

# Madera Unified School District

## Report on the District's Organizational Structure

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WestEd — a national nonpartisan, nonprofit research, development, and service agency — works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has 17 offices nationwide, from Washington and Boston to Arizona and California, with its headquarters in San Francisco. For more information about WestEd, visit [WestEd.org](http://WestEd.org); call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

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## Executive Summary

The Madera Unified School District (District) requested that WestEd provide an independent review of how human capacity is organized to support its vision for providing high-quality instruction and pupil support. This review provides the District with an objective analysis and recommendations that can be used to improve the effectiveness and efficiency of its administrative organizational structure.

The following are key findings from the review:

- A strong sense of local pride and community emerged as a strength during the initial assessment, which was confirmed by focus group respondents consistently presenting Madera as a student- and family-focused place. Other areas of strength that emerged during the initial assessment included student programs, emerging use of data-driven decision making, facilities master planning, and fiscal stability.
- The District has yet to coalesce around a vision for what its students will know and be able to do upon graduation. The District would benefit from clear indicators of success to create focus for staff, students, and families.
- Respondents consistently reported confusion over decision-making authority within the organizational structure.
- Poorly defined functions contribute to a lack of clarity and inefficiencies for administrative roles.
- Planning and coordination between departments is limited and inefficient in part due to a lack of clarity regarding the roles/functions and responsibilities of each department.
- The District's structure and job descriptions are similar to other districts with the exception of the District's Administration and Support Services and Performance and Internal Communication Divisions, which are not found in other similar districts. All organizational charts lacked functional information for each position, however the District's organizational chart was the only one that included an overarching functional statement for each unit.

The District has much to be proud of with respect to the strong sense of community, focus on improving student achievement, and emerging use of data-driven decision making. Based on the review of the organizational culture and leadership, administrative and inter-departmental effectiveness and efficiency, there are opportunities to improve culture as well as clarify roles/function and improve communication to positively affect the quality of the educational program. However, for this to occur, it requires a shift in culture as well as in the approach to the way in which tasks are accomplished. Furthermore, for the District to truly realize the benefits of the recommendations and options in this report, the leadership team must monitor results to ensure follow-through with improvements.

## Introduction

Over the past 10 years, the Madera Unified School District (District) has experienced many changes, including an expanding student body, shifting demographics, and a high rate of leadership turnover. The District, with more than 20,000 students, more than 1,600 staff members, and 27 educational sites, is among the largest 10 percent of school districts in California. Creating and sustaining effective organizational systems that support high-quality instruction and learning for all students at scale is a complex endeavor. The District contracted with WestEd to complete a review of the organizational structure to identify areas for improvement. This includes an examination of processes, goals, relationships, and culture and how each of these contribute or detract from overall efficiency and effectiveness in the District during a period of significant change.

This report aims to provide the District with an objective analysis and set of recommendations that can be used to improve the effectiveness and efficiency of the administrative and organizational structure, while honoring the strengths of the District's current structure and approach. The recommendations are intended to be used as a catalyst for dialogue within the District, including between the District and the Governing Board (Board) as they continue to collaborate and chart a course for Madera Unified School District.

## Approach and Methodology

This organizational review relied on multiple data sources including the collection and analysis of qualitative data through interviews and focus groups, a desk audit of published material and data, and a comparative review with selected districts. Specifically, this included:

- Interviews with Board and Executive Cabinet members
- Focus group sessions with central office administrators and support staff, and employee association leadership
- Review of data such as organizational staffing data, policies, procedures, and data available from the District and the California Department of Education (CDE)

**Table 1: Response by Data Collection Type**

Data Collection Type	Number of Participants
Staff interviews	12
Board Members (current and past members)	8
Focus Groups	6 groups

(See Appendix A for interview and focus group protocols.)

In December 2016, WestEd met with the District's key administrators and board members to complete an initial organizational needs assessment. The meetings focused on identifying perceived strengths and areas of need related to the District's organizational structure and provided an initial framing for the development of standard focus group and interview protocols. Once completed, comments shared in focus groups and interviews were anonymized and shared with internal WestEd staff who were not present for the discussions. The collected comments were then coded for themes and details that would reveal the identity of each respondent were removed. Quotes that most closely reflect shared sentiments of the group were selected for inclusion in this report with permission.

Published information reviewed included the Local Control and Accountability Plan (LCAP), student handbook, job descriptions, annual reports, staff surveys, and other relevant resources posted on the District's website. Findings from these sources regarding roles and responsibilities within the current organizational structure and opportunities for improvement were added to the themes.

WestEd and the District collaboratively identified a comparison set of districts – Hayward Unified School District, Palm Springs Unified School District, and Pomona Unified School District — based on similarities in student achievement, demographics, and size. (See Appendix B for demographic and performance data for comparative districts.)

## Findings and Analysis

The findings and analysis are organized into four sections:

- (1) **Culture and Leadership:** Provides an assessment of the clarity and consistency of decision makers to contribute to and adhere to an established and common vision, mission, and goals of the District.
- (2) **Administrative Effectiveness:** Identifies opportunities to improve roles and shared processes.
- (3) **Inter-departmental Efficiency:** Provides an assessment of the effectiveness and efficiency of collaboration and coordination among departments.
- (4) **Structure and Staffing:** Provides an assessment of the level and type of positions within the organizational structure, including comparison to similar districts, to identify opportunities for improvement to the organizational structure.

Within each section, the report provides an overview of major themes, key findings, and the importance of the findings. Key findings are also represented by quotes gathered during the data collection process and are shared here to illustrate common perceptions. The findings and analysis sections are followed by recommendations for possible actions to consider as next steps for the District.

## Culture and Leadership

Effective leaders guide organizations to achieve a vision and purpose while cultivating a unified culture focused on reaching set goals. In most education agencies, the vision and purpose focus on ensuring and supporting positive outcomes for students, with variation based on the specific local context. Leaders, formal and informal, set the tone for their organization and contribute to the culture (i.e., customs, beliefs, and habits) as members of the community. Formal school district leaders include those with titles such as superintendent, school board member, and principal, while informal leaders are those that others look to for guidance or as models, such as teachers, students, and parents. High functioning organizations use a common vision and purpose as a compass point for their strategic planning, and leaders, with a strong, unified culture setting the foundation, ensure the community is rallied and prepared to reach their goals.

*Theme: The District's lack of a unified vision and clear understanding of goals and shared accountability has contributed to uncertainty and distrust across the organization.*

### Key Findings

- ▶ The District has yet to coalesce around a vision for what its students will know and be able to do upon graduation. The District would benefit from clear indicators of success to create focus for staff, students, and families.
- ▶ The goals in the District's Local Control and Accountability Plan (LCAP) are not well understood or have a shared commitment from stakeholders.
- ▶ The tension between the Board and Superintendent has contributed to a suboptimal approach to policy and management decisions by District leadership.
- ▶ A strong sense of local pride and community emerged as a strength during the initial assessment, which was confirmed by focus group respondents consistently presenting Madera as a student- and family-focused place. Other areas of strength that emerged during the initial assessment included student programs, emerging use of data-driven decision making, facilities master planning, and fiscal stability.

### In Their Own Voices

From the data collected, the following quotes (modified and/or abbreviated for anonymity) capture the above finding.

#### Clarifying Mission, Vision, and Goals

*"...we have had strategic plans but there isn't a clear cohesive path. I don't know who to call—do I call all 12 directors? We have the mission and vision posted but we don't revisit it or use it to guide us."*

*"....we're missing a focus on goals and we don't have a clear way to measure goals overtime with leading indicators."*

*"...if we had a clear vision/mission and goals we could better justify our actions without fear of repercussion."*

#### Accountability and the LCAP

*"We don't have time built in to do a cycle of inquiry and reflect on our work in order to improve it. We are reactive rather than proactive. Site leaders don't have enough time to do this."*

*"We need more time to make the LCAP a relevant document at all levels."*

*"The goals are for the [D]istrict but they don't connect directly to us. Every year the LCAP comes up with a request for us, but I don't see how my work connects."*

#### Policy and Management Decision-Making

*"...inconsistent leadership due to turnover; with our 5th [Superintendent] in the last 6-7 years; politically it has been a roller coaster. Success comes with consistent leadership."*

*"They don't know their role as board members. They micromanage."*

*"Board meetings are beyond stressful."*

*"The tension between the [B]oard and the leadership needs to change. It makes us all uncomfortable because they come to talk to us and we're afraid to speak because it might get twisted and used in a way we don't intend."*

*"There is a need for clarity on internal and external expectations for the [S]uperintendent."*

#### Local Pride

*"It's a large district but its run like a mom and pop shop. Every week we all get together."*

*"There isn't anybody on staff that is not here to help kids."*

*"I know Madera has invested in me and I'm still learning every year..."*



*"Madera Unified encompasses the whole city—we are not a suburb of Fresno, we are our own place with our own aspirations and values."*

*"Good people, you can count on everyone here."*

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### *Why it Matters*

A clear vision and mission is the starting place for the strategic planning process within every organization. Each member of the leadership team has a role to play in setting, communicating, and executing on that mission. Board members serve a valuable and necessary role in the governance of school districts; the primary role of the school board is to ensure that school districts are responsive to the values, beliefs, and priorities of their communities by setting direction, establishing an effective and efficient structure, providing support, ensuring accountability, and providing community leadership as advocates for children and the school.

As a part of their role, board members need to keep mind the distinction between staff and board roles (California School Board Association). Well-functioning boards set the course for the district through the adoption of policy and generate support for the district through outreach and advocacy. Once the direction is established by the board through the adoption of policies and a strategic plan, the superintendent sets the strategic operating direction. With the leadership/management team, the superintendent attends to creating and implementing processes and procedures that over time appear as routines, practices, and beliefs that stakeholders understand and follow. While the superintendent provides the board with policy recommendations, ultimately it is the superintendent's responsibility to ensure that the strategic vision and policies adopted by the board are followed. In this way, the board and district leadership work together to establish a clear vision, goals, and system to monitor progress.

Districts that are moving towards systemwide success are distinguished not only by having a vision, but also by the extent to which and the ways in which they use their visions to guide instructional improvement. Their visions are clearly outlined in strategic plans, board meeting agendas, school improvement plans, and newsletters (Togneri, 2003). There is a systemwide recognition and ownership of the vision. Boards that share a vision with the superintendent and have a strong foundation that includes the ability to focus on student achievement, rather than the specifics of day-to-day operation, are more effective at rapid improvement (Snipes, Doolittle and Herlihy, 2002).

Teams that lack trust waste inordinate amounts of time and energy managing their behaviors and interactions, which is time that could be better spent focused on improving student achievement (Lencioni, 2002). Research by the Center for Public Education (CPE) found a set of shared characteristics in highly effective school boards. One characteristic is that effective

boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

A strong sense of community for staff adds value, connections, and provides the space for staff to contribute to achieving the mission and goals of the District. “Employees that find their environment supporting social needs such as belonging have significantly improved enjoyment and performance. When the brain is the reward state, employees perceive more options to solve problems, are more insightful, collaborate better and have higher performance overall. When employees feel a sense of belonging and identification with the organization, they are naturally motivated to help it succeed” (Shelly, 2014).

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## Administrative Effectiveness and Efficiency

The operational needs of a school district are complex including, but not limited to, guiding and supporting effective teaching and learning, maintaining facilities, providing professional learning opportunities, managing a multi-million-dollar enterprise, and engaging families and community members as partners. Administrative roles and responsibilities of each department within a school district must have clarity of purpose in order to operate with effectiveness and efficiency.

*Theme: Uncoordinated actions and a lack of shared approach (road map) to operational processes inhibit effective administrative operations.*

### Key Findings

- ▶ Staff value roles that promote open and strong communication but lack of trust is a commonly cited barrier to having crucial conversations.
- ▶ Strong relationships between staff make up for a shared sense of process.
- ▶ Poorly defined functions contribute to a lack of clarity and inefficiencies for administrative roles. Respondents consistently reported confusion over decision-making authority within the organizational structure.
- ▶ Two worksites for administration and easily accessible, centrally located *standard* operating process and procedure resources for staff likely contribute to duplicative roles and procedures.

### In Their Own Voices

From the data collected, the following quotes (modified and/or abbreviated for anonymity) capture the above finding.

#### Roles, Functions, and Process

*"As we're growing, we don't just call another department, we call Mary. We're not just calling the office; we're calling a person. We're a big district but it feels like a small town."*

*"...I have one person I go to, we have a great relationship so we make it work but we don't have a collaboration system in place outside of our friendship."*

*"...we need expectations and processes that are consistent so that we have a way of doing business."*

*"We used to have a clear path for responses. Now, you ask one person and the answer is yes and the next department says no and they are of equal value."*

### Goals

*"...if we all knew what the target is we could be aiming for the same target."*

*"We have not gone back to the priorities or goals for the [D]istrict. The expectations are not clear and there is no clear support for what's coming up."*

*"There are lot of single focuses. Everyone wants to meet the needs but all are not looking through the same lens."*

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### *Why It Matters*

While policies and procedures are important to effective and efficient operations, trust, communication, and accountability are key human elements to overarching system success. "At the heart of almost all chronic problems in our organizations, our teams, and our relationships lie crucial conversations, ones that we're either not holding or not holding well" (Patterson, Greenly, McMillan, and Switzler, 2012). Staff and board members must be able to communicate in an environment of trust without fear of recrimination.

