Board Strategic Planning Retreat

January 19, 2023

IMAGINE

PUSD 2028 STRATEGIC PLAN

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Welcome

Design Team Leaders

Steering Committee
Sponsor: Dr. Brian McDonald, Superintendent
Captain: Dr. Elizabeth Blanco, Deputy Superintendent
Facilitators: Mercedes Santoro, Hilda Ramirez Horvath, Linda Machida
Project Manager: Scott Harden (DBK Group)

Educational Master Plan
Sponsor: Dr. Elizabeth Blanco, Deputy Superintendent
Captain: Helen Chan Hill, Assistant Superintendent, Educational Services
Facilitators: Taryn Kinney & Meegan Bennett, DLR Group

Facilities Master Plan
Sponsor: Dr. Leslie Barnes, Chief Business & Operations
Captain: Leonard Hernandez
Facilitator: Jesse Miller, DLR Group

Culture & Climate
Sponsor: Dr. Julianne Reynoso, Assist. Superintendent, Student Wellness & Support Services
Captain: Dr. Sarah Rudchenko, Director Human Resources
Facilitators: Scott Harden, Brian Biery, Darryl Qualls (DBK Group)

Engagement
Sponsor: Dr. Shannon Malone, Sr. Director TK-12 Schools
Captain: Shannon Mumolo, Coordinator II Enrollment and Engagement
Facilitator: Mercedes Santoro

Enrollment
Sponsor: Dr. Brian McDonald, Superintendent
Captain: Jennifer Hall Lee
Facilitator: Suzanne Madison & Aubin Wilson, Allegra Consulting

Board Retreat Desired Outcomes

1. Shared understanding of the history / background / process that's led us to where we are

2. Review of PUSD Values and Strategic Pillars

3. Shared understanding of developed focus areas, how they were prioritized by steering, and how to they map to LCAP focus areas

4. Opportunity to propose adjustments/amendments to Steering focus areas

Our Retreat Agenda

6:00 pm	**Introductions and Desired Outcomes**
6:05 pm	**Meeting Agreements**
6:15 pm	**Previously On...**
7:00 pm	**Tour of the Pillars and Focus Areas**
7:55 pm	**Discussion and Consensus on Focus**
8:45 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. Maintain confidentiality
8. Enjoy the process/Have fun!

Previously On…

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Why Are We Doing This Work?

The world is changing fast and new challenges demand new approaches to strategic planning. We're excited to foster a multifaceted planning process that reflects the rich diversity of our school communities and is inclusive of the voices of our students, teachers, administrators, families, and community members.

Our Approach

Rather than tackle the 2023-2028 Strategic Plan with all its complexities as a single project, we designed a framework organized around five smaller self-managing design teams, each with a charter to focus on specific areas of the plan. The desired outcome is to engender trust, leverage expertise, and build commitments for sustainable improvements.

To oversee that process, a Strategic Planning Steering Committee was formed to:

- **Inform** the desired outcomes of each Design Team
- **Synthesize** output, developing common themes, strategies and outcomes
- **Collaborate** with stakeholders to implement, measure and iterate improvement throughout the lifespan of the plan

Engagement
Design Team

Culture & Climate
Design Team

Strategic Plan
Steering Committee

Education
Design Team

Enrollment
Design Team

Facilities
Design Team

How Teams Formed

- **Intentionally diverse perspectives**
  - Parents/Caregivers, Teachers, Students, Bargaining Units, Principals, Community Members
- **Applications in August 2022**
  - Culture & Climate
  - Educational Master Plan
  - Engagement
  - Steering
- **Already in progress**
  - Superintendent's Enrollment Committee
  - Facilities Master Plan

Our Work Thus Far

The Steering committee has met four times from September through November to accomplish the following milestones:

- **Built community** among the steering committee
- **Learned about what a strategic plan** is what it's components are and how they work together
- **Discussed integration of DEI lens** into the planning process
- **Initiated a strategy for synthesizing** the Design Team outcomes into the strategic plan
- **Introduced LCAP planning** process, metrics, requirements

Don't be afraid to participate.

https://youtu.be/bHY0plKdl_Q

Data-Driven Design

It is important to note that the Design Teams have been using the extensive body of data already available in PUSD, such as:

- College/Career Short Student Survey
- Goodwin Survey
- School Experience Survey
- CA Healthy Kids Survey
- LCAP Survey
- Panorama Survey
- David Demographic Reports
- Socio-emotional Learning Survey

In some cases, Design Teams have conducted additional targeted surveys and focus groups to make sure all voices are heard, including those we don't hear from too often.
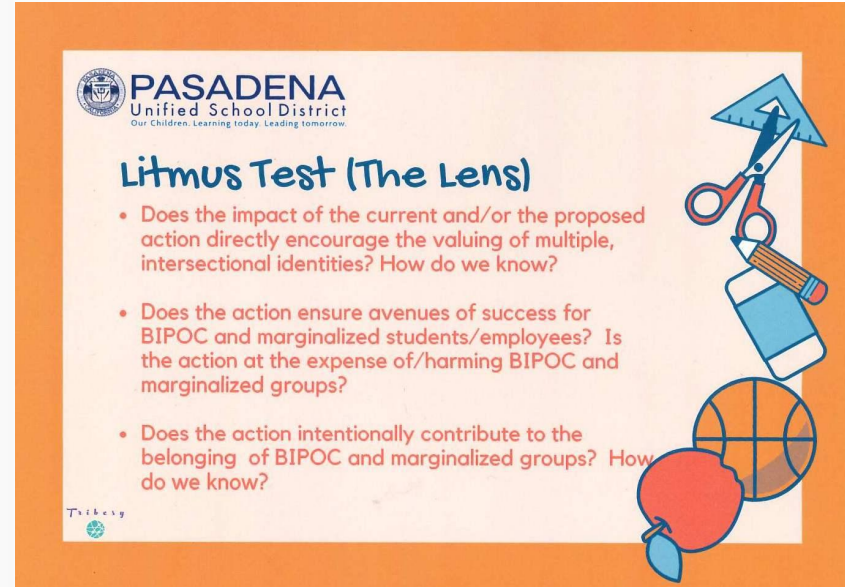
Diversity, Equity & Inclusion Lens

PUSD's adopted Diversity, Equity & Inclusion lens is deeply integrated into the development of the Strategic Plan.

Design teams have been conducting various outreach activities to engage more voices in the process of developing the Strategic Plan.

As we consider recommendations for the Strategic Plan, we must look at what intentional actions PUSD is engaging in to ensure access and opportunities that are inclusive of our diverse communities to ensure equitable outcomes for all students.

PASADENA
Unified School District
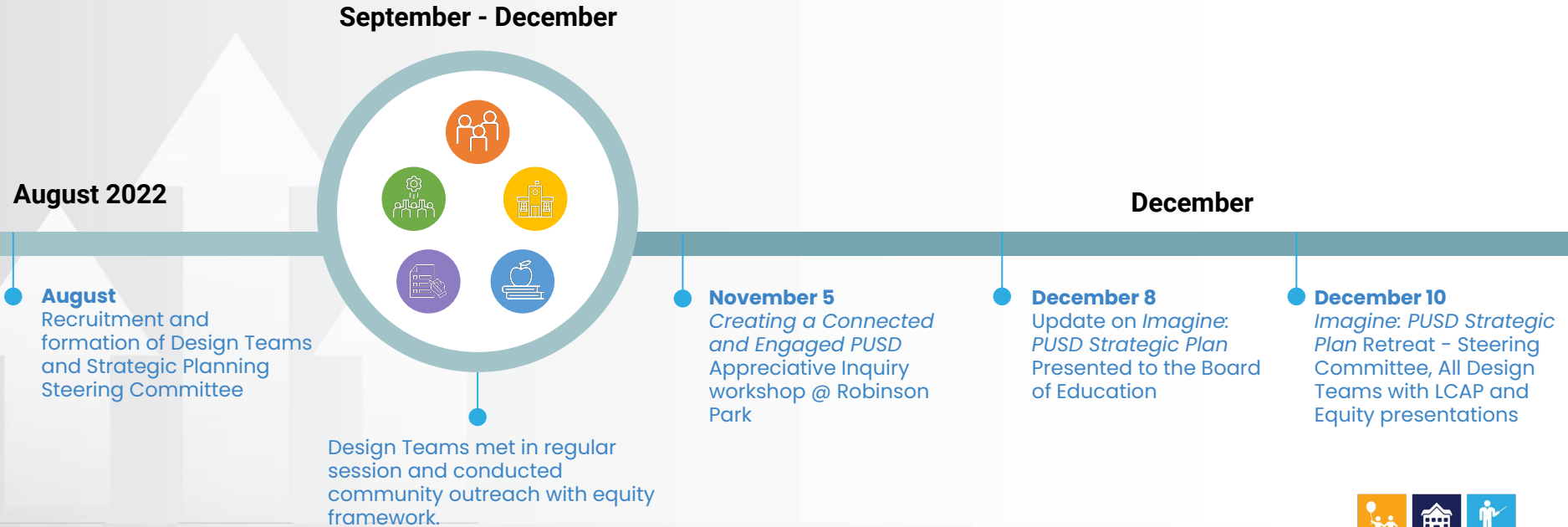Our Children. Learning today. Leading tomorrow.

