

Board Strategic Planning Retreat

February 2, 2023



IMAGINE

PUSD 2028 STRATEGIC PLAN

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Welcome



Board Retreat Desired Outcomes

1. **Understand** work completed between the previous Board retreat and this one
2. **Refine and finalize** the focus areas within each strategic pillar, considering the prior feedback and Steering recommendations
3. **Ensure** that the the District Values align to the refined focus areas (*as time permits*)
4. **Align** to next steps and how Board will participate in those steps

Our Retreat Agenda

5:30 pm	Desired Outcomes & Meeting Agreements
5:45 pm	Previously On...
6:00 pm	Focus Deep Dive: Pillars 1–3
6:00 pm	Break
7:15 pm	Focus Deep Dive: Pillars 4–6
8:15 pm	Values Mapping (Time Permitting)
9:15 pm	Next On...

Meeting Agreements

1. Listen with an open heart/mind
2. Understand that all answers have value
3. Be honest/authentic
4. Respect the opinions of others
5. Remember teamwork
6. Brevity is highly valued
7. Decide what's most important
8. Maintain confidentiality
9. Enjoy the process/Have fun!

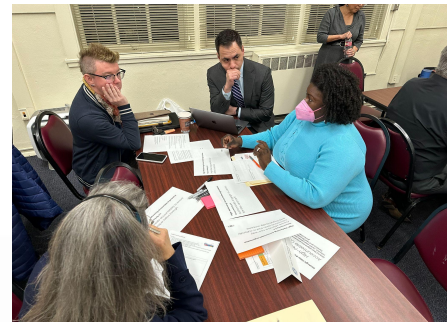


Previously On...



January 19 Board Retreat

- Gathered to get a first glance at the focus areas as proposed by steering
- Break into teams and discovered more about the rationale and the intent behind the focus areas
- Thought about what you admired and where you had curiosities



January 20 Principal Summit

- Share out of strategic planning to date
- Vision Casting through 2028
Press Release of the Future
- Focus Area feedback and
Action brainstorming to
support them



Overall Feedback for Steering

At a January 19, 2023 retreat, the Board of Education including the two newest members reviewed the proposed descriptions of Strategic Pillars and Focus Areas recommended by Design Teams. On January 20, school site Principals met to review strategic plan using the Appreciative Inquiry facilitation approach. In addition to refined focus area criteria, key observations included:

- Board add meeting agreement: “All ideas have the same value”
- Should academic achievement focus areas/outcomes, particularly ELA and Math literacy and identified gaps and needs be emphasized more?
- Organizational effectiveness needed more specificity, particularly from viewpoint of full range of employees as well as system-wide issues
- Request to reframe focus areas as outcome statements and reword for consistency, style, and coherence, for example, using employees (staff sometimes refers to teachers when it is used alone)
- Level of Focus Area should be clear – should still be a “what” rather than a “how” but not read like a mission statement
- This process may require analysis of current budget situation and rethinking how we fund organization
- Suggested continuing discussion by Board on Values, Theory of Action, and mapping back to Pillars and Focus Areas after roadmapping process, finishing Educational Master Plan with Learner Profile, LCAP process



January 24 Steering Committee Meeting

- Chance to offer reactions to and suggestions for improving the focus areas
- Opportunity to integrate newly proposed focus areas into the existing Strategic Pillars



PUSD Mission

We are a caring community that promotes a deep love for learning by embracing the cultural background of every student. We hold high expectations for student achievement. We provide innovative curriculum that represents the global value of education. With a commitment to academic excellence, we prepare our students for their place in an ever-evolving world.



PUSD Vision

We prepare students for the future by inspiring the joy of learning in every child every day!



Our Values

Integrity – We say what we mean and we do what we say. We meet or exceed professional standards and legal requirements.

Respect – Our behaviors, policies, and programs affirm the worth and personal dignity of all students, employees and community members. We foster a climate of civility, collegiality, tolerance and reasoned debate, embracing our diversity as a strength that adds vibrancy and creativity to our perspectives, deliberations and decisions.

Transparency – We encourage diverse input and differing opinions. We make our decisions openly. We make information easily accessible to everyone.

Equity – We believe that every child is equally entitled to high quality education, and that different needs require different levels of resources to enable all children to achieve their full potential.

Accountability – We take responsibility for our actions, decisions and outcomes. We are committed to continuous improvement and use evidence-based approaches to identify improvements that support student success.

