

OUR CHILDREN. LEARNING TODAY. LEADING TOMORROW.

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.



**PASADENA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

OCTOBER 10, 2020

BOARD RETREAT

**REVISED
NOTICE AND AGENDA**

10:00 AM – OPEN SESSION

**THE ELBIE J. HICKAMBOTTOM BOARD ROOM #236, LOCATED AT 351 S. HUDSON AVENUE,
PASADENA, IS CLOSED TO THE PUBLIC UNTIL FURTHER NOTICE**

Spanish Translation Services:

**If you require translation, please send an email to superintendent@pusd.us
at least **24 hours** before the meeting start time.**

(Meetings are recorded for use in official minutes.)

A. Call to Order (10:00 a.m.)

<u>Roll Call – Board Members</u>	PRESENT	ABSENT
Kimberly Kenne – District 1		
Roy Boulghourjian - District 2		
Michelle Richardson Bailey - District 3		
Lawrence Torres – District 6		
Elizabeth Pomeroy, Clerk – District 5		
Scott Phelps, Vice President – District 7		
Patrick Cahalan, President – District 4		
Brian McDonald, Superintendent		

Pledge of Allegiance

Culture Statement

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, pursue continuous personal and professional improvement, and build positive relationships. We will celebrate our strengths and continually embrace opportunities to improve as a community of learners.

B. Public Comment on Agendized Items Only

Members of the public have a right to address the Board concerning any item scheduled for consideration at a special board meeting. Please send your comments prior to the meeting start time to superintendent@pusd.us to be read by the Board Vice President. In your comments, please provide no more than 450 words to keep within the three-minute time limit.

C. Board Discussion

1) <u>Superintendent 2020-2021 Goals</u>	ATTACHMENT H-1
2) <u>Board Self-Evaluation</u>	ATTACHMENT H-2

D. Adjournment

**SUPERINTENDENT GOALS
2019-20 SCHOOL YEAR**

BROAD GOAL – All 3rd grade students will continue to meet standard or demonstrate 1 level of performance growth towards meeting the reading standard by the end of 5th grade


SMART GOAL

Reading performance within the 2018-2019 grade 3 cohort will increase such that the percentage of students “near” or “above” standard, as measured by the CAASPP ELA Reading Claim report, will increase from 73% to 77% by the end of grade 5 with 75% as the target in 2019-2020 and 77% as the target in 2020-2021 and will be achieved through the implementation and monitoring of balanced literacy and workshop model practices.

Measurable:

- As measured by the CAASPP reading claim report using the same cohort of students over time (grades 3 through 5)
- Baseline data is 2018-2019 reading claim report
- <https://caaspp-elpac.cde.ca.gov/caaspp/ChangeReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64881-000&lstSchool=0000000>

Reading Claim Report

	Area Performance Level	Grade 3	Grade 4	Grade 5
		(2018-19)	(2019-20)	(2020-21)
	Above Standard ⓘ	28.13 %		
	Near Standard ⓘ	44.90 %		
	Below Standard ⓘ	26.97 %		

BROAD GOAL - Improve Fiscal Stability of the District

SMART GOAL

We will begin long-range financial planning by developing a five-year financial projection through analysis of enrollment projections, facility needs, and employee compensation goals, by improving policies regarding budget monitoring to ensure a balanced budget, and by re-evaluating current processes to provide more transparency for the greater community.

Measurable:

- A written financial plan and Board action regarding the number of facilities
- Build reserves sufficient to meet the Board's adopted policy regarding maintaining our 3% reserve in all three fiscal years
- Adherence to the established policy to establish a planning calendar as part of the budget development process.
- Provide user-friendly budget documents on the District website and in budget reports.

BROAD GOAL – Create an Environment of Shared Organizational Clarity

SMART GOAL

We will achieve shared organizational clarity by ensuring that there is a clear formula for success allowing every member of the organization to understand the part they play in concert with others.

Measurable:

- A clearly formulated strategy for enrollment stabilization to include:
 - A shared sense of purpose, mission, and values
 - Improvement in employee satisfaction
 - Improvement in student and parent satisfaction
 - Improvement in organizational effectiveness
- A written communications plan to communicate our strategy.
- A written academic framework to clarify our academic approach.
- A survey of employee satisfaction.