Litmus Test (The Lens)

- Does the impact of the current and/or the proposed action directly encourage the valuing of multiple, intersectional identities? How do we know?

- Does the action ensure avenues of success for BIPOC and marginalized students/employees? Is the action at the expense of/harming BIPOC and marginalized groups?

- Does the action intentionally contribute to the belonging of BIPOC and marginalized groups? How do we know?

The Journey To Where We Are Today

From the inclusively forming strategy teams to converging thoughts and outcomes, we've come quite a long way.

September - December

August 2022

December

August
Recruitment and formation of Design Teams and Strategic Planning Steering Committee

November 5
Creating a Connected and Engaged PUSD Appreciative Inquiry workshop @ Robinson Park

December 8
Update on *Imagine: PUSD Strategic Plan* Presented to the Board of Education

December 10
Imagine: PUSD Strategic Plan Retreat - Steering Committee, All Design Teams with LCAP and Equity presentations

Design Teams met in regular session and conducted community outreach with equity framework.

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Engagement
Design Team

Engagement

Everyone has a role to play when it comes to engagement, and everything we do should have a defined engagement strategy. Engagement is an intentional and systemic partnership of educators, families, and community members. Engagement should be founded on trusting relationships between educators and families and that supports and fosters shared responsibility for students' learning, developmental growth, and academic success. There are many possible ways to foster sustainable engagement.

PUSD Engagement Design Team

Pillar: Meaningful Collaboration and Partnerships with Students, Families and Our Communities Based on Our Shared Mission and Vision.
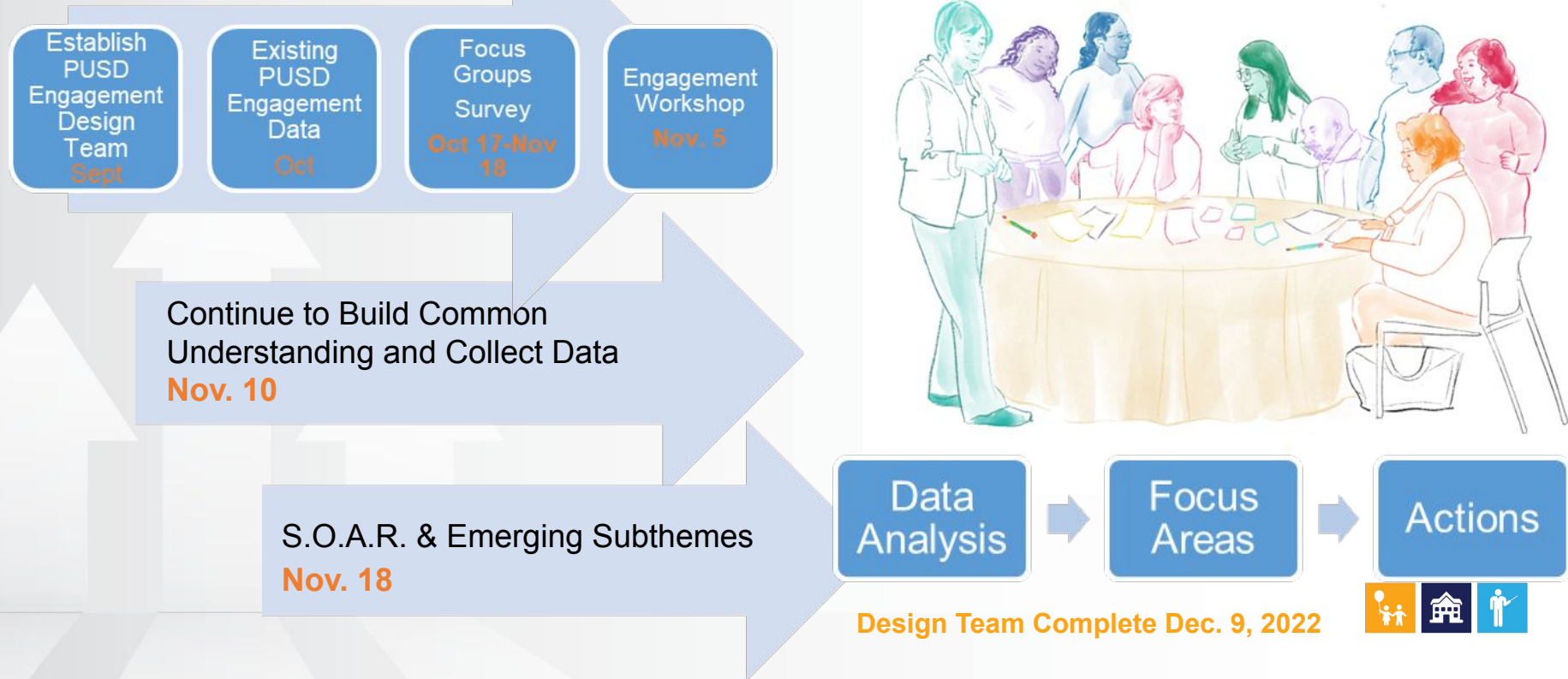
Our Vision for Engagement:
The Pasadena Unified School District is a place where genuine care, support, and the success of each student is our highest mission.

We pledge to provide the finest service for our students who will always enjoy a safe, positive, welcoming environment that supports their personal and academic success.

Our approach builds on students' strengths to create a family-centered environment where parents, community partners, and city and school staff are active partners in ensuring student success.

PUSD Engagement Design Team Process

Establish PUSD Engagement Design Team
Sept

Existing PUSD Engagement Data
Oct

Focus Groups Survey
Oct 17-Nov 18

Engagement Workshop
Nov. 5

Continue to Build Common Understanding and Collect Data
Nov. 10

S.O.A.R. & Emerging Subthemes
Nov. 18

Data Analysis

Focus Areas

Actions

Design Team Complete Dec. 9, 2022

Outreach and Engagement Efforts

PUSD Engagement Design Team Outreach Efforts:

Target Group	Activity	Facilitator	Date Completed	Attendance
Parents/Caregivers				
Boys and Girls Club	Focus Group	Design Team Member	Nov. 15	4
Boys and Girls Club	Focus Group	Design Team Member	Nov. 14	7
Spanish Speaking Parents/Caregivers	Parent Cafe	Design Team Member	Nov. 9	12
Black Parent/Caregivers (virtual)	Parent Cafe	Design Team Member	Nov. 10	13
Preschool Parent/Caregivers (Virtual)	Focus Group	Design Team Member	Nov. 18	7
Octavia E Butler Parent/Caregiver	Focus Group	PUSD Staff	Nov. 16	12
Madison Parent/Caregiver	Focus Group	PUSD Staff	Nov. 16	13
PUSD Students				
College Fair	Focus Group/Expression Board	PUSD Staff/Design Team Facilitator	Oct. 19	97
PUSD Students	Focus Group	Day One Staff	Nov. 17	17
PUSD Students	Focus Group	Day One Staff	Nov. 16	15
Community/School-Wide Engagement				
School-Wide	Survey	PUSD Staff/Design Team Facilitator	Nov. 18	107
School & Community-Wide	Workshop	PUSD Staff/Design Team Facilitator	Nov. 5	58
School Leaders and Community Partners	Focus Group	PUSD Staff/Design Team Facilitator	Nov. 9	19
PUSD Staff				
Community Assistants	Focus Group	Design Team Facilitator	Oct. 19	14
Student Wellness and Support Services Staff	Focus Group	Design Team Facilitator	Nov. 17	13
				408

EXPERIENCIAS CON
DISTRITO ESCOLAR UNIFICADO DE PASADENA.