Collaboration – We value the participation of parents, students and the community in all aspects of PUSD. We actively seek mutually-beneficial partnership with people and organizations.

Fiscal Responsibility – We maintain the public trust by providing high quality services and by using our resources prudently, efficiently and equitably. Preserving the longer term financial viability of the district is always a key factor in our decisions.

Innovation – We inspire and empower innovative thought and practice while building sustainable systems that ensure every student excels academically, socially and emotionally.

Excellence (was listed as a Core Belief in 2016 Strategic Plan but is not on PUSD website)



Alignment to Terminology

Proposed components of the 5-year Strategic Roadmap:

- Introduction
- Mission – Vision – Values – Core Beliefs – Theory of Action
- Strategic Pillar
- Focus Area
- Action / Initiative / Program / Strategies
- Strategic Roadmap



Focus Area Criteria

- Describe **desired outcomes** (not measurable objectives)
 - They are the “what” not the “how” (actions are the “how”)
- Have a **rationale** (i.e. based on need such as Design Team recommendations)
- Are written in **understandable language**
- Have a **single focus** (not multiple concepts)
- Are **learner- or caregiver-centered**
- Do not **single out a specific area** of the organization (can address actions in multiple areas)
- **Can be broken down into measurable actions (in next phase)**
- **Can be measured by a concert of metrics**
- **Replacement of metric will not invalidate (e.g. SAT)**



Focus Deep Dive

Step 1: Traverse The Pillar

For each Pillar, we'll take a quick look at each focus area from inception through board, principal and steering input to today. Then prompt questions for understanding.



1. Dynamic Instruction <i>Instruction that meets the needs of our diverse learners and prepares them to be ready for all post-secondary</i>	Elevate learner voice and identity in all curricular and pedagogical choices	1.1 and 1.2 seem like duplicates		Added "productive learning communities" - to differ from "thrive," May still need work but focus differs from 1.1 in being about student and teacher collaboration	1.2	Elevate learner voice and identity in all curricular and pedagogical choices that allow for productive learning communities
	Ensure equitable access to educational opportunities	1.3 seems like it should be a value (and is) not a focus area?	Add for all students	To address concern that access may not be enough, "engagement" added and to ensure students have Math and ELA skills on grade level or beyond, literacy and numeracy added, which broadens beyond Math and ELA skills, includes fluency in numbers and language.	1.3	Ensure equitable access to and participation in literacy and numeracy education at all levels
	Ensure all learners are life-ready	Seems too broad - this is at mission level		Reworded to be outcome	1.4	All learners are affirmed and supported throughout their educational journey.
	New focus area proposed by Board (see right)	Student outcome gaps are reduced		Definition of equity was added, with student success focus (replacing gaps)	1.5	Student success will not be pre-determined and is supported for all

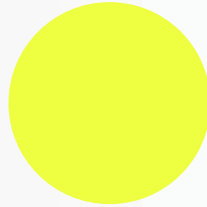


Step 2: Poll of Support

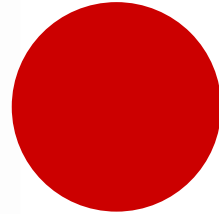
In order to manage time most effectively, we propose a heat map exercise to drive into where there is disagreement about alignment with a focus area. We'll do this polling for each Pillar.



***"I materially agree
with the latest
version of this focus
area as written."***



***"I am 'on the fence'.
There are one or
more issues I want
to discuss."***



***I do not agree with
this focus area.***



Step 3: Discuss

Following what the Poll of Support dots tell us we'll focus on items with the greatest disagreement on value first, then circle back to the others. Some rules of the road:

- Be brief and to the point stating your support or objection
- Think about what you could **live with** vs. what is perfect
- If there is a concern, offer an alternative option



Our Strategic Pillars

Dynamic Instruction

Instruction that meets the needs of our diverse learners and prepares them to be ready for all post-secondary opportunities.



Outstanding Staff Employer

Staff are supported and equipped to be equitable, inclusive, and dynamic in their role.



Quality Learning Environment

Physical and cognitive environments that support and promote students' ability to thrive.



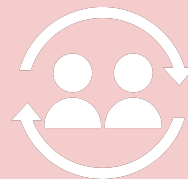
Effective, Responsive High-Performing and Accountable Organization

District that aligns key processes and systems to its mission, vision and values and engages students, families and staff to continuously improve performance.



