IMAGINE

PUSD 2028 STRATEGIC PLAN

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IMAGINE PUSD 2028 STRATEGIC PLAN

PASADENA
Unified School District

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Letter from Board President

PUSD Friends, Families, and Colleagues,

As the world around us continues to change, so must the educational approaches, tools and opportunities we offer PUSD students, employees, and families. We're particularly committed to honoring the great diversity of our community, blending cultural responsiveness and academic excellence to ensure that every PUSD student is well equipped for success in an ever-changing world.

In the past couple of years, we sought the guidance and input from key segments in our community, representing the breadth, cultures, roles, and schools within PUSD as much as possible. From there, various research, focus groups, and outreach efforts followed to discern how PUSD can best prepare students for lifelong success. Imagine PUSD 2023-2028 is the fruit of that labor, built on the values of cultural competency, equity, accountability, collaboration, and fiscal responsibility.

Looking ahead, we're prioritizing equitable access with consistently strong outcomes for all students and paying special attention to the needs of historically marginalized populations. As we execute our plan, we also embrace accountability: a commitment to continuous improvement and dialogue with educational partners to ensure our investments align with the priorities we've identified together.

As I contemplate next steps, I'm energized by the rewards that await every PUSD student as we make progress on the road ahead. I look forward to walking alongside you as we continue to rely on the support, input, and contributions of PUSD families, colleagues, and educational partners. I can't wait to see what we'll accomplish together.

Michelle Richardson Bailey
President
Board of Education

Letter from the Superintendent

Dear Pasadena Unified School District Family,

In the past year, I've had the privilege of working alongside PUSD students, colleagues, education partners and families like yours to refine the vision and roadmap for the future of our District. To that end, we've engaged diverse voices, perspectives, and expertise in an inclusive and transparent process, ensuring our next steps align with the diverse needs and aspirations of the PUSD community.

Imagine PUSD 2028, our Strategic Plan for 2023–2028, is the fruit of those efforts, approved by the Board of Education in June 2023. Put simply, this Plan defines why we do what we do, where we want to go, and how we'll get there. It is designed to ensure every PUSD student is well prepared to thrive in a fast-changing world and become productive members of their community, whether they choose to attend college, enter the workforce, raise a family, or pursue other paths.

I'm greatly encouraged by the rich collaboration we've enjoyed in the design of this plan, and excited to continue those partnerships as we put our plan to action. Five years from now, I'm confident PUSD students will enjoy unmatched support that honors who they are, individually, and the unique gifts they bring to the world. In doing so, we envision PUSD as our community's first choice in education.

I remain deeply committed to the success of our students and to honoring the diverse perspectives of our community. I'm mindful of the tremendous privilege and responsibility that is to serve PUSD, and thank you for your continued trust and support.

Elizabeth J. Blanco, Ed.D
Interim Superintendent, PUSD

PUSD Mission, Vision, and Values

MISSION

Pasadena Unified School District prepares students for success in an ever-evolving world. We are committed to cultural responsiveness and academic excellence.

VISION

We will transform education to empower students to succeed.

VALUES

Our students come first. Our decisions are driven by what is best for them. Our policies, programs, and behaviors are based on:

1 Cultural Competency

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.

2 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.

3 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. We make information accessible and our decisions openly.

4 Collaboration

We value the participation of parents, students, and the community in all aspects of PUSD. We actively seek mutually-beneficial partnerships with people and organizations. We encourage diverse input and differing opinions.

5 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.

An Opportunity for Innovative Planning

The Pasadena Unified School District developed the five-year Strategic Plan 2023-2028 to define why we do what we do, where we want to go, and how we believe we will get there. PUSD chose an agile planning approach intentionally built around our equity framework. To leverage the voices and expertise of our diverse community, we organized five self-managing design teams, each with a charter to focus on specific areas.

Five Design Teams
1. Enrollment
2. Engagement
3. Culture and Climate
4. Educational Master Plan
5. Facilities Master Plan

The work of these five teams is aligned to the work of the **Local Control and Accountability Plan (LCAP) Task Force** and **the Districts Equity Lens/Framework.**

This Strategic Plan is a foundational framework for district plans, including the LCAP, Educational and Facilities Master Plans, as well as for process development and accountability.

Change Lever Design Framework

All roads lead to the plan.
The concurrency of the lever design teams allow for synchronized input into the core of the strategic plan.

Balanced representation.
Each change lever design team captain & sponsor serve as delegates to strategic planning steering committee (including other community members) to ensure inclusive and fair representation.

Engagement Design Team

Culture & Climate Design Team

Enrollment Design Team

Facilities Design Team

Education Design Team

Strategic Plan

Role of the Steering Committee

In keeping with our goals for an inclusive and transparent process, we convened a broad-based Steering Committee to guide and align the work of the teams. Critical context and history were provided to ensure that the new Strategic Plan would incorporate needs, progress made since the 2016 Strategic Plan, and take into account the Equity Lens/Framework and Local Control and Accountability Plan (LCAP).

