

A photograph of a graduation ceremony at night. In the foreground, several graduates in black gowns and caps are seen from behind, looking towards a brightly lit stage. The background is filled with a large crowd of spectators in a stadium or arena.

PASADENA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION & SUPERINTENDENT
2016-20 Strategic Plan



PASADENA UNIFIED SCHOOL DISTRICT

Our Children Learning Today Leading Tomorrow 우리 아이들 오늘 배우고 내일 선도한다 我们的孩子 今天学习知识 明天主导未来
Մեր Զաւակները Կուսանին Այսօր Կարացնորդեն Վաղը Nuestros Niños estudiantes hoy mañana lideres
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Pasadena Unified School District (PUSD) 2016-20 Strategic Plan

The Pasadena area is known for its creative and innovative economy as well as the quality of its educational institutions. As a school district, our mission is to ensure that when students graduate from our schools, they are prepared not only for college and careers, but for life in an ever changing world.

PUSD is continuously working to enhance practices so our graduates are able to succeed and lead locally and globally. We have implemented a curriculum aligned to the California State Standards infused with 21st Century skills (Communication, Critical Thinking, Creativity, and Collaboration) to prepare our students for a rapidly evolving society.

As an accountable organization, we are working more efficiently to provide differentiated supports at the school level. Administering identical resources to every school in an urban school district rarely results in equal or high achievement for all. Here in PUSD, we know that different schools have different needs, and therefore require unique and innovative responses. Our students come from dynamic and diverse environments and experiences that shape their overall educational experience. To this end, PUSD is focusing on enhanced professional development so that teachers can provide high quality classroom instruction and academic rigor.

Expecting the same high standards for all students, while providing differentiated supports, raises the quality of education and has profound impacts on the overall educational and economic outcomes for everyone in the communities PUSD serves. Such an educational approach provides for enriching opportunities where different learners and learning styles are blended together in academically rigorous settings, ensuring all learners are engaged. As we evolve into a global economy, the rich diversity of our PUSD student population emulates the kind of college and career environment in which our students will someday find themselves.

The Board of Education and district leadership have developed strategic directions to make the bold shifts necessary to achieve our Core Beliefs. The five year Strategic Plan (Plan) provides a road map for both district and school level improvement. It aligns PUSD's Core Beliefs, Mission, Values, Strategic Directions, and Theory of Action around the District's Graduate Profile. This aligned framework is designed to inform policies, decisions, budget development, and the overall operation of the district to drive towards results. The Board of Education intends to use the Plan at a macro-level to guide high-level policies which the organization then will operationalize.

Embedded in the framework is routine measurement of programs and services to ensure continuous improvement and accountability by all levels of the PUSD team. It embraces a new way of doing business by moving into a systematic approach that will drive PUSD towards becoming a district known for excellence.



PUSD Core Beliefs

- Integrity
- Respect
- Transparency
- Equity
- Accountability
- Collaboration
- Fiscal responsibility
- Innovation
- Excellence

PUSD Vision Statement

We are the first choice in education for families and students who value academic excellence, innovation, and diversity in programs and students.

We will maximize our fiscal, human, and community resources to:

- Prepare our students today for the opportunities of tomorrow
- Provide a safe and supportive environment
- Cultivate individual abilities and talents
- Graduate our students ready for college and career success
- Enable our students to be responsible and productive citizens
- Become employer of choice

PUSD Mission Statement

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

Our Culture

Pasadena Unified School District shall cultivate a culture of trust where employees, parents, students and the community are welcomed, valued, and supported. We will collaborate with each other and our partners to achieve academic excellence, celebrate our strengths and build positive relationships. We will pursue continuous personal and professional improvement, and continually embrace opportunities to improve as a community of learners.

PASADENA UNIFIED SCHOOL DISTRICT

Theory of Action for Change

The Pasadena Unified School District has established a graduate profile to guide our approach to education and support services. Our five year strategic plan outlines the fundamental changes required to fulfill our core beliefs, mission and vision. We must move forward with a sense of urgency given the profound and powerful outcomes associated with our mission and our current levels of achievement.

