# Department Plans 2025-2026

# Overview

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**Department: Enrollment and Engagement**

**Objective:**
Create clear and actionable plans for each department that set specific goals, outline the steps needed to achieve them, and ensure spending is aligned with these goals. This will help improve performance, stay within budget, and support the overall success of the organization.

# Roles and Services

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**Department Organizational Chart (Please list names and Titles)**

<table>
<tr><th colspan="4">Dr. Shannon Mumolo- Director MSAP, Enrollment & Community Engagement</th></tr>
<tr><th>Enrollment, Permits, & Student Records</th><th>Community Schools</th><th>Family & Community Engagement</th><th>Magnet Schools Assistance Program</th></tr>
<tr><td rowspan="2">Annie Jananian (Database Specialist)<br><br>Patricia Ceniceroz (Program Assistant)<br><br>Deanna Marron (District Registrar - Records)</td><td>Veronica Alcantar (Teacher on Special Assignment, Community Schools)</td><td>Nancy Molina (Assistant Coordinator, Community Outreach)</td><td>Reyna Uka (Coordinator)</td></tr>
<tr><td>Stephanie Mckimson (Program Assistant)<br><br>Jasmine Harris (Sr. Community Advocate)</td><td>Vacant (Volunteer Specialist)</td><td>Kayla Francis (Program Assistant)</td></tr>
<tr><td>23 Site-based registrars and data clerks</td><td>10 site-based Community Advocates<br>3 Site-based Truancy Specialists</td><td>19 site-based School Community Assistants</td><td>3 site-based Magnet Coordinators (TOSA I)<br>2 site-based curriculum specialists (TOSA I)</td></tr>
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# Department Plans 2025-2026

**Services provided by the Enrollment and Engagement Department:**

1. Support for district-wide registration and enrollment of students
2. District-wide processing of student records requests
3. Direct support for financial oversight, training, and performance reporting for magnet and community school grants
4. Collaboration with schools, departments, and community partners to provide parent workshops, resources, and supports to promote student success in school
5. Volunteer processing
6. Professional development and coaching for School Community Assistants and Community Advocates, Registrars, and Data Clerks.

# Prior Year Reflection

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**Accomplishments in 2024-2025**

- **1- Open Enrollment will be easily accessible to parents and guardians.**
    - The Eaton Fire impacted enrollment for hundreds of families, including PUSD and non-PUSD students. Despite this impact, 87% or more of survey respondents who participated in Open Enrollment agreed that they felt informed, information was easily accessible on the PUSD website, and application steps were simple and clear.
    - Enrollment staff published new and timely information to support families during a time of significant and unprecedented mid-year transfers.
- **2- Foster a culture of parent/community input and provide multiple ways to seek ongoing feedback.**
    - During Fall 2025, PUSD engaged diverse community members in a comprehensive Superintendent's Budget Advisory Committee process to enact district priorities to be effective and accountable, and to engage in purposeful collaboration to increase trust. More than 80% of participants agreed or strongly agreed that the committee's purpose was clear, meetings were effective, and that decision-making was fair, transparent, and inclusive.
    - Family Engagement and Magnet staff provided support to build and enhance relationships via training for community assistants and school registrars, family education offerings, and special meetings with parents and community groups undergoing and preparing for change related to school relocation, including the Madison

Heights Neighborhood Association, Longfellow Magnet, Altadena Arts Magnet, and Madison Elementary. Evaluation data for family education and community outreach events indicates that 100% of respondents felt that the information presented was relevant and valuable and that participants appreciated the format of activities, with feedback such as “I thought the small group format worked really well and gave everyone an opportunity to express concerns and ideas,” and “I appreciate how it was family-oriented, this way parents learn tools to also engage with their student in an academic setting.”

- Through PUSD’s Community School initiative, staff hosted 7 English focus groups and 10 Spanish focus groups, Parent Conchas con Café, and school-level surveys to understand family perspectives and establish school support plans that address assets, interests, and needs. Staff also convened a monthly Community Schools Advisory Council, composed of parents, teachers, staff, and community partners, to establish shared goals for the initiative that align with PUSD’s strategic plan. Collaboration among PUSD’s community partners enabled staff to be responsive to students' and families' interests and needs, including expanded learning opportunities and the provision of resources in response to the Eaton Fire. These efforts are in addition to the ongoing engagement of parents and guardians and staff in the development and monitoring of School Plans for Student Achievement SPSA) and the Local Control and Accountability Plan (LCAP).

- **3- Provide staff training and support to promote a welcoming school**
  - 100%* of staff training participant respondents agreed that the information and/or skills presented were relevant and useful. The response rate was low, so future efforts are needed to better capture the impact of staff training.

- **4- Increased participation and engagement in parent offerings.**
  - 100% of parent workshop/event participant respondents agreed that the information and/or skills presented were relevant and useful.
  - Participation in departmental family engagement offerings increased, with a total of 1,032 family workshop/event attendees. Specifically, workshop/event attendance increased from a high of 26 participants in Fall to 5 events that exceeded 50 participants and 5 others nearing or exceeding 100 participants in Spring. The top 5 attended events were: PUSD Parents Network (February Meeting AM and PM), Summer Splash Summer Programs Fair, Welcome to TK/Kindergarten, and Choosing After-school Care.

