

2022-2023 Organizational Work Plan - Initial

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 enter the 2022-2023 school year, it is essential to hold fast to an organizational work plan that continues to align goal setting across the District.

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

As outlined during Board Governance Workshops, the goals in this plan serve as the primary evaluation metrics for the executive leadership team and inform their annual reviews. These common goals are articulated within the District's Local Control and Accountability Plan (LCAP) and each individual school's site plan. They are 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) is intended to:

1. Inform the Board and community of the actions being 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 2022-2023 were as follows:

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

The work plan includes objectives and action steps for the Board of Trustees within each goal. This is done to ensure alignment between the administration and Trustees, and to demonstrate for the community how we leverage resources and work in tandem to serve the Pleasanton community.

GOAL 1: Expand personalized learning strategies and growth-based assessments systemically to increase achievement and ensure access to opportunities that promote engagement

Key Objectives:

- Ensure that necessary resources are provided to support student achievement
- Ensure that necessary resources are provided to ensure students have access to program and opportunities that promote engagement
- Ensure that appropriate technologies are in place to allow for successful personalized learning and growth based assessments
- Monitor and improve Special Education program compliance with indicators currently requiring state technical assistance
- Increase college and career readiness of students who are enrolled in Educational Options programs
- 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
- Clear integration of Multi-Tiered System of Support (MTSS) interventions and evaluation processes
- Provide or improve rigorous academic educational pathways as a method to personalize learning opportunities and ensure Diversity, Equity, and Inclusion (DEI) for all PUSD students
- Improve student performance on benchmark assessments and expand training on the corresponding tools that measure student performance in order to increase student achievement
- Systems analysis to ensure student learning and growth
- Align organizational goals with evaluation processes
- Ensure relevant, goal-related information is available to the community
- Leverage communication platforms to ensure District and school communication is accessible in family’s preferred/home language
- Effective use of Board committees and data analysis to drive organizational change

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Responsible Division
1.1	<ul style="list-style-type: none"> ● Develop mentorship program for new and veteran administrators 	<ul style="list-style-type: none"> ● Log of all administrators who are assigned a mentor, focused on providing additional support to identified administrators ● Approved contract with agency who provides identified support ● Log of internal veteran administrators assigned as mentors ● Dates scheduled for administrators 	<ul style="list-style-type: none"> ● New ● New ● New ● Continuing 	Human Resources

		academies (Certificated and Classified Administrators)		
1.2	<ul style="list-style-type: none"> Develop system for certificated classified and administrators to be trained in the Interest Based Bargaining (IBB) model 	<ul style="list-style-type: none"> Professional development plan Training calendar 	<ul style="list-style-type: none"> New New 	Human Resources
1.3	<ul style="list-style-type: none"> HR managers will be trained in conducting workplace investigations 	<ul style="list-style-type: none"> Directors attending Association of Workplace Investigations (AWI) training Attendance by HR managers at AWI annual conference. 	<ul style="list-style-type: none"> New New 	Human Resources
1.4	<ul style="list-style-type: none"> Regular department meetings to review budgets to ensure programs / projects that support this goal are planned, funded, and evaluated 	<ul style="list-style-type: none"> Meeting agendas and notes Budget reports Planning documents / board reports Implementation plan for state funds 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing New 	Business Services / Fiscal
1.5	<ul style="list-style-type: none"> Meet regularly with the Divisions to evaluate existing and new technology tools, software and applications needed to meet this goal. 	<ul style="list-style-type: none"> Develop metric to evaluate the effectiveness and continued use of various technology tools, applications, and softwares used to achieve this goal. Meet with Teaching and Learning to evaluate and ensure effectiveness 	<ul style="list-style-type: none"> New and ongoing 	Business Services / Technology
1.6	<ul style="list-style-type: none"> Implement the roll out of the new Student Information System (SIS) 	<ul style="list-style-type: none"> Select SIS and finalize agreement Coordinate implementation and training plan with firm System setup in the cloud and data mapping scripts review Start data conversion and verification of district data 	<ul style="list-style-type: none"> New and ingoing 	Business Services / Technology
1.7	<ul style="list-style-type: none"> Regular meeting with Student Services to ensure the new Expanded 	<ul style="list-style-type: none"> Attend meeting with Alameda County Office of Education (ACOE) 	<ul style="list-style-type: none"> New 	Business Services / Fiscal

	Learning Opportunities Program ELO-P is rolled out and meet the program funding requirements	<ul style="list-style-type: none"> Regularly meet with Kids Club to coordinate expenditure plan and program implementation 		
1.8	<ul style="list-style-type: none"> Verify the status of signatures on Individualized Education Plans (IEPs) as they are uploaded to the Document Submission Form. Monitor monthly the percentage of IEPs that are unsigned and follow up with site administration and IEP teams for resolution. Goal is to maintain “unsigned” below 5% 	<ul style="list-style-type: none"> Monthly Special Education Information System (SEIS) data showing % of IEPs unsigned 	<ul style="list-style-type: none"> Continuing 	Student Support Services
1.9	<ul style="list-style-type: none"> Monitor Monthly California Longitudinal Pupil Achievement System (CALPADS) 16.7 report to reduce late IEPs to <5% of all students with IEPs per month 	<ul style="list-style-type: none"> CALPADS 16.7 report showing # and % of late IEPs 	<ul style="list-style-type: none"> New 	Student Support Services
1.10	<ul style="list-style-type: none"> Development of additional Multi-Tiered System of Supports (MTSS) interventions and evaluation processes 	<ul style="list-style-type: none"> Support MTSS procedural handbook and fidelity measures Resources and flowchart of tiered interventions Use of pre-referral interventions Training / implementation of COST (Coordination of Services Team) Provide opportunities for collaboration between sites/departments to ensure equitable access to MTSS interventions 	<ul style="list-style-type: none"> Continuing 	Student Support Services
1.11	<ul style="list-style-type: none"> Data analysis of discipline including student suspensions and expulsions by race/ethnicity, special education, or 504 plan, to reduce disproportionality 	<ul style="list-style-type: none"> Decrease in suspensions and expulsions, including those for possession or use of drugs / alcohol Training opportunities for discipline 	<ul style="list-style-type: none"> Continuing 	Student Support Services

	and increase opportunities for appropriate referral and/or restorative opportunities	<p>procedures and supports</p> <ul style="list-style-type: none"> ● Completion of Tobacco Use Prevention Education (TUPE) trainings through Alameda County Office of Education ● Increase in opportunities for restorative options including reductions and alternatives to suspension ● Increase in attendance/days in school due to use of restorative options 		
1.12	<ul style="list-style-type: none"> ● Increase 504 training to ensure child-find obligations are met using a consistent identification, evaluation, and implementation process to meet the individualized needs of students under Section 504 	<ul style="list-style-type: none"> ● Provide direct and on-going support to Section 504 coordinators ● Provide opportunities for collaboration between sites/departments to ensure compliance with Section 504 ● Provide direct support to site administrators / counselors on case management and individual needs ● Provide training on the development of appropriate accommodation plans that are specific to the impairment and major life activity identified ● Monitor and track services provided to students with Section 504 plans ● Collaborate with outside providers to meet individualized student need ● Use multiple measures and data points to identify eligibility for students qualifying for Section 504 ● Compare Section 504 data from PUSD Stakeholder survey data to 	<ul style="list-style-type: none"> ● Continuing 	Student Support Services