Relationships matter, but they need to compliment the commitment to accountability, policy, and process. "...districts that make rapid and dramatic improvement are, to no surprise, focused intensively on improving all aspects of the district as a system ... improvement capacities refer to district *structures, policies, processes, and programs* intentionally designed to improve overall organizational capacity and the quality of teacher instruction" (Lane 2009).

As noted in the Culture and Leadership section, the superintendent and leadership team are responsible for creating and implementing processes and procedures that over time appear as routines, practices, and beliefs that stakeholders understand and follow. As such, administrative roles and functions need to be clearly aligned to the established vision and goals. Additionally, sites, departments, and staff need to have roles and functions that are aligned to and contribute to the district meeting its overarching goals. If everyone isn't aiming for and accountable to reaching the same target, both effectiveness and efficiency will not improve.

Easily accessible resources for staff will contribute to improving effectiveness and efficiency and should help reduce redundancies related to having a bifurcated central office. For instance, staff should have access to a one-stop-place for all operational policies, procedures, up-to-date forms, and a list of departmental staff that can help with questions.

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## Inter-departmental Efficiency

Constructive and coordinated inter-departmental functions are critical to the overall function of a successful district. Uncoordinated action by teams within the district can result in contradictory information reaching the wider community, redundancy, and/or competing priorities and actions. When well-coordinated, each department reinforces and enhances the work of another, with the cumulative result being progress towards shared goals.

*Theme: Inter-departmental coordination and collaboration processes such as communication, planning, and teaming are lacking or not effective while internal department functions are reported to be well-coordinated.*

### Key Findings

- ▶ Respondents value the opportunity to collaborate with other departments, but reported that meetings are too frequent and are poorly planned and facilitated (lacking advanced notice and clear objectives).
- ▶ Planning and coordination between departments is limited and inefficient in part due to a lack of clarity regarding the roles/functions and responsibilities of each department.
- ▶ An informal network of communication supersedes formal channels, which alternatively clarifies information for those that are included in the informal network and clouds communications for those not in the informal network.

### In Their Own Voices

From the data collected, the following quotes (modified and/or abbreviated for anonymity) capture the above finding.

#### Quality and Quantity of Meetings

*"...there are multiple meetings within departments, across departments and with various committees or teams...as a result, we are pulled off our sites too often."*

*"Monday emergencies cannot be addressed because leadership is out of reach in all day meetings."*

*"...it is a process thing - we meet frequently but don't accomplish what we need to in the time allotted and it takes away from our work."*

### The Intersection of Roles and Processes

*"We don't have policies on any one thing; we have traditions."*

*"...we go in circles; we submit a request and it is approved but then it needs to go back to leadership for another approval-as a result, it takes months to get final approval and it is frustrating."*

*"Our department roles need to be defined."*

### Coordination Between Teams

*"Each department has their own projects and own timelines. We rely on relationships to hear what other teams are doing. There is no system."*

*"We appear to be inefficient because we don't put in the time to plan to be effective."*

*"There is value to having roles though so if we have an issue, we know who to talk to. It is clear to us who to call based on our personal relationships, but there is no clear system."*

*"There is good communication within a division but not across divisions."*

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### Why It Matters

Communication among people and units are an important part of organizational success. Effective organizations create systems and norms that delineate the type and frequency of communication and interactions to ensure meaningful, timely, and useful results. Increasing the quantity of meetings is a common response to concerns that more communication is needed because people within an organization report that they are unsure about their responsibilities. However, more meetings rarely provide a remedy for a lack of clarity regarding roles and responsibilities.

The usefulness and productivity of a meeting directly relates to the level of preparation that goes into a meeting. Productive meetings have set start and end times, a focused agenda and anticipated outcomes, and are structured to meaningfully and purposefully engage participants to contribute to achieving the objectives set forth for the meeting. Effective meetings end with clear next steps, including actions to be taken, who is responsible for them, and a timeline for completion. Preparation for a good meeting also includes preparation by participants. This requires sufficient notification of meeting dates, times, objectives, and any materials needed for advance review.

Effective and efficient organizations are able to do the right thing, at the right time, in the right way, and for the right reason. This calls for well-defined and broadly communicated divisional and departmental and even individual roles. Researchers have found that collaboration improves when the roles of individual team members are clearly defined and well understood.

Without such clarity, team members are likely to waste energy negotiating roles or protecting turf, rather than focusing on the task.

Strong inter-departmental planning and communication processes also contribute to organizational effectiveness and efficiency. Creating opportunities for intentional inter-departmental, as well as inter-divisional planning, and norms for communication increases focus on, and coordinated action toward, complimentary functions and services, thereby minimizing time spent on redundant or competing functions and communication.

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## Structure and Staffing and Comparison Analysis

A district's culture and leadership establish vision, expectations for behavior and norms, systems for support and improvement, and a structure for accountability. The structure and level of staffing in an organization are another critical factor when considering how well a district can achieve its goals to support student success. Highly effective and efficient districts demonstrate that they (1) have the right level of support, (2) ensure that staff are tasked with and have the capacity to effectively and efficiently complete the functions/activities that are critical to the success of the district, and (3) recognize culture as a critical ingredient to making or breaking structure and strategy. Comparisons of documents and data can help provide an objective basis to compare structures to identify similarities and variances in organizational structure, job duties, and student performance.

*Theme: Opportunities for improvement are in the implementation of the organizational structure (roles and processes) rather than in the organizational structure itself.*

### *Key Findings*

- ▶ Decision making about staffing for projects is perceived to be based on relationships over documented need to support functional areas.
- ▶ The District has a similar level of administrative positions (certificated and classified) per student compared to similar districts and similar levels of direct reports to each non-educational services divisional leader (approximately 6-7 direct reports per leader). Educational services divisional leaders have approximately 13 staff reporting to them, which is comparable to other districts.
- ▶ The District's structure and job descriptions are similar to other districts with the exception of the District's Administration and Support Services and Performance and Internal Communication Divisions, which are not found in other similar districts. All organizational charts lacked function information for each position, however the District's organizational chart was the only one that included an overarching functional statement for each unit.
- ▶ The District's salary schedule ranges tend to be lower than that of comparison districts before taking into account regional cost of living differences.
- ▶ The District's LCAP priorities and actions are similar to those included in comparison district LCAPs. The District's LCAP includes some actions not present in the comparison group plans, such as support for pregnant teens, improvement of nutrition services, school site specific supply budgets, and an internal focus on the use of data for continuous improvement.

*See Appendices B-E for student achievement data, salary and job description review table, LCAP alignment summary and the organizational charts and analysis of comparison districts.*



### *In Their Own Voices*

From the data collected, the following quotes (modified and/or abbreviated for anonymity) capture the above finding.

#### Organizational Structure

*"There is some tendency in the [D]istrict to think that more staff is better. With the amount of directors, it is hard to see how the functions are linked."*

*"There are so many superiors and the hierarchy between them isn't clear. I would love to see the org chart and wrap my head around it."*

*"There are three layers of technology and they're under three different team structures with three different heads but they interact with the same teachers and end up working on each other's projects. But there isn't a clear structure for them to do that well."*

#### Improve Employee Orientation and Ongoing Supports

*"There is no map for new people in their roles. The systems aren't set down on paper, the systems are within individuals."*

*"As we hire new people, it's easy for them to critique existing systems and remove them. But if you don't replace existing systems, there is a gaping hole left."*

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### *Why It Matters*

Most district organizational charts are organized by functional area such as educational services, business services, and human resources and serve as a listing of hierarchical order. Optimally, organizational structure charts also clearly call out the function/role of each position, for instance: Assistant Superintendent of Business (title), strategic execution of fiscal solvency (function) or Budget Director (title), oversees producing a balanced budget (function).

While there are many ways an organization can be structured, highly effective and efficient organizations are structured around the functions it needs to perform in order to meet its goals. "A good structure should (1) clarify the purpose and accountabilities of each organizational function; (2) place each major and minor function in its correct location relative to other functions by balancing effectiveness and efficiency, short range and long range, autonomy and control; (3) clarify the key performance indicators (KPIs) of each role; and (4) identify which people are accountable for performing different functional roles." In other words, form follows function. (Sisney, 2015)

Having a competitive compensation package as well as a healthy culture and climate are critical elements for recruiting and retaining staff. Acknowledging that resources are finite and adjustments to compensation are a locally weighted decision, using a lens of culture and values alignment as part of the District's screening process for employees is a good low cost

investment. Effective organizations are intentional about sharing their vision and goals and their accountability to both as part of their screening/hiring process.

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## Recommendations

The following recommendations are offered as practical next steps, which will require prioritization and selection by the District. Some of these recommendations reinforce the impact of the others and could be bundled into a single action item.

### Improve Planning and Processes

#### *Goal and Mission Setting Process*

Include stakeholders in the development or reaffirmation of the mission, vision, and goals. Once completed, share them widely, revisit them often, and work to build a shared sense of commitment to them. As the District approaches this process it would be helpful to consider that a clear mission statement answers *What do we do? How do we do it? Whom do we do it for?* A vision statement is inspirational and motivational and answers the question *What the world would look like if we achieved our mission?* In contrast, goals are the statements of what you want to achieve. More specifically, a goal is a broad overarching statement that defines what you intend to do to achieve the mission or vision by implementing a strategy, requiring action to produce measurable results.

Include vision and goal statements as a critical component in all district communications, for example PowerPoint template title slides should include the vision statement; job descriptions should include at a minimum the vision statement; and reports should include the LCAP goals to provide focus and connections for stakeholders to the identified and agreed upon needs, actions, and services.

#### *Develop and Share an Annotated Organizational Chart*

Highly effective and efficient organizations are organized around the functions necessary to meet established goals. To clarify roles and functions, we recommend engaging in a role mapping activity that utilizes the existing organizational chart, assigning ownership of functional areas. Ideally this will be a collaborative process that supports broad engagement and transparency to support the change process.

As a first step to inform the annotated organization chart detailed above, consider performing a comparative analysis between administrative job descriptions as currently written and reported roles as they are currently enacted. For instance, use the current job descriptions in combination with interviews/reflections from the

employee and their supervisors about tasks and responsibilities to create a current view of roles and functions.

### *Create and Manage to a Calendar for Deadlines and Major Planning Milestones*

As a part of the annual planning process, school site leadership, directors, and the administrative team members should co-create a calendar that maps the year's meetings, professional development deadlines, and interim milestones for both site and district-level dates. Meeting norms should be updated to include a regular review/update of the calendar to maintain it and track milestones and deadlines as part of a regular practice.

### *Establish Consistent Meeting Norms*

Update the District's meeting norms to include establishing consistent facilitation for meetings. Create a protocol and templates for agendas, time keeping, conversation management, results tracking, and follow-up.

### *Engage in Data-driven Decision Making*

Using data-driven decision making is an emerging area of strength of the District and the availability of high quality data to support district prioritization and decisions was a topic of frequent commendation from the Board, District leadership, and principals. However, many respondents reported not having enough time to digest the information and apply it appropriately in their decision-making processes.

- Continue to utilize the strength of the Director of Performance and Internal Communications to drive using data to guide district decision making for operational choices (staffing) and for development of district goals.
- Expand the use of data and time for data reflection by including data review and discussion in standard meeting norms.
- Continue to use a multi-measure accountability system and systemwide use of data to inform practice, monitor progress, and hold District leadership accountable for results.

### *Update and Establish District Policies and Check for Alignment to Goals*

Review all policies and standard operating procedures to ensure they are intentionally aligned to increasing quality instruction and student achievement.

## **Build A Collaborative Culture**

### *Elevate Shared Values*

Respondents consistently cite the importance of community and a sense of belonging. Consider harnessing this value through formal recognition of the Madera community as a pillar of Madera's healthy function at district and site levels meetings and in newsletters and on the website.

### *Provide District Leadership with Training to Support More Effective Communication*

We recommend training to support more effective communication, including the ability to disagree constructively. For example, Crucial Conversations and 5 Dysfunctions of a Team training include strategies for building more cohesive teams through constructive conversation, including disagreement. The current group of leaders could benefit from time and strategies to develop as a team.

### *Engage Professional Development*

The Board and Superintendent should consider a reset and recalibration on mission vision, goals, and roles and to re-establish a relationship grounded in mutual trust through coaching or a well-facilitated strategic planning time/board study sessions.