We deeply appreciate the many hours of work of the participants of the Steering Committee and Design Teams, many (but not all) of whom are listed in the Appendix.

New or Evolving Approaches to this Work Since 2016

Equity Lens/Framework

In 2019, the Pasadena Unified School District embarked on a collaborative effort with multiple educational partners including union representatives, site administrators, and district leadership to look at diversity, equity and inclusion within our district. Students come to our schools from multiple backgrounds and abilities and it is vital to recognize and value the cultures represented in our schools. The collaborative group acknowledged that being culturally responsive and inclusive is at the heart of making our school system more equitable. Within this lens, students with disabilities are explicitly included in the equity framework.

Common definitions and a lens were developed and shared with all parent groups. The lens is now used by all decision makers to ensure equity.

In June 2021, the Board of Education unanimously adopted the following:

The Definitions
- **Diversity:** Intentionally valuing the multiple identities that are represented in our school structure
- **Equity:** Equity is ensuring avenues of success for all students and staff by honoring and supporting individual experiences, talents, skills and needs
- **Inclusion:** A space where a person's whole identity is appreciated, celebrated and supported; and all experiences and contributions are valued

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 Black, Indigenous, People of Color (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?

PUSD is focusing on creating equitable access with consistently strong outcomes for all students, paying special attention to the needs of historically marginalized populations.

Local Control and Accountability Plan (LCAP)

Part of California's Local Control Funding Formula (LCFF), the LCAP is a three-year district-level plan that is updated annually. The plan describes the District's goals for students as well as the specific actions (with expenditures) the District will take to achieve the goals and the means (metrics) to measure progress. The LCAP addresses the needs of all students including specific student groups. All districts must specifically address English learners, foster youth, and low-income students. In addition, the LCAP must address the State of California's eight priority areas that include student academic achievement, school climate, student access to a broad curriculum, and parent engagement. School districts may identify their own local priorities. The state advises a **continuous improvement** approach with **root cause analyses** and the **engagement of educational partners** to develop a spending plan that aligns to these academic priorities. "Educational partners" refer to the groups that school districts are required to engage in developing the LCAP. Per state requirements, these include teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students.

Moving forward, PUSD intends to build upon the focus area priorities identified within this 2023-2028 Strategic Plan and the initial awareness and skills to infuse diversity, equity, and inclusion into the LCAP and the processes and policies of the District.

What We Learned

Each Design Team intentionally and deeply engaged differing and diverse key populations to be as representative as possible of the breadth, cultures, roles, schools within the district. Design Teams reviewed existing data and conducted their own research, focus groups, and outreach. Research-based methodologies and facilitation tools included:

- Appreciative Inquiry approach used by the Engagement Design Team
- Strength-Weaknesses-Opportunities-Threats (SWOT) analyses by the Enrollment Committee
- Design Thinking by Culture and Climate
- Student Shadowing by the Educational Master Plan

Design Teams

The following paragraphs, written from each Design Team's perspective, summarize key lessons learned from the Design Teams that informed the development of the strategic pillars and focus areas of the plan.

Enrollment Design Team

Since June 2022, the Enrollment Committee members have been tackling the issues of declining enrollment and offer recommendations to offset the headwinds PUSD is currently facing. Our work, which included surveys on a School Experience and Why Parents Left the District, found that a District focus on improving student and family feelings of safety and belonging, communication, customer service, and addressing barriers to signature program participation would build the trust needed to attract and retain students and families/caregivers throughout the community.

Engagement Design Team

Relationships are key to ensuring that all feel welcome. We learned that we must engage in multiple and authentic ways to build relationships with all of our educational partners, especially parents. Our methods must be culturally and linguistically relevant and embedded in everything that we do here in PUSD. We need a shared sense of responsibility across all departments and school sites to listen and respond to our community members. By providing additional support, budget, and intentional focus, we will be able to reimagine how we communicate effectively with the greater PUSD community. Greater investments need to be made in language access and strengthening the school-home connection.

Culture and Climate Design Team

The Culture and Climate Design Team began its work by assembling a diverse and inclusive Guiding Coalition that represented many of the 'affected community cohorts' where culture could possibly be elevated. Through this research, validation of team assumptions as well as discovery of challenges deemed to be more significant than initially assumed led to "ah-ha" moments of discovery of several issues that were common across school sites as opposed to them being confined to one campus or another.

In addition, there were areas where both certificated and classified staff felt that the same challenges were impeding their ability to complete their jobs effectively, thus diminishing the quality of the culture in their part of the organization. Overall, the team found a lack of role support and training, accountability, and clarity for follow-through on district policies and procedures, as well as equitable opportunities for all students at school sites to be among the top issues.

