

# Report to the Board of Education

December 8, 2022



## IMAGINE

PUSD 2028 STRATEGIC PLAN

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# IMAGINE

## PUSD 2028 STRATEGIC PLAN

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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



# 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.



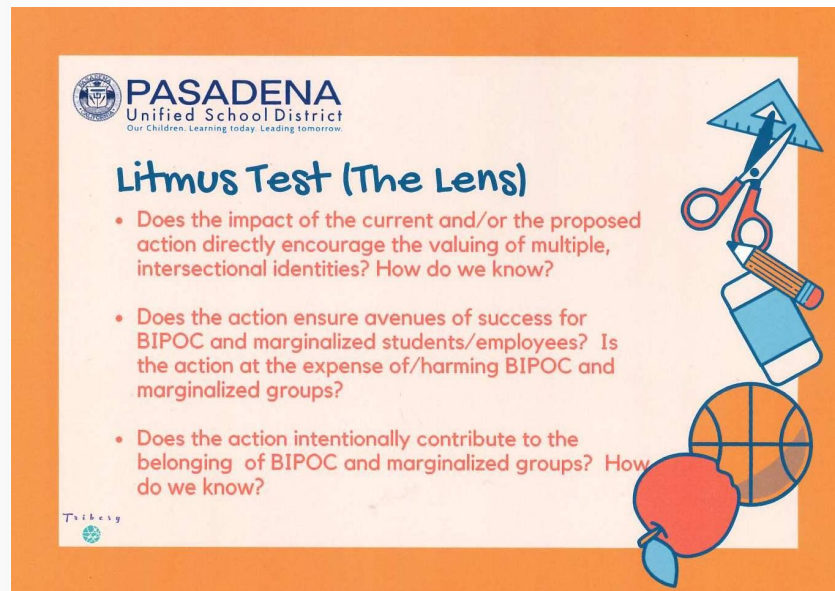


# Diversity, Equity & Inclusion Lens

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?

T. H. B. G.

# 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



[https://youtu.be/bHY0pIKdl\\_Q](https://youtu.be/bHY0pIKdl_Q)



# 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.

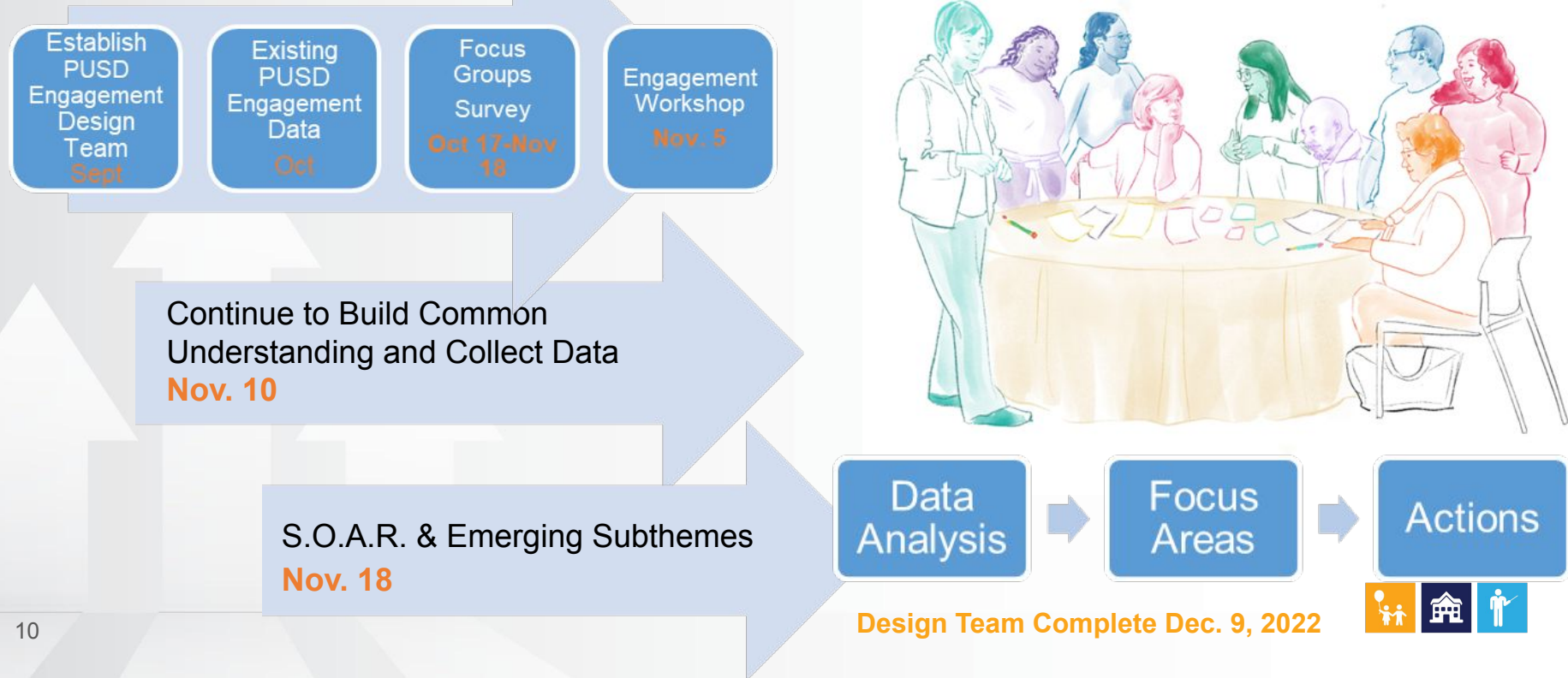
We pledge to provide the finest service for our students who will always enjoy a safe, positive, welcoming environment that supports their personal and academic success.