This framework is the first step of a process of change for the district. There will be ongoing discussion to create the implementation plan for this new way of managing the district. The Board of Education hereby adopts this framework;

IF, we use managed instruction, which includes a centralized and aligned curriculum, instructional pacing, curriculum-based assessments and instructional materials,

AND IF, we use performance empowerment to focus on results and continuous improvement using tiered autonomy as a tool,

AND, we ensure there is differentiated, high quality, dynamic instruction in every classroom that results in quality learning for every student,

AND, we uphold high and equitable standards and outcomes for all students and adults,

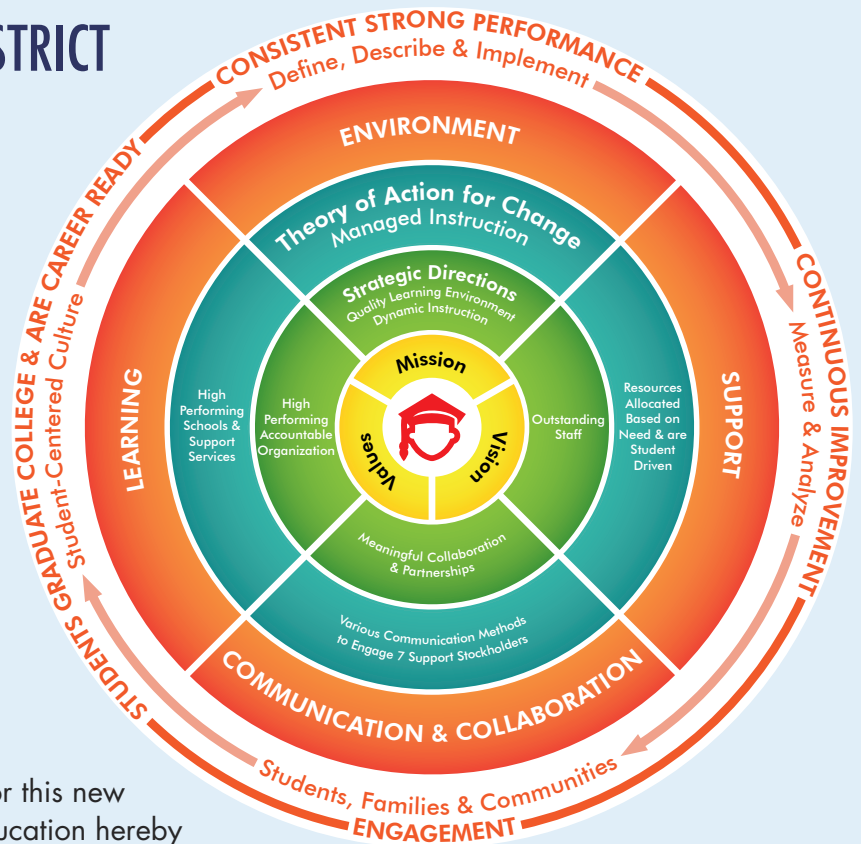
AND, we utilize site-based decision-making regarding programs, staffing, and resources,

AND, we invest heavily in the professional development of our teachers,

AND, we provide effective, efficient support from the central office to each school site,

AND, if we provide educational options in every neighborhood, we partner with communities and families and diverse providers in alignment of our school support and academic needs,

AND THEN, all students will demonstrate knowledge, skills, behaviors, disposition, and navigational competencies to enter the world of work and higher education as established in our graduate profile.





Strategic Directions

1. DYNAMIC INSTRUCTION

- We will prepare students for college and career in alignment with the Graduate Profile
- We will inspire and support innovative programs focused on improving student achievement
- We will provide engaging and participatory curriculum that challenges students to excel academically in a 21st Century learning environment
- We deliver program options and differentiated instruction to meet the needs of every student”

2. OUTSTANDING STAFF

- We will seek and retain dedicated professionals who exemplify our values
- We will equip, empower and support our staff with relevant tools and knowledge to excel in their role
- We will celebrate, recognize and value our staff for achievements and contributions
- We will prioritize opportunities for internal growth and promotion



3. QUALITY LEARNING ENVIRONMENT

We will provide a quality 21st Century learning environment by:

- Ensuring safe, welcoming, clean and accessible schools
- Creating a culture that communicates care, respect and appreciation for people and the environment
- Providing facilities that are functional, innovative and equipped to provide competitive programs

4. HIGH-PERFORMING, ACCOUNTABLE ORGANIZATION

- We will align key processes, programs and systems to our mission, vision and values
- We will develop a service orientation by being responsive to patron concerns in a timely and compassionate manner
- We will develop clear expectations and provide employees with tools to monitor, measure and support school and department performance in order to create a high performing school system



5. MEANINGFUL COLLABORATION AND PARTNERSHIPS WITH STUDENTS, FAMILIES AND OUR COMMUNITIES BASED ON OUR SHARED VALUES AND VISION:

- We will facilitate clear and consistent communication among the PUSD staff, families, and communities
- We will foster business, community, and academic alliances in support of student achievement
- We will identify opportunities for collaboration with families and students
- We will value the diverse voices and perspectives of all stakeholders
- We will provide families with support, tools, and strategies for their children’s educational and future success



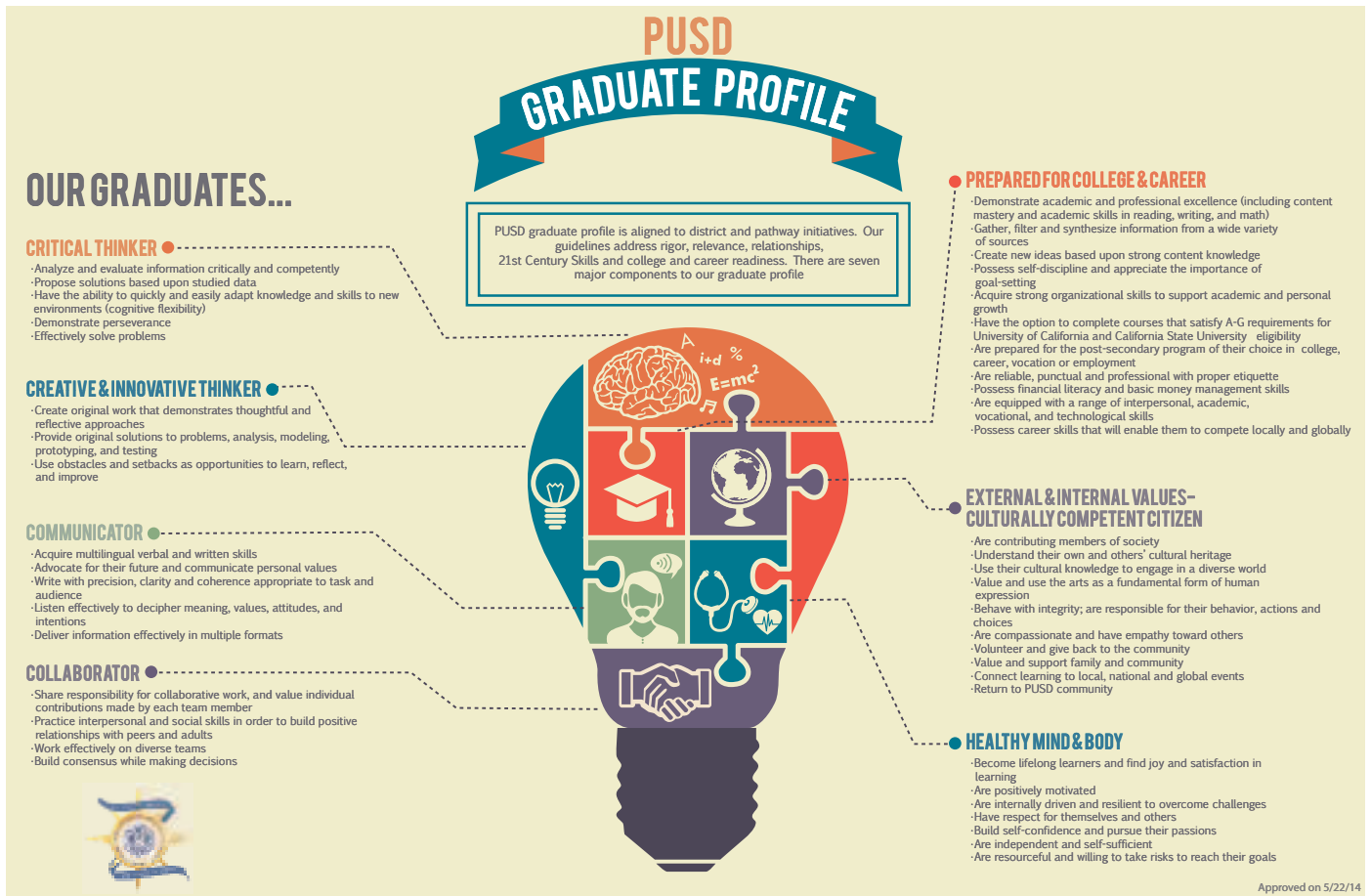
Theory of Action for Change

In order to improve student achievement in the Pasadena Unified School District and move towards a high performing accountable organization, the Board of Education has adopted a Theory of Action for Change (TOA), which will provide a stable, long-term framework by which the district shall operate. A Theory of Action for Change is a guide for actions designed to achieve desired results based on a set of beliefs regarding how effective and efficient organizations function. The most comprehensive theory of action for change to transform urban districts is the Managed Performance/Empowerment (McAdams, 2006). This TOA is a combination of the Managed Instruction and Performance/Empowerment theories of action.