CAFE DE padres

MIERCOLES 9 DE NOVIEMBER

PREMIOS | REFRESCOS
GRATIS
**DONDE: 236 W MOUNTAIN ST. SALA 117
PASADENA, CA 91001
9AM - 11AM**

Our Process

Strategic Plan Approach
Appreciative Inquiry (AI)
The focus of AI are the humans and whole communities invested in engagement programs and services to support PUSD schools in creating responsive engagement.

Research Approach
Participatory Action Research
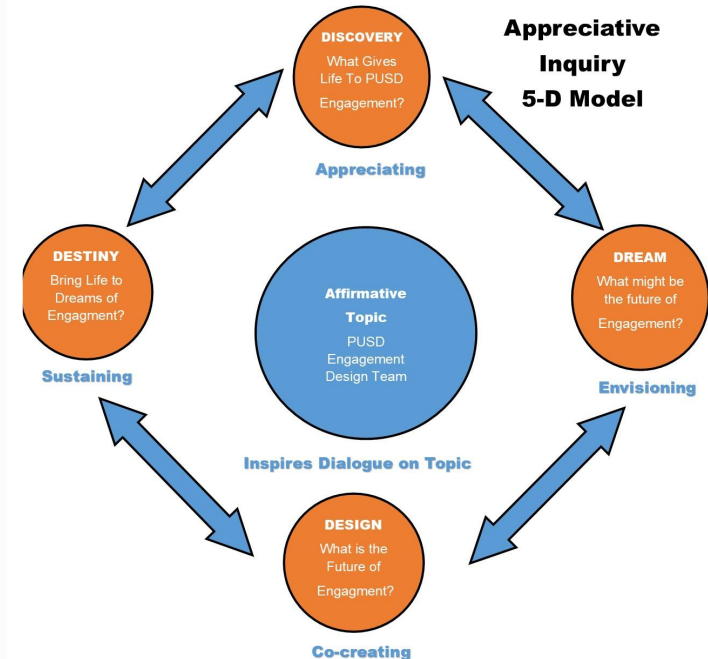Approach to research that emphasizes actions and involvement of persons from the community affected by the study.
- Seeks to impact change by studying in a collaborative and reflective manner through focus groups, cafes and AI activities.

Data Analysis Approach
Content Analysis
Qualitative data was transcribed and coded by constantly comparing words/phrases that could be modified as part of the first phase of analysis:
- Facilitator and Design Team Members read the transcriptions numerous times to achieve coding consensus.
- Developed subthemes by studying line-by-line interviewee transcript excerpts that resulted in focus areas.

Appreciative Inquiry 5-D Model

DISCOVERY — What Gives Life To PUSD Engagement? — Appreciating

DREAM — What might be the future of Engagement? — Envisioning

DESIGN — What is the Future of Engagment? — Co-creating

DESTINY — Bring Life to Dreams of Engagment? — Sustaining

Affirmative Topic — PUSD Engagement Design Team — Inspires Dialogue on Topic

Strengths, Aspirations, Opportunities and Results (S.O.A.R.)

STRENGTHS

- Diversity, equity and inclusion "lens," adopted by the Board and PUSD, has begun taking concrete actions to embed this lens in operations and decision-making.

- Community schools initiative beginning to expand learning opportunities and coordinate range of services to support students' physical, mental, and social-emotional health and other needs through partnerships with a variety of community members and organizations.

- Community partners make many supportive services available to students and families.

ASPIRATIONS

- Many parents/caregivers, students and others perceive engagement differently; co-creating a shared definition of engagement would be a first step.

- Investing in providing staff with the training and support to implement restorative justice and healing practices and cultural and language inclusion will improve PUSD's engagement with students, parents/caregivers, staff, and community partners.

- Focus on schools as community hubs: places where people and services connect

- Embed engagement in everything PUSD does.

OPPORTUNITIES

- Opportunities for input from students, caregivers, and community partners are clear and accessible to all.

- Input is acknowledged and next steps communicated.

- Individual questions or concerns receive a timely response or a "warm hand-off" to someone in a position to respond.

- District and school communications are purposeful, timely, and to the point, using language that is clear and understandable. Communications are delivered through a range of media/apps, in English and other home languages.

- Teachers and front-line staff are trained in multi-cultural competencies so that they can engage effectively with students and caregivers from diverse cultural, socio-economic and linguistic backgrounds.

RESULTS

To achieve results, PUSD will know it is successful by communicating and being accountable to allocating new resources/budget to support embedding engagement in PUSD operations, committing to ongoing engagement activities that work for the different families/caregivers, students and staff served, and demonstrating accountability to reporting out efforts and areas that need more work by supporting continuous improvement.

- Students feel seen, safe, and valued in school. Parents/caregivers feel welcome and valued as partners in supporting their children's academic and personal success.

- Teachers and staff feel valued and supported, which allows them in turn to value and support their students and students' families.

- PUSD is seen as trustworthy: in its dealings with individual students, family members, and staff; in its collaborations with vendors and community partners; and by the community at large.

Experience:
- "Treat all the parents equal to everyone - Be professional with us"
- "Communicate about programs or activities with plenty of time"
- "Welcome parents in their own language"

Positive Things Parents Experience:
- "Teachers motivated, pushed, stood up for, never gave up on the student"
- "I feel really welcomed at my son's school"
- "As a parent, how can I help to improve my school?"

What Future Do Parents Desire?
- "Welcome committee for parents and explain services/resources offered"
- "Intentional equitable collaboration"
- "Sports and activities that

Focus Areas

Focus Area 1: Invest in District-wide Restorative Practices

Focus Area 2: Strengthen Cultural and Linguistic Inclusion

Focus Area 3: Listen and Respond to Youth and Family Voices

Focus Area 4: Create Family-Centered Environments

Focus Area 5: Embed Engagement in Everything We Do

Educational Master Plan
Design Team

The EMP Design Team Process

| Organize | Discover | Imagine | Define | Develop | Achieve |

1. **Organize** → August → Communicate plans and establish optimal Design Team
2. **Discover** → September → Build common understandings, collect data
3. **Imagine** → October → Think to the future, optimal environments
4. **Define** → November → Define academic expectations, practices & goals
5. **Develop** → Dec./Jan. → Develop spatial supports & metrics to achieve goals
6. **Achieve** → February → Confirm and share out

EMP Process: Discover
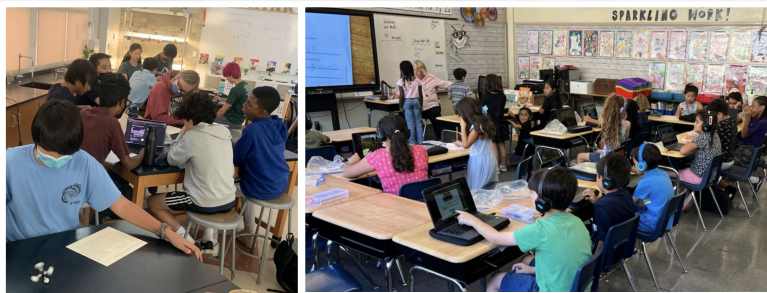
Student Shadowing

To gain insight into PUSD's current learning environments, and understanding of the student experience, 26 EMP Design Team members observed 27 students across 14 TK-12 campuses, gathering quantitative and qualitative data about current student experience.