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



# 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.

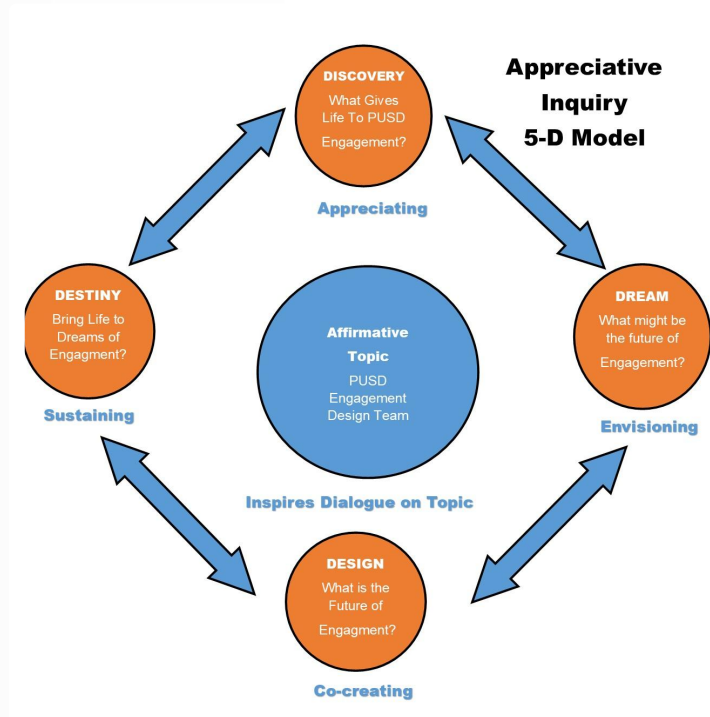
- Seeks to impact change by studying in a collaborative and reflective manner through focus groups, cafes and AI activities.

## 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.



# Outreach and Engagement Efforts

## PUSD Engagement Design Team Outreach Efforts:

Target Group	Activity	Facilitator	Date Completed	Attendance
<b>Parents/Caregivers</b>				
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
<b>PUSD Students</b>				
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
<b>Community/School-Wide Engagement</b>				
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
<b>PUSD Staff</b>				
Community Assistants	Focus Group	Design Team Facilitator	Oct. 19	14
Student Wellness and Support Services Staff	Focus Group	Design Team Facilitator	Nov. 17	13

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EN COLABORACIÓN CON  
DISTRITO ESCOLAR UNIFICADO DE PASADENA.