Educational Master Plan (EMP) Design Team

The Student Shadowing experience was invaluable in assessing the current status of learning in our schools, with 27 students hosting 26 EMP Design Team members in 14 schools, representing all grades in K-12. Success Metrics have now been developed in the process, with consideration of specialized student needs and programs.

With a lens on educational outcomes (i.e. learning and teaching), data about the academic performance and progress of PUSD students was made available, using summative and interim assessment information. Additional data was gathered from multiple key populations throughout this process: students, parents, community partners, teachers, and school administrators. The data collection activities included "Student Shadow Day" and "Day-in-the-Life," which provided take-aways about the types of activities and student grouping experienced in the sample classrooms.

The most frequently observed methods were teacher-directed instruction (20-25%), followed by group discussion and activities that provided student agency (10-15%). The most frequently observed class instructional configuration was whole group (approx. 45%), followed by individual (approx. 35%). The majority of respondents preferred an inquiry-based learning approach, and flexibility for small group and individualized instruction. Frequently cited words included: physical, group, activity, agency, and research.

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

Facilities Master Plan Team

We identified the needs of the District to guide facilities planning, improvements, and developments that support the educational goals and objectives for adequate student housing that supports instruction and the learning environment. An interactive website, pusdplan.org, provides information to understand the big picture and what we plan to accomplish with this Facilities Master Plan.

SOAR Analysis

The following Strengths - Opportunities - Aspirations - Results (SOAR) analysis combines the work of the Design Teams, district data, and feedback sessions with teacher representatives, school site principals, and the Board of Education.

Four common themes in each quadrant represent learnings that surfaced across a majority of the design teams' work.

STRENGTHS

- PUSD's diverse multicultural schools, with Board and Leadership, embrace diversity, equity and inclusion lens
- Well-regarded and engaging Signature Programs
- Community schools' initiative is beginning to expand learning opportunities to coordinate a range of services
- Families have pride for their schools and are deeply committed to the relationship

ASPIRATIONS
(THAT ADDRESS OUR WEAKNESSES)

- Predictors of disparate student outcomes for all grade levels are removed
- Teachers and staff feel valued and supported
- Facilities and school sites are not only welcoming but are consistently clean and maintained
- Communication with educational partners is transparent, effective, and meaningful

OPPORTUNITIES

- Increased awareness of PUSD programs and schools, and community support attracts and retains students and families
- Focus on schools as community hubs: places where people and services connect. School sites are supported to optimize facility use
- Opportunities to improve facilities and create flexible, learner-centered environments
- Greater community partnership

RESULTS
(THAT OVERCOME THREATS)

- Increased enrollment is an indicator that PUSD programs are desirable options for all families
- Public perception is framed in positive narratives consistently
- Funding for PUSD programs is sustainable
- Continuous Improvement practices increase District transparency and accountability

Strategic Directions

The Strategic Directions, which collectively comprise of the Strategic Pillars and Areas of Focus, are declared intentions by the District that inform the actions, programs, policies, and initiatives that will follow.

## Pillar 1: Learner-Focused Instruction

Instruction that meets the needs of our diverse learners and prepares them to be ready for college, career, and life as contributing members of their community

LCAP Alignment
- *Goal 1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for the Free/Reduced Meal Program, and others who have been less academically successful in the past will have access to a robust course selection and will show academic achievement*
- *Goal 6: Foster Youth and homeless students will experience a safe, caring, and responsive learning environment where they can demonstrate academic proficiency and be part of a learning community*
- *Goal 7: PUSD will reclassify English Learners by the end of elementary school, reduce the number of long-term English Learners (LTEL) students in secondary school, improve academic language proficiency and academic achievement in order to ensure English Learners graduate college and career ready*