Percent of Activities by Cohort

- Teacher-led Direct Instruction still most frequent.
- More Group Discussion and Student Agency in HS.

ES | MS | HS
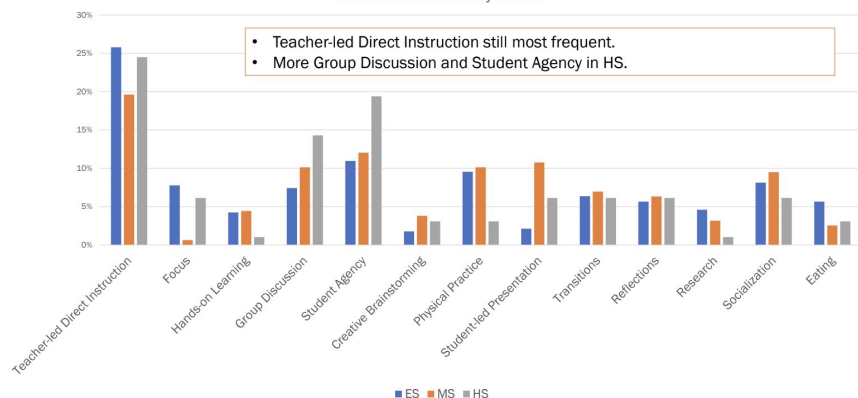
Percentage of Group Sizes by Cohort

- Whole Class and Individual most frequent across all Cohorts.
- More Small Group with increased age.
- Only Multi-Class seen at ES.

Individual | Pair | Small Group | Large Group | Whole Class | Multi-Class

ES | MS | HS
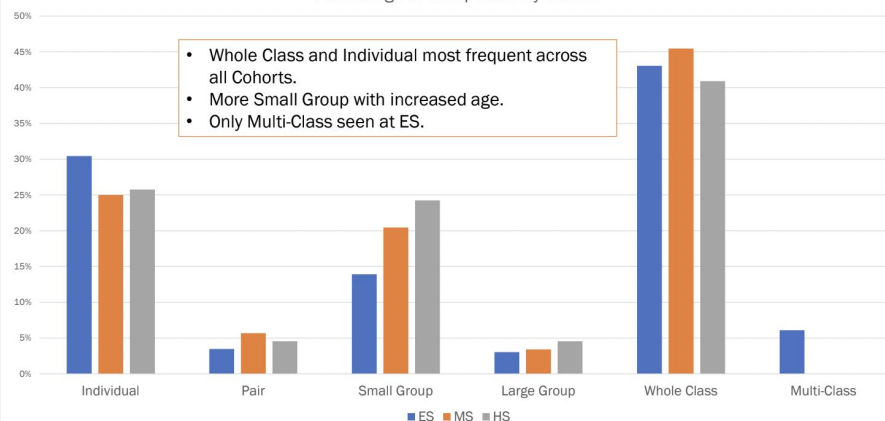
EMP Process: Discover

Discover

Research

Flexibility: Movement, space for learning activities

Individualization: Personalized activity settings, right-sized furniture

Naturalness and Nature: Connections to nature/natural light, and comfort

Stimulation: Right size, appropriate colors

The SEI/TEI™ research   Neuroscience research   Educational psychology research

P.Barrett (2018) Well designed classrooms can boost learning, case study on *EPSRC Lens on Research and Innovation* wepage: https://epsrc.ukri.org/newsevents/casestudies/well-designed-classrooms-can-boost-learning/
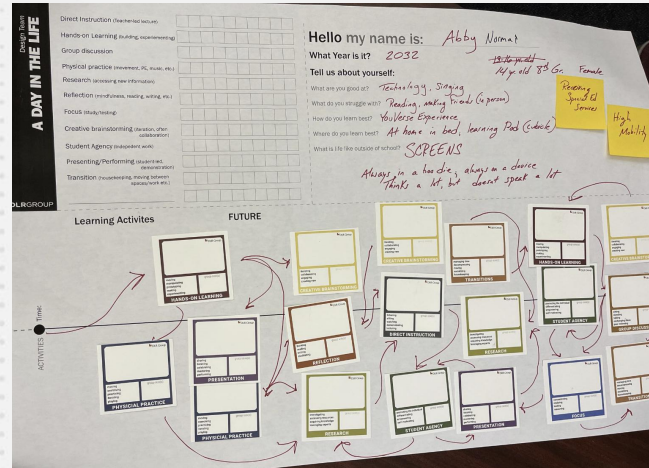
EMP Process: Imagine & Define

Day in the Life

Student Advisory groups from 5 high schools, and later the Design Team as well, completed *Day-in-the-Life of a* 2032 *Student* activity. This allows us to discern what optimal learning activities and opportunities are most relevant and important to PUSD now.

EMP Process: Imagine & Define

Learner Profile Development

Developing a Learner Profile provides a North Star to backwards map the EMP goals and strategies.

The Design Team explored five domains where students need to build competencies to be life-ready

- Unconventional Work
- Global Impact
- Free Agent
- Service Economy
- Emotional Intelligence

FUTURE FORWARD
Unconventional Work
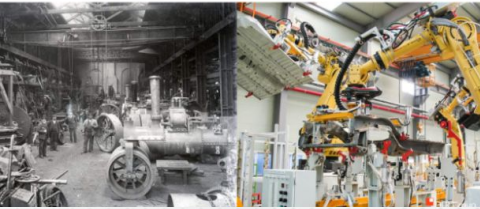
LEARNER PROFILE
Global Impact

FUTURE FORWARD
Free Agent

FAST COMPANY

FREE AGENT NATION

FREE AGENT NATION

THE FUTURE OF WORKING FOR YOURSELF

"Are You Ready to Soar Now?"

DANIEL H. PINK

Service Economy

LEARNER PROFILE
Emotional Intelligence

EMP Process: Imagine & Define
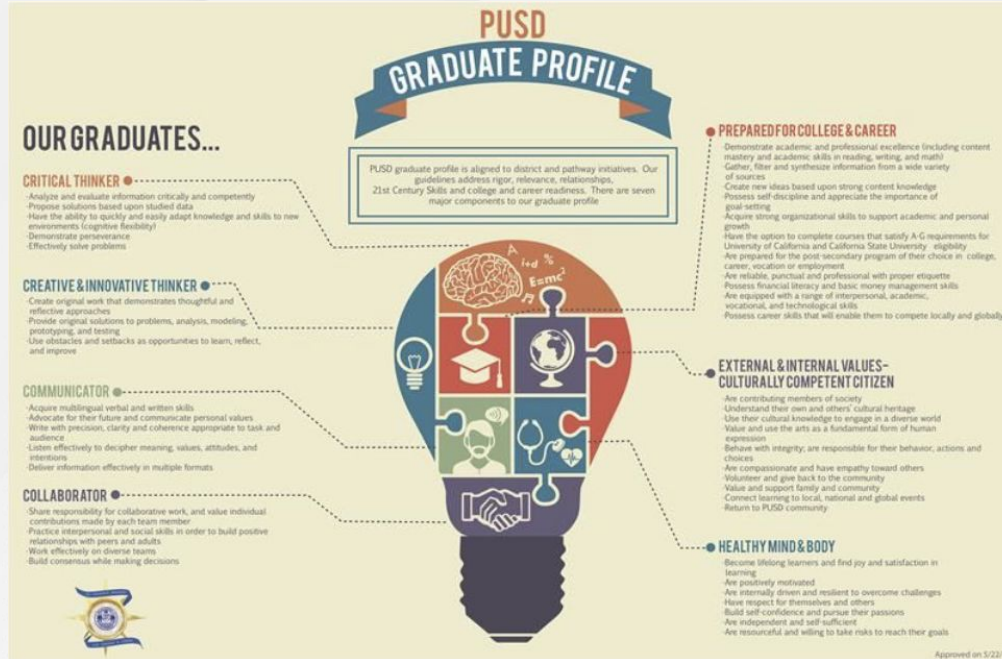
Learner Profile Development

Updated domains

- Learner
- Critical Thinker
- Innovator
- Communicator
- Collaborator
- Culturally Competent Citizen
- Self-Champion / Agency

EMP Process: Imagine & Define

Learning Connections

What type of **learning** do you want to see?