Community Leadership		
Ranked by Average Score	Average	Comparison to 2018-2019
Board Member G	2.67	one "same", one "improved", one "worse"
Board Member B	3	2 "same"
Board Member D	3.33	all improved
Board Member A	3.67	1 "same", 2 "improved"
Board Member C	3.67	2 "same", 1 "worse"
Board Member F	3.67	all same
Board Member E	4.67	all same

Board Culture		
Ranked by Average Score	Average	Comparison to 2018-2019
Board Member B	2.79	Majority same (9), one area of improvement
Board Member G	2.79	Roughly half same, roughly half improved, one area worse
Board Member F	3	About a two-thirds same, one third worse
Board Member A	3.07	Majority same (8), many worse (6)
Board Member E	3.64	About a third same, the rest worse
Board Member D	3.71	Roughly half same, roughly half improved, one area worse
Board Member C	4.14	Same as 2018-2019

Board Meetings		
Ranked by Average Score	Average	Comparison to 2018-2019
Board Member D	2.21	Majority same, 6 improved areas
Board Member G	2.36	Mostly same, one improved, four worse areas
Board Member A	2.64	Almost 2/3 same, 1/3 worse
Board Member F	2.93	All Same
Board Member B	3.25	All Same
Board Member E	3.64	Almost entirely same, 2 worse areas
Board Member C	3.79	Almost entirely same, 1 worse area

Board Member Breakout	Avg	Unity	Culture	Mtgs	Structure	Lead
Board Member G	2.64	2.31	2.79	2.36	3.07	2.67
Board Member F	2.86	2.08	3	2.93	2.64	3.67
Board Member D	2.98	3.00	3.71	2.21	2.64	3.33
Board Member A	3.03	2.69	3.07	2.64	3.07	3.67
Board Member B	3.26	3.92	2.79	3.25	3.36	3
Board Member C	3.84	3.38	4.14	3.79	4.23	3.67
Board Member E	3.89	3.62	3.64	3.64	3.86	4.67

Board Self-Evaluation
PUSD Board of Education
2019-2020

Please rank the full board, on a scale of 1 (worst) to 5 (best) on the following items

Board Unity	Average	2018-2019	Board Member A		Board Member B		Board Member C		Board Member D		Board Member E		Board Member F		Board Member G	
			Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19
The Board is focused on achievement for all students	3.43	6S, 1I	4	I	4	s	4	s	2	s	4	s	2	s	4	s
The Board is committed to a common vision	2.71	4S, 1I, 2W	2	w	4	s	3	w	1	s	4	s	2	s	3	I
The Board stays focused on district priorities	2.86	5S, 1I, 1W	3	s	4	s	4	s	1	w	3	s	2	s	3	I
The Board works well together	3.14	2S,3I,2W	3	w	5	I	3	s	4	I	3	w	2	s	2	I
The Board commits the time to become informed	3.00	6S, 1I	2	s	4	s	4	s	2	s	5	s	2	s	2	I
Individual Board members do not undermine Board decisions	3.14	4S, 2W	2	w	4	s	4	s	4	s	4	w	2	w	2	s
Board members agree on the role and responsibilities of the Board and the Superintendent	2.86	4S, 1I, 2W	3	s	4	s	4	s	3	I	3	w	1	w	2	s
Board members follow board agreements regarding speaking for the Board	3.14	5S, 2W	3	w	4	s	3	s	3	s	4	s	4	s	1	w
Board members keep confidential matters confidential	3.43	2S, 3I, 2W	2	w	4	s	4	I	4	I	4	s	2	w	4	I
The Board gives direction to the Superintendent only at Board meetings	3.29	3S,1I, 3W	4	s	3	s	2	s	5	I	4	w	2	w	3	w
Individual Board members do not attempt to direct the Superintendent	2.14	5S, 2W	3	s	3	s	2	s	3	s	1	w	1	w	2	s
The Board manages internal conflicts in a productive manner	2.86	5S,1I,1W	2	w	4	s	3	s	3	I	4	s	3	s	1	s
Board members follow agreements on how they will act towards each other	3.00	7S	2	s	4	s	4	s	4	s	4	s	2	s	1	s
	3.00	--	2.69	6S,1I,6W	3.92	12S,1I	3.38	11S,1I,1W	3.00	7S,5I,1W	3.62	8S,5W	2.08	8S,5W	2.31	6S,5I,2W

Board Member A Board Member B Board Member C Board Member D Board Member E Board Member F Board Member G

