18)

 District wide Safety Training Nov. 2nd with Jeff Solomon
 Monthly District wide Safety Committee meetings, committee now includes student and parent members

 Raptor Visitor and Volunteer Management system implementation in progress

 Online parent education videos posted on website, suicide prevention, substance abuse, supporting your anxious child, supporting your child struggling with depression

 CHKS 2017-2018
 CHKS Board Report
 Will be repeated in 2019-2020 and yearly thereafter | Student Support Services |
| 5.5 | Engage, participate and collaborate with parent and community groups to improve student outcomes. | ● Participation in meetings including:
 ○ Special Needs Committee
 ○ Community Advisory Committee | SNC Meetings: 8/20, 9/13, 10/11, 11/7, 12/13, 1/10, 3/14, 4/9, 5/9
 SNC Parent Night: 9/5 | Student Support Services |

| | | ○ District Safety Committee
○ Continuing the Conversation
○ Dyslexia Think Tank
○ City Liaison meetings
○ Community Connection Board meetings
○ City Serve meeting
○ Tri-Valley School Health Initiative
○ Community of Character Board
○ Police Liaison
○ School Attendance and Review Board
○ Foster/Kinship Parent Support Group
○ African American Family Network
○ Faculty Communication Council
○ Leadership Pleasanton
○ Local Accountability Advisory Committee
○ Parent Communication Council
○ Faculty Communication Council (FCC)
○ Pre-K-12 Principals, monthly
○ SELPA CEC monthly meetings

● Feedback forms from parents

● Viewings of the films Angst and Like, in partnership with community agencies throughout the SELPA | SNC ESY Parent Meeting: 1/23
SNC Parent Coffee: 2/20
Two publications of SPEDition Parent Newsletter
Make A Difference Awards: 5/16
SELPA CAC meetings: 9/19, 10/29, 12/3, 1/23, 4/22)
Tri-Valley SELPA Resource Fair: 2/2
Dyslexia Think Tank: 9/6, 11/29, 2/12, 5/30
FCC: 10/11, 11/8, 1/10, 2/14, 3/14, 4/25, 5/9
CECC: 1/9
LCAC: 10/16, 12/19, 1/22, 2/19, 3/19, 4/23, 5/14

SARB meetings, scheduled monthly for students struggling with truancy

SELPA Board Meetings; 9/24; 1/14
Police Liaison Meetings Quarterly

Foster/Kinship Monthly parent meetings

Angst Screening with SELPA and multiple community agencies on 10/17/18, 3/11/19

Parenting Forum Presentation - "Supporting Your Child Through Stress" on 2/9/19 | |

			Tri-Valley SELPA Resource Faire - "As a Parent, Understand How Stress Impacts Your Child and What You Can Do to Support Your Child" on 2/2/19 Parenting Workshop for Counseling Enriched parents focusing on Growth Mindset	
5.6	Monitor District employee feedback, and develop and implement related customer service improvements.	● Develop and Disseminate Employee Surveys which will gather Data to be used to Improve Customer Service ● Surveys will Reflect Improved Customer Service Overtime	The HR Department is using the PUSD Stakeholder Survey to guide decisions to improve customer service.	Human Resources
5.7	Conduct regular meetings with site administrators to solicit feedback on how best to improve customer service.	● HR Department will Visit All Sites to Introduce Staff HR Staff on Wednesday Collaboration Days. ● Director and Assistant Superintendent will make regular visits with site administrators to engage in needs assessments and provide support.	Wednesday morning visits to all sites were completed with the purpose of making connections with the site staff and supporting their needs. Visiting Schedule Quarterly meeting were scheduled with each principal to support the varying needs of the site and to support the site administration.	Human Resources
5.8	Quarterly distribution of Business Services Newsletter providing key updates on Escape, Facilitron, Measure I1,and Budgets	● Ongoing updates, resources, and consistent communications regarding Business Services	We will reinstitute the newsletters again, effective July 1, 2019.	Business Services
5.9	Coordinate regular updates on Measure I1 and other facility related initiatives at Joint Liaison Meetings with the City	● Ongoing updates, resources, and consistent communications to community partners	We continue to provide updates on Measure I1. We worked with HKIT to develop the linked signs that will	Business Services