What type of **teaching** do we need to support it?

What **spaces** are required to facilitate this type of teaching and learning?

What **furniture** in those spaces would support the teaching and learning?

What **technology** is needed to support teaching and learning?

How do we create a **safe**, **equitable environment** that supports all?

Educational Master Plan Design Team

Our Vision

Educational Master Plan

PUSD, in partnership with the community, will create a learner-centered environment to ensure our students are life-ready. We will create flexible and resilient spaces that support inquiry-based learning, celebrate our differences, and support our unique needs including emotional and physical health.

EMP Process: Develop & Achieve

Four Focus Areas & Goal Development:

Learner-Centeredness - environments that enable and cultivate students' voice and agency

Community Partnership - sustainable partnership that accounts for connection, engagement, and communication systems

Flexible Spaces - agility and resilience in mental, emotional, and physical needs to promote learning

Wellbeing - celebrating differences and supporting unique needs toward belongingness

Strengths, Opportunities, Aspirations and Results
EMP Design Team's S.O.A.R.

Strengths - PUSD is emerging from the accomplished goals of the 2016 Educational Master Plan.

Opportunities - Data gathering in this process has allowed for updates/new:

- Vision
- Learner Profile
- Instructional Framework
- Goals & Metrics (next era)

Aspirations - Addressing threats to actualization, including: fidelity of implementation, logistical structures for teacher training and support, and prioritization of resources.

Results -

- Success Metrics will be developed further in the process, with consideration of specialized student needs and programs.
- Educational Specifications meetings will be used to bridge EMP + FMP.
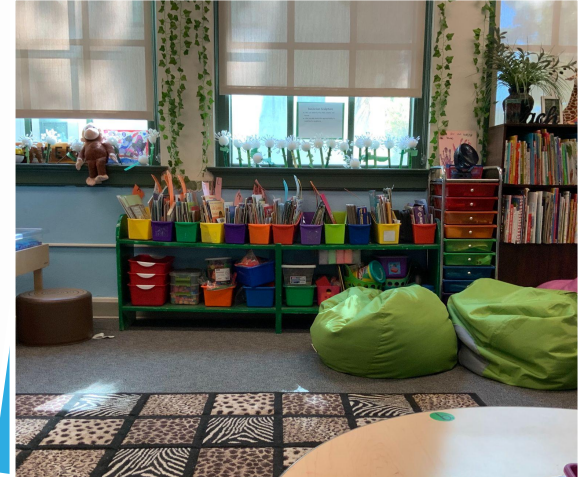
Facilities
Design Team

Purpose of a Facilities Master Plan

DLR as the Executive Architect, has prepared and presented to the Pasadena Unified School District Board of Education a 2022 Facilities Master Plan.

The purpose of this comprehensive Facilities Master Plan is to identify the needs of the district and guide facilities planning, improvements, and developments that support the educational goals and objectives of the Pasadena Unified School District for the next 10 years.

This Facility Master Plan has assembled a series of metrics to assist the district with identifying their priorities. These metrics include the current facility use and size, the facility condition and projected repair costs, current district enrollment and projected future enrollment, equity-based statistics regarding traditional underserved student populations, and the master plans and costs associated with the needs identified for each campus. The district can utilize these metrics to identify their current and projected needs.

Overview of the work accomplished for the PUSD Facilities Master Plan

- Completion of surveys and inventory of all school sites and their related buildings and equipment.
- Assessment of the existing facilities conditions
- Assessment of historical status of significant buildings
- Assessment of technology and a Technology Master plan
- Analysis of potentially available state matching funds
- Demographic study of the district
- Updated Educational Plan
- Meetings were conducted at all school sites for input by all stakeholders.
- Digital surveys were made available to all community members.

DLRGROUP

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Emerging Common Themes

- Modernize existing facilities to accommodate more flexible learning options
- Replace aging utility infrastructure
- Improve campus security
- Provide shade structures over playground equipment
- Create outdoor learning environments
- Provide appropriate spaces for specialized programs (STEM, VAPA, CTE)
- Provide technology upgrades to integrate current devised into the learning environment

DLRGROUP

Pasadena Unified School District
Facilities Master Plan

BOE Approval and Acceptance

The BOE is being asked to approve and accept the research and data presented in the Facilities Master Plan

DLRGROUP

SAFEWORK CM

Pasadena Unified School District
Facilities Master Plan

Facilities Master Plan Next Steps

- Workshops with the Board of Education and Executive Leadership Team will be scheduled with DLR facilitating to review the data in the Master Plan.

- The Board of Education will rank the data metrics in the order of importance that best captures the vision for implementing the identified master plan projects.

- Once the metric order is in place the campuses that meet these specific metrics should be easily identified for prioritization of projects.

- Once projects are identified and prioritized probable costs will be developed and incorporated into the Master Plan.

- The intent of this process and approach is to provide a transparent decision making process for your community to understand.

DLR GROUP

SAFEWORK CM

Pasadena Unified School District Facilities Master Plan

https://www.pusdplan.org/
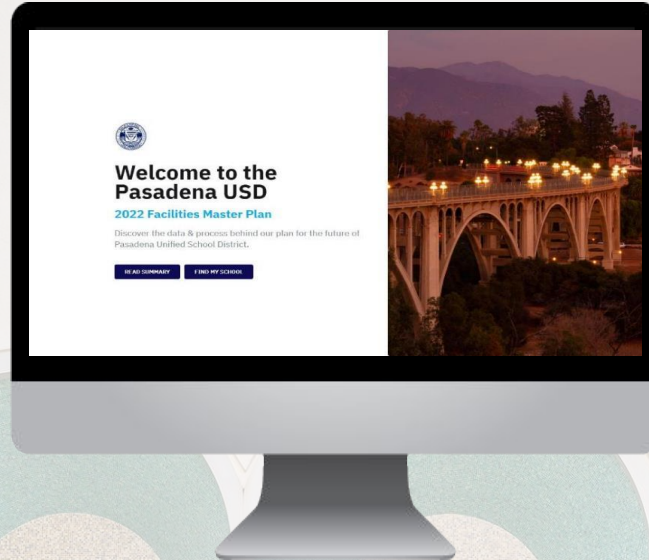
Enrollment
Design Team

Committee members took up the issues of **declining enrollment and offered recommendations and ideas to offset the headwinds** the PUSD is currently facing. Recommendations will be included in the Enrollment Strategic Plan.

Meeting goals

- 6 Month Goal – Enrollment Strategy

- 1 Year Goal – Change perceptions around public schools through education and public relations.

Launched the Committee in June 2022

25 Committee Members

Divided the Enrollment Committee into four subgroups to develop a comprehensive strategy to stabilize and increase enrollment.

#1 – Parent Involvement Group
#2 - Public Relations Group
#3 - Enrollment and Capacity
#4 - Community Book Read/Conversations

7   Committee Meetings

Subgroups analyzed and reviewed the following:
- PUSD Website and School Websites
- Enrollment Process
- Enrollment Marketing Materials and Messaging
- Goodwin Simon Surveys (5) 2016
- Survey #1 2022 School Experience Survey
- Assessed Five Schools with the Lowest Enrollment
- Analyzed PUSD Communications
- 2 SWOT Analysis; Signature Programs & 22 Non PUSD Schools
- Demographics
- Enrollment by District Comparison (Burbank, Glendale, and LAUSD)
- Reviewed the rising cost of living and wages
- Estimated Population by Age Range
- Birth rates and Davis Demographics Reports
- Survey #2 Why Parents Left the District
- Reviewed ideas and recommendations for Strategic Plan

FACTORS CONTRIBUTING TO DECLINING ENROLLMENT

- Decline in birth rates in CA
- Academics did not meet parent's expectations – **Survey #2**
- Administration/Principal/Teachers were not prepared and or Parents were dissatisfied with school - **Survey #2**
- PUSD School Closures in 2019 and 2020.
- COVID Outward Migration
- COVID – PUSD did not reopen quickly and was not responsive during the reopening process
- COVID testing/vaccination policies. Many minority families chose not to vaccinate.
- Culture - Family Responsibility
- Cost of housing/living in the area