- **5- The Parent Portal Access rate for parents of 5th, 6th, and 9th-grade students will increase from the prior year.**
  - All three target grade levels increased the parent portal access rate from the prior year by April 2025, with two months remaining to measure end-of-year totals.
  - The largest increase was in 6th grade, with a baseline of 79.74% of parents with Parent Portal access at the end of 2024 and 88.44% of parents with access as of April 2025.

- **6- Provide level 2 volunteer training and clearance to welcome parents as partners and increase access to volunteer opportunities.**
  - As of June 2025, 793 Level II Volunteers were processed.

# Department Plans 2025-2026

**Next Steps for 2025-2026**
In addition to the continuation of departmental services, which are provided annually, the Offices of Enrollment and Family and Community Engagement aim to:

- Increase collaboration across departments and leverage technology tools to streamline enrollment processes, increase parent/guardian access to participate in Open Enrollment, expand parent access to information, and increase two-way communication with families.
- Consider new ways to streamline processes (volunteer processing, records, enrollment applications).
- Refine the work of the Community Schools Advisory Council and collaborate across departments to work toward the implementation of a community-based learning pilot.

# Department Priorities & Goals

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**Actions/Strategies/Projects/Priorities for 25-26**

| Item #1 | Budget Allocation | Timeline for Outcome/ Implementation |
|---|---|---|
| Increase collaboration across departments to expand parent education offerings that are relevant to parent/guardian interests and accessible via a variety of formats.<br>● Hosting high-attendance flagship events, e.g.<br>○ Meet Your Match- Provide new workshops to highlight PUSD programming (Arts, Athletics, Signature Programs) to current and prospective parents<br>○ English Learner Programs- Provide new workshops offered in Spanish for families to understand available programming for English Learners, including dual language immersion.<br>○ Build on previously successful offerings: iReady, Summer Splash, After-school programs, Family Math Games, | ● Staff (personnel/benefits)<br>● SMORE newsletter to communicate parent meeting information<br>● Light refreshments and supplies for parent meetings | Offer workshops throughout Fall 2025 and Spring 2026 |

# Department Plans 2025-2026

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| • Social Media/Online- Increase engagement by creating accessible video reels on topics of parent education interest submitted by families. For example, launch the First Digital Engagement Series (TikTok style of short videos), answering real family questions (e.g., Common Core math, i-Ready, how to read report cards). Offer recorded sessions and materials online, organized by topic, via an accessible format like Linktree.<br>• Promote parent leadership opportunities and support convenient structures and formats for parent leadership meetings. | | |

| Data Used to Determine (Prior Year Data) | Alignment to Strategic Plan | LCAP Alignment | |
|---|---|---|---|
| | 5. Collaboration with Families and Communities to Increase Trust | Goal | Action |
| Most parents feel well-informed (88%) and able to communicate with school staff (87%).<br><br>The top ways that parents prefer to receive information about their child's school include email (86%), text messages(49%), newsletters(28%), phone calls(17%), in person meetings (15%), and social media (14%).<br><br>Some parents (38%) feel that more information about how to help children at home would help parents become more involved in PUSD, and nearly half (44%) believe that more convenient times for participation would be helpful.<br><br>Only 46% of parents feel they have a say in district-level decision-making, suggesting a need for more inclusive engagement structures. (Spring 2025 LCAP Survey) Expand Parent and Staff Participation in Decision-Making Create more structured | 5 | 5 | 1 |

# Department Plans 2025-2026

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| opportunities for meaningful input from families and staff at both site and district levels<br>Source: Spring 2025 LCAP survey | | | |

| Success Indicators | Data Used to Determine Success | Key Performance Indicators (KPIs) | |
|---|---|---|---|
| | | Current | Goal |
| Increased engagement on social media. | Combined total of Instagram and Facebook Followers of PUSD FACES | 337 | 674 |
| Increased participation in workshops and events | Number of participants in Family Engagement-sponsored workshops and events, including visitors to online records/resources (Link Tree) | 1032 | 1200 |
| Shift from full implementation to full implementation and sustainability on the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tools | Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 | 5 |
| Increase parents' opportunities to collaborate in decision-making. | Parents agree that the district offers parents a say in the decision-making process (LCAP Survey) | 48% | 55% |
| | | | |

**Actions/Strategies/Projects/Priorities for 25-26**

| Item #1 | Budget Allocation | Timeline for Outcome/ Implementation |
|---|---|---|
| Consider new ways to streamline processes<br>● Volunteer Processing<br>● Alumni Records Requests<br>○ Receiving scanned student files digitally<br>○ Coordinate with school site to streamline files sent out for scanning<br>○ Emphasize the ease of using the district online portal for records requests to former students instead of Parchment. Work with school site to ensure all | ● Staffing<br>● Contracted services for criminal records check, records storage and retrieval, and lottery software | Review processes for efficiencies and improvements throughout Fall 2025<br><br>Implement and document revisions by June 2026 |