		<p>determine if staff, students, and families understand the purpose, process, and implementation of Section 504</p> <ul style="list-style-type: none"> ● Use of Comprehensive Coordinated Early Intervening Services (CCEIS) Section 504 data and PUSD Stakeholder survey data to indicate areas of need for additional training ● Document / share Section 504 data with sites to increase awareness of trends, areas of need, and create action items ● Review of 504 data in the Student Information System and Illuminate to ensure the information matches and students are coded correctly ● Collaboration with Human Resources division to ensure Section 504 services/positions are filled and employees are trained accordingly 		
1.13	<ul style="list-style-type: none"> ● Expand knowledge of college and career readiness practices and options for students throughout the Educational Options programs 	<ul style="list-style-type: none"> ● Professional development participation (sign in sheets) ● Increase in number of students who have met the A-G requirements ● Increased number of students who choose a career post-high school ● Increase learning opportunities for students to explore various careers and college options 	<ul style="list-style-type: none"> ● New 	Student Support Services
1.14	<ul style="list-style-type: none"> ● Increased district-wide agreement coherence and alignment of critical content standards for College and 	<ul style="list-style-type: none"> ● Completed listing of PreK-5 essential standards in English Language Arts (ELA) and Math 	<ul style="list-style-type: none"> ● Continuing 	Teaching & Learning

	Career Readiness	<ul style="list-style-type: none"> ● Complete listing of 6-12 essential standards for ELA and Math by January 2023 	<ul style="list-style-type: none"> ● Continuing 	
1.15	<ul style="list-style-type: none"> ● LCAP goal alignment to student academic and SEL supports/programs 	<ul style="list-style-type: none"> ● Monthly Local Control Accountability Program (LCAP) goal alignment review process aligning goals to district academic and Social Emotional Learning (SEL) supports for students with a specific focus on student performance data 	<ul style="list-style-type: none"> ● Continuing 	Teaching & Learning
1.16	<ul style="list-style-type: none"> ● Ensure that all PreK-Adult students have access to innovative, researched-based instruction by staff collaborating and receiving professional development to inform instruction, produce learning gains, and increase student achievement 	<ul style="list-style-type: none"> ● Grading for Equity - Increase the professional development Pre-K-Adult by 20% of teachers by utilizing accurate and equitable grading practices to decrease grades of F and D on the semester 1 and 2 report cards or scores of 1 and 2 on the Trimester elementary Standard Based report card ● Identify the elementary students receiving grades of 1, 2, 3, and 4 on the Standard Based Report card per each Trimester to establish professional development on Equity Grading practices ● E.L. Achieve - Increase professional development by 20% on designated and integrated English Language Development to develop language acquisition for Emerging Bilinguals as measured by a 5% increase of District EL redesignation rates as 	<ul style="list-style-type: none"> ● Continuing ● New ● Continuing 	Teaching & Learning

		<p>compared to 2019 (pre-pandemic).</p> <ul style="list-style-type: none"> • LETRS (Language Essentials for Teaching Reading) Professional development on Science-Based Literacy instruction increases literacy by 5% among all readers as measured by district literacy benchmark assessments • Increase adult education student performance over the 2021-2022 school year by the following: <ul style="list-style-type: none"> ○ 15% for learning gains on the Comprehensive Adult Student Assessment System (CASAS) ○ 25% for General Educational Development (GED) Ready tests taken ○ 25% for GED tests taken ○ 25% for high school diploma completion 	<ul style="list-style-type: none"> • Continuing • Continuing 	
1.17	<ul style="list-style-type: none"> • Explore the creation or expansion of academic rigorous K-12 programs (K-12 International Baccalaureate program, Early College, and K-12 Dual Language) 	<ul style="list-style-type: none"> • Creation of a 3-year K-12 Spanish and Mandarin Dual Language plan • Survey community partners to see if an K-12 IB (International Baccalaureate) program should be established starting the 23-24 school year • Identify at least two Dual Enrollment courses on our high school campuses for the 23-24 school year. Ensure courses meet IGETC (Intersegmental General Education Transfer Curriculum) requirements for 	<ul style="list-style-type: none"> • New • New • New 	Teaching & Learning

		UC/CSU Bachelor's Degree		
1.18	<ul style="list-style-type: none"> Site principals will utilize Measures of Academic Progress (MAP) growth data in order to inform instructional practices and identify achievement gaps in grades 3-8 in order to monitor student growth over time 	<ul style="list-style-type: none"> 80% of students in grades 3-8 will meet their individual growth target as measured by MAP End of Year (Spring) data Students in grades 3-8 will demonstrate 95% participation in MAP growth assessments in the Fall, Winter, and Spring 	<ul style="list-style-type: none"> Continuing Continuing 	Teaching & Learning
1.19	<ul style="list-style-type: none"> Develop data dashboard is utilized by teachers, counselors, and school admin to inform student placement, instruction, and achievement on all success metrics tracked by the State, Federal Govt., and of public interest. 	<ul style="list-style-type: none"> Train CTE (Career Technical Education) teachers, counselors, and school admin on how to utilize the CTE data dashboard and utilize it during collaboration meetings Identify a PUSD dashboard that utilizes various data sources that help school community partners to support student academic and social-emotional achievement 	<ul style="list-style-type: none"> New New 	Teaching & Learning
1.20	<ul style="list-style-type: none"> Ensure alignment between OWP goals and management evaluations 	<ul style="list-style-type: none"> Organizational Work Plan Evaluation documents 	<ul style="list-style-type: none"> Continuing 	Superintendent's Office
1.21	<ul style="list-style-type: none"> Leverage District and site budgets to target achievement and opportunity gaps 	<ul style="list-style-type: none"> District / site budget planning Budget related Board agenda items LCAP, CCEIS and Equity Plan goals Extended Learning Opportunities Grant (ELOG) implementation plan 	<ul style="list-style-type: none"> Continuing 	Superintendent's Office
1.22	<ul style="list-style-type: none"> Ensure key information is posted and available on the District's website Continue development of Let's Talk chatbot tool to support access to information and increase efficiencies in engagement and response times 	<ul style="list-style-type: none"> Launch of new website platform for District and School sites Google analytics reports Annual Stakeholder Survey data Average response times, feedback ratings and workflows in Let's Talk 	<ul style="list-style-type: none"> Continuing 	Superintendent's Office