## Conclusion

The District has much to be proud of with respect to the strong sense of community, focus on improving student achievement, and emerging use of data-driven decision making. Based on the review of the organizational culture and leadership, administrative and inter-departmental effectiveness and efficiency, there are a few options to improve culture as well as clarify roles/function and improve communication to positively affect the quality of the educational program. However, for this to occur, it requires a shift in culture as well as in the approach to the way in which tasks are accomplished. Furthermore, for the District to truly realize the benefits of the recommendations and options in this report, the leadership team must monitor results to ensure follow-through with improvements.

The District should create an action plan to implement key recommendations from this report. After consideration and discussion of the recommendations, the District should develop a priority list with an implementation target date and the identification of the staff responsible for implementation. A reporting system with established dates for providing updates to the Superintendent and cabinet, as well as to the Board, should be implemented.

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## Appendix A: Protocols and Consent Form

<b>INTERVIEW PROMPTS</b>
<p><b>Warm Up/Intro:</b> Please share 3-5 words you would use to describe Madera Unified. What inspired your choices?</p> <p>To start us off, what would you say if the central goal of your role within the organization?</p>
<b>PROMPT Segment 1: Understanding Madera Unified's Process and Relationships</b>
Probe 1: In your opinion what makes the relationships in Madera Unified feel different or unique from other districts?
Probe 2: How do the District's current processes support inter-departmental efficiencies?
Transition Probe 3: How do the strengths of the processes and relationships within the organization help Madera effectively reach its goals?
Interview only probes: In your role, what processes help you perform your duties? What processes hinder you or challenge you in your daily work?
<b>PROMPT Segment 2: Understanding Madera Unified Goals and Roles</b>
Probe 1: How do the roles of the administration effectively and efficiently support (add benefit to) the goals of the district?
Interview Only Follow Up (based on RFP): In your opinion, how well does the current organizational structure support the administration to meet the needs of Madera's students?
Probe 2: How do the District's current processes support inter-departmental efficiencies?
Probe 3: How do the strengths of the processes and relationships within the organization help Madera effectively reach its goals?
<b>PROMPT Segment 3: Understanding Madera Unified's Working Culture and Climate</b>
Probe 1: How would you describe the working culture and leadership climate of Madera Unified?
Probe 2: If you could make one major change to the working culture of Madera Unified, what would it be?
Probe 3: If a colleague was exploring the option of working here, how would you advise them?
Interview Only follow up: In your opinion, do you feel supported to achieve your goals by the current working culture and leadership climate? Please share any experiences that led you to your response.
<b>Closing Segment</b>
Probe: What is central to who you are as an organization and should never change?
<p><i>Optional:</i></p> <p>Of all the questions and comments shared today, what was most important to you that you would highlight?</p> <p>Is anything missing that you wish to add to the discussion?</p>

## **Focus Group Participation and Consent Form**

**Welcome!** Thank you for taking time out of your day to participate in this focus group. The goal of this session is to gather your perspectives on the current function and organization of Madera Unified.

The comments, stories and suggestions you provide today will support the leadership team as they examine operational efficiencies, policies and practice within each department and how those efficiencies support meeting the goals of the LCAP as well as overall service delivery within Madera.

**By participating in today's session, you give your consent to the use of your comments in a final report. Your comments will not be attributed to you and your identity will remain anonymous.**

### **What is the focus of the discussion?**

WestEd has been asked to facilitate a review of Madera's organizational structure to support the leadership of Madera Unified.

### **Why have I been asked to take part?**

You are a member of the Madera Unified district staff. We would like you to take part in a discussion on the organization of Madera Unified.

### **Voluntary Participation**

This discussion is voluntary—you do not have to take part if you do not want to. If you do not take part, it will have no effect on your role within Madera Unified.

If any questions make you feel uncomfortable, you do not have to answer them.  
You may leave the group at any time for any reason.

### **Risks**

We do not think any risks are involved in taking part in this study.

### **Benefits**

There are no benefits for taking part in this research. We hope to learn more about the function of Madera Unified as an organization.

### **Privacy**

Your privacy will be protected.

Your name will not be used in any report that is published.

The discussion will be kept strictly confidential.

The other participants in the group will be asked keep what we talk about private, but this cannot be assured.

### **Questions**

**I have been given the opportunity to ask any questions I wish regarding this focus group.**

**If I have any questions about my rights as a research subject, I may contact \_\_\_\_\_.**

**Please write your name below and check yes or no. If you want to take part Sign your name at the bottom.**

---

**NAME**

\_\_\_\_\_ **Yes, I would like to take part in the focus group.**

\_\_\_\_\_ **No, I would not like to participate in the focus group.**

---

**SIGNATURE**

**The following prompts may be used in the session. Additional prompts may be added as needed.**

**PROMPT Segment 1: Understanding Madera Unified's Process and Relationships**

Probe 1: In your opinion what makes the relationships in Madera Unified feel different or unique from other districts?

Probe 2: How do the District's current processes support inter-departmental efficiencies?

Probe 3: How do the strengths of the processes and relationships within the organization help Madera effectively reach its goals?

**PROMPT Segment 2: Understanding Madera Unified Goals and Roles**

Probe 1: How do the roles of the administration effectively and efficiently support (add benefit to ) the goals of the district?

Probe 2: How do the current policies and practices in place within Madera Unified as an organization support the goals and services of the LCAP specifically?

Probe 3: In your opinion, in what ways could the relationship between the roles assigned to staff and meeting the goals of the district be improved?

**PROMPT Segment 3: Understanding Madera Unified's Working Culture and Climate**

Probe 1: How would you describe the working culture and leadership climate of Madera Unified?

Probe 2: If you could make one major change to the working culture of Madera Unified, what would it be?

Probe 3: If a colleague was exploring the option of working here, how would you advise them?

**Closing Prompts:**

Probe: What is central to who you are as an organization and should never change?



## Appendix B: Comparison District Data

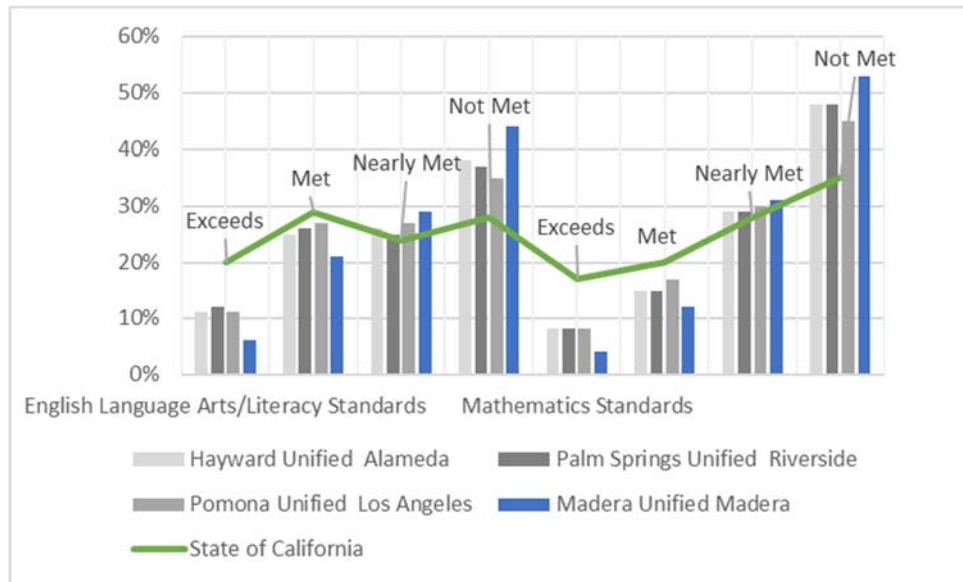
District Name	Demographics 2015-16			Demographics 2014-15		
	Enrollment	Unduplicated Student %	English Learners %	Cohort Graduates %	EL Making Annual Growth Target %	Grads Meeting UC/CSU %
Hayward Unified	22,846	80.10%	31.90%	82.40%	53.50%	48.70%
Palm Springs Unified	23,348	88.20%	34.50%	90.8 %	58.5 %	27.8 %
Pomona Unified	24,716	85.20%	34.70%	78.0 %	51.9 %	39.7 %
Madera Unified	20,530	89.30%	32.70%	89.70%	52.60%	38.00%
<b>State of California</b>	<b>6,235,520</b>	<b>58.60%</b>	<b>22.00%</b>	<b>82.30%</b>		<b>43.40%</b>

Source: EdData and the California Department of Education

District Name	2015-16 CASPP-All Students - California Department of Education							
	English Language Arts/Literacy				Mathematics			
	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Hayward Unified	11%	25%	26%	38%	8%	15%	29%	48%
Palm Springs Unified	12%	26%	25%	37%	8%	15%	29%	48%
Pomona Unified	11%	27%	27%	35%	8%	17%	30%	45%
Madera Unified	6%	21%	29%	44%	4%	12%	31%	53%
<b>State of California</b>	<b>20.00%</b>	<b>29.00%</b>	<b>24.00%</b>	<b>28.00%</b>	<b>17.00%</b>	<b>20.00%</b>	<b>28.00%</b>	<b>35.00%</b>

Source: EdData and the California Department of Education

## California Assessment of Student Performance and Progress, 2015-16



Source: California Department of Education, 2016

# MUSD Student Group Report

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two/+ Race	White
Chronic Absenteeism			N/A	N/A										
Suspension Rate (K-12)			N/A	N/A								N/A		
English Learner Progress (K-12)			N/A	N/A										
Graduation Rate (9-12)			N/A	N/A			N/A	N/A	N/A	N/A		N/A	N/A	
College / Career Available Fall 2017. Select for Grade 11 assessment results.			N/A	N/A										
English Language Arts (3-8)			N/A	N/A						N/A		N/A		
Mathematics (3-8)			N/A	N/A						N/A		N/A		
Performance Levels:	Blue (Highest)            Green            Yellow            Orange            Red (Lowest)													

# Hayward Student Group Report

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two/+ Race	White
Chronic Absenteeism			N/A	N/A										
Suspension Rate (K-12)			N/A	N/A										
English Learner Progress (K-12)			N/A	N/A										
Graduation Rate (9-12)			N/A	N/A			N/A						N/A	
College / Career Available Fall 2017. Select for Grade 11 assessment results.			N/A	N/A										
English Language Arts (3-8)			N/A	N/A										
Mathematics (3-8)			N/A	N/A										
Performance Levels:	Blue (Highest)            Green            Yellow            Orange            Red (Lowest)													

# Pomona Student Group Report

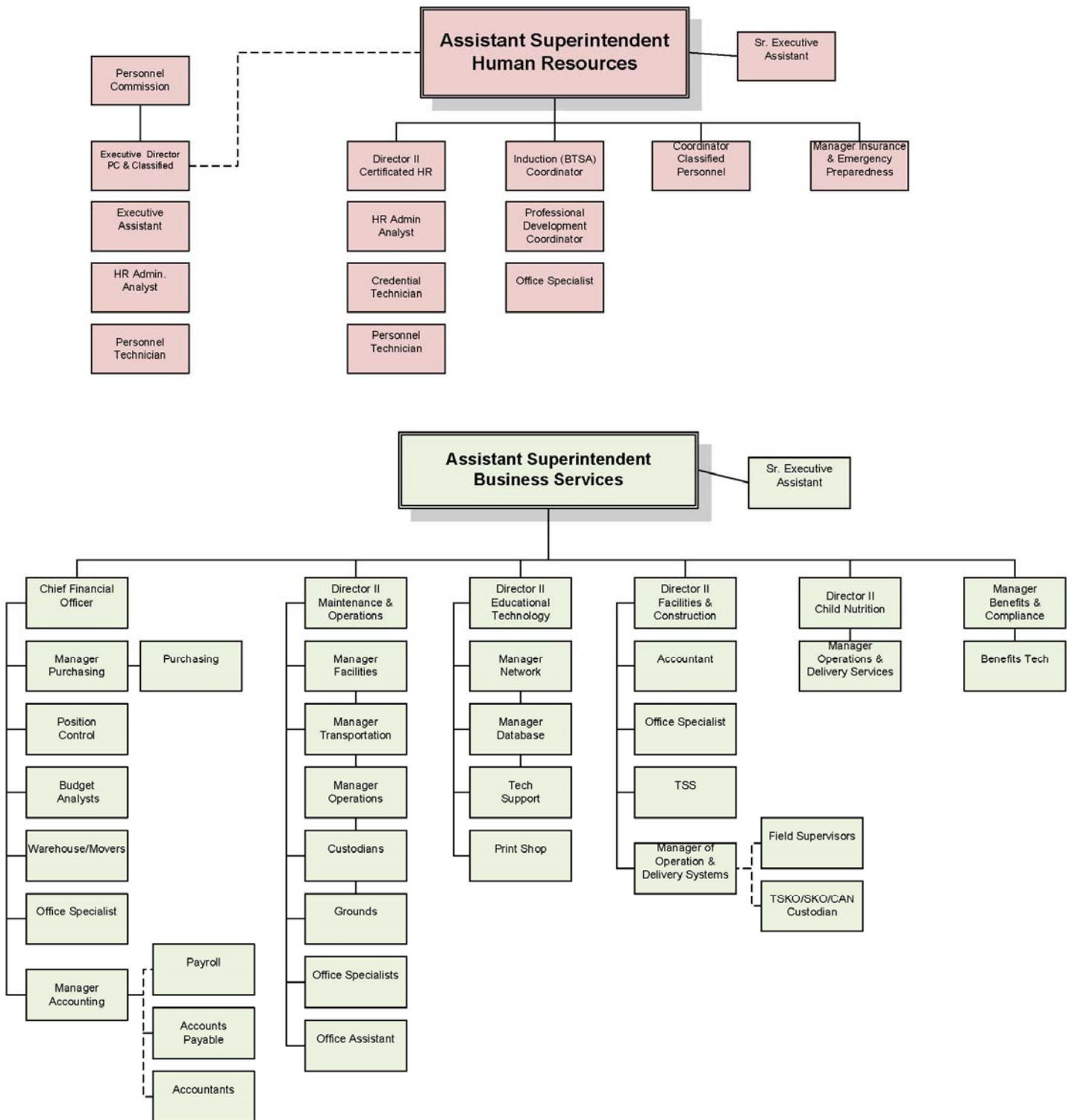
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two/+ Race	White
Chronic Absenteeism			N/A	N/A										
Suspension Rate (K-12)			N/A	N/A										
English Learner Progress (K-12)			N/A	N/A										
Graduation Rate (9-12)			N/A	N/A			N/A			N/A		N/A	N/A	
College / Career Available Fall 2017. Select for Grade 11 assessment results.			N/A	N/A										
English Language Arts (3-8)			N/A	N/A			N/A					N/A		
Mathematics (3-8)			N/A	N/A			N/A					N/A		
Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)														