	of Pleasanton		go on each school site: [Sample communications](#)	
5.10	Coordinate budget updates to Leadership Team on the status of the District's budget and ongoing priorities	● Ongoing updates, resources, and consistent communications regarding District's finances	January 2019 - June 2019 We inserted more business related items in the Leadership Team Meetings again. We presented on Facilities, Measure I1 projects, MOT, Budgets, Purchasing. We hope to continue to provide these updates. July 1, 2018 - January 2019 The Leadership Team Meetings have been used for non-business related matters recently, and looking for other ways to communicate budget and business related matters to schools.	Business Services
5.11	Demonstrate a commitment to the mission and vision and goals of the District by regularly communicating them to staff and the community	● District communications (bulletin and eConnect) ● Community Presentations ● Community engagement sessions ● Media releases	Ongoing [District Communications](#) [Board agendas and minutes](#) [Community Meeting Flyer](#) [Community Meeting Presentation](#) [Weekly Board Communications](#) [Board Briefs](#) [Chamber of Commerce Presentation](#)	Superintendent's Office

			Retired Men's Group Presentation Pleasanton Rotary Presentation	
5.12	Implement practices that enable parents, staff, and the public to participate in meaningful ways in District decision-making processes	● District committee rosters ● District communications ● Committee sign-ins and minutes ● Annual stakeholder survey	Ongoing Board agendas and minutes District Communications School Quality Stakeholder Survey Presentation to Board of Trustees - 09.12.19 Parent Communication Council Meeting Agendas District Newsletter Community Meeting Flyer Community Meeting Presentation Weekly Board Communications Board Briefs	Superintendent's Office
5.13	Continue to work on improving community trust and confidence	● Community presentations ● District communications (bulletin and eConnect) ● Media releases	Ongoing Board agendas and minutes District Communications	Superintendent's Office

			Chamber of Commerce Presentation Retired Men's Group Presentation Pleasanton Rotary Presentation School Quality Stakeholder Survey Presentation to Board of Trustees - 09.12.19 Measure I1 Audit Press Release Fairlands Elementary Measure I1 Fencing Project Celebration Superintendent's Weekly Bulletin to the Board E-Connection District Newsletter	
5.14	Enhance the visibility and engagement levels of the District leadership team with the school sites	● Superintendent's calendar ● School site visitor logs ● Principal Summits	Ongoing 2019 Principal Summits Documentation	Superintendent's Office
5.15	Continue to engage school and community stakeholders in purposeful and authentic dialogue	● School and community presentations ● Superintendent's calendar ● Surveys and related debriefing sessions	Ongoing Board agendas and minutes District Communications School Quality Stakeholder Survey Presentation to Board of Trustees -	Superintendent's Office

			09.12.19 Community Meeting Flyer Community Meeting Presentation Weekly Board Communications Board Briefs Chamber of Commerce Presentation Retired Men's Group Presentation Pleasanton Rotary Presentation District launched first annual PUSD stakeholder survey in 2017-2018. To allow feedback from all stakeholders, survey was expanded to community members as well in 2018-2019. Examples of community stakeholder survey questions/statements which stakeholders are asked to respond include: ● It's important to provide our schools with adequate funding to ensure students receive a high-quality education. ● District leaders clearly explain the reasons behind decisions on key issues.	

			● I trust district leaders to make good decisions. ● There is a teacher, counselor, or other staff member to whom a student can go for help with a _school problem_ ● There is a teacher, counselor, or other staff member to whom a student can go for help with a _personal problem_. ● District leaders maintain effective lines of communication with the community. (District leaders include the superintendent and the executive team) ● District staff are responsive when I have a concern. ● Please tell us how we can improve services next year. We will use data collected from these survey questions for our efforts to meet this goal moving forward.	
5.16	Promote the District's vision and priorities to local, State and National leaders as a means to draw resources to our schools and students	● Superintendent's calendar ● Presentations and written communication ● Visitation logs ● Joint communiques	Ongoing Board agendas and minutes District Communications PUSD Full and Fair Funding Joint	Superintendent's Office

			Letter April 3 Full and Fair Funding for Public Education Rally April 3 Sacramento Rally Photos Chamber of Commerce Presentation Pleasanton Rotary Presentation	
5.17	Enhance two-way communication between labor groups and District management	● Superintendent and Cabinet calendars ● FCC and CECC meeting agendas ● Presentations and written communication ● Site and department visitation logs	Ongoing	Superintendent's Office
5.18	Use the School Quality Index Survey to analyze critical issues and to propose plans of action for the coming year.	● School Quality Index Survey Data ● Organizational Work Plan ● School site plans and WASC documents	Ongoing September 12, 2019 Board of Trustees Presentation School Quality Survey Results School Site Single Plans for Student Achievement	Superintendent's Office