Meaningful Collaboration and Partnerships

District at the forefront for our community and productive member driving the greater good.



New!

First Choice for Education

The PUSD becomes a district of choice where the entire community looks upon the district as its first choice for education.



Strategic Pillar #1:

Dynamic Instruction

Instruction that meets the needs of our diverse learners and prepares them to be ready for all post-secondary opportunities.

Pillar 1: Dynamic Instruction

Focus Area 1.1

Original:

Provide learner-owned, learner-centered, and learner-driven instructional opportunities.

Revised Suggestion:

Provide learner-centered and learner-driven instructional opportunities.

Board Input:

- Learner-owned sounds strange, but understand what is meant, maybe a better word?

Steering Notes:

- Removed learner-owned

Values:

Innovation

Collaboration



Pillar 1: Dynamic Instruction

Focus Area 1.2

Original:

Elevate learner voice and identity in all curricular and pedagogical choices.

Revised Suggestion:

Elevate learner voice and identity in all curricular and pedagogical choices that allow learners to co-create productive learning communities.

Board Input:

- 1.1 and 1.2 seem like duplicates

Steering Notes:

- Added "productive learning communities" - to differ from "thrive,"
- May still need work but focus differs from 1.1 in being about student and teacher collaboration

Values:

Innovation

Collaboration



Pillar 1: Dynamic Instruction

Focus Area 1.3

Original:

Ensure equitable access to educational opportunities.

Revised Suggestion:

Ensure equitable access to and engagement in literacy and numeracy education at grade level and beyond.

Board Input:

- 1.3 seems like it should be a value (and is) not a focus area?

Principal Input:

- Add for all students. See also input for instruction.

Steering Notes:

- To address concern that access may not be enough, "engagement" added and to ensure students have Math and ELA skills on grade level or beyond
- literacy and numeracy added, which broadens beyond Math and ELA skills, includes fluency in numbers and language.
- Still needs rewording to be outcome

Values:

Equity

Innovation



Pillar 1: Dynamic Instruction

Focus Area 1.4

Original:

Ensure all learners are life-ready.

Revised Suggestion:

All learners are affirmed and life-ready at every stage of their educational journey.

Board Input:

- Seems too broad - this is at mission level

Principal Input:

- See input for instruction under next slides.

Steering Notes:

- Reworded to be outcome

Values:

Equity

Innovation



Pillar 1: Dynamic Instruction

NEW Focus Area 1.x

Original Board Suggestion:

Student outcome gaps are reduced.

Revised Steering Suggestion:

Student success will not be predicted on the basis of identity and is supported for all students.

Board Input:

- New focus area suggestion

Principal Input:

- See input on next slides.

Steering Notes:

- Definition of equity was added, with student success focus (replacing gaps)

Values:

Equity

Accountability



Pillar 1: Dynamic Instruction

NEW Focus Area 1.x

Board Suggestion:

*All students at 3rd, 6th,
and 8th grade are
reading at grade level.*

Board Input:

- New focus area suggestion

Principal Input:

- Unify practice, includes pacing.
- Reading Instruction.
- ELA Instruction.
- Every school uses and does the same thing.

Steering Notes:

- The SC team believes this suggestion better suited as action/goal.

Values:

Equity

Accountability

Pillar 1: Dynamic Instruction

NEW Focus Area 1.x

Board Suggestion:

Middle school and high school students perform at grade level in mathematics.

Board Input:

- New focus area suggestion

Principal Input:

- Unified School Plan Goals to increase Math/ELA performance.
Programs to support goals

Steering Notes:

- The SC team believes this suggestion better suited as action/goal.

Values:

Equity

Accountability

Pillar 1: Dynamic Instruction

NEW Focus Area 1.x

Board Suggestion:

Special Education students have good academic outcomes, families with SPED students have a good experience, and SPED funds are used efficiently.

Board Input:

- New focus area suggestion

Principal Input:

- Equitable school. Defined supports. Remove isolation.

Steering Notes:

- The SC team believes this suggestion better suited as action/goal.

Values:

Equity

Accountability

Strategic Pillar #2 (Suggested)

Outstanding ~~Staff~~ Employer

Employees are supported to be culturally competent, inclusive, and thrive within a culture of excellence.