Areas of Focus
1. Students experience culturally relevant and linguistically sustaining instruction that builds upon learners' strengths and identities
2. All students learn to read and read to learn so that they can deeply engage and thrive at or beyond grade level at every step along the PK-12 journey
3. All students are fluent in numerical thinking and able to apply mathematical concepts on or beyond grade level at every step along the PK-12 journey
4. Students' experiences at every step along the PK-12 journey prepare them for success in college/career, and life as contributing members of their community
5. All students, including those from historically marginalized communities, attain equitable outcomes
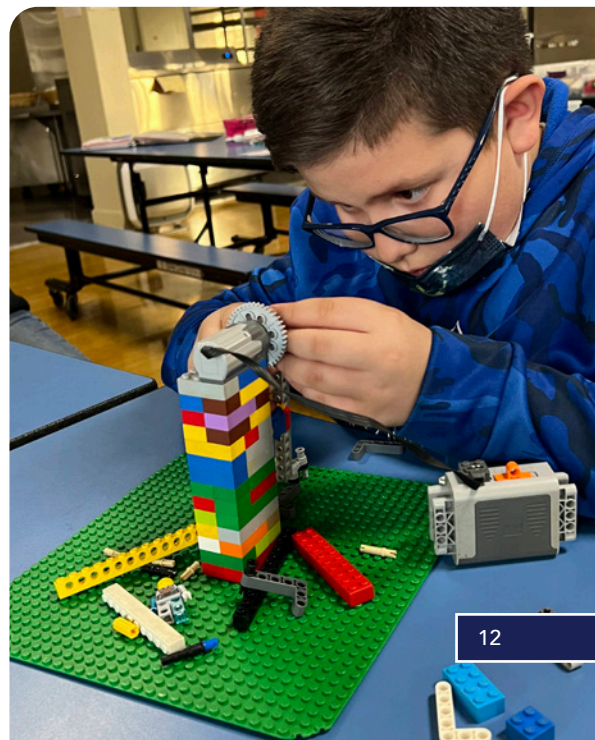
Pillar 2: Outstanding and Respected Employees

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

LCAP Alignment

- *Goal 2: There will be a well-trained and qualified teacher in every classroom every day, supported by sufficient, well-trained support staff*

Areas of Focus

1. We attract, value, and retain outstanding, culturally diverse, and qualified employees
2. Employees are provided with resources, support, time, and professional development to meet their needs to be successful
3. Employees are heard, valued, respected, and provided with support for their wellbeing
4. Employees are skilled, culturally competent, and professional in their work

Pillar 3: Quality Learning Environment

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

LCAP Alignment

- *Goal 3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning*

Areas of Focus

1. Facilities and grounds are clean, safe, and well-maintained
2. All students have access to a wide variety of engagement activities, before, during, and after the school day
3. Schools are welcoming, accommodating, and inclusive for all students
4. Students are heard, valued, respected, and their needs are addressed in a timely manner
5. Restorative practices and caring relationships at each site create safe spaces and connectedness

Pillar 4: Effective, Responsive, and Accountable Organization

Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.

Our educational partners in this work include the Board of Education, teachers, principals, administrators, other school personnel, local bargaining units, parents, and students.

Areas of Focus

1. Budget and spending information is available and understandable by all educational partners
2. Tools, structures, and systems are used to monitor and improve processes
3. Systems and processes for addressing and resolving the concerns of students, caregivers, and staff are timely and responsive
4. Decisions to start new programs or keep existing ones are based on measurable objectives and evaluation
5. School sites employ shared decision-making with parents and site staff as appropriate

# Pillar 5: Collaboration with Families and Communities to Increase Trust

The District values and works with our partners on behalf of our students

LCAP alignment

Goal 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Areas of Focus

1. Families, caregivers, and the community have a more positive relationship and increased trust in PUSD
2. Families, caregivers, and communities are empowered to advocate for students
3. Business, community, and academic alliances are optimized to support student achievement and well-being
4. Communication is timely and responsive with an appropriate approach for all families, caregivers, and community
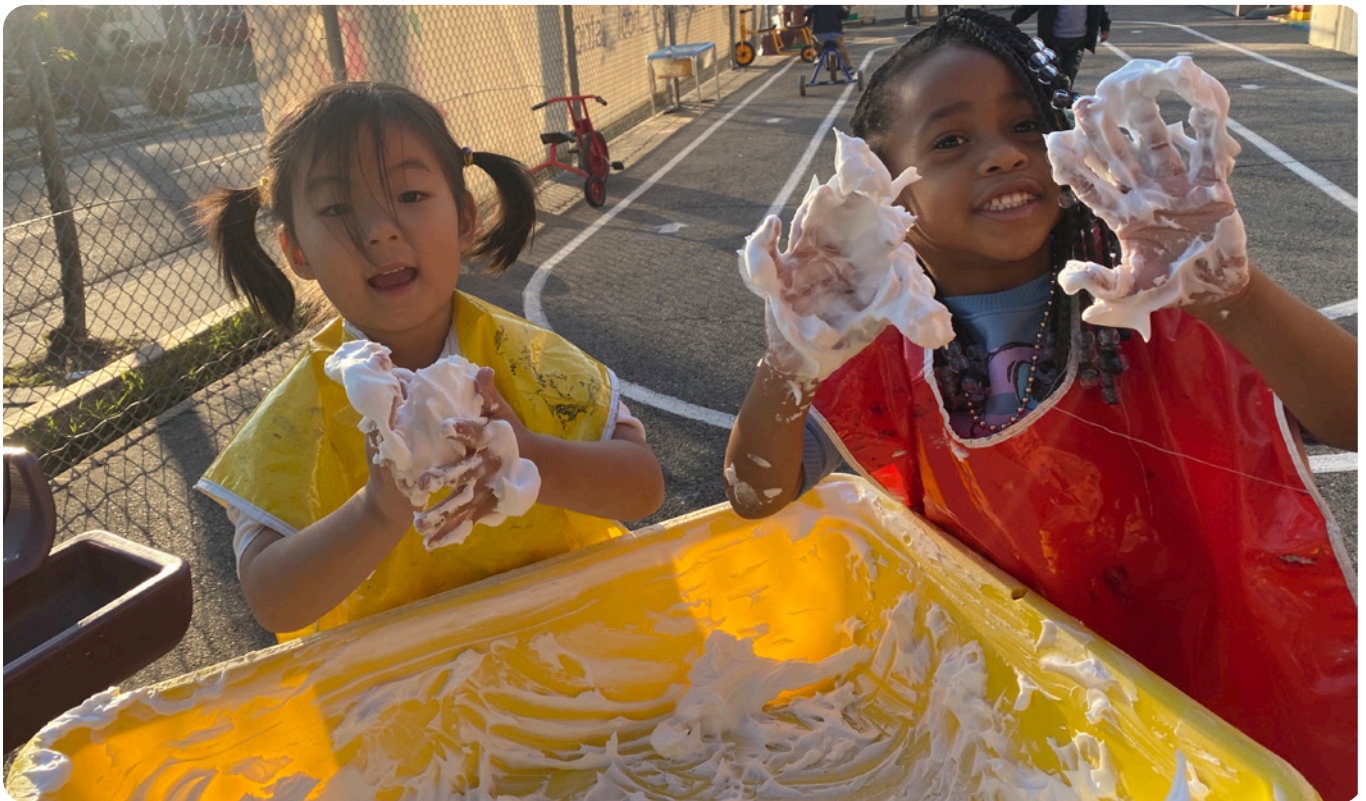
Theory of Action