**MIÉRCOLES 9 DE NOVIEMBRE**

PREMIOS | REFRESCOS  
GRATIS

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

UNION OF TOWNS



# 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.

## 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.

## 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.

## 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.



# 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: Family-Centered Environments**

**Focus Area 5: Embed Engagement in Everything We Do**







# **Educational Master Plan**

## Design Team

# 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.

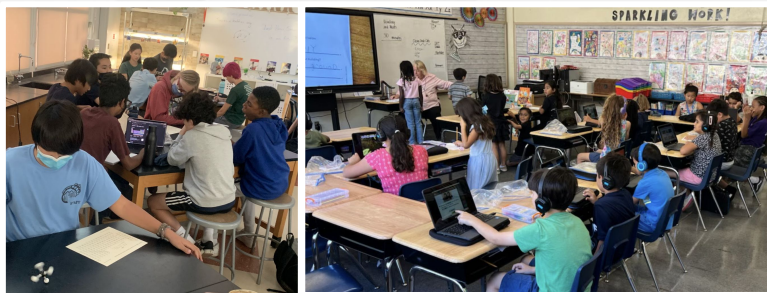


# The EMP Design Team Process



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

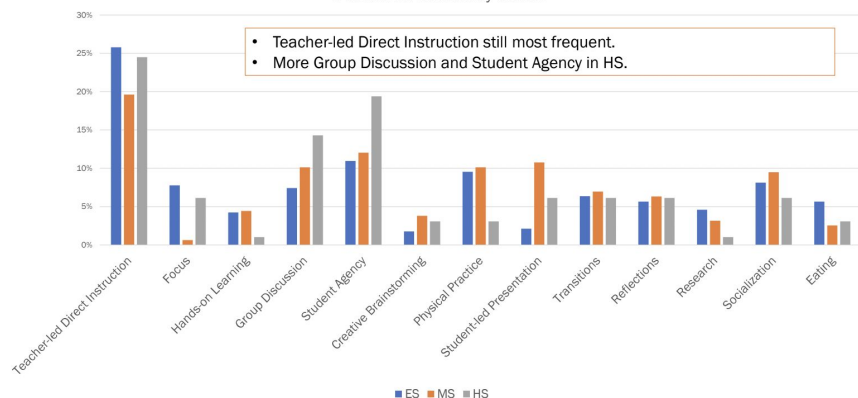
# EMP Process: Discover



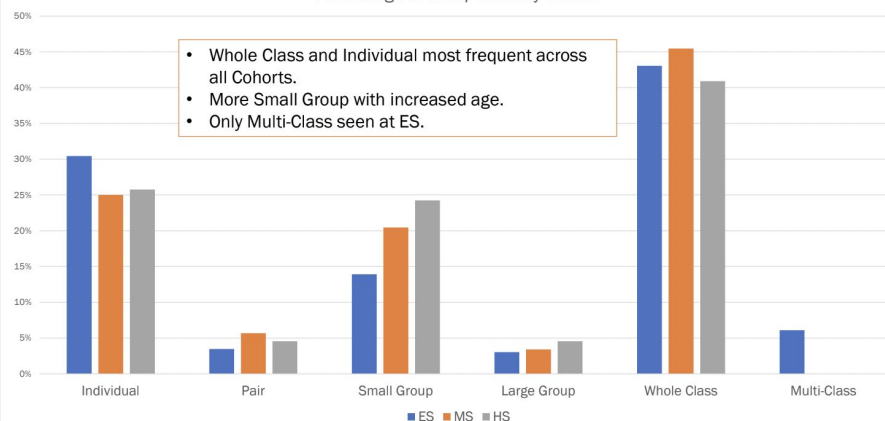
## Student Shadowing

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



Percentage of Group Sizes by Cohort



```

graph LR
    Imagine[Imagine] --> Define[Define]
  
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## Learning Connections





# EMP Process: Develop & Achieve



## Emerging 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

**Wellbeing** - celebrating differences and supporting unique needs toward belongingness

# Strengths, Opportunities, Aspirations and Results

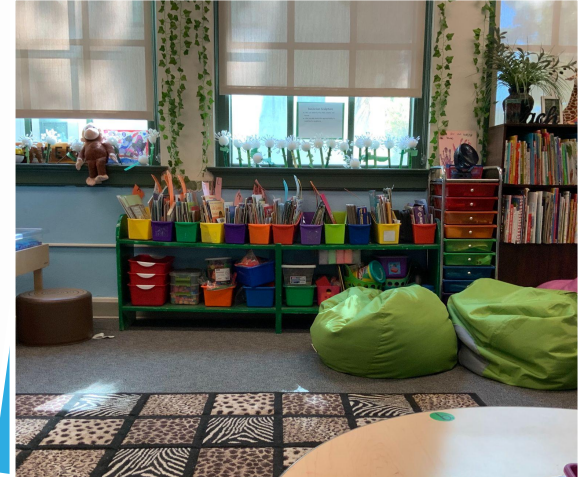