Board Culture	Average	2018-2019	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19
Board members treat each other with respect	3.57	3S, 2I, 2W	2	w	5	l	4	s	4	s	3	w	4	s	3	l
Board members demonstrate they understand other perspectives	3.86	6S, 1I	4	s	4	s	4	s	4	l	4	s	4	s	3	s
Board members usually discuss questions about agenda items with the Superintendent prior to the Board meeting	3.50	2S,2I, 2W	2	w			4	s	4	l	5	s	2	w	4	l
The Board treats the Superintendent with respect	3.43	5S, 2W	4	s	4	s	3	s	4	s	3	w	2	w	4	s
Board members receive timely information	3.29	4S,1I, 2W	2	w	4	s	4	s	2	w	5	s	3	s	3	l
Board members receive adequate information	3.29	6S, 1I	2	s	4	s	4	s	2	s	5	s	3	s	3	l
All board members receive the s information	3.57	7S	4	s	3	s	4	s	3	s	5	s	4	s	2	s
Board members follow agreements about how to request clarifying or additional information about agenda items	3.17	4S, 1I, 1W	3	s			4	s	4	l	3	w	2	s	3	s
Board members follow agreements on how to bring up new ideas	3.33	3S,2I, 1W	4	s			4	s	5	l	3	w	3	s	1	l
Board members follow agreements on how concerns from the community will be handled	3.00	2S,1I, 3W	2	w			4	s	5	l	3	w	2	w	2	s
The Board governs within board-adopted policies, bylaws, and protocols to manage board operations	3.29	3S, 1I,3W	4	s	4	s	5	s	4	l	3	w	2	w	1	w
The Board effectivly manages commiunity input at Board meetings	3.71	4S,1I,2W	3	w	4	s	5	s	5	l	3	w	3	s	3	s
The Board agrees on the role of the Board President in managing Board meetings	4.14	5S,1I,1W	4	s	4	s	5	s	4	s	3	w	5	s	4	l
Board meeting agendas reflect district priorities	3.00	5S,2W	3	w	3	s	4	s	2	s	3	w	3	s	3	s
	3.44		3.07	8S,6W	2.79	9S,1I	4.14	14S	3.71	6S,7I,1W	3.64	5S,9W	3.00	10S,4W	2.79	7S,6I,1W

Board Meetings	Average	2018-2019	Board Member A		Board Member B		Board Member C		Board Member D		Board Member E		Board Member F		Board Member G	
			Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19
Board members come to meetings prepared	4.00	5S, 2I	3	s	4	s	5	s	3	l	4	s	4	s	5	l
The Board effectively uses data in its decision-making	3.00	7S	2	s	4	s	5	s	1	s	4	s	2	s	3	s
The Board confines its meetings to a reasonable length of time	2.43	4S, 3W	3	s	3	s	3	w	2	s	1	w	3	s	2	w

There is a good relationship between how long the Board spends on an agenda item and the importance of the item	2.36	5S, 2W	2	w	2.5	s	3	s	2	s	1	w	3	s	3	s
The Board agrees on the process for identifying officers	4.43	6S, 1W	5	s	5	s	5	s	4	s	5	s	5	s	2	w
The Board plans for the development and training of the board	2.43	6S, 1W	2	w	3	s	5	s	1	s	4	s	1	s	1	s
The Board effectively orients new members	2.57	7S	3	s	3	s	4	s	1	s	4	s	2	s	1	s
The Board reviews its governance agreement regularly	2.29	7S	2	s	3	s	3	s	2	s	4	s	1	s	1	s
The Board provides opportunity for community input when developing the district's mission, core beliefs, and vision	3.29	4S, 2W, 1I	3	w	3	s	3	s	4	l	4	s	5	s	1	w
The Board adopts long-range priorities	2.86	5S, 1W, 1I	2	w	3	s	3	s	2	l	4	s	3	s	3	s
The Board uses the district's mission, core beliefs, and vision to drive district performance	3.00	6S, 1I	3	s	3	s	3	s	2	l	4	s	3	s	3	s
The Board adopts clear and measurable indicators to assess district performance	2.67	3S, 2W, 1I	2	w		(Staff does this)	3	s	2	l	4	s	3	s	2	w
The Board adopts a fiscally responsible budget aligned to the district's vision and goals	2.86	7S	2	s	4	s	4	s	2	s	4	s	2	s	2	s
The Board regularly monitors the fiscal health of the district	3.86	5S, 2I	3	s	5	s	4	s	3	l	4	s	4	s	4	l
	3.00	--	2.64	9S, 5W	3.25	13S	3.79	13S, 1W	2.21	8S, 6I	3.64	12S, 2W	2.93	14S	2.36	8S, 2I, 4W