A theory of action is a hypothesis about what will happen when a set of strategies is implemented. It is the process of connecting the intention of what the District plans to do with what it hopes to get.

If PUSD provides...	...by...	...then we will...	...so that...
Learner-Focused Instruction...	...providing culturally relevant and linguistically sustaining instruction that builds upon learners' strengths and identity, all students learn to read, read to learn, and are fluent in numerical thinking and able to apply mathematical concepts on or beyond grade level...	...meet the needs of diverse learners and prepare them to be ready for college, career, and life as contributing members of their community...	...PUSD becomes a District of choice where the entire community considers the District its first choice for education.
Outstanding and Respected Employees...	...providing employees with resources, support for their wellbeing, time, and professional development to be skilled, culturally competent, and professional in their work...	...attract, value, and retain employees who are culturally competent, inclusive, and thrive within a culture of excellence...	...PUSD becomes a District of choice where the entire community considers the District its first choice for education.
Quality Learning Environments...	...providing schools that are welcoming, accommodating, and inclusive for all students, with facilities and grounds that are clean and well-maintained, where all students are heard, valued, respected, have caring relationships and access to a wide variety of engagement activities, before, during and after the school day...	...support and promote students ability to thrive, both physically and cognitively...	...PUSD becomes a District of choice where the entire community considers the District its first choice for education.
An Effective, Responsive, and Accountable District...	...using tools, structures, and systems to monitor and improve processes that are timely and responsive to student, family/caregiver, and school site needs, in which site leadership and decision-making is shared...	...ensure systems and processes are effective, transparent, and efficient and the central office is responsive to the needs of the school sites...	...PUSD becomes a District of choice where the entire community considers the District its first choice for education.
Purposeful Collaboration...	...increasing families, caregivers, and community trust in PUSD, communicating effectively, empowering them to advocate for students, and creating/strengthening business, community and academic alliances...	...have partnerships with families and community that improve student outcomes...	...PUSD becomes a District of choice where the entire community considers the District its first choice for education.

English-Spanish Glossary of Terms

English-Spanish Glossary of Terms
To aid readers in understanding and sharing the information contained in this Strategic Plan, the following are definitions of the terms used throughout, context for why they were used if they had multiple meanings, and suggestions for how they could be more consistently translated.

Glosario de términos inglés-español
Para ayudar a los lectores a comprender y compartir la información contenida en este Plan Estratégico, las definiciones siguientes son de los términos utilizados, el contexto de por qué se usaron si tenían múltiples significados y sugerencias sobre cómo podrían traducirse de manera más consistente.