# Palm Springs Student Group Report

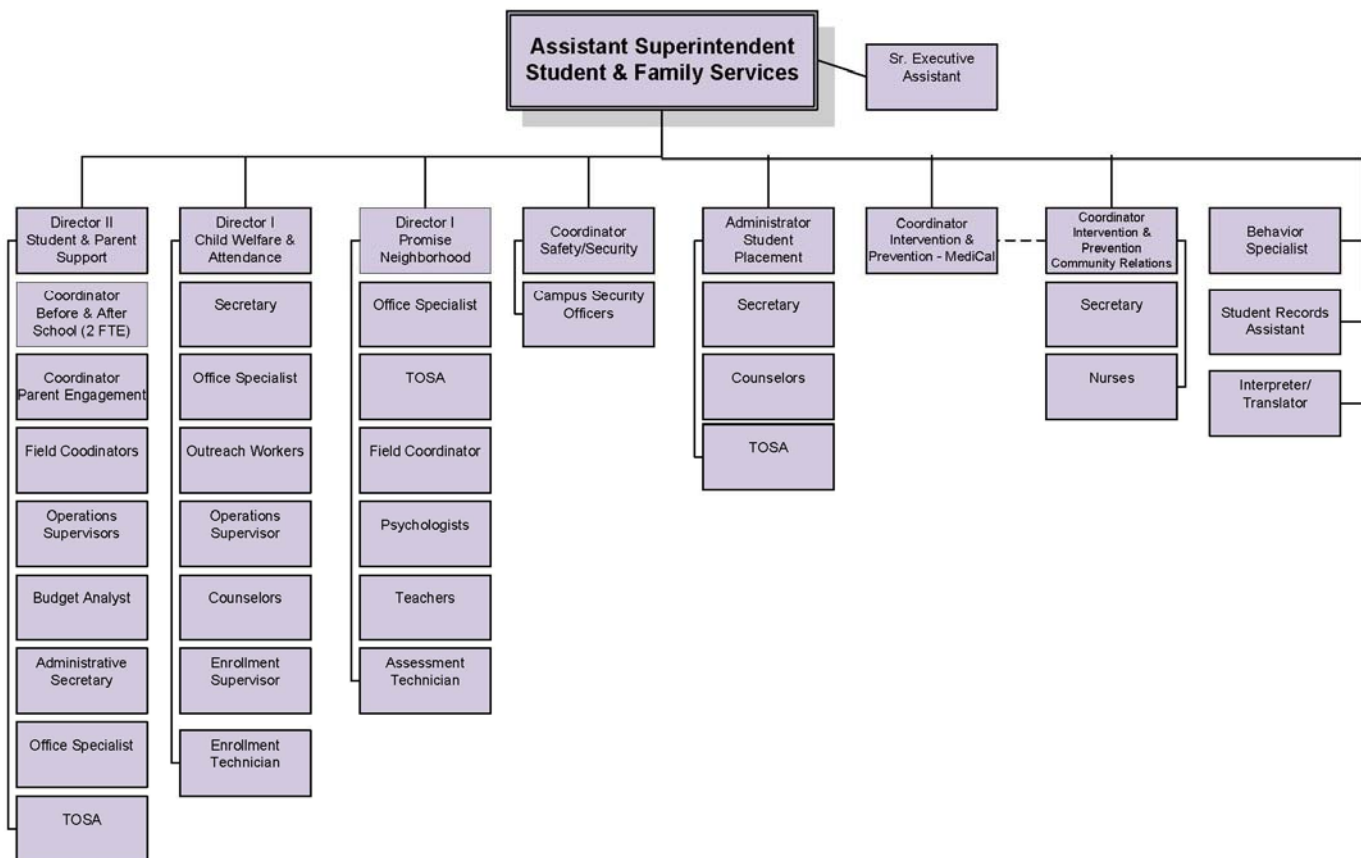
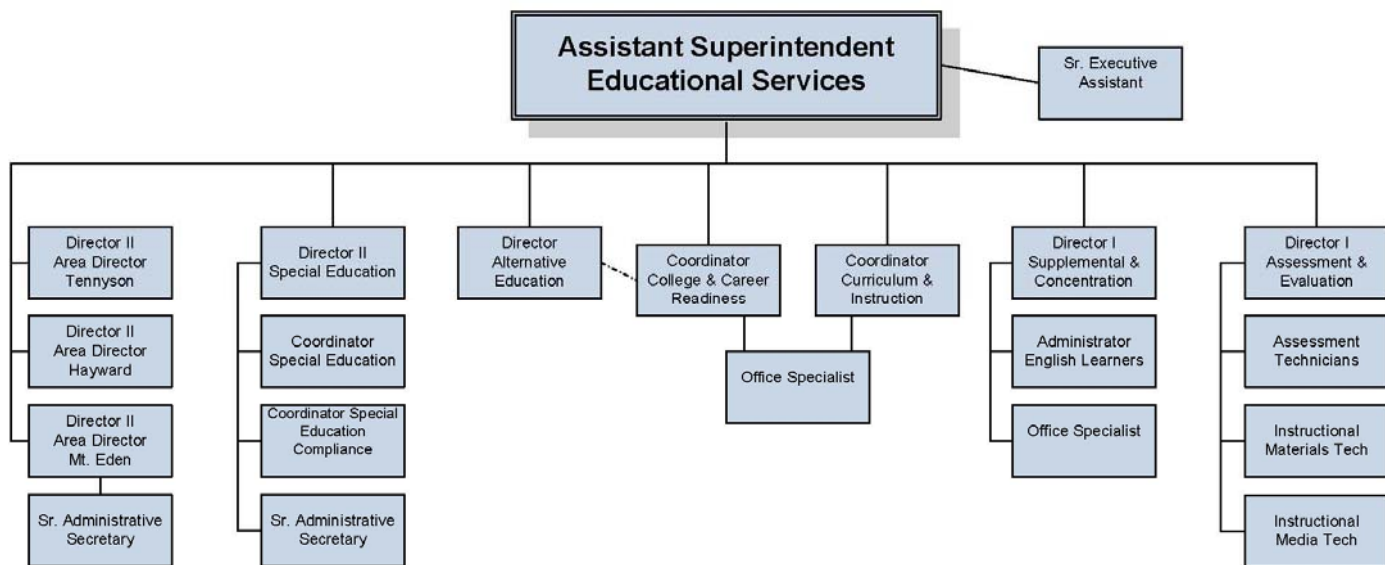
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two/+ Race	White
Chronic Absenteeism			N/A	N/A										
Suspension Rate (K-12)			N/A	N/A										
English Learner Progress (K-12)			N/A	N/A										
Graduation Rate (9-12)			N/A	N/A			N/A	N/A				N/A	N/A	
College / Career Available Fall 2017: Select for Grade 11 assessment results:			N/A	N/A										
English Language Arts (3-8)			N/A	N/A								N/A		
Mathematics (3-8)			N/A	N/A								N/A		
Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)														

## Appendix C: Organizational Charts

### Hayward Unified School District

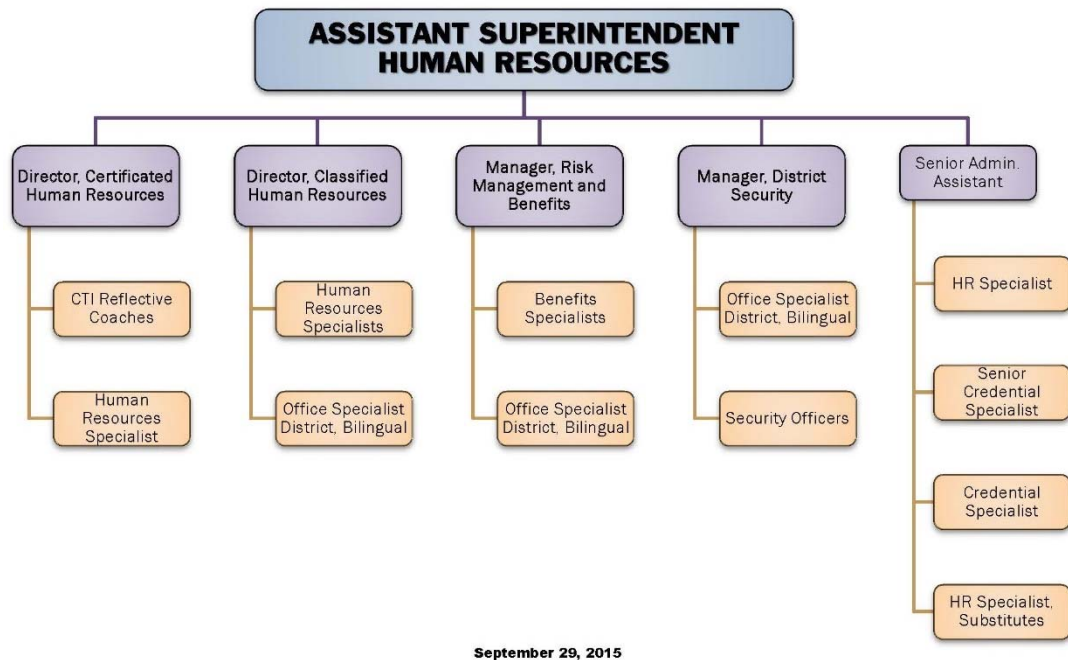
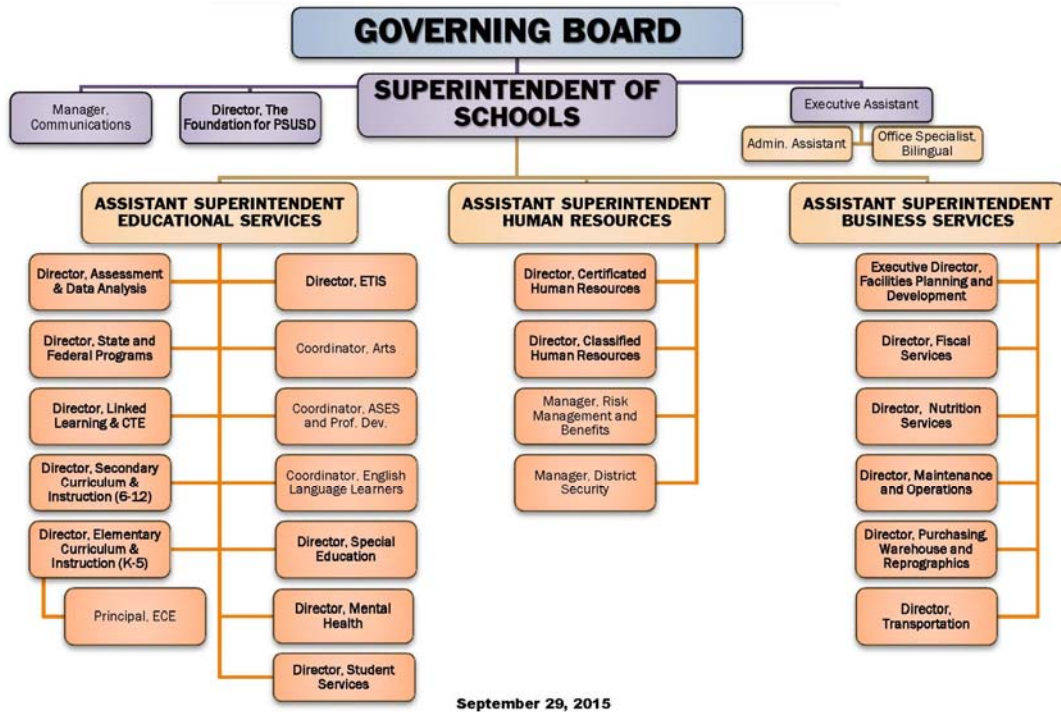