## EMP Design Team's S.O.A.R.

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

**Accomplishments** - Data gathering in this process has allowed for development of a new Vision, draft Learner Profile, updates to the Instructional Framework, and next era of Goals & Metrics.

**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.





# **Facilities** Design Team

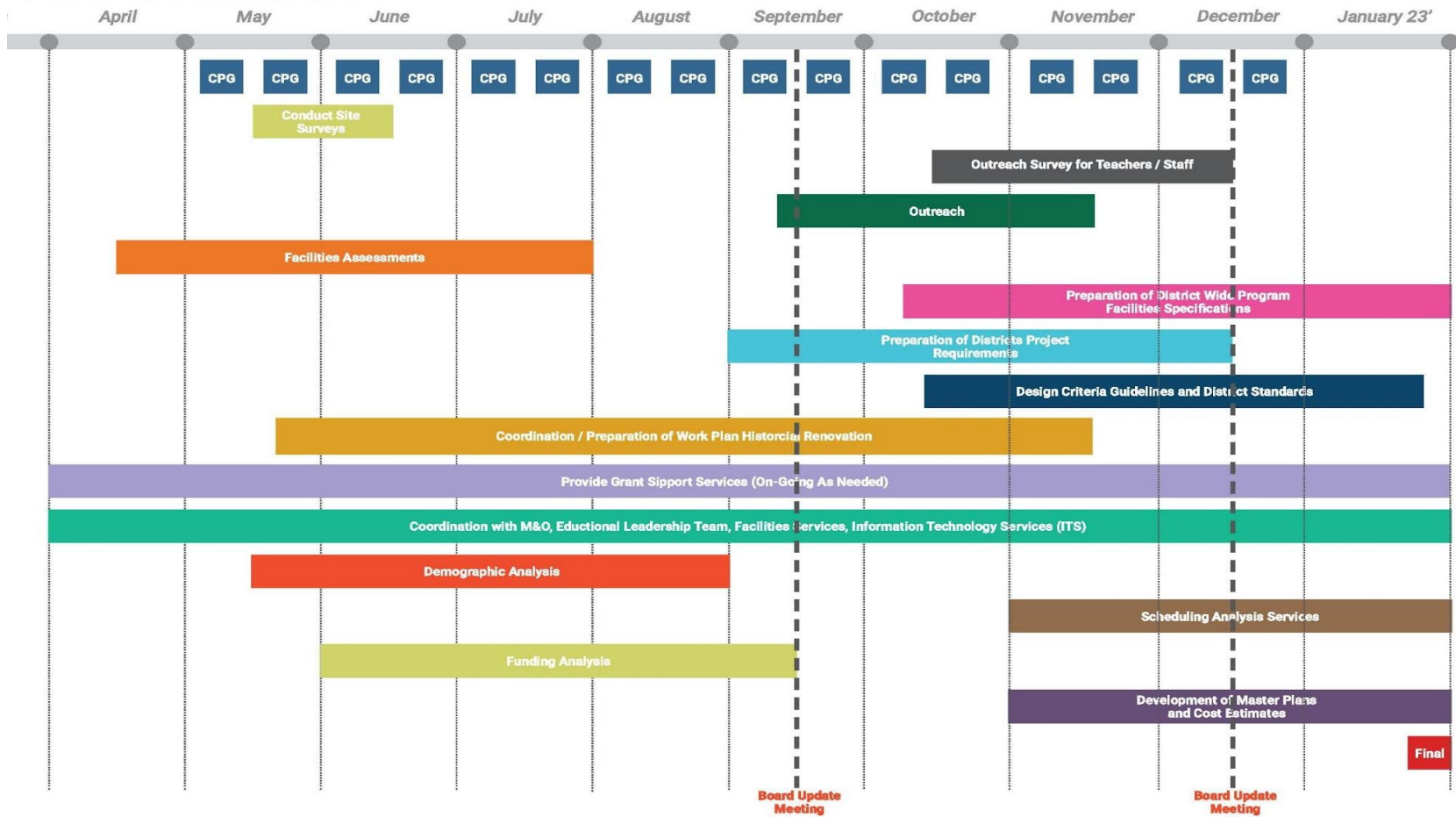
# Purpose of a Facilities Master Plan

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.







# Assessments

## Existing Facility Conditions

April 2022– August 2022

## Historic

May 2022– September 2022

## Technology

September 2022– November 2022

## Demographic

June 2022– October 2022

# Outreach Engagement

## Campus Tours

57 Participants

## Community Meetings

280 Participants

## Digital Survey

172 Participants (and growing)

## Educational Plan

32 Participants



# 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.

# 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 devices into the learning environment





# 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


11 Subcommittee 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%
<b>Total</b>	<b>26,237</b>	

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%
<b>Total</b>	<b>8,186</b>	

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%
<b>Total</b>	<b>1,822</b>	

Source: Claritas Pop Facts 2022

**Combined Total: 36,245**

# Student Capture Rate by School Attendance



Pasadena  