Managed Instruction and Performance Empowerment

The Managed Instruction TOA posits that districts must directly manage instruction in order to improve student achievement. This includes the use of a centralized and aligned curriculum, which dictates what students are taught (McAdams, 2006). Teachers must know how to implement the curriculum through their teaching practices, and all aspects of instruction are managed including instructional pacing, curriculum-based assessments, and instructional materials.

The Performance/Empowerment TOA focuses on results and continuous improvement. Multiple measures of assessing performance are utilized, the result of which is that those working directly with students are empowered to diagnose and teach for results (McAdams, 2006).



Combining Managed Instruction with Performance Empowerment creates a balance between central office direction (Managed Instruction) and the freedom for school sites to innovate and create (Performance Empowerment). To ensure schools are performing at the highest possible levels, the Board of Education believes that a culture of accountability must be established. The district has adopted units of study and a scope and sequence for each of the academic content areas. Teachers are expected to teach the standards in each unit of study in order to prepare students for the interim assessment that is administered three times per year.

We believe high-performing schools should earn certain levels of autonomy in terms of how the district's units of study are taught and the extent and frequency with which student progress is measured. Schools that meet certain thresholds of student achievement will be given the freedom to innovate with district financial support. Schools that are given autonomy are monitored for continued success and if their performance falls below the performance threshold, their autonomy will be re-assessed.

Differentiated Allocation of Resources

Given the Board of Education's philosophy of tiered autonomy, it naturally follows that differentiated levels of resource allocation are necessary. For example, schools that are not meeting the performance thresholds may need more instructional coaching support and interventions for students than schools that are performing at higher levels. It must also be stated that the performance level of schools will not be the sole determining factor for how scarce resources are allocated. The board's philosophy is aligned with the spirit of the State's Local Control Funding Formula (LCFF) in that targeted funds should follow the students they were intended to support.



Graduate Profile

PUSD graduate profile is aligned to district and pathway initiatives. Our guidelines address rigor, relevance, relationships, 21st Century Skills and college and career readiness. There are seven major components to our graduate profile:

1. CRITICAL THINKER

Our graduates:

- a. analyze and evaluate information critically and competently
- b. propose solutions based upon studied data
- c. have the ability to quickly and easily adapt knowledge and skills to new environments (cognitive flexibility)
- d. demonstrate perseverance
- e. effectively solve problems

2. CREATIVE AND INNOVATIVE THINKER

Our graduates:

- a. create original work that demonstrates thoughtful and reflective approaches
- b. provide original solutions to problems, analyses, modeling, prototyping and testing
- c. use obstacles and setbacks as opportunities to learn, reflect, and improve

3. COLLABORATOR

Our graduates:

- a. share responsibility for collaborative work, and value individual contributions made by each team member
- b. practice interpersonal and social skills in order to build positive relationships with peers and adults
- c. work effectively on diverse teams
- d. build consensus while making decisions

4. COMMUNICATOR

Our graduates:

- a. acquire multilingual verbal and written skills
- b. advocate for their future and communicate personal values
- c. write with precision, clarity and coherence appropriate to task and audience
- d. listen effectively to decipher meaning, values, attitudes and intentions
- e. deliver information effectively in multiple formats

5. PREPARED FOR COLLEGE AND CAREER

Our graduates:

- a. demonstrate academic and professional excellence (including content mastery and academic skills in reading, writing and math)
- b. gather, filter and synthesize information from a wide variety of sources
- c. create new ideas based upon strong content knowledge
- d. possess self-discipline and appreciate the importance of goal-setting
- e. acquire strong organizational skills to support academic and personal growth
- f. have the option to complete courses that satisfy A-G requirements for University of California and California State University eligibility
- g. are prepared for the post-secondary program of their choice in college, career, vocation or employment
- h. are reliable, punctual and professional with proper etiquette

Pasadena Unified School District Board of Education Members

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Superintendent of Schools

Shawn Bird, Ed.D.
Chief Academic Officer

Mercy Santoro
Associate Superintendent, School Support Services

Kathleen Sanchez
Chief Human Resources Officer

Nelson Cayabyab
Chief Facilities Officer

Bernadette Griggs
Chief Business Officer

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