## Hayward Unified School District

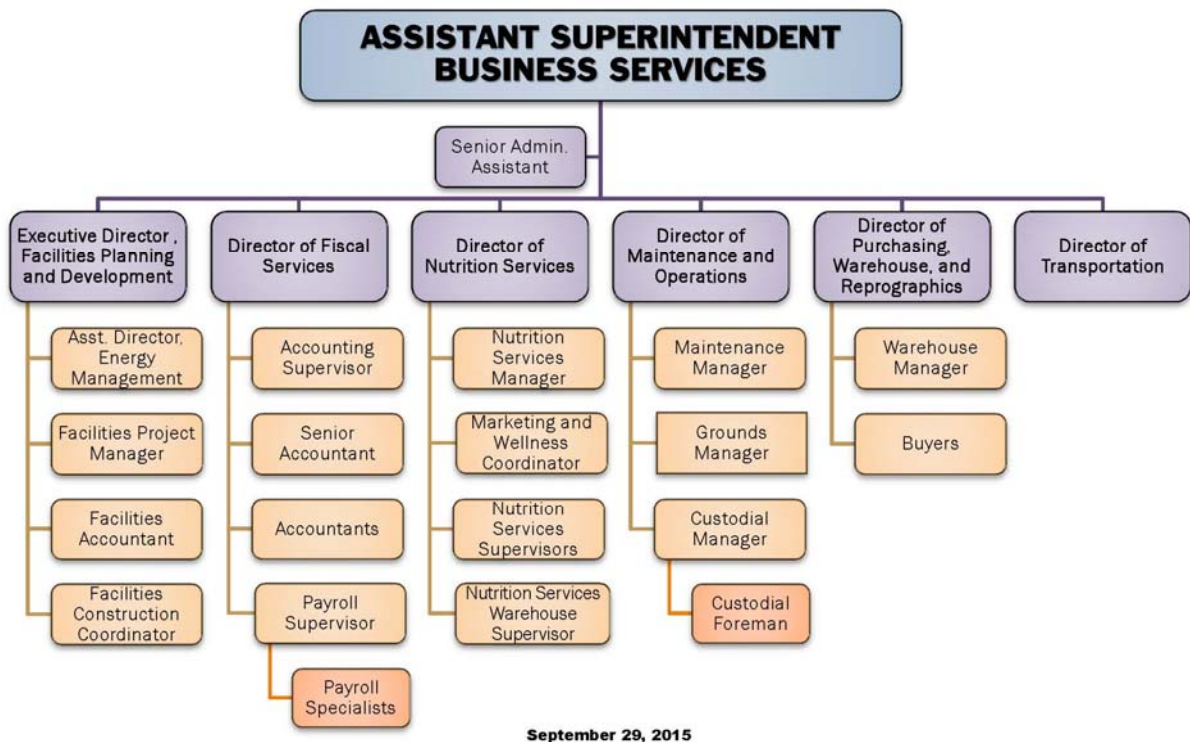
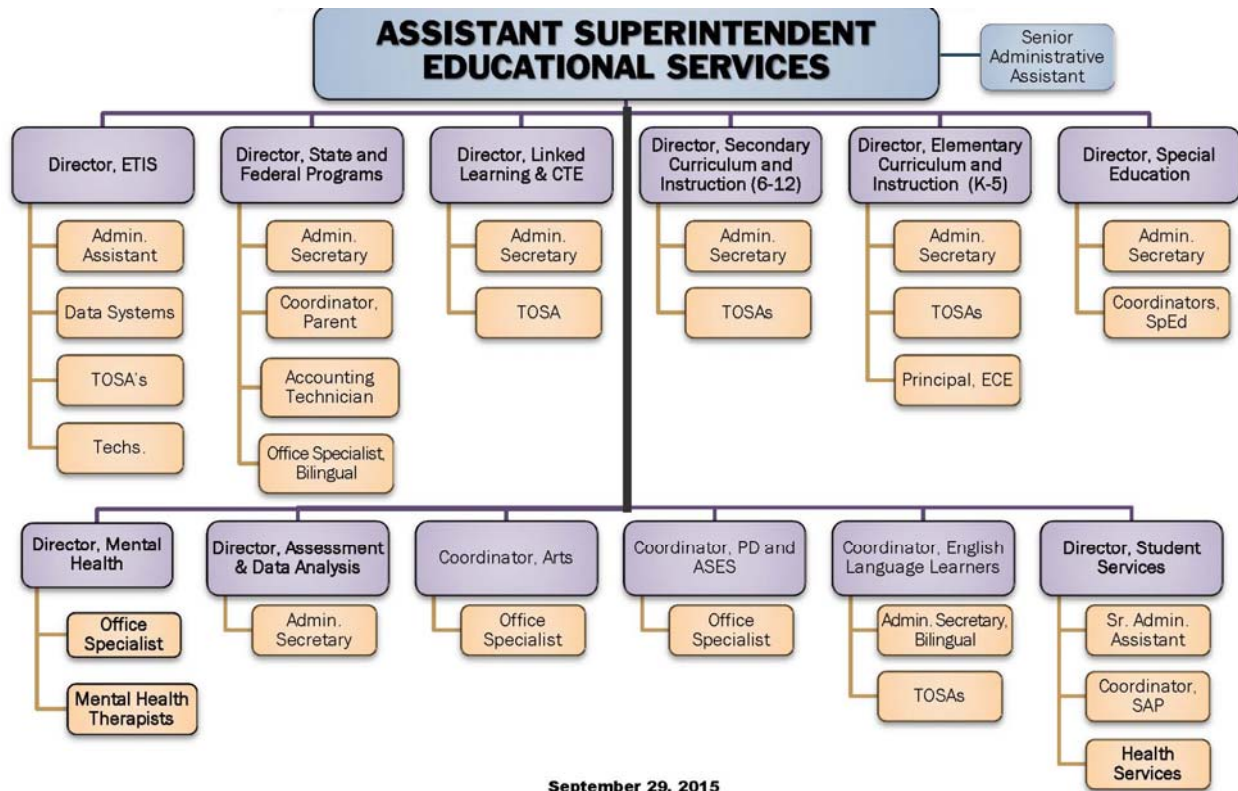




