

PASADENA UNIFIED SCHOOL DISTRICT

MASTER PLANNING PROCESS

May 21, 2013

June 25, 2013



MASTER PLAN BOARD TASK FORCE

○ **Process Purpose:**

- To support implementation & to operationalize PUSD Strategic Plan

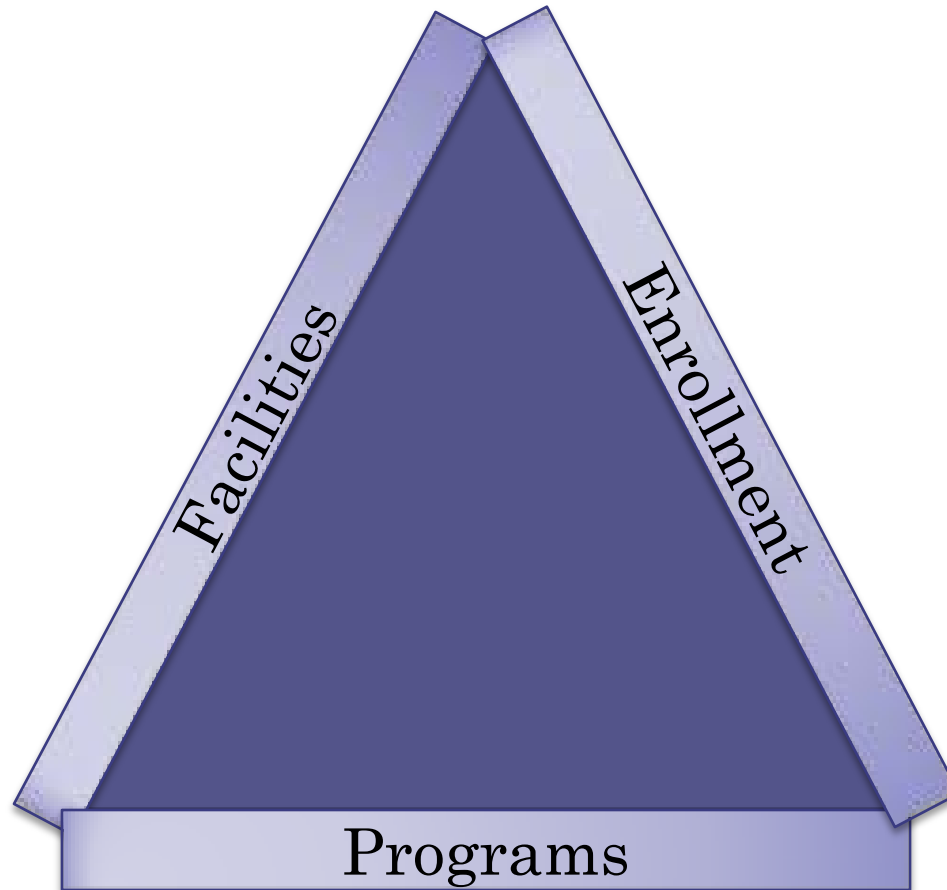
○ **Meeting Outcome:**

- Clearly identified overarching themes
- Draft a timeline that aligns District vision/mission with identified resources