Term	PUSD Strategic Plan Context	Contexto del Plan Estratégico de PUSD
Accessible Accesible	Attainable, meets the needs of people from a variety of backgrounds, abilities and learning styles	Alcanzable, satisface las necesidades de personas de una variedad de antecedentes, habilidades y estilos de aprendizaje
Accommodating, Accomodation Acomodando	[To make] a change that helps a student overcome or work around the disability	[Para hacer] un cambio que ayude al estudiante a superar o solucionar la discapacidad
Action Plans Plan es de Acción	Set of actions, strategies, initiatives, or programs to be prioritized after Focus Areas have been agreed upon. Actions that meet criteria determined by the Steering Committee will be prioritized in Level 1 of the Strategic Plan	El grupo de acciones, estrategias, iniciativas, o programas a priorizar luego de acordar las Áreas de Enfoque. Las acciones que cumplan con los criterios determinados por el Comité Dirigente se priorizarán en el Nivel 1 del Plan Estratégico
Community (Entire Community) Comunidad (Toda la comunidad)	Context and language should clarify meaning - external community or internal and external or school community	El contenido y el idioma deben aclarar el significado: si se refieren a comunidad externa (afuera) o comunidad escolar interna y externa

Term	PUSD Strategic Plan Context	Contexto del Plan Estratégico de PUSD
Community Schools Escuelas Comunitarias	Community Schools are academic and social centers, where educational partners come together to support innovative learning and a range of services that support students' physical, mental, and social-emotional health See PUSD Community Schools	Las Escuelas Comunitarias son centros académicos y sociales, donde partidos colaboradores para la educación se unen para apoyar el aprendizaje transformador. Se ofrece una variedad de servicios que apoyan la salud física, mental y socioemocional de los estudiantes. Vea las escuelas comunitarias del PUSD
Cultural Competence Competencia cultural	Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school	Expresando sus valores y comportamientos personales, y las políticas (acuerdos oficiales) y las prácticas de la escuela de manera inclusiva con las culturas y comunidades marginadas (con menos acceso a servicios básicos u oportunidades) que son nuevas o diferentes a usted y a la escuela
Cultural Proficiency[1] Dominio Cultural[1]	Moves beyond individual competence and is an approach to equity and access for all learners. When education is delivered in a culturally proficient manner, all students understand and value their own culture and the cultures of those around them	Va más allá de la competencia individual y es un enfoque en la equidad y el acceso para todos los estudiantes. Cuando la educación se brinda de una manera culturalmente competente, todos los estudiantes entienden y valoran su propia cultura y las culturas de quienes los rodean
Culturally Responsive Practice[2] Acciones culturalmente receptivas[2]	The use of this term is specific and deliberate and requires that education leaders understand and simultaneously attend to • A strong foundation for cultural understanding • The academic success of all students • Cultivating and deepening the cultural competence • The cultivation of socio-political consciousness	El uso de este término es específico y deliberado y requiere que los líderes educativos entiendan y presten atención simultáneamente a • Una base sólida para la comprensión cultural • El éxito académico de todos los estudiantes • Cultivar y profundizar la competencia cultural • El cultivo de la conciencia social y sociopolitico

[1] *Lindsey and Lindsey, Build Cultural Proficiency to Build Equity, 2016, https://learningforward.org/*

[2] *The Leadership Academy, A Portrait of a Culturally Responsive School*

Term	PUSD Strategic Plan Context	Contexto del Plan Estratégico de PUSD
Culturally Responsive Teaching[3] Enseñanza con sensibilidad cultural[3]	A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning	Una enseñanza que reconoce la importancia de incluir los elementos que constituyen la cultura de los estudiantes en todos los aspectos del aprendizaje (idioma, etc.)
Desired Outcome El resultado deseado	Part of the criteria for determining a Focus Area of Strategic Plan	Parte de los criterios para determinar un Área de Enfoque del Plan Estratégico
Family (Families) Familias	Generally used to include students and their parents/caregivers	Generalmente se usa para incluir a los estudiantes y sus padres/cuidadores
Family Engagement (To Engage) Participación de la familia (Involucrar)	Term used to signify a deeper and more intentional partnership of educators, families, and community members who share responsibility for a student's preparation for school, work, and life from the time the child is born to young adulthood[4]	Término utilizado para significar una asociación más profunda e intencional de educadores, familias y miembros de la comunidad que comparten la responsabilidad de la preparación de un estudiante para la escuela, el trabajo y la vida, desde el momento de nacimiento nace hasta la edad adulta
Focus Areas Areas de enfoque	Desired outcomes recommended through the Design Team process then prioritized by criteria of Steering Committee	Resultados deseados que son recomendados a través del proceso del Equipo de Diseño y luego priorizados por criterios del Comité De Dirección
Inclusive Inclusivo	To include and accommodate, being mindful of those who have historically been excluded because of their race, ethnicity, gender, sexuality, ability or other factors	Para incluir y acomodar, teniendo en cuenta a aquellos que históricamente han sido excluidos debido a su raza, etnia, género, sexualidad, capacidad u otros factores
Learner (learners) Estudiantes	Term used to convey both students and adults when in the learning context	Término utilizado para referirse tanto a estudiantes como a adultos en la materia de aprendizaje
Linguistically Sustaining Apoyo de Idiomas	A pedagogy that recognizes the value of and draws upon students' linguistic capabilities and repertoires for learning	Un método que reconozca el valor de las capacidades y repertorios lingüísticos de los estudiantes para el aprendizaje