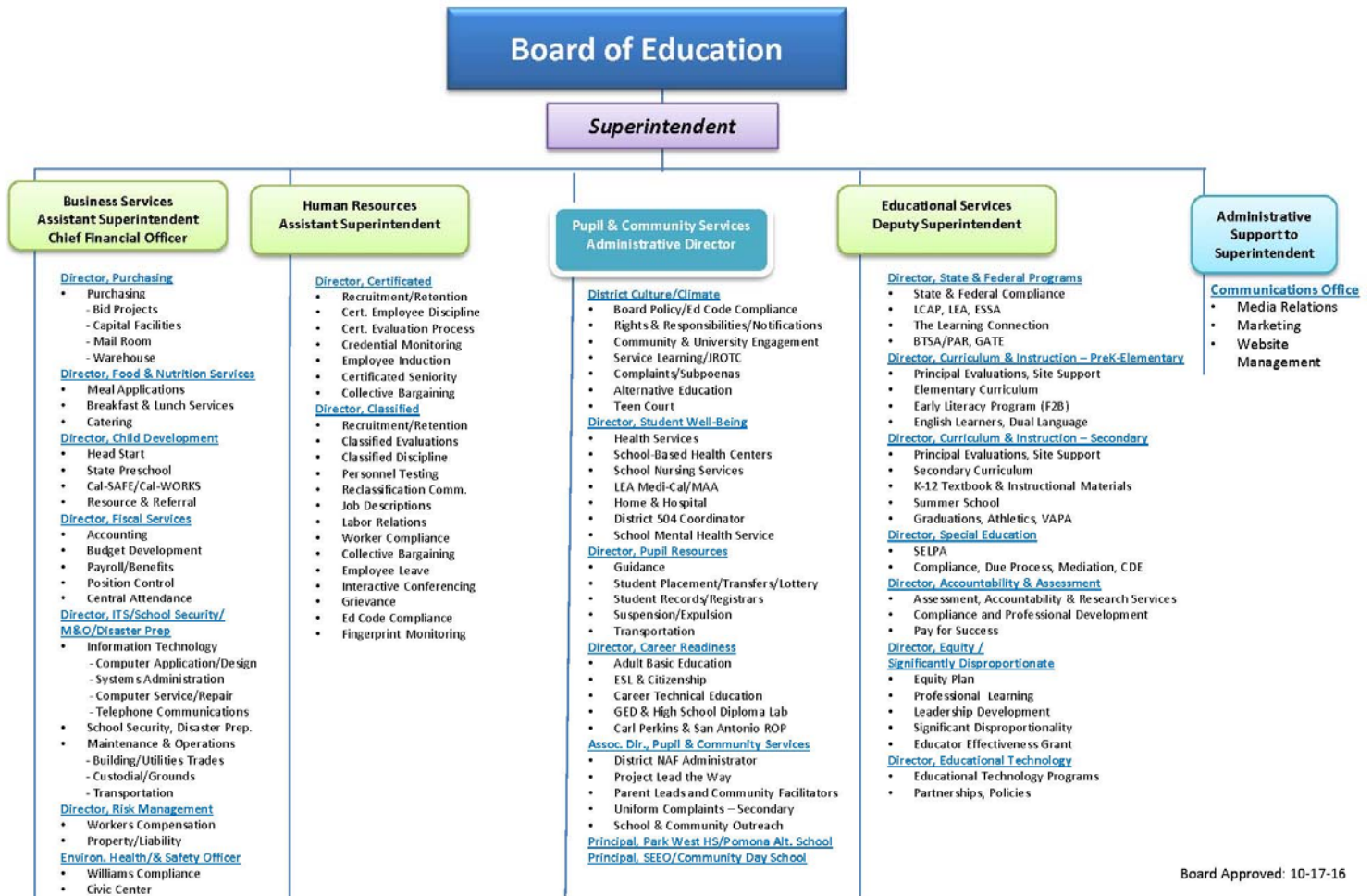
*Palm Springs Unified School District*



*Palm Springs Unified School District*



# Pomona Unified School District

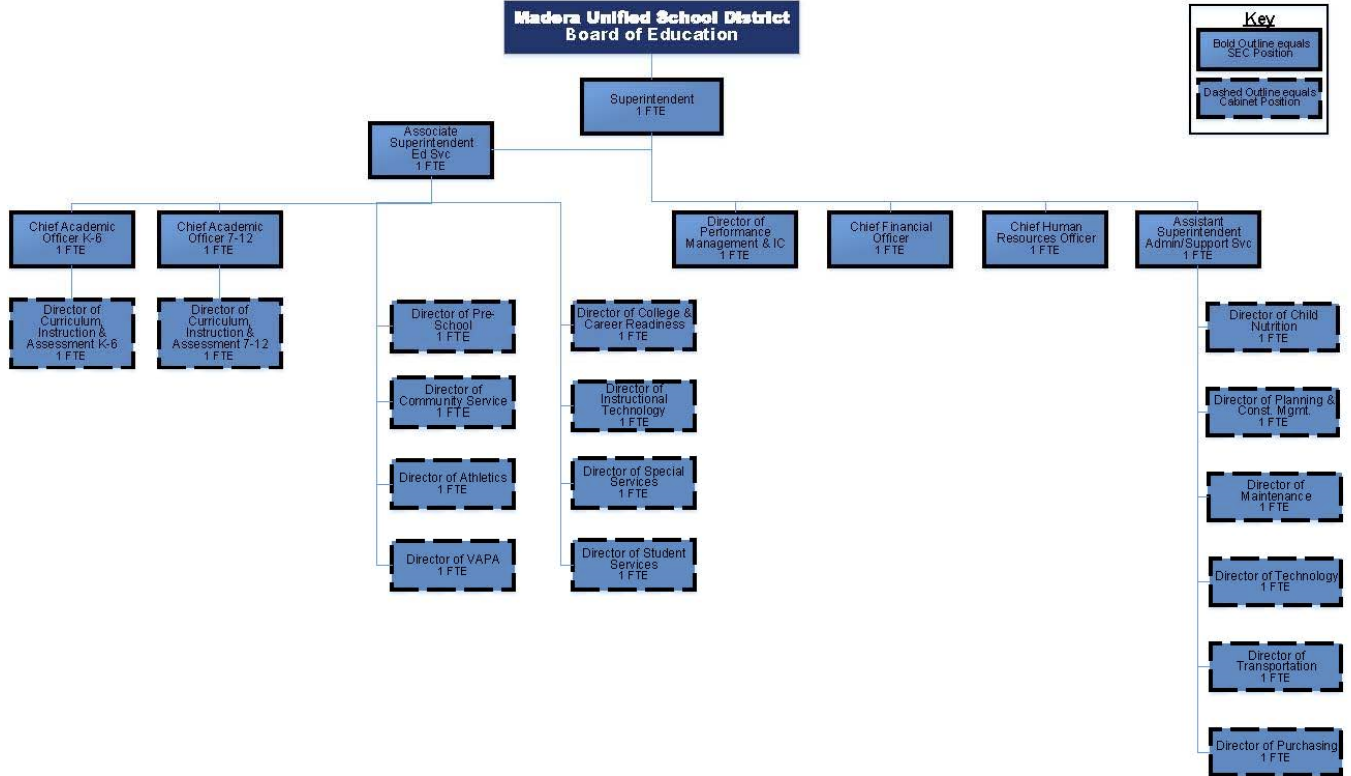


Board Approved: 10-17-16

# Madera Unified School District

## MUSD District Office Management Staffing (Cabinet Level Positions)

## Organizational Chart I 2016 - 2017

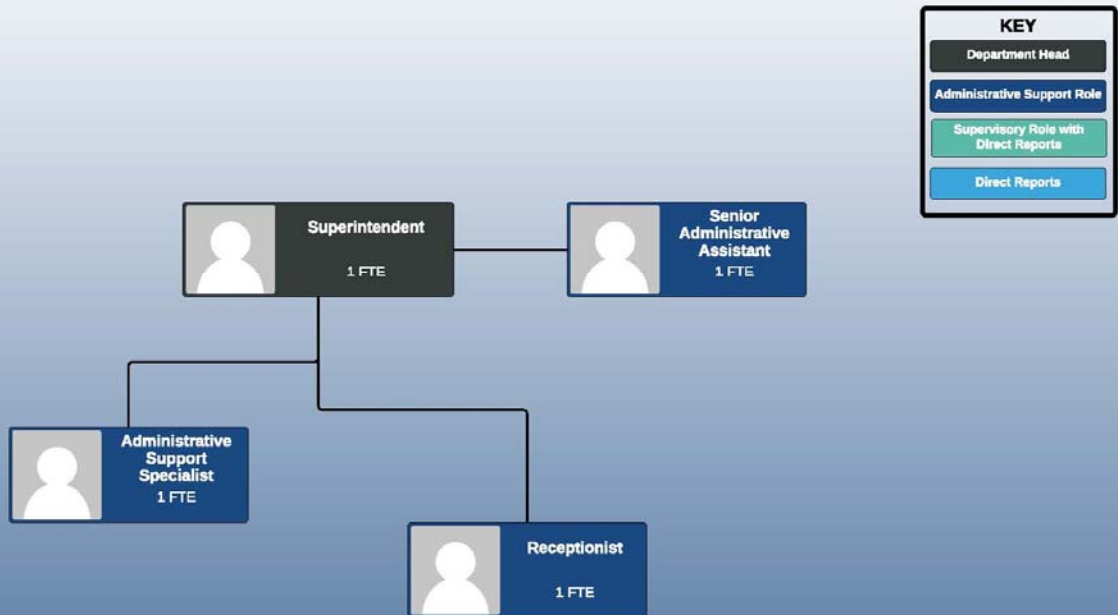




## Madera Unified School District

### Superintendent's Office

Organizational Chart | November 22, 2016

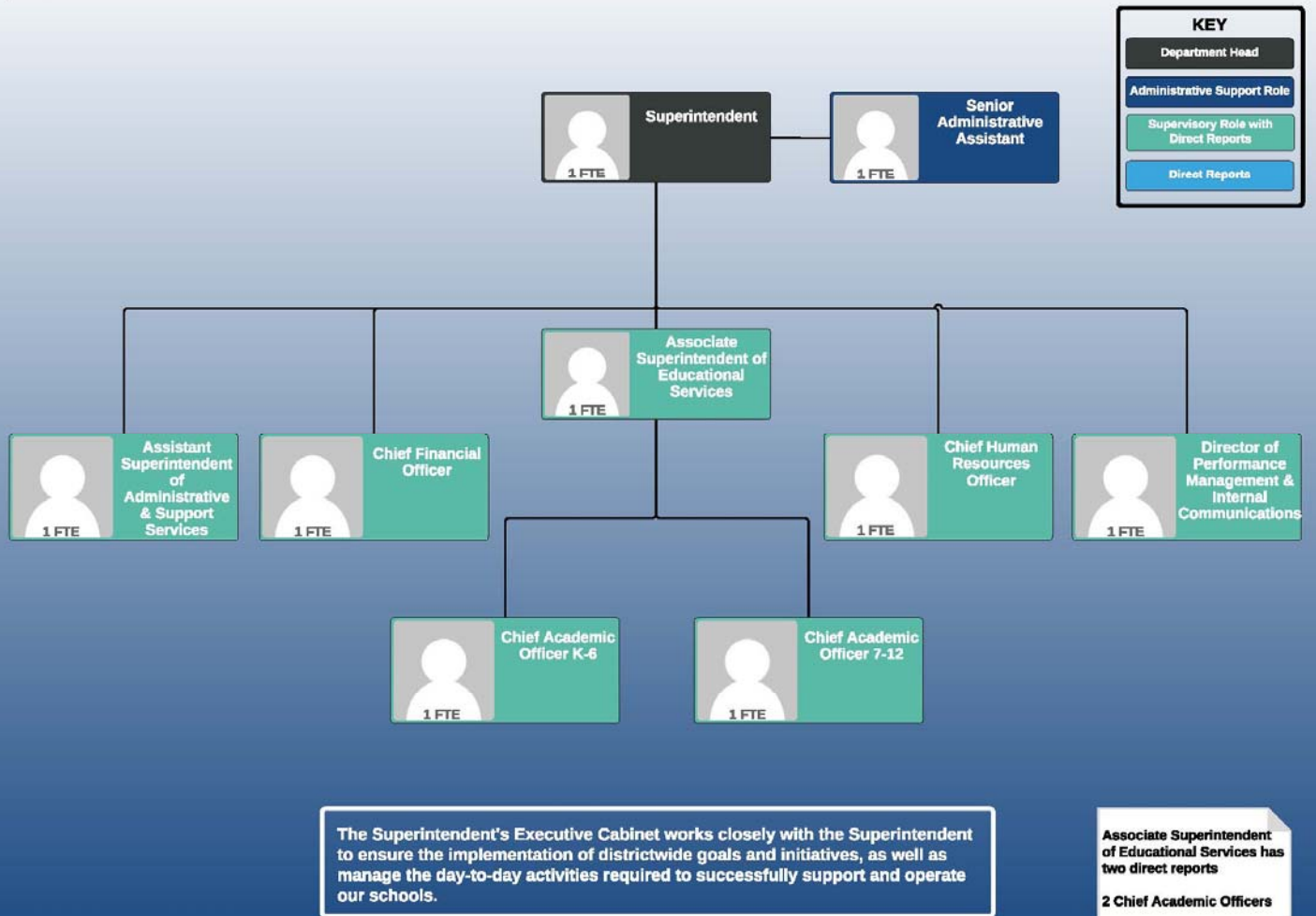


The Superintendent's Office is responsible for providing administrative leadership to all school personnel in carrying out the goals and objectives of the local school system. The superintendent conceptualizes the broad goals of the school system, translates goals into plans, plans an organization structure capable of accomplishing the goals, assesses the degree to which policies and practices are attained and plans responses to assessed needs. Madera Unified School District's vision is to be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

*Madera Unified School District*

**Superintendent's Executive Cabinet**

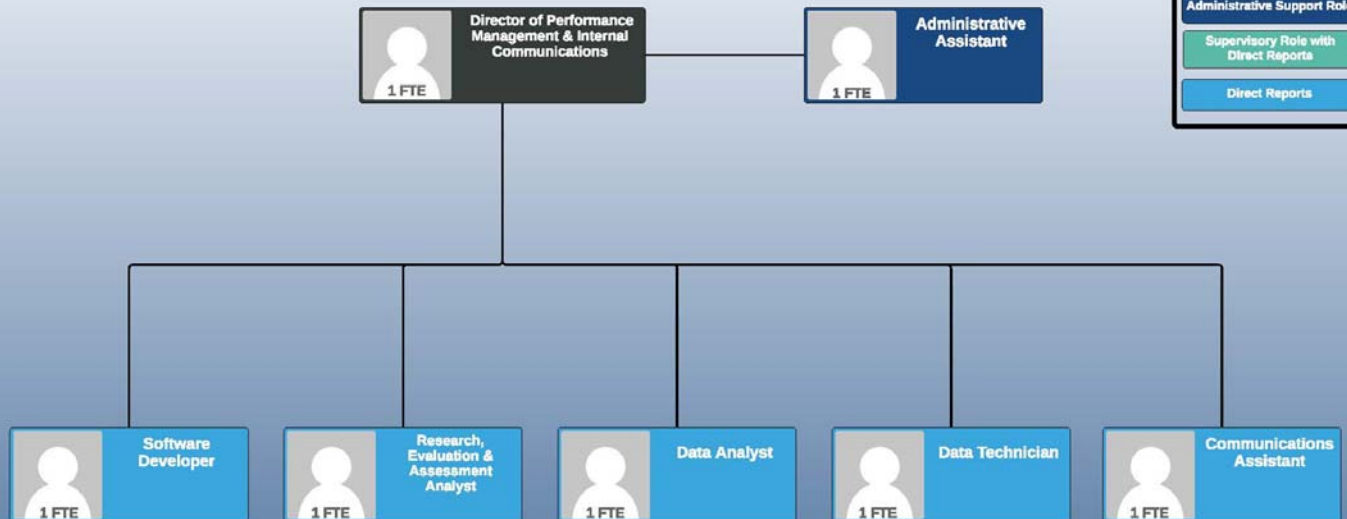
**Organizational Chart | November 30, 2016**



## Madera Unified School District

### Performance Management and Internal Communications

Organizational Chart | November 28, 2016

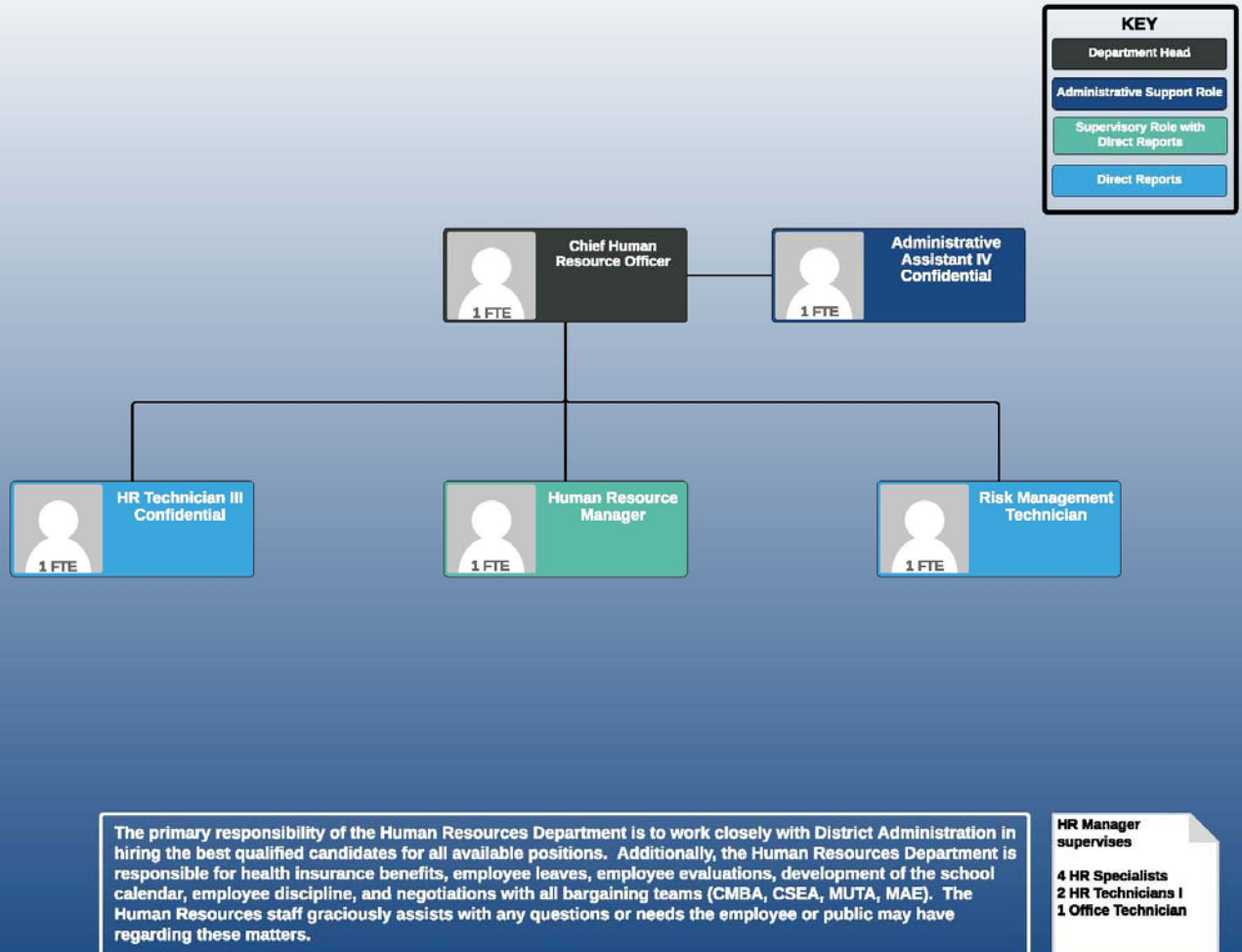


The Department of Performance Management & Internal Communications is responsible for developing ways to measure progress toward our goal to ensure every student is educated for college, equipped for career, and empowered with character. The guiding principal for our department is to ensure all students have an equal opportunity to graduate from Madera Unified with the greatest number of post-secondary options from the widest array of choices. This will be done through the development of real-time action oriented dashboard indicators which will be used to facilitate leadership in decision making and executing the cycle of inquiry (COI) process.