OPTIMUM ALIGNMENT

Choice

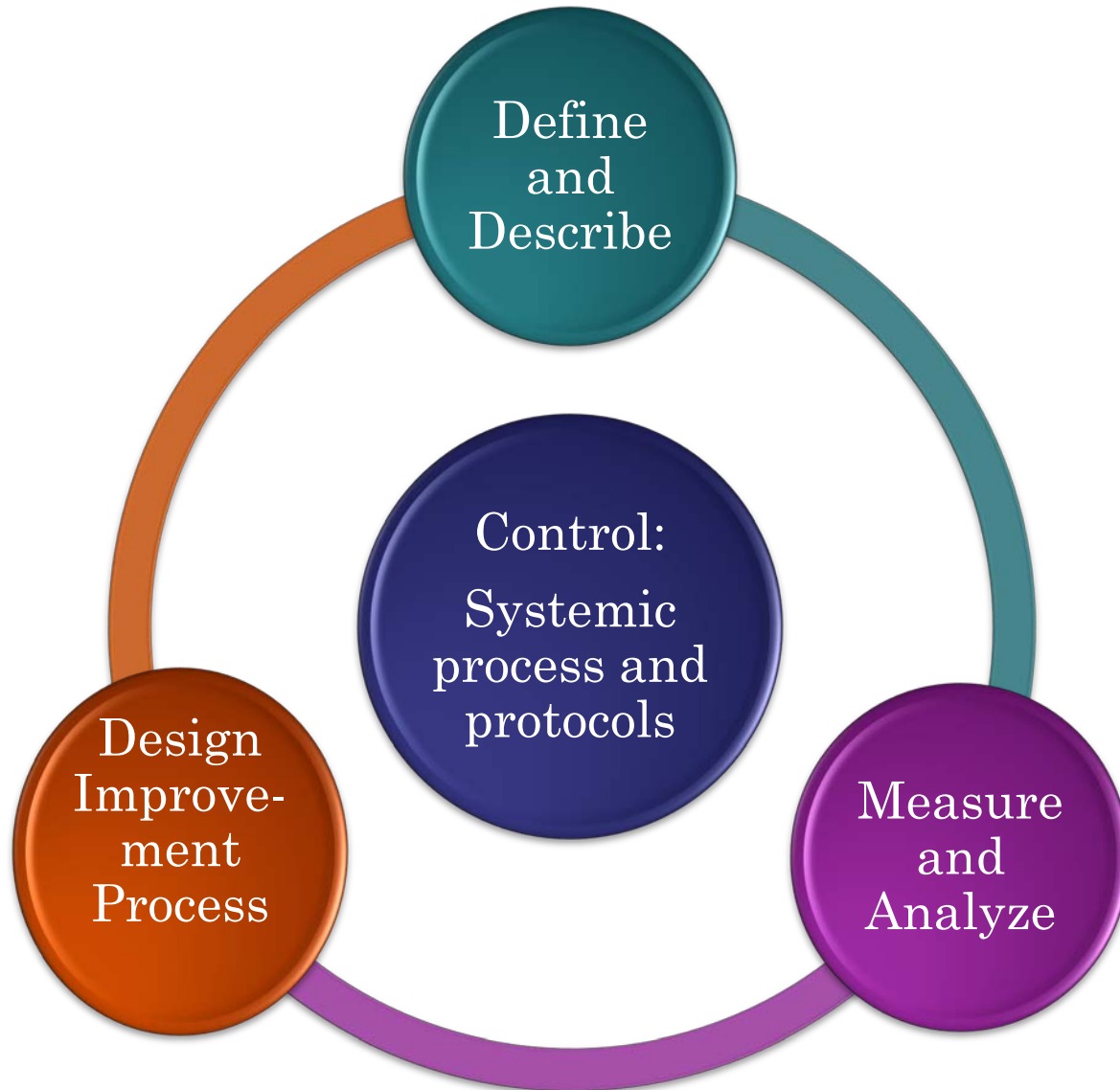


DISCUSSION TOPICS

- Identify Educational Goals to be included in the Master Plan Taskforce Process
- Identify data sources and information needed for future discussions of identified goals
- Review tentative timeline for the Master Plan taskforce work process



ELEMENTS OF IMPROVEMENT PROCESS



BRAINSTORM ADDITIONAL EDUCATIONAL PRIORITIES

- Integration of students from all sub-groups
- Equity of programs across the District for ALL students
- Strengthening all schools with distinctive programs
- Access for all students; OE vs. neighborhood
- Be flexible with boundaries
- Empowerment of parents and students
- Preserve choice
- How does a selection of signature programs impact distribution of student enrollment?