1.23	<ul style="list-style-type: none"> Continue training and support for new communication platform, ParentSquare to ensure information is being delivered to families in their preferred/home language 	<ul style="list-style-type: none"> ParentSquare usage & contactability reports 	<ul style="list-style-type: none"> Continuing 	Superintendent's Office
1.24	<ul style="list-style-type: none"> Support efforts to improve individual student achievement 	<ul style="list-style-type: none"> Board Curriculum and Instruction Committee agendas and minutes Related Board agenda items / reports Updated policies and regulations 	<ul style="list-style-type: none"> Continuing 	Board of Trustees
1.25	<ul style="list-style-type: none"> Support efforts to promote equity and address opportunity gaps 	<ul style="list-style-type: none"> Related Board items / presentations Regularly scheduled CCEIS Plan implementation updates Regularly scheduled Equity Plan implementation updates Communications to parents/students Updated Board policies / regulations 	<ul style="list-style-type: none"> Continuing 	Board of Trustees
1.26	<ul style="list-style-type: none"> Use Board Committees effectively to guide change 	<ul style="list-style-type: none"> Updated Board policies / regulations Board committee agendas / minutes OWP mid-year and annual updates Updates on Board Committees 	<ul style="list-style-type: none"> Continuing New 	Board of Trustees
1.27	<ul style="list-style-type: none"> Monitor policies / data to determine progress towards various goals 	<ul style="list-style-type: none"> Analyze data on District efforts to identify/address equity gaps 	<ul style="list-style-type: none"> New 	Board of Trustees

Summary Notes for Goal 1: (To be Completed by May 22, 2023)

Teaching and Learning

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Student Support Services

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Human Resources

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Business Services

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Superintendent's Office

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Board of Trustees

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GOAL 2: Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff

Key Objectives:

- Ensure safe and positive school climate in both the physical and virtual environments
- Support staff by developing relationships, capacity building, and knowledge sharing to strengthen physical, emotional, and social wellness
- Facilitate a clear process when assisting students with IEPs in the transition between sites, programs, and placements
- Provide access to supports, structures, and information within the MTSS Framework to meet the needs of students, while engaging educational partners
- Ensure effective partnerships with local and regional institutions
- Implement strategies that support the physical, social and emotional development and wellbeing of students and staff
- Keep students and staff safe by educating all Educational Partners regarding Covid mitigation strategies
- Utilize a Multi-Tiered System of Support (MTSS) that ensures rigorous academic outcomes for all PreK-Adult students, parents/guardians, and staff
- Utilize MTSS Tier I, II, and III data to improve student academic, social-emotional, and college and career readiness
- Ensure key information is available to the community
- Ensure effective partnerships with local and regional institutions
- Address the long term impacts of COVID on students and employees
- Implement strategies that support the physical, social and emotional development and wellbeing of students and employees

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Responsible Division
2.1	● Reduce legal costs by 20%	● Invoices from attorneys	● Continuing	Human Resources
2.2	● Develop basic skills assessment tools for classified applicants aligned with the Education Code	● Addition of assessment module on EdJoin.org	● New	Human Resources
2.3	● Restructure the HR Analyst case management assignments to improve customer service supporting site needs	● HR Case Management document	● Continuing	Human Resources
2.4	● Continue the successful implementation of Measure I1	<ul style="list-style-type: none"> ● Complete the Hart Science Building ● Complete Lydiksen ES Rebuild ● TK projects at Donlon and Fairlands ● Early bidding of the summer 2023 HVAC, Roofing and FA projects ● Complete the ES Security Camera 	<ul style="list-style-type: none"> ● Hart New building complete Winter 2022 and completion of remodel of existing buildings by Fall 2023 ● Lydiksen admin building completion Nov 2022 and Pod C remodel complete Winter 2022 ● TK @ Donlon & Fairlands: RFP due 10/13. 	Business Services/Facilities and Construction

		<p>Projects</p> <ul style="list-style-type: none"> • Complete the Security Burglar Alarm Upgrades 	<p>Design to follow</p> <ul style="list-style-type: none"> • HVAC / Roofing & FA projects bidding Sprint 2023 • ES security camera projects completion by Fall 2023 • Burglar alarm upgrade completion by Winter 2023 	
2.5	<ul style="list-style-type: none"> • Begin the implementation of Measure I once approved by the votes in November 	<ul style="list-style-type: none"> • Develop an Implementation Plan 	<ul style="list-style-type: none"> • New 	Business Services
2.6	<ul style="list-style-type: none"> • Restart the elementary school boundary adjustment process 	<ul style="list-style-type: none"> • Convene meetings with key partners and community • Develop boundary options for consideration by the School Board 	<ul style="list-style-type: none"> • New 	Business Services
2.7	<ul style="list-style-type: none"> • Support the implementation with fidelity of 6 new high school courses for students with Extensive Support Needs (ESN), and track the ability for students to meet their Individualized Education Plan (IEP) goals through the new coursework 	<ul style="list-style-type: none"> • Gather data on the goal progress of students enrolled in ESN courses • Teacher attendance at core and supplemental curriculum training and guided planning sessions 	<ul style="list-style-type: none"> • New 	Student Support Services
2.8	<ul style="list-style-type: none"> • Create a guidance document for school teams in facilitating a clear process when a student is transitioning between sites, programs, and locations 	<ul style="list-style-type: none"> • Creation and dissemination of the guidance document • IEP notes reflecting an individualized plan to support student transitions (Ed Settings page) • Hold transition planning meetings among sites 	<ul style="list-style-type: none"> • New 	Student Support Services
2.9	<ul style="list-style-type: none"> • Stay up to date regarding Covid related guidance from the state & county 	<ul style="list-style-type: none"> • Attend weekly California Department of Public Health (CDPH) Safe Schools Open Office Hours • Attend monthly All Schools - 	<ul style="list-style-type: none"> • Continuing 	Student Support Services

		<p>Alameda County Public Health Department (ACPHD) / ACOE Covid Update calls</p> <ul style="list-style-type: none"> ● Review / implement new K-12 Covid guidance documents as released ● Provide training to Covid Liaisons and site staff responsible for implementing Covid protocols ● Report Covid outbreaks to Alameda County Public Health Department 		
2.10	<ul style="list-style-type: none"> ● Collaborate across district divisions to implement safety programs and supports that address the physical, social, emotional, and behavioral needs of students 	<ul style="list-style-type: none"> ● Collaboration with Technology Services to implement a student safety monitoring system, development of a protocol for responding to student safety alerts, and creation of a process for providing students with additional support based on their level of need ● Support and school based coaching for Positive Behavior Interventions and Supports (PBIS) framework and ongoing development ● Collaboration with the district safety team, Technology Services, and school sites to ensure student / staff safety through use of Raptor system ● Provide training specific to student/staff safety on the use of Raptor, visitor procedures, and the student safety monitoring system ● Attendance at/opportunities provided for professional development on student wellness 	<ul style="list-style-type: none"> ● New 	Student Support Services