Madera Unified School District

Human Resources

Organizational Chart | November 28, 2016

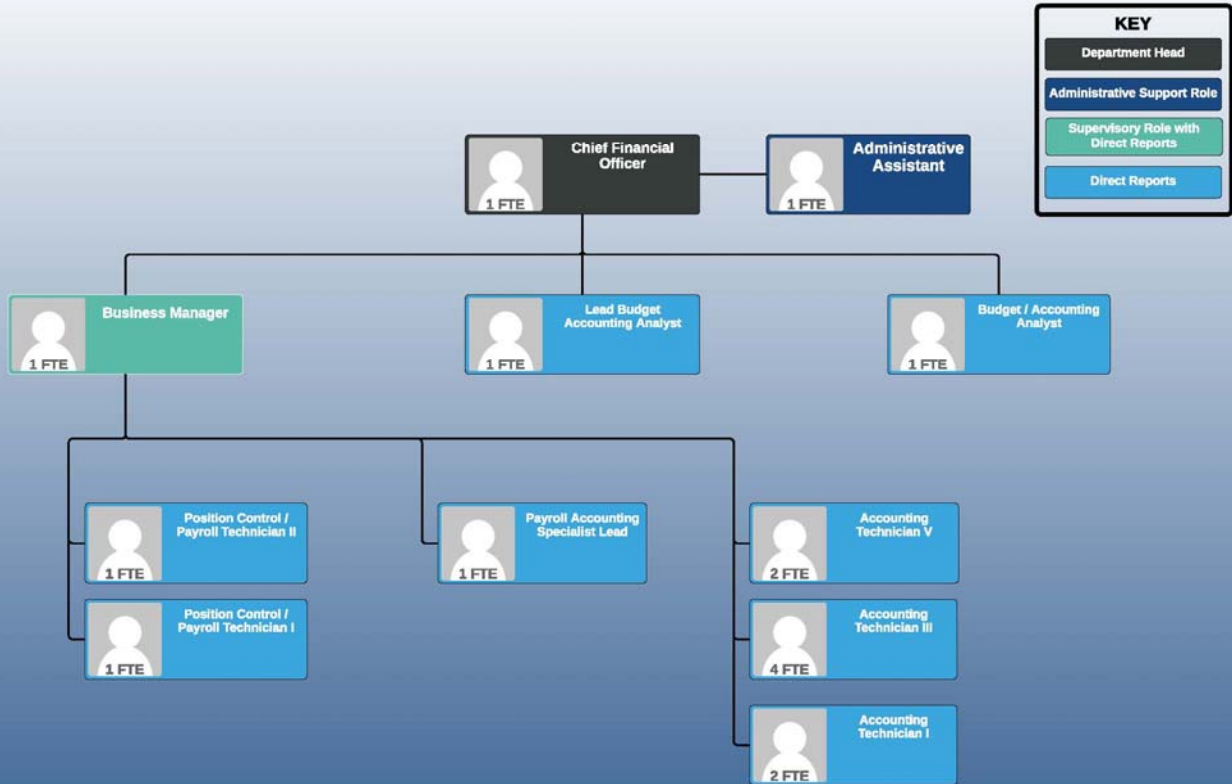




## Madera Unified School District

### Business Services

Organizational Chart | November 28, 2016

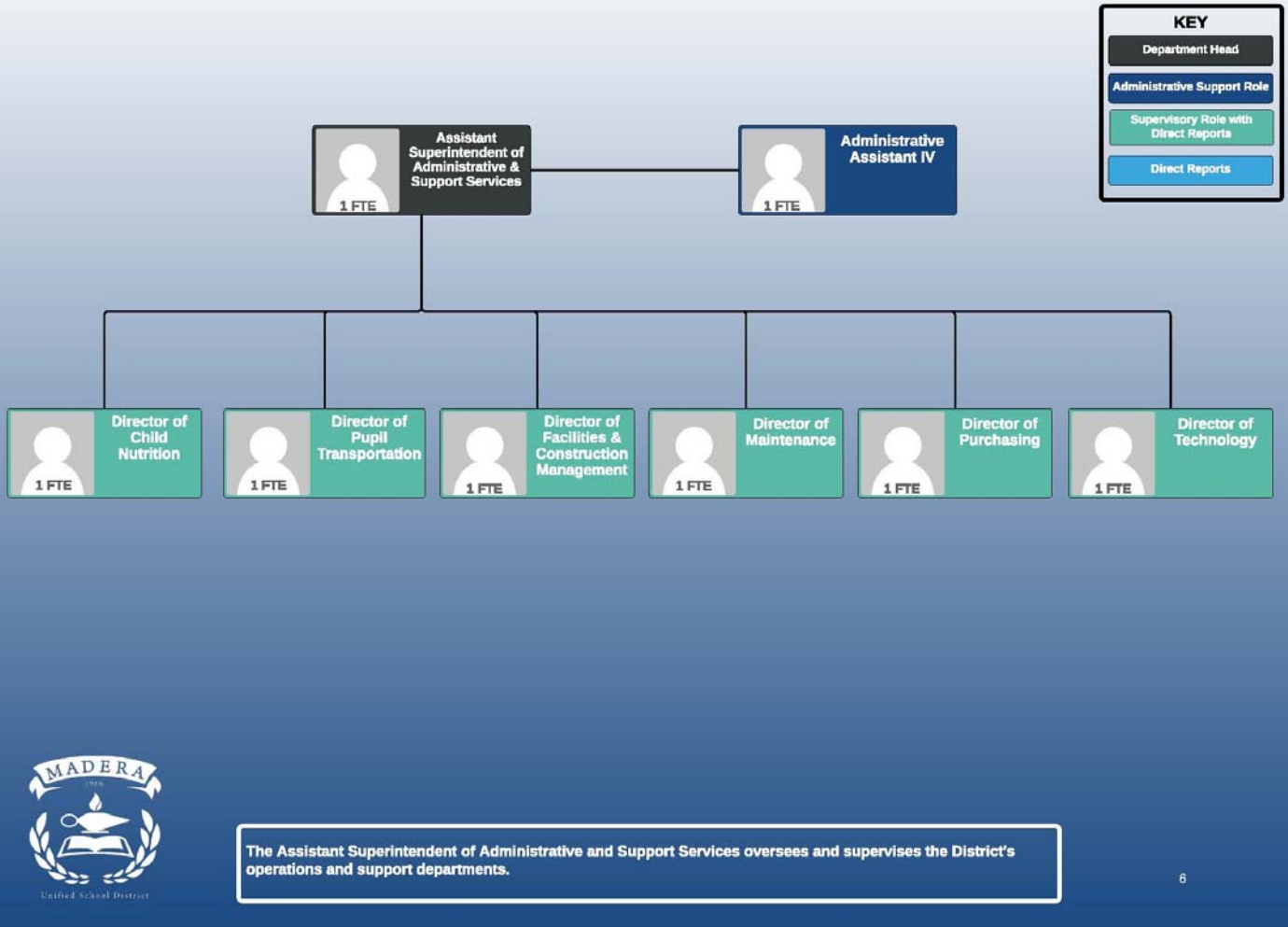


The Business Services Department develops and manages the District's budget using sound financial practices and procedures. Their mission is to maintain the district's financial well-being by ensuring the effective and appropriate use of resources to ensure the District's academic objectives are met. The Business Services Department consists of Budget & Accounting, Accounts Payable, Payroll, and Position Control.

Madera Unified School District

Assistant Superintendent of Administrative and Support Services

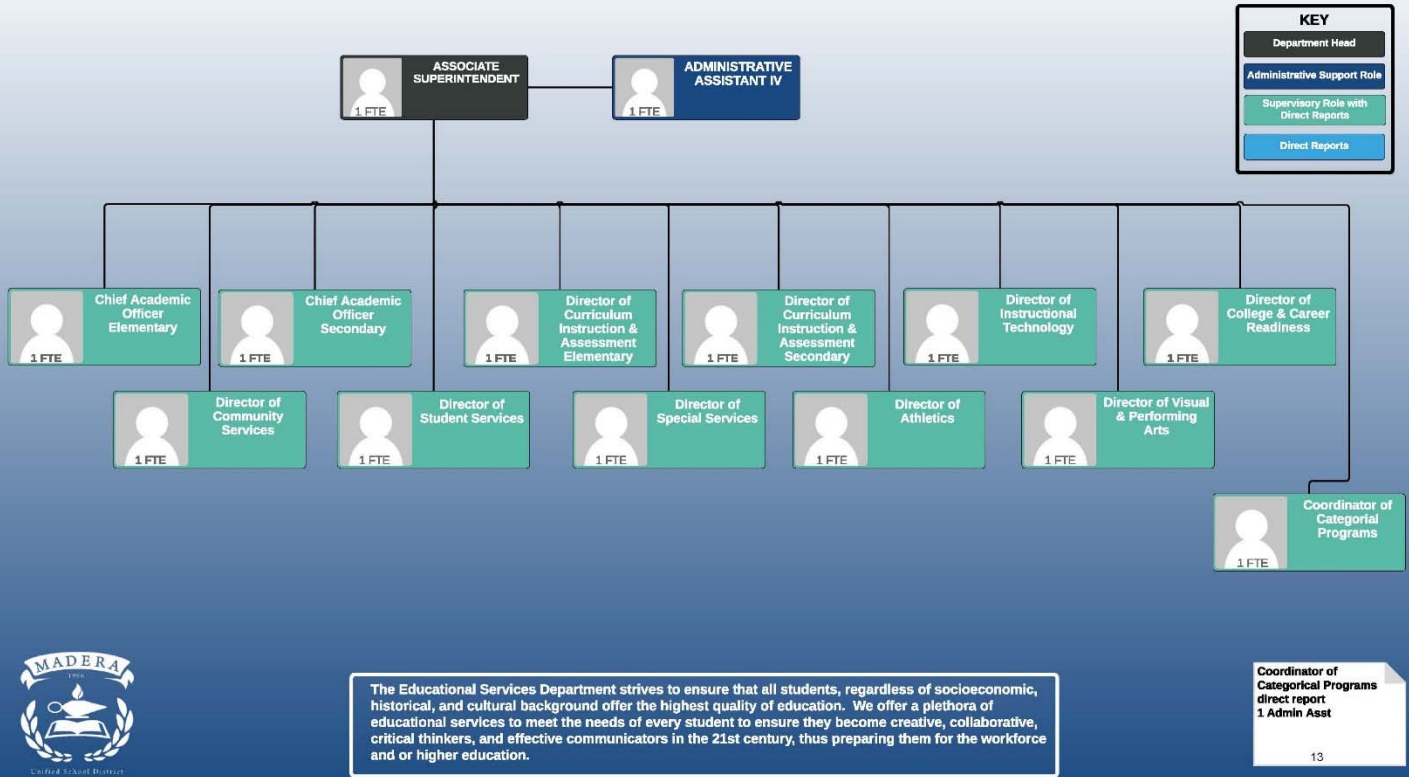
Organizational Chart | November 22, 2016



## Madera Unified School District

### ASSOCIATE SUPERINTENDENT OF EDUCATIONAL SERVICES

Organizational Chart | November 22, 2016



## Appendix D: Organizational Chart Analysis

Data is sourced from the organizational charts in Appendix C. Analysis was performed on Executive Team level positions and administrative positions that directly report to Executive Team positions.