Structure			Board Member A		Board Member B		Board Member C		Board Member D		Board Member E		Board Member F		Board Member G	
			Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19
The Board has an effective process to review, revise, and adopt policies	4.29	5S, 2I	4	s	5	s	5	s	4	l	4	s	4	s	4	l
The Board establishes priorities for the district's collective bargaining process that support the district vision and goals	3.29	6S, 1I	4	s	4	s	4	s	2	l	4	s	3	s	2	s
The Board demonstrates commitment to district priorities and goals	3.29	6S, 1W	3	s	4	s	4	s	2	s	3	w	4	s	3	s
The Board demonstrates support for the Superintendent in carrying out Board directives	3.36	5S, 1I, 1W	4	s	3.5	s	4	s	4	l	2	w	2	s	4	s
The Board is represented at key district events	3.64	6S, 1I	4	l	1.5	s	5	s	3	s	4	s	3	s	5	s
The Board celebrates district accomplishments	3.50	4S, 1I, 1W	4	s			4	s	4	l	4	s	2	s	3	w
The Board monitors student progress against established benchmarks	3.00	5S, 1W	2	w		Staff	5	s	1	s	4	s	3	s	3	s

The Board monitors progress towards district goals based on established success indicators	3.00	4S, 1I, 1W	2	w			5	s	2	l	4	s	2	s	3	s
The Board monitors the implementation of the adopted budget	3.00	4S, 2I, 1W	1	w	3	s	4	s	3	l	4	s	2	s	4	l
The Board monitors implementation of Board Policies	3.00	6S, 1I	3	s	3	s	4	s	1	s	4	s	2	s	4	l
The Board evaluates the performance of the Board	2.86	6S, 2I	3	s	3	s	4	s	2	l	4	s	2	s	2	l
The Board evaluates the performance of the Superintendent based upon established expectations	3.14	5S, 2W	2	w	4	s	4	s	2	w	4	s	3	s	3	s
The Board uses cohesive messages to communicate district priorities, goals, and needs	2.86	6S, 1I	3	s	3	s	3	s	3	l	5	s	2	s	1	s
The Board provides community leadership on educational issues	2.86	4S, 2I	4	l	3	s			4	l	4	s	3	s	2	s

3.07 8S, 4W, 2I 3.36 11S 4.23 13S 2.64 4S,9I, 1W 3.86 12S, 2W 2.64 14S 3.07 9S, 4I, 1W

			Board Member A		Board Member B		Board Member C		Board Member D		Board Member E		Board Member F		Board Member G	
			Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19	Full Board (1-5)	2018-19
Community Leadership																
The Board pursues partnerships to support district efforts	3.83	4S, 2I	4	l		(staff does this)	4	s	3	l	5	s	4	s	3	s
The Board advocates on behalf of students and public education at the local, state, and federal levels	4.00	4S, 3I	4	l	3	s	4	s	4	l	5	s	4	s	4	l
The Board informs the community on district priorities, progress, needs, and opportunities for involvement	2.86	4S, 1I, 2W	3	s	3	s	3	w	3	l	4	s	3	s	1	w
	3.56		3.67		3.00		3.67		3.33		4.67		3.67		2.67	

Structure		
Ranked by Average Score	Average	Comparison to 2018-2019
Board Member D	2.64	4 "same", 9 "improved", 1 worse
Board Member F	2.64	all same
Board Member A	3.07	8 "same", 4 "worse", 2 "improved"
Board Member G	3.07	9 "same", 4 "improved", 1 worse
Board Member B	3.36	all same
Board Member E	3.86	12 "same", 2 "worse"
Board Member C	4.23	all same

Board Unity		
Ranked by Average Score	Average	Comparison to 2018-2019
Board Member F	2.08	Predominantly "same", five worse areas
Board Member G	2.31	Almost half "same", almost half "improved", 2 worse areas
Board Member A	2.69	Almost half "same", almost half "worse", improved in one area
Board Member D	3.00	Roughly half "same", roughly half "improved", worse in one area
Board Member C	3.38	Largely "same", improved in one area, worse in one area
Board Member E	3.62	Predominantly "same", five worse areas
Board Member B	3.92	Largely "same" Ranking (12S), improved in one area