		<ul style="list-style-type: none"> ● Implementation of a process for investigating sexual harassment, including training and support for school site administrators ● Implement protocols and train school site counselors/administrators on areas of student wellness ● Collaboration with Technology Services to resolve technical issues related to data entry and data retrieval for Section 504 plans 		
2.11	<ul style="list-style-type: none"> ● Provide information to the community ensuring equitable access to resources that support the physical, mental and social wellness of students, families, and staff 	<ul style="list-style-type: none"> ● Increase in modalities for outreach opportunities ● Stakeholder feedback within Wellness and Mental health forums ● Provide opportunities to gather feedback on resources and opportunities provided ● Increased access to diverse community provider supports 	<ul style="list-style-type: none"> ● New 	Student Support Services
2.12	<ul style="list-style-type: none"> ● Provide information supporting inclusive practices 	<ul style="list-style-type: none"> ● Increase knowledge of administrators, teachers regarding the benefits to inclusive practice 	<ul style="list-style-type: none"> ● Continuing 	Student Support Services
2.13	<ul style="list-style-type: none"> ● Observe co-taught classrooms with site administrators and special education administrators using the observational tool 	<ul style="list-style-type: none"> ● Use co-teaching observation tool to provide constructive feedback ● Observe effective co-taught programs 	<ul style="list-style-type: none"> ● Continuing 	Student Support Services
2.14	<ul style="list-style-type: none"> ● Implement referral procedures and identify available resources at each tier and within each component of Multi-Tiered Systems of Support (MTSS); social-emotional and 	<ul style="list-style-type: none"> ● MTSS procedural handbook with all PUSD resources (Coordination of Service Team/COST, Instruction, student connectedness, Diversity, Equity and Inclusion (DEI) supports, 	<ul style="list-style-type: none"> ● Ongoing 	Teaching & Learning

	academic for all grade levels; PreK-5, Middle school, and High School.	etc.) available at each tier for parents/guardians, students, and staff to utilize. Handbook includes 3 components/domains: social-emotional, academic, and college and career readiness <ul style="list-style-type: none"> ● Tracking and monitoring of Tier II and Tier III intervention(s) effectiveness 	<ul style="list-style-type: none"> ● New 	
2.15	<ul style="list-style-type: none"> ● Ensure alignment between OWP goals and management evaluations 	<ul style="list-style-type: none"> ● Organizational Work Plan ● Evaluation documents 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
2.16	<ul style="list-style-type: none"> ● Leverage District and site budgets to target achievement and opportunity gaps 	<ul style="list-style-type: none"> ● District and site budget documents ● Budget related Board agenda items ● LCAP, CCEIS and Equity Plan goals ● ELOG plan 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
2.17	<ul style="list-style-type: none"> ● Ensure key information is posted and available on the District's website ● Continue implementation of Let's Talk to support access to information and increase efficiencies in engagement and response times 	<ul style="list-style-type: none"> ● Website publishing data ● Annual Stakeholder Survey data ● Average response times, feedback ratings and development of workflows in Let's Talk platform 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
2.18	<ul style="list-style-type: none"> ● Continue training and support for new communication platform, ParentSquare to ensure information is being delivered to families in their preferred/home language 	<ul style="list-style-type: none"> ● ParentSquare usage & contactability reports 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
2.19	<ul style="list-style-type: none"> ● Support efforts to improve individual student achievement 	<ul style="list-style-type: none"> ● Board Curriculum and Instruction Committee agendas and minutes ● Board agenda items and reports ● Updated policies and regulations 	<ul style="list-style-type: none"> ● Continuing 	Board of Trustees
2.20	<ul style="list-style-type: none"> ● Support efforts to promote equity and 	<ul style="list-style-type: none"> ● Related Board items and 	<ul style="list-style-type: none"> ● Continuing 	Board of Trustees

	address opportunity gaps	<p>presentations</p> <ul style="list-style-type: none"> • CCEIS Plan implementation reports • Equity plan implementation reports • Board communications to parents / students • Updated Board policies and regulations 		
2.21	<ul style="list-style-type: none"> • Understand and respond to issues related to the ongoing impact of COVID 	<ul style="list-style-type: none"> • Board reports outlining how COVID-related funds are expended • Monitor impact data relating to COVID response activities identified in the ELOG plan 	<ul style="list-style-type: none"> • New • New 	Board of Trustees

Summary Notes for Goal 2: (To be Completed by May 22, 2023)

Teaching and Learning

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Student Support Services

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Human Resources

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Business Services

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Superintendent's Office

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Board of Trustees

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GOAL 3: Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

Key Objectives:

- Provide students with equitable access to universal meal program and access to technology
- Ensure resources are provide to the organization to carry out the work around equity and inclusion
- Create a comprehensive referral, assessment, and Special Education eligibility determination process
- Use attendance data to improve student outcomes and district practices
- Support professional development training to secondary certificated and classified staff with a focus on culturally responsive strategies
- Implement programming that meets the needs of marginalized students to reduce the barriers to equity and inclusion
- Work as a district to create a sense of belonging in all PUSD learning and work environments
- Ensure rigorous academic achievement for College, Career, and Community readiness for all students regardless of background, language, culture, or socioeconomic status
- Ensure policies are created and updated through an equity lens
- Continue to ensure opportunities to engage in equity work are accessible to community
- Leverage communication and engagement platforms through ongoing training and information sessions with key groups
- Ensure that changes to the board election and school boundaries includes engagement from the entire community
- Enhanced Trustee engagement
- 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
- Strengthen Trustee advocacy in regard to equity and inclusion both locally and beyond

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Responsible Division
3.1	<ul style="list-style-type: none"> ● Develop and share the screening process with site administrators and departments 	<ul style="list-style-type: none"> ● Screening process document ● Agenda at All Leadership meeting 	<ul style="list-style-type: none"> ● New 	Human Resources
3.2	<ul style="list-style-type: none"> ● Revise classified, certificated and management evaluation forms to align with professional standards 	<ul style="list-style-type: none"> ● Memorandum of Understanding (MOU) with Classified Union ● MOU with Certificated Union ● Updated Classified and Certificated Administrator evaluation forms 	<ul style="list-style-type: none"> ● New ● New 	Human Resources