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| graduates are getting the three transcripts after graduation (whether being sent to colleges/universities or picked up)<br>● Enrollment Processing<br>○ Collaborate with ITS to explore additional ways we can communicate with pre-enrollment families (confirm placement, share student ID and parent portal access code. | | |

| Data Used to Determine (Prior Year Data) | Alignment to Strategic Plan | LCAP Alignment | |
|---|---|---|---|
| | 5. Collaboration with Families and Communities to Increase Trust | Goal | Action |
| 87% of respondents agreed that they felt informed, information was easily accessible on the PUSD website, and application steps were simple and clear. | 5 | 5 | 4 |
| 793 Level 2 new or renewal volunteer applicants were processed. With this volume and reduced staffing due to budget reductions, efficiencies will be necessary to maintain the quality and quantity of service. | 5 | 5 | 1 |

| Success Indicators | Data Used to Determine Success | Key Performance Indicators (KPIs) | |
|---|---|---|---|
| | | Current | Goal |
| Survey respondents who participated in Open Enrollment will agree that they felt informed, information was easily accessible on the PUSD website, and application steps were simple and clear. | Open Enrollment Survey | 87% | 92% |
| Staff will increase or maintain the same number of Level 2 new or renewal volunteer applicants* processed, despite reductions in staffing (fewer community assistants). *If applicable-- There are many volunteer opportunities wherein | Number of Level 2 volunteers processed | 793 | 800 |

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|---|---|---|---|
| Level 1 clearance is sufficient, and staff will practice fiscal responsibility to ensure volunteers are processed appropriately based on the Volunteer Procedures handbook. | | | |
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## Community Schools

**Actions/Strategies/Projects/Priorities for 25-26**

| Item #1 | Budget Allocation | Timeline for Outcome/ Implementation |
|---|---|---|
| Refine the work of the Community Schools Advisory Council and collaborate across departments to work toward the implementation of a community-based learning pilot that prepares students to earn the State Seal of Civic Engagement<br>● Review and propose PUSD-specific criteria that align with the state guidelines<br>● Review sample processes and tools from other districts and develop a PUSD process based on best practices and our unique community<br>● Establish a Canvas course with information and tools for students<br>● Create a directory of available community resources/mentors/content experts/etc. for common project themes<br>Continue to implement sustainable structures for parent feedback and input in decision-making and measuring the impact of supplemental services. Established structures support a culture of inclusive decision-making, community input, and collaborative, ongoing relief efforts | ● Staff (personnel/benefits) | Adopt Criteria by October 2025<br><br>Develop tools and resources by December 2025<br><br>Launch by January 2026<br><br>Submit for recognition in April 2026 |

| Data Used to Determine (Prior Year Data) | Alignment to Strategic Plan | LCAP Alignment |
|---|---|---|

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|---|---|---|---|
| Most PUSD Community schools rated their implementation of community-based learning at the "Visioning" phase. Members of the district community schools advisory council engaged in shared learning and goal-setting throughout the 2024-25 school year and came to a consensus that the state criteria for the Seal of Civic Engagement provide an opportunity for PUSD community schools to engage in community-based learning and strategic community partnerships. | 5. Collaboration with Families and Communities to Increase Trust- The district values and works with our partners on behalf of students. | Goal<br>5 | Action<br>1 |
| 7 English focus groups (3 additional planned); 10 Spanish focus groups at Community Schools | 5. Collaboration with Families and Communities to Increase Trust- The district values and works with our partners on behalf of students. | Goal<br>5 | Action<br>1 |

| Success Indicators | Data Used to Determine Success | Key Performance Indicators (KPIs) | |
|---|---|---|---|
| Pilot Participation- State Seal of Civic Engagement | Percentage of community schools (high schools) that pilot newly created tools and resources to support students in earning the CA State Seal of Civic Engagement | Current<br>n/a | Goal<br>100% |
| Awards- State Seal of Civic Engagement | Number of students per each community school (high school) that participate in the pilot and earn the CA State Seal of Civic Engagement | 0 | 5 |
| Focus groups at all community schools | The number of community school sites that host focus groups for community input | 7 | 10 |
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Additional metrics and outcomes for community schools are reported by site to the CA Dept. of Education, U.S. Department of Education, and Communities in Schools.

## Magnet Schools

**Actions/Strategies/Projects/Priorities for 25-26**

The Magnet Schools Assistance Program goals and outcomes are reported twice annually to the Department of Education.

# Department Plans 2025-2026

## Spending Priorities

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Spending Plan for 25-26 (lists year-over-year changes, **if any**) with 2 prior years' spending.
Feedback from focus groups indicates that families would like to see

## Data Resources

LCAP Survey Results
2024-25 Dept. Plan Metrics
2024-25 CHKS Survey
Spring 2025 Panorama Survey