Pillar 2: Outstanding ~~Staff~~ Employer

Focus Area 2.1

Original:

*Develop highly skilled,
professional staff*

Suggested Revision:

*We are developing employees
who are highly skilled, culturally
competent, and professional in
their work.*

Board Input:

- Add "Culturally competent staff." Say more about employee culture of excellence

Principal Input:

- Onboarding (is a need).
- DEI training

Steering Notes:

- Pillar wording changed from Staff to "Employer." Staff changed to Employees. Culture of excellence now included in Pillar description.

Values:

Respect

Integrity

Excellence



Pillar 2: Outstanding Staff Employer

Focus Area 2.2

Original:

Commit to the wellbeing of our employees.

Suggested Revision:

We care about the wellbeing of employees.

Board Input:

- Add retention or strategies for retention.
- Add "all" in here somehow.
- Add "Prioritizes employees" Childcare for Employees.
- Employees need more support (similar to students).
- Staff should receive similar mental health supports within the district during school day

Steering Notes:

- Slightly reworded

Values:

Respect

Integrity



Pillar 2: Outstanding Staff Employer

Focus Area 2.3

Original:

Provide equitable resources, support and time.

Suggested Revision:

Employees are provided with the resources, support, training, and the time to plan and complete their work.

Board Input:

- Add "Invests in" Add training
- Explain what is meant by time.
- Takes time to make the proper "space" i.e. group work

Principal Input:

- Ability to have more time with staff to plan.
- Admin need to also have a voice in the resources needed, not just for teachers, but schoolwide.
- Equitable to whom? Schools, individuals

Steering Notes:

- Reworded

Values:

Respect

Integrity



Pillar 2: Outstanding Staff Employer

NEW Focus Area 2.x

Board Suggestion:

All PUSD staff are compensated at comparable levels to surrounding districts.

Steering Suggested Revision:

We will attract, value, and retain outstanding and highly qualified employees.

Board Input:

- New Focus Area Suggestion

Steering Notes:

- Suggestion to add outstanding and highly qualified after retain (i.e. you want to keep outstanding/highly qualified employees).
- Take out "outstanding" if inclusion in Pillar is enough.

Values:

Respect

Integrity

Excellence

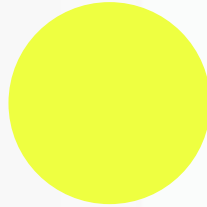


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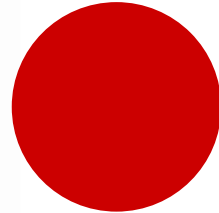
Now that we've had our discussion on refinements. Let's try to gauge where we are on this pillar as a whole.



"I materially agree with this pillar and the items therein"



"There are enough items at issue where I am still on the fence"



I am not on board with this pillar and the items in it.

Strategic Pillar #3:

Quality Learning Environment

***Physical and cognitive environments that support
and promote students' ability to thrive.***

Pillar 3: Quality Learning Environment

Focus Area 3.1

Original:

Provide clean, well-maintained facilities.

Revised Suggestion:

Facilities are clean and well-maintained.

Board Input:

- None

Steering Notes:

- Reworded to be outcome

Values:

Accountability

Integrity



Pillar 3: Quality Learning Environment

Focus Area 3.2

Original:

Design flexible learning spaces.

Revised Suggestion:

Intentionally designed flexible physical spaces support a variety of teaching needs and learning experiences.

Principal Input:

- Central support for use of facilities by community

Steering Notes:

- New wording, based on EMP clarification.

Values:

Innovation



Pillar 3: Quality Learning Environment

Focus Area 3.3

Original:

Ensure equitable opportunities for all students to thrive.

Revised Suggestion:

Ensure expanded opportunities for all students to thrive.

Board Input:

- Seems like a duplicate of 1.3 (why in this Pillar?)

Principal Input:

- Should this have qualifier? (learning or educational or...)

Steering Notes:

- Replaced equitable with expanded but may still need work. Is this through lens of physical space or access to both resources and spaces? Such as mental health, after school support and programs. Still needs rewording.

Values:

Equity

Innovation



Pillar 3: Quality Learning Environment

Focus Area 3.4

Original:

Ensure everyone feels welcomed, included, accommodated, connected and safe.

Revised Suggestion:

Everyone feels welcomed, included, accommodated, connected and safe.