3.3	<ul style="list-style-type: none"> ● Revise hiring questions to align with the district's equity and inclusion goals 	<ul style="list-style-type: none"> ● Question bank for all categories of positions ● Interview question template, including equity based questions required for all positions 	<ul style="list-style-type: none"> ● New ● New 	Human Resources
3.4	<ul style="list-style-type: none"> ● Improve the service and food quality meals served by Child Nutrition Services (CNS) 	<ul style="list-style-type: none"> ● Provide training and professional development for new / existing staff ● Update food menus with meals students prefer ● Improve CNS procedures and food ordering processes ● Develop plan to improve kitchens and move to speed scratch cooking 	<ul style="list-style-type: none"> ● On-going 21-22 ● Preparing new cycle menus every 3 months 	Business Services/CNS
3.5	<ul style="list-style-type: none"> ● Increase the number of meals served to all students 	<ul style="list-style-type: none"> ● Fill and hire all vacant positions ● Increase point of sales in the high schools ● Reduce the time students are in line waiting for meals ● Increased participation, as compared to 21/22 ● Positive student and parent feedback 	<ul style="list-style-type: none"> ● On-going 21-22 ● Hired Coordinator ● Meals have increased from 21-22 	Business Services/CNS
3.6	<ul style="list-style-type: none"> ● Ensure budget and resource allocations are made to implement the goals around equity and inclusion 	<ul style="list-style-type: none"> ● Regular meetings with the Division to evaluate planning and fund allocation to the programs that support this goal 	<ul style="list-style-type: none"> ● Ongoing 	Business Services/Fiscal
3.7	<ul style="list-style-type: none"> ● Contribute to a district-wide comprehensive pre-referral and special education referral process that includes the consideration of cultural and linguistic factors 	<ul style="list-style-type: none"> ● Special Education (SPED) leaders' participation on COST and Student Study Team (SST) procedure development meetings ● Communication and training about the referral process (including to related services) with education 	<ul style="list-style-type: none"> ● New 	Student Support Services

		<ul style="list-style-type: none"> partners ● SPED representation on COST teams 		
3.8	<ul style="list-style-type: none"> ● Develop assessment guidelines that consider all relevant sources of data, including the potential effects of cultural and linguistic factors, for the determination of special education eligibility 	<ul style="list-style-type: none"> ● School psychologists' and Speech Language Pathologists' training in bilingual assessment procedures ● School psychologists' training in the Patterns of Strengths and Weaknesses (PSW) model of Specific Learning Disability identification 	<ul style="list-style-type: none"> ● New 	Student Support Services
3.9	<ul style="list-style-type: none"> ● Intentionally create a path for belonging for students with IEPs in the least restrictive environment 	<ul style="list-style-type: none"> ● Select grade level(s) and site(s) to roster elementary Special Day Class (SDC) students with a general education teacher to facilitate meaningful inclusion ● Train site administrators, general and special ed teachers and service providers regarding ways to facilitate belonging in the classroom 	<ul style="list-style-type: none"> ● New 	Student Support Services
3.10	<ul style="list-style-type: none"> ● Provide training to site leaders on areas of discipline, equity, culturally responsive strategies, and restorative options 	<ul style="list-style-type: none"> ● Track number of opportunities provided, attendance, and participation in professional development opportunities ● Support Positive Behavior Interventions and Supports (PBIS) framework and development ● Provide opportunities to gather feedback on professional development opportunities provided. ● Gather feedback on desired training for staff based on need and interest 	<ul style="list-style-type: none"> ● New 	Student Support Services
3.11	<ul style="list-style-type: none"> ● Analyze COST and Social Work referral data to identify trends and gap 	<ul style="list-style-type: none"> ● Collaboration with School Social Workers to address identified needs 	<ul style="list-style-type: none"> ● New 	Student Support Services

	areas	<p>through the referral process</p> <ul style="list-style-type: none"> ● Collaboration with COST school site teams to address identified needs through the referral process ● McKinney Vento services and supports available ● Foster/Kinship services available 		
3.12	<ul style="list-style-type: none"> ● Identify barriers to student achievement and implement programming and support to allow students to overcome these barriers 	<ul style="list-style-type: none"> ● Agendas/sign in sheets from African American Family Network meetings ● Agendas/sign in sheets from School Smarts meetings ● The Mariachi music program rosters & agendas ● STEP program rosters and agendas ● Saturday Academy Newcomer program rosters ● Pre-AP program rosters & data 	<ul style="list-style-type: none"> ● New (and modified continued) 	Student Support Services
3.13	<ul style="list-style-type: none"> ● Revise the Clinical Services Handbook to support the referral procedures for students with emotional needs 	<ul style="list-style-type: none"> ● Collaborate with SELPA Mental Health Clinicians and school psychologists to align Mentally Related Mental Health Services (ERMHS) assessments to reduce duplication of reports 	<ul style="list-style-type: none"> ● New 	Student Support Services
3.14	<ul style="list-style-type: none"> ● Update the PUSD PreK-Adult Master Plan English Learners (including Emerging Bilinguals) so that it reflects current practices, procedures, and programs within PUSD. 	<ul style="list-style-type: none"> ● Completion of English Language Development (ELD) plan/adoption by the Board ● Identify and serve ethnic groups not currently enrolled in the adult ESL (English as Second Language) program and increase their enrollment by 10% and 20% for ESL volunteering to engage at their child's PreK-Adult school 	<ul style="list-style-type: none"> ● Ongoing ● New 	Teaching & Learning

3.15	<ul style="list-style-type: none"> ● Provide professional development to staff in order to examine PreK-Adult PUSD practices and programs through the lens of equity, diversity, inclusion, and access. 	<ul style="list-style-type: none"> ● Identify Diversity, Equity, and Inclusion (DEI) access challenges/successes via <ul style="list-style-type: none"> ○ PreK-Adult advance courses offerings and student attendance ○ PreK-12 Student connection to adults on campus ○ Suspension rates ○ Special Education identification (CCEIS) ○ PreK-Adult grades and College and career readiness (A-G, AP, Xello, FAFSA, etc.) ○ Ethnic Studies implementation ○ Educational partner Surveys ○ Student Journey Map outreach and priorities for CTE pathways 	<ul style="list-style-type: none"> ● New ● New ● Ongoing ● New ● Ongoing ● Ongoing ● New ● New ● New 	Teaching & Learning
3.16	<ul style="list-style-type: none"> ● Completion of Comprehensive Coordinated Early Intervening Services (CCEIS) plans; 2020, 2021 and 2022 	<ul style="list-style-type: none"> ● 2020 CCEIS plan and Board updates ● 2021 CCEIS plan and Board Updates ● Initiate / Implement 2022 CCEIS plan 	<ul style="list-style-type: none"> ● Ongoing ● Ongoing ● New 	Teaching & Learning
3.17	<ul style="list-style-type: none"> ● Ensure alignment between Board policy, admin regulations, and organizational behavior 	<ul style="list-style-type: none"> ● Board Policy Committee agendas / minutes ● Updated policies / admin regulations ● Board agenda items / presentations 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
3.18	<ul style="list-style-type: none"> ● Engage students, staff, parents/guardians, and community Educational Partners in the ongoing equity work 	<ul style="list-style-type: none"> ● Town Hall agendas and presentations ● Equity-focused surveys ● Task Force rosters / meeting agendas 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
3.19	<ul style="list-style-type: none"> ● Develop and implement Board policies that support equity and inclusion 	<ul style="list-style-type: none"> ● Updated policies and procedures ● Agendas and minutes from Board equity workshops and CCEIS 	<ul style="list-style-type: none"> ● Continuing 	Board of Trustees