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[3] San Francisco Unified School District, African American Achievement & Leadership Initiative, 2017 Annual Report

[4] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA

Term	PUSD Strategic Plan Context	Contexto del Plan Estratégico de PUSD
Parent Involvement Participación de los padres	Although similar to Family Engagement, this term generally indicates participation, such as for school events or in parent groups/activities that are already existing or planned	Aunque es similar a Participación Familiar, este término generalmente indica participación, como en eventos escolares o en grupos/actividades de padres que ya existen o están planeados
Pillar Columna que Sostiene	Term for the overarching goal or foundation of a set of Focus Areas. Pillars used in the 2016 Strategic Plan and called Strategic Priorities in 2010	Término para el objetivo general o la base de un grupo de acciones en áreas de enfoque. Pilares utilizados en el Plan Estrategico de en 2016 y denominados Prioridades Estratégicas en 2010
Restorative Practices Acciones Restaurativas	Restorative Practices (RP) involve processes that build relationships to help bridge understanding and restore relationships when harm and conflict has occurred, hold people accountable for their behavior and address the root causes of oppositional behavior. Restoring the relationships and learning from the behavior helps reduce the likelihood of recurrence. RP are strong on accountability and focused on the relationships amongst community members (LMU/PUSD)	Las prácticas Restaurativas (PR) involucran procesos que construyen relaciones para ayudar a unir la comprensión y restaurar las relaciones cuando se ha producido daño y conflicto, responsabilizar a las personas por su comportamiento y abordar las causas fundamentales del comportamiento de oposición. Restaurar las relaciones y aprender del comportamiento ayuda a reducir la probabilidad de recurrencia. Los RP son fuertes en la rendición de cuentas y se centran en las relaciones entre los miembros de la comunidad (LMU/PUSD)
Roadmapping (Implementation Plan) Determinando ruta de acciones	Term Roadmapping used for Level 2 and 3 of Strategic planning where implementation plan will be articulated	Ruta de acciones para los niveles 2 y 3 de planificación estratégica donde se articulará el plan de implementación
Strategic Pillar Columna Estrategica	Alternate use if Pillar needs additional context	Alternar si el uso del pilar o columna necesita información adicional
Students Estudiantes	Term will be used when specifically referencing students and not adult learners	Este término se utilizará cuando se haga referencia específica a estudiantes y no a estudiantes adultos

Links to Aligned Plans and References

A. Aligned plans/initiatives

- Local Control and Accountability Plan (LCAP)
- Educational Master Plan (EMP) - current working draft and Learner Profile draft
- Facilities Master Plan (FMP)
- Special Education Local Area Plan (SELPA) and update info

B. Reference Links and Documents (For Steering reference only, not to be included as is in Strategic Plan):

Related to Success Measures:
- LCAP Dashboard (PUSD report)
- 2016 Strategic Plan Scorecard: with Focus Areas, Actions, Aligned LCAP Metrics
- 2022-2023 LCAP Summary
- Pillar/LCAP Crosswalk
- Engagement Data Summary and presentation
- 2022 Dashboard District Report (searchable by district and school)
- California School Dashboard (state website)

Related to Plan Development:
- Writer Notes for Focus Area Review - from various listening sessions and meetings
- BOE Strategic Plan Review 3.2.23 (history of Pillar, Focus Area revisions)
- Design Team SOAR/SWOTs
- Engagement Design Team Focus Group and Parent Cafe Summaries to provide some background to these suggestions
- Mock-up for prioritization by Pillar/LCAP Goal Area
- 2010 Strategic Plan
- Accountability Committee Charter - proposed to BOE 2.23.23
- Legislative Advocacy Committee Charter - proposed to BOE 2.23.23
- Community Schools - most recent application submission with state definition
- Community Schools model supported by UTP: https://communityschools. futureforlearning.org/

Acknowledgements

Julie Hirst

Genesis Holmes

Stephanie Kaul

Mae Koenig

Jeffrey Leming

Analiese Liberto-Gibson

Del Lile

Shannon Mumulo, Ed.D.

Hilda Ramirez Horvath

Shahada Thornton

Lori Touloumian

Martha Tovar

Maro Yacoubian

Tiffany Hwang

Zoe Lopez

Tina Pham

Taj Ringer

Sylvia Torres

Culture & Climate

Sponsor:

Julianne Reynoso, Ed.D. Assist.
Superintendent, Student
Wellness & Support Services

Captain:

Sarah Rudchenko, Ed.D.,
Director Human Resources

Facilitators:

Scott Harden, Brian Biery,
Darryl Qualls (DBK Group)

Members:

Karen Anderson

Robbie Farber

Katherine (Katie) Jumbe

Annaliese Liberto

Christine McLaughlin

David Rennie, Ed.D.