Board Input:

- 3.4 and 5: These seem like they overlap

Steering Notes:

- Reworded

Values:

Equity

Respect



Pillar 3: Quality Learning Environment

Focus Area 3.5

Original:

Ensure students feel listened to, valued, respected, and that their concerns get the needed attention.

Revised Suggestion:

Students feel listened to, valued, respected, and that their concerns get the needed attention.

Board Input:

- Culture-centered/focused classrooms

Principal Input:

- All staff, including support staff, trained in customer service, etc.

Steering Notes:

- Minor rewording to be outcome statement.

Values:

Respect

Integrity



Pillar 3: Quality Learning Environment

NEW Focus Area 3.x

Board Suggestion:

Community Schools are fully implemented.

Board Input:

- New Focus Area suggestion

Principal Input:

- See 5.3

Steering Notes:

- SC team not sure how this is defined, needs to be fleshed out if focus area or move to action.

Values:

Collaboration

Pillar 3: Quality Learning Environment

NEW Focus Area 3.x

Original Board Suggestion:

Discipline practices move toward restorative justice and relationship rather than time out of school.

Revised Suggestion:

[to be discussed]

Implement restorative justice and [caring] relationships at each site.

Board Input:

- New Focus Area suggestion

Steering Notes:

- Rewording to be more positive but needed clarification.

Values:

Respect

Integrity

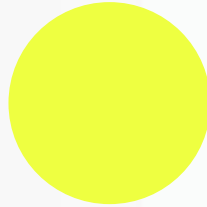


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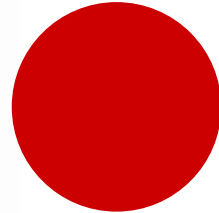
Now that we've had our discussion on refinements. Let's try to gauge where we are on this pillar as a whole.



"I materially agree with this pillar and the items therein"



"There are enough items at issue where I am still on the fence"



I am not on board with this pillar and the items in it.



Strategic Pillar #4:

*Effective, Responsive, ~~High~~
~~Performing~~ and Accountable
Organization*

District that aligns key processes and systems to its mission, vision and values and engages students, families and staff to continuously improve performance.

Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

Focus Area 4.1

Original:

Improve organizational effectiveness.

Revised Suggestion:

Organizational effectiveness is continuously improved.

Values:

Accountability

Fiscal Responsibility

Board Input:

- See proposed new focus areas.
- 4.1 is impacted by cultural competency because "the how" that effectiveness relies on is directly a result of people who have beliefs. What is the focus?

Principal Input:

- Clear organizational chart to request support/meet student needs.
- Effective systems at District level.
- An evaluation tool with check points for measuring success.
- Too many initiatives.
- Central support for use of facilities by community

Steering Notes:

- Pillar wording reworded by SC team, with focus areas to address Continuous Improvement,
- Responsiveness, and Accountability, under which some proposed focus areas could be consolidated and/or moved to actions



Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

Focus Area 4.2

Original:

Create accountability to ensure proper follow through.

Revised Suggestion:

Transparent and timely accountability system that ensures follow-through.

Values:

Accountability

Fiscal Responsibility

Board Input:

- Add transparency into this. Add timely

Principal Input:

- Review Systems for effectiveness (Budget, HR, ITS, M&O, etc). Evaluate/Review System annually and progress monitor(ing).
- More than enrollment - How are we effectively meeting needs of our current staff and students?
- Reframe expectations and retrain as necessary.
- Create a clear accountability system that provides feedback & communication to ensure follow-through

Steering Notes:

- See 4.1 above



Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

Focus Area 4.3

Original:

Authentically engage students, families, and staff.

Revised Suggestion:

[suggested consolidation with 4.4 or reword]

Students, families, and employees are authentically, culturally, and linguistically engaged at all levels.

Board Input:

- At initial contact (sites)

Principal Input:

- Ask for feedback from stakeholders regularly. Outreach: (provide) staff with clear guidelines for this process

Steering Notes:

- Clarification requested: Can 4.3 and 4.4 be consolidated with suggestion from Engagement Design Team and if there is a 5.1 Listen and respond to nurture positive relationships. But it would depend on whether need for engagement for system and accountability is main focus of 4.3 now.

Values:

Respect

Collaboration



Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

Focus Area 4.4

Original:

Ensure effective two-way communication that is culturally and linguistically inclusive.

Revised Suggestion:

[2 rewording suggestions]

Two-way communication with families is provided in appropriate mode for each family.