Altadena  
Sierra Madre

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



# 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.



# 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**

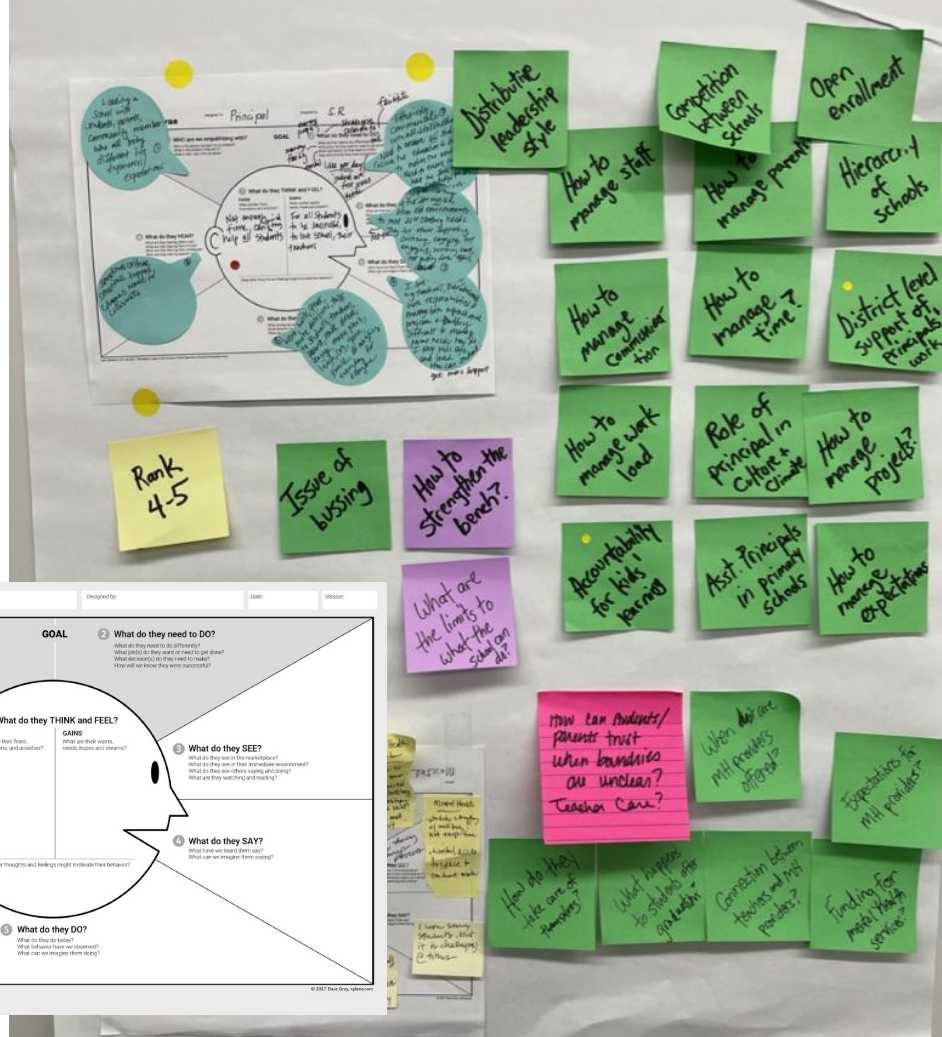
## Students

- ☐ 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

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

# 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

How might we **respect and value student choice and voice?**

## Opportunity 2

How might we **respect and value the needs, interests and abilities** of all students?

## Opportunity 3

How might we **deliver a consistent level of educational quality for all schools** amid a system designed for competition?

## Opportunity 4

How might we **improve accountability** by ensuring that the district's stated priorities are in alignment with the way the district does its work?

## Opportunity 5

How do we ensure that **all staff know and serve the socio-emotional needs** of all students

## Opportunity 6

How might we **nurture relationship-building** between educators, admin, staff and families?

## Opportunity 7

How might we **allow adequate support for teachers** in providing meaningful, differentiated instruction?

# What's Next?

# 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 Directions – with bullets underneath
- Strategic Direction Detail (color-coded for each)
  - Vision