Philip Schmunk

Karine Scott

Brian Stanley

Allison Steppes, Ed.D.

Julia (Julian) Vickrey Trinh

Facilities Master Plan

Sponsor:

Leslie Barnes, Ed.D., Chief
Business & Operations

Captain:

Leonard Hernandez

Facilitator: Kevin Fleming &
Jesse Miller, DLR Group

Educational Master Plan

Sponsor:

Elizabeth Blanco, Ed.D., Deputy
Superintendent

Captain:

Helen Chan Hill, Ed.D., Assistant
Superintendent, Educational
Services

Facilitators:

Taryn Kinney & Meegan Bennett,
DLR Group

Members:

Zara Agvanian

Ani Aharonian

Ria Apodaca

Marci Brambila

Raul Delgado

Anita Flemington

Raechel French

Corey Hegger

Leonard Hernandez

Wendy Hernandez

Jerell Hill

Julie Hirst

David Ibarra

Tendaji Jamal

Natasha Mahone

John Maynard

Jill McArthur

Victoria Moran

Nadirah Nayo, Ed.D.

Niru Parmar

Leisel Reinhart

David Rennie, Ed.D.

Wesley Reutimann

Matt Roper

Matthew Smith

Kristina Turley, Ed.D.

Reyna Uka

Sofia Valadez-Paez

Pillar 1: <u>Learner-Focused</u> Instruction

- Continuation of Literacy Training series for best practices in reading development, with particular focus on early grades levels for foundations, and upper grade levels/secondary for bridging reading gaps. Inclusive of training on indicators of dyslexia and instructional support
- Strengthened math instruction through expansion of "effective Implementation" series for best practices in math instruction, with particular focus on access points for all learners, and increased discourse and student talk
- Targeted support of emergent multilingual students' progress and reclassification, including support staff, tools for instruction, data analysis, and communication
- Expanded opportunities toward completing graduation and/or college readiness credits through accessible instructional materials and additional credit recovery options year round
- Develop cultural empathy and relevance through expansion of Ethnic Studies course options to include semester-long Social Studies electives and integration of Ethnic Studies principles into partner subject areas such as English Language Arts

Pillar 2: Outstanding and Respected Employees

- Continue anti-racist training to build critical conscientiousness and culturally responsive teaching and pedagogy
- Teacher Induction Program, Mentoring Program, training related to positive behavior intervention and supports and Restorative Justice Practices
- Intentional recruitment, hiring, and onboarding for new employees
- Collaborative working environment with the resources and supports for this work

Pillar 3: Quality Learning Environment

- Sites will participate in a campus evaluation to ensure facilities and grounds are in optimal shape
- All PUSD sites will have Response to Intervention (RTI)/Wellness RTI Behavior Teachers and/or coaches
- Expansion of STARS rooms in secondary schools to serve Youth in Foster Care (YIFC). These spaces will be supported by the YIFC team as well as Foster Youth Advocates throughout our schools
- Mental Health Services will be expanded to meet the needs of more students based on referrals in 2022-2023
- Student Peer Mediation training and restorative practices will be provided to all secondary schools starting in 2025-2029 then expanding to all sites within the next five years
- Expansion of inclusion programs at select sites
- Embedded instruction for all preschool programs and two pilot TK classes

Pillar 4: Effective, Responsive, and Accountable Organization

- Establish a consistent method for developing and posting information and budget reports that are understandable by the Board, families, and broader community
- Establish systems for monitoring initiatives within PUSD to ensure each initiative has clear objectives for outcomes and that ongoing implementation and summative evaluations occur with respect to the outcome objectives
- Defining processes for embedding family engagement as a component of every department plan with a focus on supporting the engagement of families with diverse needs, establishing regular two-way communication opportunities, and promoting shared decision making
- Formalize the Continuous Improvement system within PUSD using the Community School Model and development of the Districts Multi-Tiered System of Support (MTSS) plan as foundational components

Pillar 5: Collaboration with Families and Communities to Increase Trust

- Facilitation of community assistant and community advocate training to support district-wide practices for a sustainable Community Schools model
- Establishment of multilingual and multimodal parent leadership training and education calendar to promote increased awareness of PUSD services and shared decision-making between parents and site staff
- Promotion of varied and ongoing events that honor primary languages and cultures and draw engagement among PUSD's diverse community
- Expansion of systems to increase access and streamline processes that increase responsiveness
- Improvement and deepening of communication and outreach with current and prospective students, employees, families, and communities