Or

Communication is caring, authentic, inclusive, and responsive.

Board Input:

- Suggested: "Two-way communication with families is provided in appropriate mode for each family"

Principal Input:

- Central update of websites. Clear communication on what is available at each site (counselor, librarian) vs. special programs. Expertise at marketing (support in this area, i.e. website)

Steering Notes:

- Suggested rewording by Engagement Design Team: **Communication is caring, authentic, inclusive, and responsive.**

Values:

Transparency

Collaboration



Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

NEW Focus Area 4.x

Suggestion:

Data and information are captured correctly and data/information reports are easy to understand, available and used for improvement efforts.

Board Input:

- Data and information are captured correctly and data/information reports are easy to understand, available and used for improvement efforts

Principal Input:

- Communication should include timeliness and an understanding of who needs to know this message in order to achieve the goal

Steering Notes:

- See suggested 4.3 and 4.4 changes.

Values:

Transparency

Accountability

Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

NEW Focus Area 4.x

Suggestion:

Continuous improvement system is fully funded and implement as integrated into MTSS and community schools.

Board Input:

- Continuous improvement system is fully funded and implement as integrated into MTSS and community schools

Steering Notes:

- See 4.1-3 changes

Values:

Accountability

Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

NEW Focus Area 4.x

Suggestion:

New and existing initiatives are defined, have objectives and are evaluated.

Board Input:

- New and existing initiatives are defined, have objectives and are evaluated

Principal Input:

- Too many initiatives.

Steering Notes:

- See 4.1 and 5.3 changes

Values:

Accountability

Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

NEW Focus Area 4.x

Suggestion:

Budget and spending information is available and understandable to the board, families and the community.

Board Input:

- Budget and spending information is available and understandable to the board, families and the community

Steering Notes:

- Clarification requested - is the focus here on transparency or fiscal responsibility? As worded here, seems similar to 4.2

Values:

Transparency

Fiscal Responsibility

Pillar 4: Effective, Responsive, ~~High Performing~~ and Accountable Organization

NEW Focus Area 4.x

Suggestion:

Employee evaluations and systems are effective and contribute to overall accountability of the district.

Board Input:

- Employee evaluations and systems are effective and contribute to overall accountability of the district

Steering Notes:

- Clarification requested - is the focus here covered adequately under 4.1, 4.2, and 2.1?

Values:

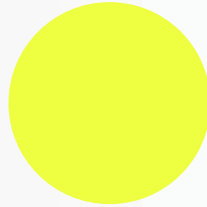
Accountability

Consensus Poll

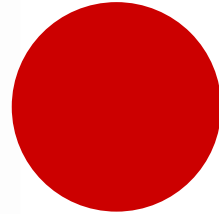
Now that we've had our discussion on refinements. Let's try to gauge where we are on this pillar as a whole.



"I materially agree with this pillar and the items therein"



"There are enough items at issue where I am still on the fence"



I am not on board with this pillar and the items in it.

Strategic Pillar #5:

Meaningful Collaboration and Partnerships

***District at the forefront for our community and
productive member driving the greater good.***

Pillar 5: Meaningful Collaboration and Partnerships

Focus Area 5.1

Original:

Engage the entire community to nurture positive relationships and interactions to improve student outcomes.

Revised Suggestion:

Listen and respond to nurture positive relationships.

Board Input:

- Be a good neighbor. Board needs to lead this

Steering Notes:

- Suggested rewording by Engagement Design Team in order to take out "entire," add "optimize," and language to help differentiate is now in 5.3

Values:

Collaboration



Pillar 5: Meaningful Collaboration and Partnerships

Focus Area 5.2

Original:

Increase caregiver capacity to advocate and support equitable educational outcomes.

Revised Suggestion:

Families and employees have the capacity to advocate and collaboratively promote equitable educational outcomes.

Board Input:

- Families are considered true partners in the district.

Steering Notes:

- May need to differentiate from Pillar #4, more a growth opportunity here in #5. Suggestion by Engagement Design Team to add staff/employees, with addition of collaboratively to help with rewording.

Values:

Collaboration

Integrity



Pillar 5: Meaningful Collaboration and Partnerships

Focus Area 5.3

Original:

Invest in proactively building and sustaining community partnership.

Revised Suggestion:

Build, evaluate, and continuously improve partnerships to optimize resources that result in improved student outcomes.