- ◆ Appropriate/sustainable school size
- ◆ Look at Pre-K as an entry point
- ◆ School configuration
- Instructional models that increase integration and use of 21st century skills
- Implementation of strategic plan
- Increase bilingual ability of all stakeholders



DATA SOURCES FOR MEASUREMENT AND ANALYSIS

○ Equity Related Priority

- Inter-district permit enrollment #'s by school and signature program (feeder patterns –from where are they drawing students?)
- # of students who select a school other than their school of residence (by school)
- Analysis of student's who exit the District at transition grades– move or based on inter-district permit
- Graduation data– where did they go after HS
 - Disaggregated by pathways

○ School capacity

○ Anticipated construction

○ Open enrollment

○ Financial Data by school



TIMELINE

Major Decision	# of Mtgs.	Month(s) /year	Comments
Define -describe the issue, select and prioritize goal areas		May 2013	
Measure -gaps between current vs. desired performance– Analyze key data points			
Improve - design and implement plan for revisions & improvements			
Control - standardized process Communicate to stakeholders			



NEXT STEPS

Desired Outcomes for Today:

- Agreement on value statements
- Finalize data sources
- Draft timeline

Action Items for Next Meeting:

- Analyze available data
- Begin planning



These value statements were created from the work of the board’s May 21st meeting. At that time the board listed our educational priorities and then grouped them into 3 areas to continue the discussion. These value statements would be the jumping off point for more discussion with a final value statement in each area to be arrived at to help guide staff.

Proposed Value Statement #1	Proposed Value Statement #2	Proposed Value Statement #3
PUSD values magnet/signature programs as a way to achieve economic integration across our district while providing high quality educational programs at all our schools.	PUSD values parental/family choice and promotes open enrollment (by having no boundaries).	PUSD values schools of sustainable size and appropriate grade configuration in order to provide sufficient resources to deliver a quality educational program.
-OR-	-OR-	
PUSD values providing and funding distinctive programs at each of our district schools.	PUSD values neighborhood schools but preserves parent/family choice for signature programs.	
Related Decisions	Related Decisions	Related Decisions
<ul style="list-style-type: none"> • Stand-alone dual language programs vs school within a school (Field, San Rafael, Jackson) • Other magnet programs • Voluntary Deseg plan – keep as-is or change? • Schools of Choice (Don Benito, Norma Coombs, Marshall) • San Rafael move • Merit secondary school 	<ul style="list-style-type: none"> • Boundary overlaps • Voluntary Deseg plan – keep as-is or change? • Schools of Choice (Don Benito, Norma Coombs, Marshall) • Feeder patterns for MS and HS – keep students together? • HS pathways – Choice by pathway vs home school 	<ul style="list-style-type: none"> • Follow 2008 approved school size guidelines • School consolidation • School configuration • Capacity • Modify boundaries to change school size • Cap the enrollment at some schools

PROPOSED VALUE STATEMENT

#1

PUSD values magnet/signature programs as a way to achieve economic integration across our district while providing high quality educational programs at all our schools.

-OR-

PUSD values providing and funding distinctive programs at each of our district schools.

Related Decisions

- Stand-alone dual language programs vs school within a school (Field, San Rafael, Jackson)
- Other magnet programs
- Voluntary Deseg plan – keep as-is or change?
- Schools of Choice (Don Benito, Norma Coombs, Marshall)
- San Rafael move
- Merit secondary school



PROPOSED VALUE STATEMENT

#2

PUSD values parental/family choice and promotes open enrollment (by having no boundaries).

-OR-

PUSD values neighborhood schools but preserves parent/family choice for signature programs.

Related Decisions

- Boundary overlaps
- Voluntary Deseg plan – keep as-is or change?
- Schools of Choice (Don Benito, Norma Coombs, Marshall)
- Feeder patterns for MS and HS – keep students together?
- HS pathways – Choice by pathway vs home school



PROPOSED VALUE STATEMENT

#3

PUSD values schools of sustainable size and appropriate grade configuration in order to provide sufficient resources to deliver a quality educational program.

Related Decisions

- Follow 2008 approved school size guidelines
- School consolidation
- School configuration
- Capacity
- Modify boundaries to change school size
- Cap the enrollment at some schools



DATA SOURCES FOR MEASUREMENT AND ANALYSIS

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