Summary Notes for Goal 5:

Educational Services Division

- Gathered, analyzed and responded to feedback from all stakeholders is an integral part of improving customer service. This was integrated into many opportunities, including, but not limited to, District Curriculum Leadership, Dyslexia Think Tank, Local Control Advisory Committee, School Site Councils, English Language Advisory Councils and Pleasanton Student Inter-schools Action Council (SIAC).
- Reviewed and applied feedback from multiple councils and meetings to further agendas. Highlights include the following statements from the LCAC:

- - All of the updates based on previous meeting conversations have been very helpful. Thank you.
    - Always well organized; well facilitated and valued feedback
    - This evening's agenda topics covered many different areas. I enjoyed it very much!
- Worked in partnership with various departments and the parent community to promote a culture of collaboration and cultivated integrated services That support of all students

Student Support Services Division
- Parents have verbally reported positive feedback regarding increased communication from Student Support Services departments.
- Provided ongoing opportunity for parent feedback and parent concerns during every IEP and 504 meeting
- Continuing to gather and analyze feedback from parent(s) and parent groups around delivery of service and implementation of IEP/504 plans
- Provided various School Safety and Student Safety trainings for all staff
- Developed processes and procedures on School Safety and expanded District safety committee
- Partnered with community agencies to provide *Angst* and *Like* screenings

Human Resources
- HR Staff has met with all school sites during collaboration Wednesday to give personalized customer service to employees.
- The PUSD Stakeholder Survey is being used to gather data to inform HR staff on adjusting systems, processes and procedures.

Business Services
- Provide ongoing regular updates regarding Measure I1.
- Worked with architects to create signs to be posted on each school property
- Created a web page for Measure I1 updates.
- Updates our business related website pages to delete years worth of dated information.

Superintendent's Office
- Carried forward the results from the annual stakeholder survey and began the process of integrating strategies to address issues raised in both site and District planning processes and documents.
- Expanded opportunities for community members to participate in the dialogue process vis that community engagement sessions with Board members and the Executive Cabinet. The Q & A is posted on the PUSD website so that all can learn from the questions posed at the sessions.
- Initiated Chinese parent group meetings and WeChat group with Trustee Yee to ensure active engagement and clear communications with Mandarin speaking families.
- Expanded outreach to site parent groups, including music and athletic booster groups, PTA/PFCs, and other focus groups.
- Collaborated with City of Pleasanton staff to include regular updates in their quarterly newsletter.

- Engaged with various community groups, including the Rotary, Chamber of Commerce, Realtor's Association, and others to explain and promote the District's mission and vision statements, the five organizational goals, Measure I1 progress, and overall understanding of school financing.
- Joined with School Board President and employee association leaders to craft joint letter in support of full and fair funding for public education
- Coordinated with county educational leaders, state elected officials, Pleasanton Unified School District Board of Trustees, District leaders, classified and certificated staff, parents, students, to organize a group to attend April 3 Full and Fair Funding for Public Education Rally in Sacramento; ensure student voice is represented through PUSD student board member and rally student speaker Deepak Ragu; working with Trustees Yee and Laursen, provide platform to share collective voice with state elected officials and representatives in support of the funding our students, our future, deserve.

Concluding Comments

This document attempts to outline and highlight actions taken by District leadership to address the Superintendent's four key focal areas and 2018-2019 objectives, which were articulated within the five organizational goals that served as the focus of this work plan.

Key Focus Areas:
1. Making meaningful connections
2. Meeting the needs of all students
3. Improving communication and culture
4. Investing in processes, policies and supports

2018-2019 Objectives:
1. Close achievement and opportunity gaps
2. Improve student interventions and support structures
3. Strengthen District policies and procedures
4. Strengthen employee recruitment, development and retention strategies
5. Improve overall customer service and stakeholder perceptions

This is a working document and served as the basis of for management evaluations, rather than a complete description of our activities across the District. The Annual Report provides a snapshot of the work, and summarizes progress made through May 15th of the school year.