City of Pasadena, CA		
2022 Est. Population by Age		
Age 0 - 4	6,739	4.81%
Age 5 - 9	7,302	5.22%
Age 10 - 14	7,792	5.57%
Age 15 - 17	4,404	3.15%
Total	26,237	

Altadena, CA		
2022 Est. Population by Age		
Age 0 - 4	2,019	4.74%
Age 5 - 9	2,277	5.35%
Age 10 - 14	2,413	5.67%
Age 15 - 17	1,477	3.47%
Total	8,186	

Sierra Madre, CA		
2022 Est. Population by Age		
Age 0 - 4	454	4.13%
Age 5 - 9	485	4.42%
Age 10 - 14	520	4.73%
Age 15 - 17	363	3.30%
Total	1,822	

Source: Claritas Pop Facts 2022

Combined Total: 36,245

Student Capture Rate by School Attendance

Pasadena
Altadena
Sierra Madre

DAVIS DEMOGRAPHICS

ESRI 2021 (AGE 5-17)	28,230
Enrolled PUSD 2021	13,542
Student Capture Rate	48%
Potential Students	*14,688*

PUSD ENROLLMENT 365

Superintendent's PUSD ENROLLMENT COMMITTEE

Survey #1 and Survey #2 – Top Level Results from Parents & Families

Survey #1 - School Experience

Dates Survey Was Live: July 1 - 31, 2022
18 Questions
1,025 PUSD Families Responded/Completed Survey
74% of respondents would recommend PUSD to another family
Offered in English and Spanish.

The most important factors when selecting a child's current school include the following:
1. **Safe Environment** – 75.4% deemed this very important, and 17.3% deemed this as important. This equals a combined total of 92.7%
2. **School Leadership/Great Principal** – 57.1% cited this as being very important, and 26.7% cited this as important. This equals a combined total of 83.3%.
3. **Rigorous Curriculum/Strong Academics** – 48.9% indicated this is very important, and 32.6% indicated that this is important. This equals a combined total of 81.5%.

These numbers closely mirror findings in the Goodwin-Simon Survey of 2016.

Survey #2 – Families Who Left the District

Dates Survey Was Live: September 12-19, 2022
14 Questions
2,740 Invitations were emailed.
90 Completed Surveys
Offered in both English and Spanish
48% of families would return to PUSD if changes were made.

Reasons why families left the district:
1. 90.8% believe that **school safety** was a very important or important factor in their decision to leave.
2. 83.7% believe that **leadership/principal** was a very important or important factor in their decision to leave.
3. 77.6% believe that **administration or teachers** contributed to their decision to leave.
4. 65.3% believe that the **quality of education/academics** or being disappointed with the curriculum was one of the contributing factors in their decision to leave the district.

PUSD is reviewing a program with C-CUBES K-12 to train staff, teachers, and leadership and address underperforming schools; schools considered unsafe and other issues.

SWOT #1- PUSD Overview

Strengths

- **Signature Programs**
- **Website Strengths**
  - **Some schools** list their signature programs, certifications, imagery and social networking sites on the homepage
- **Diversity - Multicultural**

Weaknesses

- **School Websites**
  - Not user friendly, difficult to uncover or missing information.
- **Enrollment is Not Year-Round**
- **Inconsistent marketing of PUSD's competitive advantages**
- **School Experience Survey**
  - Poor leadership
  - Lacking Great Teachers
  - Communication
  - Schools in poor condition

Opportunities

- **Signature Programs**
  - Market to potential and current students/ parents
  - Make Signature Programs evident on the homepage of each website
  - Pictures/visuals representing the best Signature programs
- **Consistent Enrollment Marketing (24/7/365)**
  - Chance to engage with potential students and increase enrollment year-round.

Threats

- Not marketing enrollment at all times of the year = decline in number of PUSD students
- Private/Charter Schools - aggressively market 24/7
- Low birth rates
- Cost of Living (COL), migration out of the area, and inflation

SWOT #2 - Non - PUSD Schools Overview

Strengths
- Similar in terms of curriculum and programs, but with heavy emphasis on connection and relationship building between teachers/administration/peers.
- Consistent enrollment tactics and activities throughout the year

Weaknesses
- Cost of Attendance ($15k - $60k)
- Charter Schools – fees, art schools (earn your way in), or chosen by the public lottery
- Pasadena/Altadena/Sierra Madre Cost of Living (COL)
- Inflation
- Lack of Diversity

Opportunities
- Aggressive enrollment marketing
- Chat boxes/phone numbers to contact the schools
- Chance to engage with potential students/parents
- Information accessibility increases the chance of student enrollment

Threats
- Cost of Living (COL) - due to the rising cost, parents are looking for ways to reduce costs while maintaining quality education (PUSD is an option for these parents)
- Recession/Inflation
- Low birth rates

Conclusion, Ideas and Recommendations

Several committee members presented additional ideas for consideration.
- Competitive Sports Event(s) held at the Rose Bowl - Scouts invited to see talent.
- Door-to-Door Public Education Outreach Campaign – Door Hangers
- TK Romper Room Television Program – K-Learn
- Schools Challenge Quiz
- Battle of the Brain Contest
- Academic Decathlon – Super Quiz
- Sports Alum Event/Campaign showcasing PUSD's successful history in sports

Parent Involvement Group #1

1. PUSD Enrollment 24/7/365 – Year-Round Enrollment Effort Across "ALL" PUSD Departments.
2. Improve Communication and Establish a Key Contact Directory –PUSD Main Telephone System.
3. Summer Enrollment Support – Ensuring families receive support during the Summer months.
4. Transitional Kindergarten Community Partnership Program – Collaborate with existing CBOs, PEN, and PEF.
5. School Safety - Anti-Bullying Campaign and Program – Year-long campaign across all departments and schools.
6. Creating the Best Possible Reputation – Online Reputation Management Program (PTA Collaboration)
7. Community/Enrollment Events at school sites to engage the community (Farmer's Market, live music, crafts, gardening, etc.)

Conclusion, Ideas and Recommendations

Public Relations Group #2

7. Hire Four (4) Communications Specialists – Support Enrollment Efforts in Low Enrollment Schools (web, social, tours, etc.).
8. Control the Narrative – PUSD's Public Relations Employ/Engage with an Online Media Deployment and Monitoring Tool.
9. Deploy an Online District-Wide Master Events and Meeting Calendar.
10. Increase PUSD visibility! Use branded Yard Signage for Schools with Low Enrollment.
11. Develop a year-round enrollment marketing campaign.
12. Maintain School-level websites and social media sites.

Enrollment and Capacity Group #3
13. PUSD Enrollment 24/7/365 – Year-Round Enrollment Effort Across "ALL" PUSD Departments.
14. Summer Enrollment Support – Ensuring families receive communication and enrollment support during the Summer.
15. District-wide Customer Service Training Program with ongoing accountability measurement.
16. Maintain the District's and School's Enrollment web pages – they must remain current and relevant.
17. C-CUBES K-12 Program to train and address many issues.

Community Book Read/Conversations Group #4
18. Host bi-monthly community conversations around larger PUSD topics such as Measure O, Enrollment, etc..

Culture and Climate
Design Team

Culture and Climate Design Journey

Phase ① Target
August - December 2022

Develop and facilitate an inclusive **Guiding Coalition** of district and community leadership to scope, design, steer and communicate the project outcomes, **understand** the biggest problems and **prioritize** the biggest opportunities, building community buy-in through their recognized leadership and representation.

Phase ② Solution
January-March 2023

Guiding Coalition members sponsor solutions development teams comprised of diverse voices from District and education community, parents and students, coming together to **Design** solutions to target the opportunities we identify. **Develop shared partnership** between district and community to further develop and test bold ideas.

Phase ③ Implement
April-May 2023

Validated solutions are rolled into a **Success Roadmap** where they can be further iterated, improved upon expanded, implemented and measured using methodologies that allow for continuous improvement along the way.