Job Type	District Central Administration			
	Hayward Unified School District	Madera Unified School District	Palm Springs Unified School District	Pomona Unified School District
Superintendent	1	1	1	1
Deputy/Associate Superintendent		1		1
Assistant Superintendent/Chief Officers	5	6	3	2
Administrative/Executive Director			1	1
Director	15	15	17	19
Manager/Assistant Director	2	2	3	1
Coordinator	8	1	3	
Supervisor/Officer				1
	<b>31</b>	<b>26</b>	<b>28</b>	<b>26</b>

### Superintendent's Unit Analysis

Districts are similarly organized with the exception of Palm Springs USD's organizational chart, which includes a Manager of Communications and Foundation Director.

Superintendent's Unit	District Central Administration			
	Hayward Unified School District	Madera Unified School District	Palm Springs Unified School District	Pomona Unified School District
Superintendent	1	1	1	1
Deputy/Associate Superintendent				
Assistant Superintendent/Chief Officers				
Administrative/Executive Director				
Director			1	
Manager/Assistant Director			1	
Coordinator				
Supervisor/Officer				
<b>Unit Total</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>

### Human Resource Unit Analysis<sup>1</sup>

The District appears to have the lowest amount of administrative support in this Unit but it is important to note that this comparison does not include Personnel Commission staff.

In addition to administrative positions supporting certificated and classified personnel, Hayward USD has a BTSA Coordinator, and a Manager of Insurance and Emergency Preparedness, and Palm Springs has Managers for Risk/Benefits and Security.

Human Resource Unit	District Central Administration			
	Hayward Unified School District*	Madera Unified School District*	Palm Springs Unified School District	Pomona Unified School District
Superintendent				
Deputy/Associate Superintendent				
Assistant Superintendent/Chief Officers	1	1	1	1
Administrative/Executive Director				
Director	1		2	2
Manager/Assistant Director	1	1	2	
Coordinator	2			
Supervisor/Officer				
<b>Unit Total</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>3</b>

---

<sup>1</sup> Does not include Personnel Commission staff.

### Educational Service Unit Analysis

The types of positions included in the Educational Services Unit are similar with generally expected positions for departments such as Curriculum and Instruction, Special Education, State and Federal Projects. There is some variance in this Unit amongst the districts related to local focus areas, for example the District has more positions focused on curriculum and instruction and the comparison districts have positions focused on English learner, Equity, Alternative Education or After School Programs. Additionally, both Hayward USD and Pomona USD have Student and Family/Community Units. When the number of administrative positions included in both the Educational Services and Student and Family/Community Units are compared, the District, Palm Springs, and Pomona are very similar in the number of positions with Hayward as the outlier with more coordinator positions noted in their Student and Family Services organizational structure.

Educational Service Unit	District Central Administration			
	Hayward Unified School District	Madera Unified School District	Palm Springs Unified School District	Pomona Unified School District
Superintendent				
Deputy/Associate Superintendent		1		1
Assistant Superintendent/Chief Officers	1	2	1	
Administrative/Executive Director				
Director	7	9	9	7
Manager/Assistant Director				
Coordinator	2	1	3	
Supervisor/Officer				
<b>Unit Total</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>8</b>

### Business Services Unit Analysis

For the purpose of comparison only, the District's Administrative and Support Services Unit has been combined with the Business Services Unit. When considering administrative positions included in the District's Administrative and Support Services Division and Business Services Unit to the all of the districts are generally comparable.

Business Services Unit	District Central Administration			
	Hayward Unified School District	Madera Unified School District	Palm Springs Unified School District	Pomona Unified School District
Superintendent				
Deputy/Associate Superintendent				
Assistant Superintendent/Chief Officers	2	2	1	1
Administrative/Executive Director				
Director	4	6	5	6
Manager/Assistant Director	1	1		
Coordinator				
Supervisor/Officer				
<b>Unit Total</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>8</b>



### Performance and Internal Communication Unit Analysis

The District is the only district that has this organizational Unit as a direct report to the Superintendent. The comparison districts have these positions included in the Educational Services Unit. Additionally, the District is the only district that has its technology/data services organized under three different units, Administrative and Support Services, Educational Services, and Performance and Internal Communication units. Both Hayward and Palm Springs have technology under one unit and Pomona appears to have it split under two units.

Performance and Internal Communication Unit	District Central Administration			
	Hayward Unified School District	Madera Unified School District	Palm Springs Unified School District	Pomona Unified School District
Superintendent				
Deputy/Associate Superintendent				
Assistant Superintendent/Chief Officers				
Administrative/Executive Director				
Director		1		
Manager/Assistant Director				
Coordinator				
Supervisor/Officer				
<b>Unit Total</b>		<b>1</b>		

**Student and Family/Community Service Unit**

See comments above in the Education Services Unit (page 42)

<b>Student and Family/Community Service Unit</b>	<b>District Central Administration</b>			
	<b>Hayward Unified School District</b>	<b>Madera Unified School District</b>	<b>Palm Springs Unified School District</b>	<b>Pomona Unified School District</b>
Superintendent				
Deputy/Associate Superintendent				
Assistant Superintendent/Chief Officers	1			
Administrative/Executive Director				1
Director	3			4
Manager/Assistant Director				1
Coordinator	4			
Supervisor/Officer				
<b>Unit Total</b>	<b>8</b>			<b>6</b>

## Appendix E: Salary and Job Descriptions Comparison

Staffing Level	Review Category	Hayward	Pomona	Palm Springs	Madera
<b>Leadership</b> (Executive Cabinet level and CAOs)	<b>Job Descriptions</b>	Equivalent	Equivalent	Equivalent	Equivalent
	<b>Salary</b>	\$154,000-185,000	\$167,000-175,000	\$175,000-198,000	\$129,000-149,000 LOWER
<b>Directors</b>	<b>Job Descriptions</b>	Equivalent	Equivalent	Equivalent	Equivalent
	<b>Salary</b>	\$121,000-173,000	\$133,000-145,000	\$124,000-158,000	109,000-123,000 LOWER
<b>Coordinators<sup>2</sup></b>	<b>Job Descriptions</b>	Equivalent	Equivalent (some coordinators are in place of directors)	Equivalent (some coordinators are in place of directors)	Equivalent
	<b>Salary</b>	\$75,000-\$135,000	\$98,000-\$115,000	\$105,000-\$135,000	\$97,000-\$109,000 EQUIVALENT
<b>School Site Leaders</b> This varies depending on grade level and school type.	<b>Job Descriptions</b>	Equivalent	Equivalent	Equivalent	Equivalent
	<b>Salary</b>	\$123,000-\$145,000	\$120,000-\$133,000	\$114,000-\$140,000	\$100,000-\$127,000 LOWER

*Sources: District salary tables posted by Human Resource Departments and 2014/2015 listings in Transparent California. Note this comparison is for salary only and is not a comparison of total compensation (i.e., salary plus health and welfare benefits).*

<sup>2</sup> The Coordinator role did not have an exact match across districts. This comparison also looked at manager roles below directors. Coordinators are currently missing from the Madera Org Chart.

## Appendix F: LCAP Alignment Summary

LCAP Alignment Summary	Hayward	Pomona	Palm Springs
<b>Key Findings:</b> <b>Madera has multiple actions that other districts are not including in their LCAPs.</b>  <b>Highlights include: Support for pregnant teens, improved nutrition services, and internal use of data for continuous improvement.</b>	Strong alignment overall. Madera's focus on English language learners is particularly aligned to Hayward. Both districts could connect to discuss the English language learner supports under implementation.	Weak alignment overall. Strongest alignment in actions targeting Goals 1 and 2.	Some alignment overall- Areas of interest to Madera may be the use of community liaisons for translation.

Goal/Action #	Action Name	LINK to Action Description	Districts LCAPs with STRONG Alignment	Districts LCAPs with Weak, Unclear or No Alignment
<b>Goal 1: Equitable access to rigorous high-level programs</b>				
<b>1a.1</b>	<b>Implementation of College and Career Readiness</b>	<i>1a.1</i>	Palm Springs, Hayward	Pomona
<b>1a.2</b>	<b>Computer &amp; Technology Upgrade and Modernization</b>	<i>1a.2</i>	Pomona, Palm Springs, Hayward	N/A
<b>1a.3</b>	<b>Continue Expansion and Improvements in our Arts, Music and Athletic Programs</b>	<i>1a.3 - Athletics</i> <i>1a.3 - VAPA</i>	Pomona, Hayward	Palm Springs
<b>1a.4</b>	<b>Early Learning Intervention Implementation</b>	<i>1a.4</i>	Palm Springs, Hayward	Pomona
<b>1a.5</b>	<b>Maintain and increase extended learning</b>	<i>1a.5</i>	Hayward	Pomona, Palm Springs

Goal/Action #	Action Name	LINK to Action Description	Districts LCAPs with STRONG Alignment	Districts LCAPs with Weak, Unclear or No Alignment
	opportunities for students			
1a.6	Site specific intervention budget	1a.6	Hayward	N/A
1b.1	Implementation of English Learner Master Plan	1b.1	Hayward	Pomona, Palm Springs
1b.2	Maintain and Expand Educational Services to Special Education Students		Hayward	Pomona, Palm Springs
1b.3	Continue reducing the average class size	1b.3	Hayward, Pomona, Palm Springs	N/A
<b>Goal 2: Data-driven professional learning and collaboration</b>				
2a.1	Professional Learning related to the implementation of State Standards and ELA and ELD Curriculum Upgrade and Implementation	2a.1	Hayward, Pomona, Palm Springs	N/A
2a.2	Maintain discretionary certificated and classified staff professional development		Hayward, Pomona, Palm Springs	N/A
2b.1	Maintain and increase time for school site and district staff to collaborate within	-	Hayward, Pomona, Palm Springs	N/A

Goal/Action #	Action Name	LINK to Action Description	Districts LCAPs with STRONG Alignment	Districts LCAPs with Weak, Unclear or No Alignment
	their Professional Learning Communities			
2b.2	Continue updating reporting, data analysis and other tools and systems to support staff on executing the cycle of continuous improvement	2b.2	N/A	Hayward, Pomona, Palm Springs
<b>Goal 3: Safe and healthy environments for learning and work</b>				
3a.1	Maintain grade level field trips K-6	3a.1	Hayward (related to College programs)	Pomona, Palm Springs
3a.2	Maintain and expand programs to support teens who are pregnant while in school	3a.2	N/A	Pomona, Palm Springs
3a.3	Maintain district supports and operations		N/A	Pomona, Palm Springs
3a.4	Site specific discretionary budget to address non-personnel needs listed by Teachers within the LCAP survey	3a.4	N/A	Pomona, Palm Springs
3a.5	Continue improving the quality and nutritional food offerings to	3a.5	N/A	Pomona, Palm Springs

Goal/Action #	Action Name	LINK to Action Description	Districts LCAPs with STRONG Alignment	Districts LCAPs with Weak, Unclear or No Alignment
	students districtwide			
3a.6	Maintain school site supplies budget	3a.6	Note: Supplies are listed but not school site specific.	Hayward, Pomona, Palm Springs
3a.7	Implement replacement schedule for facilities, equipment, technology and other needs	3a.7	Hayward, Palm Springs	Pomona
3b.1	Professional Learning related to improving school safety and climate	3b.1	Pomona	Hayward, Palm Springs
3b.2	Recruit and retain highly qualified teachers and support staff at school sites	3b.2	Palm Springs, Hayward	Pomona
3b.3	Implementation of new employee training	3b.3	Palm Springs, Hayward	Pomona
3b.4	Address facilities needs through the needs prioritization schedule	3b.4	Palm Springs, Hayward	Pomona
<b>Goal 4: Strong relationships with families and community</b>				
4a.1	Continue to maintain and expand Parent Resource Centers	4a.1	Pomona, Palm Springs, Hayward	N/A

Goal/Action #	Action Name	LINK to Action Description	Districts LCAPs with STRONG Alignment	Districts LCAPs with Weak, Unclear or No Alignment
4a.2	Continue partnering with community based organizations to help develop parent leadership and capacity in the LCAP engagement process	4a.2	Palm Springs, Hayward	Pomona
4a.3	Maintain and expand supports for Foster, Homeless, Migrant and other unique student population groups	4.a3 - Foster Youth	Palm Springs, Hayward	Pomona
4a.4	Maintain and expand Adult Education Program		N/A	Pomona, Palm Springs, Hayward
4b.1	Maintain and expand parent involvement in the LCAP, Budget and other related activities	4b.1	Palm Springs, Hayward	Pomona
4b.2	Maintain and update LCAP Dashboard	4b.2	Palm Springs, Hayward	Pomona
4b.3	Maintain and expand interpretation and translation services	4b.3	Palm Springs, Hayward	Pomona





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