		<ul style="list-style-type: none"> updates ● Records of Trustee professional development ● Identify and monitor the effectiveness of equity related strategies and programs 	<ul style="list-style-type: none"> ● New 	
3.20	<ul style="list-style-type: none"> ● Develop effective connections between the Trustees and School Sites 	<ul style="list-style-type: none"> ● Records of Trustee school site visits ● Trustee attendance at cultural events ● Records of Trustee community engagement 	<ul style="list-style-type: none"> ● Continuing 	Board of Trustees
3.21	<ul style="list-style-type: none"> ● Practice positive advocacy in conversations with local, state and national leaders 	<ul style="list-style-type: none"> ● Trustee calendars ● Board report outs ● Participation in California School Board Association (CSBA) and community driven advocacy efforts 	<ul style="list-style-type: none"> ● New 	Board of Trustees

Summary Notes for Goal 3: (To be Completed by May 22, 2023)

Teaching and Learning

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Student Support Services

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Human Resources

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Business Services

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Superintendent's Office

-

Board of Trustees

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GOAL 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

Key Objectives:

- Provide professional development opportunities that matches the needs of the employee and assess their improvement progress
- Provide staff with high quality work environments that attract high quality staff and encourage collaboration
- Implement departmental reorganization plans
- Implement a coherent process for the hiring, onboarding, and training of paraprofessionals into the newly reorganized job classifications
- Ensure new staff are trained and knowledgeable on Special Education and Section 504 procedures and district expectations
- Analyze current staffing and modify or add current jobs based on programmatic need
- Provide collaborative learning opportunities for professional growth in order to positively impact student learning
- Strengthen succession planning and leadership development pathways
- Provide professional development for clerical staff district-wide
- Build collaborative processes across sites and departments to create a culture of interdependence, therefore, creating a positive work environment
- Enhance district efforts to recruit, train and retain a culturally diverse staff
- Establish clear succession planning processes and procedures
- Expand the implementation of interest-based problem solving

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Responsible Division
4.1	● Collaborate with all divisions to develop processes to onboard/exit employees	● Committee meeting agendas	● New	Human Resources
4.2	● Conclude all classified reorganizations	● MOU's with Classified union	● New	Human Resources
4.3	● Revise classified and management evaluation forms to align with professional standards	● MOU with Classified union ● Updated Classified and Certificated Administrator evaluation forms	● New ● New	Human Resources
4.4	● Continue to support and develop skills and knowledge of HR Analysts	● Attendance at credentialing trainings and conferences	● New	Human Resources
4.5	● Implement the Relocation of the District Office	● Complete Facility Improvement Architectural Plans ● Bidding and Construction	● Working to complete space plan schematic design by Oct 7, 2022 ● Agency submittal scheduled for mid-November	Business Services/ Facilities + Construction

		<ul style="list-style-type: none"> ● Moving / Transition to new offices 	<ul style="list-style-type: none"> ● Construction to be phased and move in anticipated in April 2023 	
4.6	<ul style="list-style-type: none"> ● Maintain high quality teaching and learning environments 	<ul style="list-style-type: none"> ● Regular/ongoing maintenance projects ● Implementation of the Routine Restricted Maintenance Projects 	<ul style="list-style-type: none"> ● Continuing 	Business Services/ MOT
4.7	<ul style="list-style-type: none"> ● Implement Reorganization plans with the Business Services departments that have been approved by California School Employees Association (CSEA) and School Board 	<ul style="list-style-type: none"> ● CNS Reorganization ● Technology Reorganization ● Maintenance, Operations and Transportation (MOT) Reorganization 	<ul style="list-style-type: none"> ● New ● CNS re-organization completed and board approved In the process of filling vacancies <ul style="list-style-type: none"> ○ Hired Culinary Chef Coordinator 	Business Services
4.8	<ul style="list-style-type: none"> ● Develop a consistent paraprofessional onboarding process 	<ul style="list-style-type: none"> ● Create paraprofessional training series and deliver to new paras every Friday ● Create a printed paraprofessional handbook ● Facilitate new paras shadowing experienced paras for one afternoon prior to starting their assignment 	<ul style="list-style-type: none"> ● New 	Student Support Services
4.9	<ul style="list-style-type: none"> ● Collaborate with Human Resources (HR) to implement innovative strategies to recruit and hire paraprofessionals 	<ul style="list-style-type: none"> ● Participation in job fairs ● Targeted invitations to site administrators for interview sessions 	<ul style="list-style-type: none"> ● New 	Student Support Services
4.10	<ul style="list-style-type: none"> ● Increase capacity of paraprofessionals to excel in all functions of the newly reorganized job classifications 	<ul style="list-style-type: none"> ● Development of training protocols for Paras - Extensive Support Needs (ESN) ● Development of training protocols and supervision of competencies for Registered Behavior Technicians (RBT) 	<ul style="list-style-type: none"> ● New 	Student Support Services
4.11	<ul style="list-style-type: none"> ● Coordinate relevant and meaningful 	<ul style="list-style-type: none"> ● Track number of opportunities 	<ul style="list-style-type: none"> ● Continuing 	Student Support

	professional development opportunities for all Student Support Services staff, including all certificated and classified special education staff	<p>provided, attendance, and participation in professional development opportunities</p> <ul style="list-style-type: none"> ● Provide opportunities to gather feedback on professional development opportunities provided. ● Gather feedback on desired training for staff to attend based on need and interest ● Training slide decks and meeting attendance logs ● Safety Care certification lists 		Services
4.12	<ul style="list-style-type: none"> ● Provide Section 504 training during the onboarding process for new 504 coordinators, administrators, counselors, and teachers 	<ul style="list-style-type: none"> ● Design / implement trainings tailored to employee's role within the Section 504 identification, evaluation, and implementation process ● Provide access to resources for staff members to ensure compliance with Section 504 ● Provide opportunities for new staff members to give feedback on the onboarding process as it relates to Section 504 	<ul style="list-style-type: none"> ● New 	Student Support Services
4.13	<ul style="list-style-type: none"> ● Identify areas of staffing need, based on organization and student need, and create or modify current job descriptions and duties 	<ul style="list-style-type: none"> ● Analyzing staffing need and make recommendations to HR ● New job descriptions for programs (Expanded Learning Opportunities Program (ELOP), California State Preschool Program (CSPP)) ● Hire additional staff to support unduplicated students 	<ul style="list-style-type: none"> ● New 	Student Support Services
4.14	<ul style="list-style-type: none"> ● Administrators, teachers, and educational partners will collaborate 	<ul style="list-style-type: none"> ● Data Talks agenda and activities ● Collaboration and professional 	<ul style="list-style-type: none"> ● New ● New 	Teaching & Learning