  - Pillars (aka Goals/Focus Areas/Objectives)
  - SOAR (or SWOT)
  - Alignment with existing plans, policies or activities
  - By each Pillar or 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)



# Converging Ideas: December 10th Strategic Planning Retreat

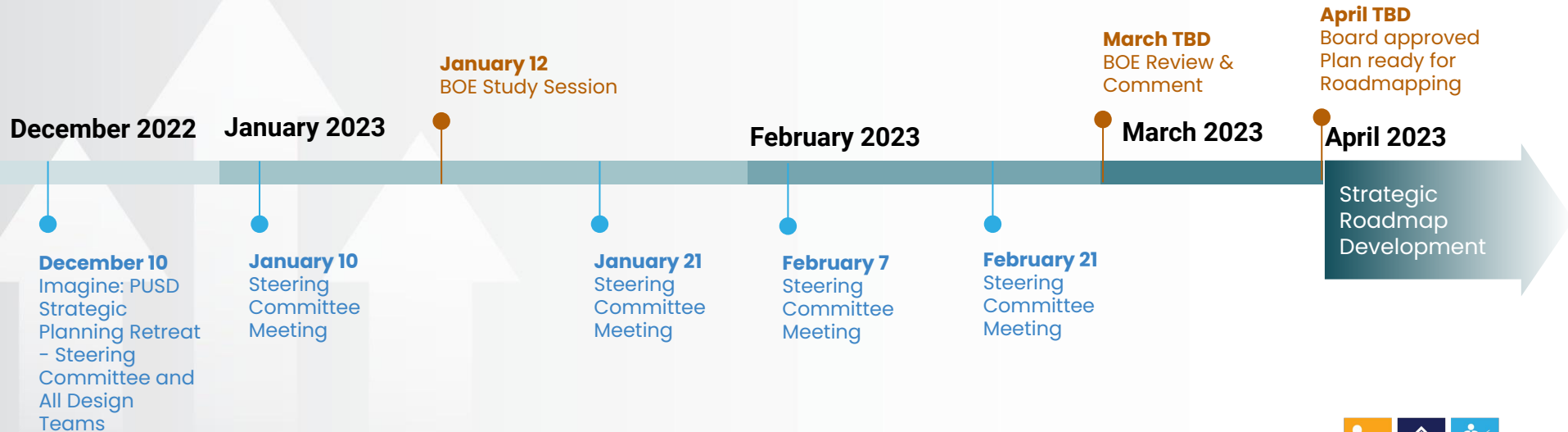
On December 10, at the Pasadena Convention Center we will host a retreat ***Imagine PUSD: Strategic Planning 2023-2028*** for the purpose of an opportunity for the Design Teams to converge and present their outcomes, identify gaps, connect the dots, learn from each other, and understand how they can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

All members of the Steering Committee and Design Teams are invited. The day will be segmented into blocks — the morning will focus on Design Team readouts and findings; the afternoon will be focused on putting the findings to work in service of the plan. It will be a great first opportunity to begin assembling the common challenges, objectives and solutions that will inform the plan. It will also help identify gaps that some Design Teams will need to address while the plan is being written. Finally, it will help inform the agenda of future Board study sessions.



# 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.





# For Further Information...

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



# 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



# Questions?