We Are Here

September 7

Guiding Coalition Kickoff

Convene the Guiding Coalition and identify the steps for Phase 1 of our process.

September 7 - October 11

Meet Our Community

Identify those that would be most affected by our perceived challenges through Empathy Mapping

September 18 - November 8

Research & Validate

Deploy research programs with delegated task owners designed to validate some of our biggest assumptions.

November 15 - December 6

Change Opportunity

Map our validated target opportunities to levers of change. Design process for engaging community in solutions design.

December 10

Strategic Planning Retreat

Working with the Strategic Planning Committee to integrate our Phase One outcomes and develop SOAR.

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Affected Community

Who in our educational community (both internal and external) are affected by culture and climate challenges?

Community

- Public health officer
- Learning partner for higher education
- Parent advocate / SPED
- Real estate agent
- Reporter
- School board member
- Private / charter school parent
- Vendor
- City council member
- Community funder
- Librarian
- Housing partner
- Community partner
- Public safety officer / police
- Resident
- Non profit partner

Staff

- Nurse
- Mental health provider
- Community liaison
- **Security guard**
- **Maintenance & operations / Teamster**
- Health provider
- Community schools liaison
- **Student teacher**
- Resident teacher
- **BIPOC teacher**
- **CSEA member / classified employee**
- Substitute teacher
- Innovative teacher
- **Principal**
- Counselor
- BIPOC counselor
- **New teacher**
- **Tenured teacher**
- **District admin**
- **Custodian**

Students

- Senior graduates
- **Foster student**
- "average" student
- **English learner student / newcomer or born in US**
- Sibling
- **Private school student**
- **Unchallenged student**
- Student of color
- Special Ed Student
- **Low academically performing student**
- **Low income student**
- **LGBTQIA+ Student**
- Student without family/community support (Student who feels "other")
- **Dismissed student**

Family / Caregivers

- Enrolled Parent without bachelor degree
- SPED Parent
- Foster parent
- Parent who wants positive outcomes but are disempowered by complexity
- Low income parent
- Foster caregiver
- Guardian in Kinship care
- Generationally negative experience parent
- "Time-limited" parent
- Disengaged Parent
- Non-english speaking parent
- 1st Time Parent
- Dismissed parent
- Parent w/resources & knowledge
- Single parent
- Parent council member

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Building Empathy

To validate our initial challenge assertions, we set out to strengthen our empathy within the members of our Affected Community that we each felt closest to in terms of understanding their goals, challenges and hopes.
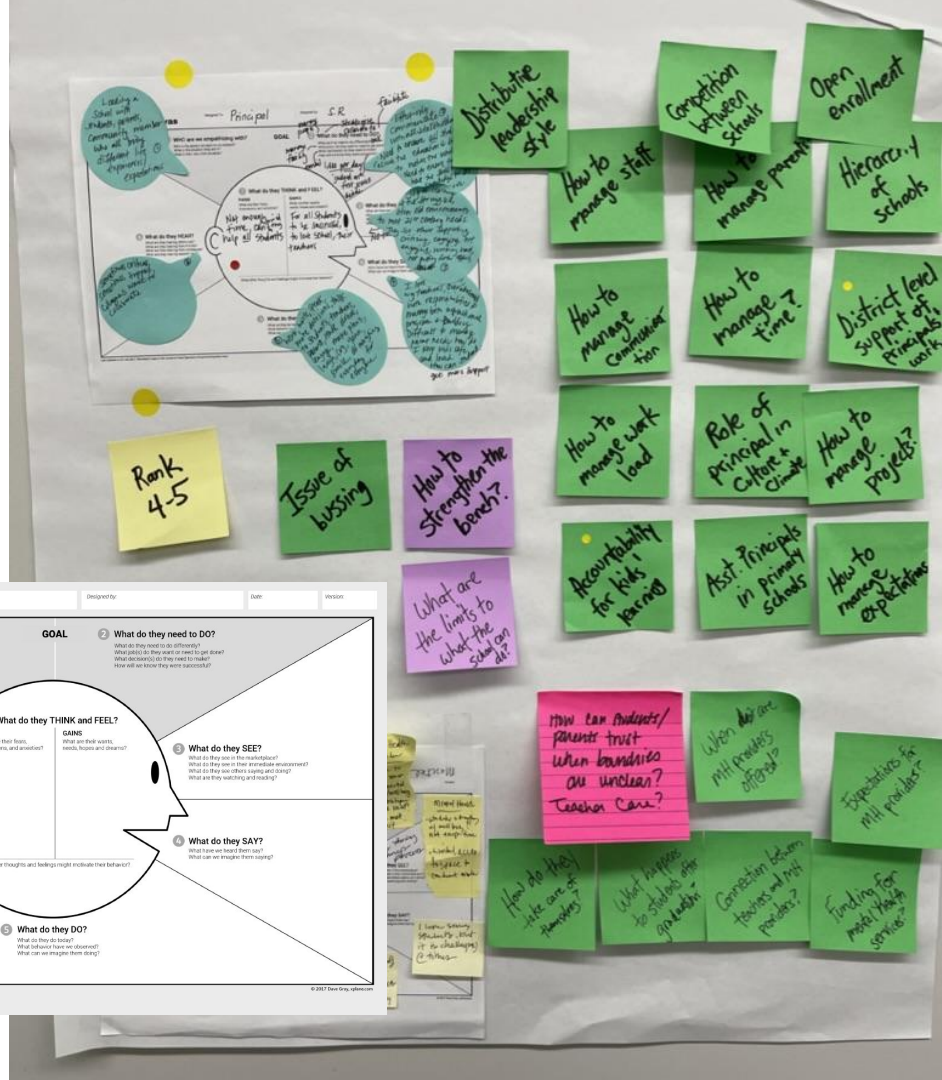
Validating Assumptions

From our empathy mapping, we set out to validate the assumptions of our diverse coalition through a variety of research methodologies outlined below:

Focus groups

- Teachers
- Service Center Management Team
- Blair Middle & High School Students
- Rose City High School Students
- Muir High School Students
- OEB Middle School Students
- SMMS Middle School Students
- DAT/CAT

Targeted Surveys

- New Teachers
- Classified staff

Review existing survey data

- College/Career Short Student Survey
- Goodwin Survey
- School Experience Survey
- CA Healthy Kids Survey
- LCAP Survey
- Panorama Survey
- Socio-emotional Learning Survey

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Common Challenges

Based on our empathy mapping, here are the commonly identified challenges within each Community Cohort, in an effort to narrow down our set of challenges to those that affect those most of our community.

Staff

High Evidence
- Not enough time to follow through on all tasks of the job
- Lack of accountability
- High expectations unsupported by realistic policy, systems process and infrastructure
- Lack of role support
- Lack of substitutes
- Added responsibilities, less time, fewer resources
- **Lack of opportunity equity**
- **Curriculum out of step with current student needs**

Moderate Evidence
- Inadequate distribution of leadership across teams results in Only a few doing most of the work
- Lack of training
- **Not enough of a village**

Low Evidence
- Not feeling a part of the team

Students

High Evidence
- Not enough / too much challenge
- Academic classroom practice not responsive to needs
- Unmet behavioral needs

Moderate Evidence
- Lack of confidence to self advocate
- Low quality physical environment
- **Food / nutrition of low quality (esp. middle school)**
- **Race/class impacting my educational experience**
- **Lack of accountability**

Low Evidence
- **I'm not unconditionally loved**
- **Absence of teachers**

■ **Indicates uncovered issue during research**

Common Challenges

Based on our empathy mapping, here are the commonly identified challenges within each Community Cohort, in an effort to narrow down our set of challenges to those that affect those most of our community.

Family / Caregivers

High Evidence

- Equitable access to programs / opportunities

Moderate Evidence

- Difficulty in building rapport with teachers / administration
- Unmet needs
- Confusion over where to go for support / advocacy
- **Lack of accountability / transparency**
- Inconsistent school response differs by type of parent

Low Evidence

- **Inadequate communication**

External Community

Top Issues (not validated)
- Community misconceptions of PUSD success
- Outreach from community not reaching the right kids

■ **Indicates uncovered issue during research**

How Might We?