	and participate in professional development (PD) to identify and address student academic and social-emotional needs	<p>development agenda and activities</p> <ul style="list-style-type: none"> ● PD is reflected within the OWP / School Plan for Student Achievement (SPSAs) ● Completed Professional Development plan for each adult education certificated staff member ● 25% of CTE teachers will attend an industry conference, participate in an externship, or similar activity as a baseline benchmark that will increase in future years ● 90% of CTE teachers will participate in district collaboration days where they receive training on cultural proficiency in CTE 	<ul style="list-style-type: none"> ● New ● Ongoing ● Ongoing ● New 	
4.15	● Promote opportunities in PUSD through digital and social media	● Engagement statistics & reports	● Continuing	Superintendent's Office
4.16	● Grow the leadership pipeline and ensure succession planning	<ul style="list-style-type: none"> ● Statistics relating to participation in professional growth opportunities ● Updated policies and procedures 	● Continuing	Superintendent's Office
4.17	● Provide tools / training for site admins to connect and communicate effectively within school communities	<ul style="list-style-type: none"> ● ParentSquare and Let's Talk reports ● Annual Stakeholder Survey data ● School Site newsletters ● District & School website launch ● Web editor training / publishing logs 	● Continuing	Superintendent's Office
4.18	● Provide tools, resources and professional development for district-wide clerical support staff to engage and communicate effectively with their customers	<ul style="list-style-type: none"> ● Weekly "Need to Knows" ● Monthly "A" Team meetings attendance ● Clerical support staff participation during professional development 	● New	Superintendent's Office

4.19	<ul style="list-style-type: none"> Develop succession planning process for leadership positions 	<ul style="list-style-type: none"> Statistics relating to participation in professional growth learning opportunities Updated policies and procedures 	<ul style="list-style-type: none"> Continuing 	Superintendent's Office
4.20	<ul style="list-style-type: none"> Actively promote the recruitment, hiring, and retention of a diverse workforce 	<ul style="list-style-type: none"> Certificated contract language Improvement to benefit packages Salary comparison reports Revised policies and procedures 	<ul style="list-style-type: none"> Continuing 	Board of Trustees
4.21	<ul style="list-style-type: none"> Support the development of career pathways and succession planning 	<ul style="list-style-type: none"> Mentoring and coaching policies Budget for professional development Policies and procedures Succession planning policies and procedures 	<ul style="list-style-type: none"> Continuing 	Board of Trustees
4.22	<ul style="list-style-type: none"> Support and participate in interest-based problem solving 	<ul style="list-style-type: none"> Interest-based bargaining professional development Board report outs 	<ul style="list-style-type: none"> Continuing 	Board of Trustees

Summary Notes for Goal 4: (To be Completed by May 22, 2023)

Teaching and Learning

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Student Support Services

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Human Resources

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Business Services

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Superintendent's Office

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Board of Trustees

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GOAL 5: Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

Key Objectives:

- Continue streamlining processes and improving communication with internal and external customers
- Enhanced teamwork and collaboration between departments, divisions, school, and educational partners
- Ensure consistent and effective communication with parents/guardians, staff, administrators, teachers, and vendors, by providing rapid responses to questions via email/phone and by consistently updating information on the PUSD external and internal websites
- Enhance collaboration and opportunities with community partners, families, and district divisions to improve student outcomes, community relationships, and educational practices
- Increase clear and informative messaging for our community partners, ensuring updated information and initiatives are being communicated in a timely manner
- Increase partnerships with community organizations to the benefit of students following a non-traditional educational path
- Embrace feedback from education partners in order to achieve equitable student outcomes
- Improve access and transparency for Board, District, and school 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 educational partners
- Leverage communication tools that build structures for promoting authentic engagement and effective partnerships

Item	Actions	Key Performance Indicators (KPIs) Metric Descriptors	Action Status	Responsible Division
5.1	● HR managers visit sites at the start of the school day on a weekly basis	● Events on HR managers' calendars ● End of year feedback survey	● New ● New	Human Resources
5.2	● Hold monthly Job-alike meetings with school sites and departments	● Events on managers' calendars ● Meeting agendas	● Continuing ● Continuing	Human Resources
5.3	● Improve communication of HR policies and procedures to all community partners	● Updates on HR web page ● E-connect communication ● Needs to Know communications	● New ● Continuing ● Continuing	Human Resources
5.4	● Begin the process to surplus District property including the current DO property and Vineyard Property	● Develop a 7/11 commission as required by law ● Community outreach and	● New	Business Services

		<ul style="list-style-type: none"> communication ● Select a firm to support the district property sales process 		
5.5	<ul style="list-style-type: none"> ● Update Joint Use Agreements with the City 	<ul style="list-style-type: none"> ● School Fields and Gyms ● Theaters (AVHS) 	<ul style="list-style-type: none"> ● New and ongoing 	Business Services
5.6	<ul style="list-style-type: none"> ● Modernize and improve the purchasing and warehouse to improve customer service 	<ul style="list-style-type: none"> ● Fill Vacant positions ● Implement on-line ordering ● Develop a more efficient delivery system 	<ul style="list-style-type: none"> ● New and ongoing 	Business Services/ Operations and Fiscal
5.7	<ul style="list-style-type: none"> ● Modernize and improve the graphics to improve customer service 	<ul style="list-style-type: none"> ● Transition paper and email ticket submissions to online methods ● Implement new online digital storefront application ● Automate and add additional equipment for efficiencies 	<ul style="list-style-type: none"> ● Ongoing, continued from 2021-22 	Business Services/ Technology
5.8	<ul style="list-style-type: none"> ● Implement the new site tech support plan to improve customer service 	<ul style="list-style-type: none"> ● Meet with elementary and middle school principals to gather feedback ● Gather teacher feedback ● Compile feedback looking for common themes ● Communicate deployment schedule to schools ● Roll out in phases by regional zones ● After each zone deployment sync up for lessons learned and to review Help Desk data ● Professional development of site tech staff on tools and procedures 	<ul style="list-style-type: none"> ● New 	Business Services/ Technology
5.9	<ul style="list-style-type: none"> ● Planning, budgeting and communication around the additional 2022/23 One-time Funds 	<ul style="list-style-type: none"> ● Planning Document ● Implementation of Plan ● Board report 	<ul style="list-style-type: none"> ● New 	Business Services/Fiscal