Board Input:

- Being upfront about our failures and transparent to move forward. Responsiveness

Principal Input:

- Central support for use of facilities by community. Invite community partners. Key support partners

Steering Notes:

- SC Team saw this as a continuous improvement process need. Suggested rewording by Engagement Design Team also adds "optimizes" (suggestion for 5.1)

Values:

Collaboration

Accountability



Pillar 5: Meaningful Collaboration and Partnerships

NEW Focus Area 5.x

Original Steering Suggestion:

PUSD becomes the district of choice where the entire community looks upon the district as its first choice for education.

Revised Steering Suggestion:

[Determine whether pillar, focus area or part of overarching vision]

PUSD becomes the district of choice where the entire community looks upon the district as its first choice for education.

Steering Notes:

- New focus area proposed by Steering at 1/24 meeting
- SC group suggestion that this could be overarching vision, to be elevated and made more visible as part of vision for 2028.

Values:

Collaboration

Innovation

Excellence



Pillar 5: Meaningful Collaboration and Partnerships

NEW Focus Area 5.x

Board Suggestion:

Site leadership and decision-making is shared with parents and site staff (community schools model).

Board Input:

- Board suggested addition

Steering Notes:

- The SC team felt this better suited to actions under Pillar 4

Values:

Collaboration

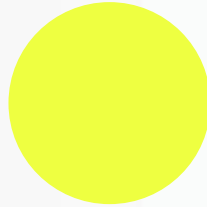
Accountability

Consensus Poll

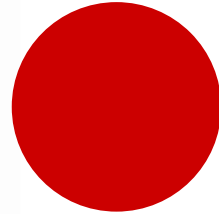
Now that we've had our discussion on refinements. Let's try to gauge where we are on this pillar as a whole.



"I materially agree with this pillar and the items therein"



"There are enough items at issue where I am still on the fence"



I am not on board with this pillar and the items in it.

Proposed Strategic Pillar #6:

First Choice For Education

PUSD becomes a district of choice where the entire community looks upon the district as its first choice for education.

Pillar 6: First Choice For Education

NEW Focus Area 6.x

Suggestion:

PUSD is top of mind when families research schools and enroll their children year-round.

Steering Feedback:

- New as of 2.1.23, not reviewed by Steering, Board or Principals

Values:

Collaboration

Excellence

Pillar 6: First Choice For Education

NEW Focus Area 6.x

Suggestion:

Two-way parental feedback on safety, communications, and timely responsiveness.

Steering Feedback:

- New as of 2.1.23, not reviewed by Steering, Board or Principals

Values:

Collaboration

Respect

Pillar 6: First Choice For Education

NEW Focus Area 6.x

Suggestion:

Advance PUSD's reputation.

Steering Feedback:

- New as of 2.1.23, not reviewed by Steering, Board or Principals

Values:

Collaboration

Excellence

Pillar 6: First Choice For Education

NEW Focus Area 6.x

Suggestion:

Crisis media and public relations tools.

Steering Feedback:

- New as of 2.1.23, not reviewed by Steering, Board or Principals

Values:

Collaboration

Transparency

Pillar 6: First Choice For Education

NEW Focus Area 6.x

Suggestion:

Equitable resources for schools with enrollment challenges.

Steering Feedback:

- New as of 2.1.23, not reviewed by Steering, Board or Principals

Values:

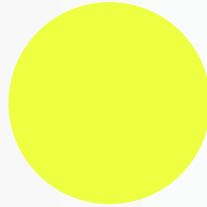
Equity

Consensus Poll

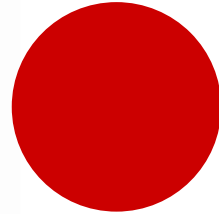
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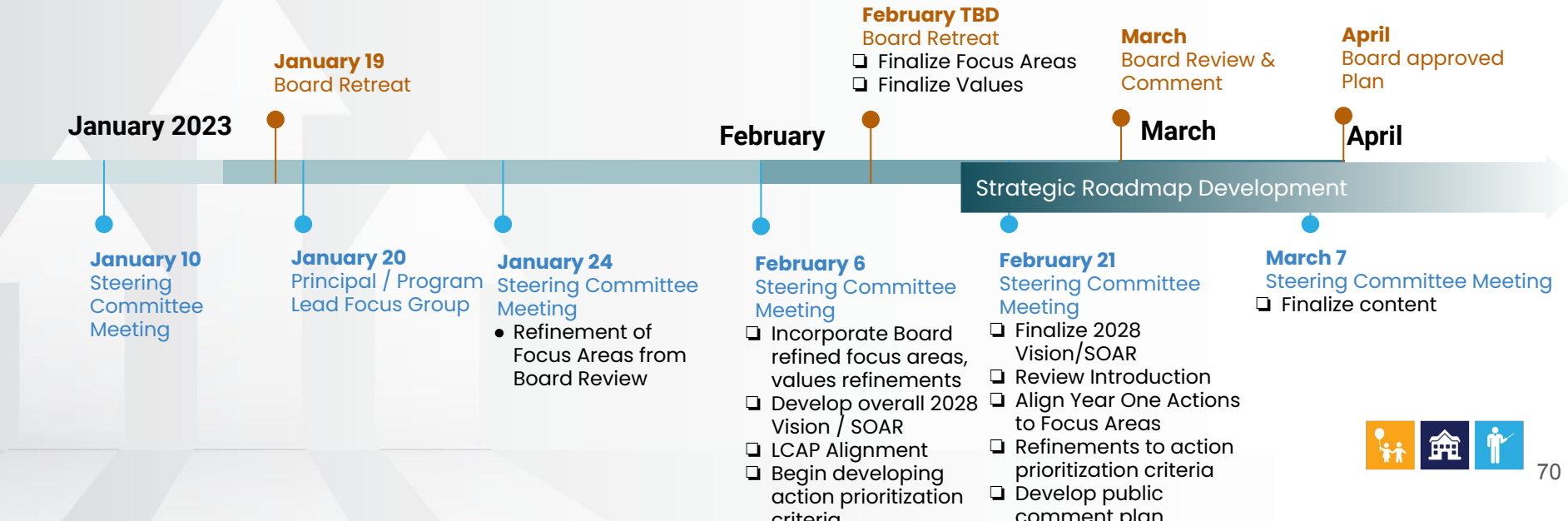


I am not on board with this pillar and the items in it.



Our Journey Ahead

Our Strategic Planning Retreat sets us up for a productive early 2023, where we will begin to layer in the design team recommendations, LCAP metrics, and a redesigned way to measure success in an equitable way. At various points along the way, the Board of Education will have opportunity to review, comment and design.



Strategic Roadmapping: Proposed Structure

Level One Actions

- Success Criteria defined:
 - **Need validated**
 - **Project plan developed**
 - **Process designed**
 - **Relevant to current LCAP goal and action and/or Strategic Plan**
 - **Budget developed**
 - **Resources allocated**
 - **Outcomes & Metrics established (Equity, TOA, KPIs etc)**
- Design Team actions must align with current actions and initiatives, when applicable
- Goal is to implement in Year One
- Should incorporate into current LCAP

Level Two Actions

- Some of the success criteria criteria defined
- Process needs to be designed/redesigned
- **ProcessLab** for process design & refinement
- May or may not be Year One actions

Level Three Actions

- Very little to none of the success criteria defined
- **Solution Squads** (potential expansion of the C&C concept)
- Insanely inclusive of the PUSD community at large
- Not bound by Year One time constraints -broader planning horizon
- Collective **impact solution** necessary
- May weave in LCAP planning work

Next Step: **Establish Roadmap Steering Team**



Anatomy of Our Plan

Throughout our strategic planning process, we have analyzed District plans that we felt were effective mechanisms for framing the strategies that lead to success.

At right is our recommended content framework for our plan. We believe it contains the right areas to prescribe intention, vision, and the specifics that give the PUSD community a clear view of what the future of education looks like in our community.

- Cover Page & Table of Contents
- Introduction, Background or Overview
- Vision-Mission-Values-Equity Statements – *reaffirmation of Values*
- Timeline/Planning Process
- LCAP Overview/Summary
- Strategic Plan Overview of Strategic Pillars – with bullets underneath
- Strategic Direction Detail (color-coded for each)
 - Vision
 - Pillars
 - SOAR (or SWOT)
 - Alignment with existing plans, policies or activities
 - By each Pillar and Focus Area – Year 1 Actions and Main Deliverables
 - Themes and Responses
- Data Summary/Dashboard – *where we are now? how will we measure our success?*
- Roles/Commitments
- Who was involved in this process (Organizations and Individuals)