Finally, our Guiding Coalition **drafted an initial set** of opportunities which provide the launching pad to drive solution-creation in Phase Two of our work. We will be refining these opportunities further in Phase Two.

Opportunity 1 - Student Input and Needs

*How might we **better respect, value and act upon student input and self-identified needs/interests?***

Opportunity 2 - Educational Equity

*How might we **ensure equitable access to a quality education within and between every school**?*

Opportunity 3 - Accountability

*How might we **improve organizational efficiency and accountability to ensure proper follow-through on stated priorities?***

Opportunity 4 - Social/Emotional Needs

*How might we ensure that **the social, emotional, physical, and psychological needs** of our students are met?*

Opportunity 5 - Relationships

*How might we **strengthen relationships** between students, teachers, administrators, staff and families?*

Opportunity 6 - Teachers

*How might we **provide equitable resources, support and time for teachers** so that they are able to successfully implement meaningful, differentiated instruction?*

Opportunity 7 - Facilities

*How might we ensure that **campus facilities are designed, repaired, cleaned, and maintained** in ways that contribute positively to the learning environment and the culture of each school?*

Opportunity 8 - Nutrition

*How might we equitably meet the **nutritional needs** of all of our students?*

Converging Ideas: December 10th Strategic Planning Retreat

On December 10, at the Pasadena Convention Center, we hosted a retreat *Imagine PUSD: Strategic Planning 2023-2028* for the purpose of an opportunity for the Design Teams to converge and present their outcomes, identify gaps, connect the dots, learn from each other, and understand how they can collaborate with the Steering Committee as the plan is being written and refined.

All members of the Steering Committee and Design Teams were invited. The day was segmented into blocks — the morning focused on Design Team readouts and findings; the afternoon was focused on putting the findings to work in service of the plan. It was a great first opportunity to begin assembling the common challenges, objectives and solutions that will inform the plan. It also helped inform the agenda of future Board study sessions.

Lines of Communication

To communicate with the public, a dedicated website pusd.us/strategicplan and email strategicplan@pusd.us have been created to showcase the information from this strategic planning program.

We Are Here

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)

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

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.

Our Strategic Pillars

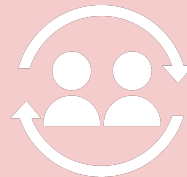| Dynamic Instruction	Outstanding Staff	Quality Learning Environment	High Performing, Accountable Organization	Meaningful Collaboration and Partnerships
Instruction that meets the needs of our diverse learners and prepares them to be ready for all post-secondary opportunities.	Staff are supported and equipped to be equitable, inclusive, and dynamic in their role.	Physical and cognitive environments that support and promote students' ability to thrive.	District that aligns key processes and systems to its mission, vision and values and engages students, families and staff to continuously improve performance.	District at the forefront for our community and productive member driving the greater good.

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)**

Tour of the Pillars & Focus Areas

Let's dive into the Strategic Focus Areas and uncover their intent, purpose and value.

1. At each ring of the bell, go to the table as assigned on your rotations chart
2. You will have **10 minutes per rotation** to explore the focus areas under each strategic pillar. There are 5 rotations in all for a total of :50 minutes.
3. Use your note sheet to capture what **impresses** you about the focus areas you see and things you are **curious** about (there are focus area numbers for easy reference).
4. If you'd like to propose an **amendment or addition** to the focus areas, indicate on the provided sticky notes. Hand to a table rep.

Rotation 1

Rotation 2

Rotation 3

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Rotation 4

Rotation 5

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.

Dynamic Instruction

Focus Priority 1.1

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

Dynamic Instruction

Focus Priority 1.2

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

Dynamic Instruction

Focus Priority 1.3

Ensure equitable access to educational opportunities.

Dynamic Instruction

Focus Priority 1.4

Ensure all learners are life-ready.

Strategic Pillar #2:

Outstanding Staff

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

Outstanding Staff

Focus Priority 2.1

Develop highly skilled, professional staff.

Outstanding Staff

Focus Priority 2.2

Commit to the wellbeing of our employees.

Outstanding Staff

Focus Priority 2.3

Provide equitable resources, support and time.

Strategic Pillar #3:

Quality Learning Environment

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

Quality Learning Environment

Focus Priority 3.1

Provide clean, well-maintained facilities.

Quality Learning Environment

Focus Priority 3.2

Design flexible learning spaces.

Quality Learning Environment

Focus Priority 3.3

Ensure equitable opportunities for all students to thrive.

Quality Learning Environment

Focus Priority 3.4

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

Quality Learning Environment

Focus Priority 3.5

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

Strategic Pillar #4:

High-Performing, 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.

High-Performing, Accountable Organization

Focus Priority 4.1

Improve organizational effectiveness.

High-Performing, Accountable Organization

Focus Priority 4.2

Create accountability to ensure proper follow through.

High-Performing, Accountable Organization

Focus Priority 4.3

Authentically engage students, families, and staff.

High-Performing, Accountable Organization

Focus Priority 4.4

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

Strategic Pillar #5:

Meaningful Collaboration and Partnerships

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

Meaningful Collaboration and Partnerships

Focus Priority 5.1

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

Meaningful Collaboration and Partnerships

Focus Priority 5.2

Increase caregiver capacity to advocate and support equitable educational outcomes.

Meaningful Collaboration and Partnerships

Focus Priority 5.3

Invest in proactively building and sustaining community partnership.

Discussion and Consensus

Framework for Focus Area Discussion

1. What refinements do you have to offer that will augment these focus areas?

2. If there are any adjustments to be made to these areas, has the Focus Area Criteria been met?

3. If yes, is there board consensus on these refinements?

4. How will the SP Steering Committee serve as a partner with the board in the finalization of these focus areas?
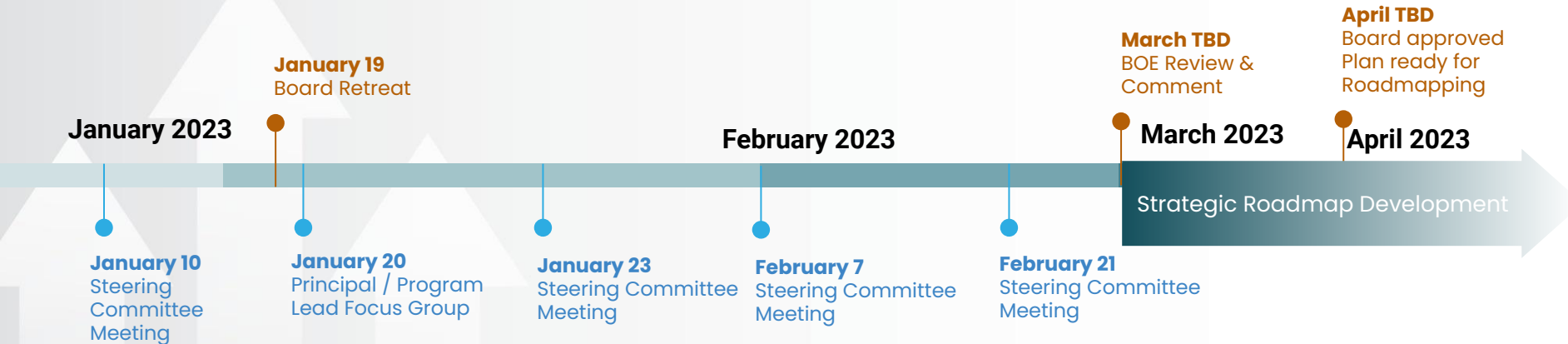
Next On...

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.

January 2023

January 19
Board Retreat

February 2023

March TBD
BOE Review & Comment

March 2023

April TBD
Board approved Plan ready for Roadmapping

April 2023

Strategic Roadmap Development

January 10
Steering Committee Meeting

January 20
Principal / Program Lead Focus Group

January 23
Steering Committee Meeting

February 7
Steering Committee Meeting

February 21
Steering Committee Meeting

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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**

Thank You