5.10	<ul style="list-style-type: none"> ● Provide routine communication and guidance to special education teachers and service providers 	<ul style="list-style-type: none"> ● Biweekly “Current Announcements” on the PUSD-internal SpEd website ● Add sections and content to the PUSD-internal SPED website based on user feedback and inquiry trends 	<ul style="list-style-type: none"> ● Continuing 	Student Support Services
5.11	<ul style="list-style-type: none"> ● Engage, participate, and collaborate with community partners, families, and district divisions to improve student outcomes, community relationships, and educational practices 	<ul style="list-style-type: none"> ● Gather feedback from school site staff including site administrators on effectiveness of supports from Student Support Services and adjust supports as needed ● Evidence of staff participation leading committee meetings and community collaboration efforts ● Workshops for parents/guardians on skills to support a child’s social-emotional and behavioral development ● Evidence of participation in committees ● Attendance at community meetings ● Documented communication with families and the community 	<ul style="list-style-type: none"> ● Continuing 	Student Support Services
5.12	<ul style="list-style-type: none"> ● Develop and implement an efficient volunteer clearance process that ensures student safety while leveraging the generous support of community members 	<ul style="list-style-type: none"> ● Create an easy to use system for individuals to sign up to volunteer ● Develop a process in alignment with board policy and in collaboration with HR to conduct background checks on individuals who will be interacting with students without supervision by PUSD staff ● Provide instructions regarding the volunteer clearance process using multiple communication channels 	<ul style="list-style-type: none"> ● New 	Student Support Services

		<p>including a link on the student management system, information on the PUSD website/all school site websites and emails / newsletters from school site staff</p> <ul style="list-style-type: none"> • Enable school site staff to have visibility into a central database listing of cleared volunteers 		
5.13	<ul style="list-style-type: none"> • Educate families and staff members regarding Covid protocols and community transmission 	<ul style="list-style-type: none"> • Send symptom, exposure and isolation instruction letters via email to students and staff • Keep website updated with weekly Covid case counts and current links for Covid related information 	<ul style="list-style-type: none"> • Continuing 	Student Support Services
5.14	<ul style="list-style-type: none"> • Develop and implement credit-bearing opportunities for High School students that provide mentoring and experience in the workplace 	<ul style="list-style-type: none"> • Work Experience rosters and student, employer feedback • Volunteer Community Experience course description approval • Internship/Mentoring course approval and implementation 	<ul style="list-style-type: none"> • New 	Student Support Services
5.15	<ul style="list-style-type: none"> • Develop a quarterly Tri-Valley Special Education Local Planning Area (SELPA) newsletter 	<ul style="list-style-type: none"> • Provide a better understanding of SELPA resources • Highlight evidence-based practices • Advertise for upcoming free training within the SELPA and other organizations 	<ul style="list-style-type: none"> • New 	Student Support Services
5.16	<ul style="list-style-type: none"> • Establish routine opportunities and platforms to obtain and utilize feedback from community partners about school and district programs, activities, and policies 	<ul style="list-style-type: none"> • Parent survey data on school and district programs/events (District English Language Advisory Committee/DELAC, African American Family network, Dual Language Institute/DLI, STEM, 	<ul style="list-style-type: none"> • New 	Teaching & Learning

		<p>course placement, Advance Placement, etc.)</p> <ul style="list-style-type: none"> ● School and District community partner information meetings regarding school programs (CCEIS, DEI activities, Secondary Math placement, Equity grading, advance course offerings, athletics, performing arts, etc.) ● Establish CTE Advisory Board and host 3 meetings for the year ● Increase connection to the business community to diversify the work-based learning opportunities where interns develop competitive integrated employment skills 	<ul style="list-style-type: none"> ● New ● New ● New 	
5.17	<ul style="list-style-type: none"> ● Build trust and increase transparency with staff and the community 	<ul style="list-style-type: none"> ● Annual Stakeholder Survey results ● ParentSquare usage reports ● Let's Talk response rates 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
5.18	<ul style="list-style-type: none"> ● Develop and implement tools and strategies that create opportunities for meaningful engagement 	<ul style="list-style-type: none"> ● Board meeting public comments ● Community meeting attendance ● Town Hall statistics ● Let's Talk and ParentSquare data 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
5.19	<ul style="list-style-type: none"> ● Expand use of Let's Talk and ParentSquare platforms to enhance communication and responsiveness 	<ul style="list-style-type: none"> ● Let's Talk Chatbot implementation, engagement and feedback statistic ● ParentSquare data reports 	<ul style="list-style-type: none"> ● New 	Superintendent's Office
5.20	<ul style="list-style-type: none"> ● Transition District & school websites to a new web platform to improve access and transparency for Board, District and school information and collaborate with Technology Services to manage functionality of 	<ul style="list-style-type: none"> ● Launch of District & school websites to Finals site platform ● Systems and protocols utilizing new platform to sustain modern and functional website for internal and external stakeholder on new 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office

	external website and internet	platform		
5.21	<ul style="list-style-type: none"> ● Improve access and transparency for Board information 	<ul style="list-style-type: none"> ● Website edit logs ● Board meeting public comments 	<ul style="list-style-type: none"> ● Continuing 	Superintendent's Office
5.22	<ul style="list-style-type: none"> ● Strengthen communication between Trustees and various educational partners 	<ul style="list-style-type: none"> ● Participation in Town Halls ● Policies and procedures ● Confidential support for Board communications 	<ul style="list-style-type: none"> ● Continuing 	Board of Trustees
5.23	<ul style="list-style-type: none"> ● Establish multi-directional communication strategies where staff and students have routine access to provide feedback 	<ul style="list-style-type: none"> ● School visits ● Attendance at site-based meetings ● Confidential support for Board communications ● Board Meeting Q & A 	<ul style="list-style-type: none"> ● Continuing 	Board of Trustees
5.24	<ul style="list-style-type: none"> ● Provide updates or feedback on items as part of regular board communications 	<ul style="list-style-type: none"> ● Board report outs ● Items/responses in the Board Q & A ● eConnect information 	<ul style="list-style-type: none"> ● New 	Board of Trustees

Summary Notes for Goal 5: (To be Completed by May 22, 2023)

Teaching and Learning

-

Student Support Services

-

Human Resources

-

Business Services

-

Superintendent's Office

-

Board of Trustees

-

Concluding Comments

This document attempts to outline and highlight actions taken by District leadership to address the Superintendent's 2022-2023 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 were modified for the 2022-2023 school year, as follows.

2022-2023 Goals:

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 provides information pertaining to District and site planning processes, rather than a complete description of all activities across the District. It also serves as the framework for our continuous improvement process. Each year, the updated Organizational Work Plan is published in October, followed by a midyear update in January, and an annual report in June. This process provides snapshots of the work and summarizes progress made over the course of the school year. Each document is made available for public viewing on the District's website, as they are available.