

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**

FEBRUARY 2, 2023

**BOARD RETREAT
NOTICE AND AGENDA**

5:30 PM – OPEN SESSION

**EDUCATION CENTER, ROOM 229
351 S. HUDSON AVENUE, PASADENA**

A. Call to Order (5:30 p.m.)

<u>Roll Call – Board Members</u>	PRESENT	ABSENT
Patrick Cahalan – District 4		
Patrice Marshall McKenzie – District 5		
Tina Fredericks – District 6		
Dr. Yarma Velázquez – District 7		
Jennifer Hall Lee, Clerk – District 2		
Kimberly Kenne, Vice President – District 1		
Michelle Richardson Bailey, President – District 3		
Dr. 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. If submitting comments in writing, please label them clearly as 'Public Comment' and send them by 3 p.m. to superintendent@pusd.us to be read by the Board Clerk. In your comments, please identify the topic and provide no more than 450 words to keep within the three-minute time limit.

C. Discussion

1) <u>Strategic Plan Focus Area Priorities</u>	ATTACHMENT C
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D. Adjournment

Strategic Pillar	Focus Areas (proposed by Design Teams)	Board input (1/19/23)	Principal input (1/20/23)	Notes from Steering Committee 1/24/23, Design Team review 1/30/23 and follow-up	#	Revised Focus Areas reviewed against criteria at 1/24/23 Steering Committee Meeting with follow-up revisions from Design Teams* (see note)	Next Step
<p>1. Dynamic Instruction</p> <p><i>Instruction that meets the needs of our diverse learners and prepares them to be ready for all post-secondary opportunities</i></p>	Provide learner-owned, learner-centered, and learner-driven instructional opportunities	Learner-owned sounds strange, but understand what is meant, maybe a better word?		Removed learner-owned	1.1	Provide learner-centered and learner-driven instructional opportunities.	
	Elevate learner voice and identity in all curricular and pedagogical choices	1.1 and 1.2 seem like duplicates		Added "productive learning communities" - to differ from "thrive," May still need work but focus differs from 1.1 in being about student and teacher collaboration	1.2	Elevate learner voice and identity in all curricular and pedagogical choices that allow learners to co-create productive learning communities.	
	Ensure equitable access to educational opportunities	1.3 seems like it should be a value (and is) not a focus area?	Add for all students	To address concern that access may not be enough, "engagement" added and to ensure students have Math and ELA skills on grade level or beyond, literacy and numeracy added, which broadens beyond Math and ELA skills, includes fluency in numbers and language.	1.3	Ensure equitable access to and engagement in literacy and numeracy education at grade level and beyond.	
	Ensure all learners are life-ready	Seems too broad - this is at mission level		Reworded to be outcome	1.4	All learners are affirmed and life-ready at every stage of their educational journey.	
	New focus area proposed by Board (see right)	Student outcome gaps are reduced		Definition of equity was added, with student success focus (replacing gaps)	1.5	Student success will not be predicted on the basis of identity and is supported for all students.	
	New focus area proposed by Board (see right)	All students at 3rd, 6th, and 8th grade are reading at grade level	Unify practice, includes pacing. Reading Instruction. ELA Instruction. Every school uses and does the same thing.	The SC team believes these three suggestions are better suited as actions/goals.	1.x	All students at 3rd, 6th, and 8th grade are reading at grade level	
	New focus area proposed by Board (see right)	Middle school and high school students perform at grade level in mathematics	Unified School Plan Goals to increase Math/ELA performance. Programs to support goals	The SC team believes these three suggestions are better suited as actions/goals.	1.x	Middle school and high school students perform at grade level in mathematics	
	New focus area proposed by Board (see right)	Special Education students have good academic outcomes, families with SPED students have a good experience, and SPED funds are used efficiently	Equitable school. Defined supports. Remove isolation.	The SC team believes these three suggestions are better suited as actions/goals.	1.x	Special Education students have good academic outcomes, families with SPED students have a good experience, and SPED funds are used efficiently	
<p>2. Outstanding Staff Employer</p> <p><i>Employees are supported to be culturally</i></p>	Develop highly skilled, professional staff	Add "Culturally competent staff" Say more about employee culture of excellence	Onboarding (is a need). DEI training	Pillar wording changed from Staff to "Employer." Staff changed to Employees.	2.1	We are developing employees who are highly skilled, culturally competent, and professional in their work.	
	Commit to the wellbeing of our employees	Add retention or strategies for retention. Add "all" in here somehow. Add "Prioritizes employees" Childcare for Employees. Employees need more support (similar to students). Staff should receive similar mental health supports within the district during school day		Slightly reworded	2.2	We care about the wellbeing of employees.	

competent, inclusive, and thrive within a culture of excellence.	Provide equitable resources, support and time	Add "Invests in" Add training, Explain what is meant by time. Takes time to make the proper "space" i.e. group work	Ability to have more time with staff to plan. Admin need to also have a voice in the resources needed, not just for teachers, but schoolwide. Equitable to whom? Schools, individuals	No change	2.3	Employees are provided with the resources, support, training, and the time to plan and complete their work.
	New focus area proposed (see right)	All PUSD staff are compensated at comparable levels to surrounding districts		Suggestion to add outstanding and highly qualified after retain (i.e. you want to keep outstanding/highly qualified employees). Take out "outstanding" if inclusion in Pillar is enough.	2.4	We will attract, value, and retain outstanding and highly qualified employees.
3. Quality Learning Environment Physical and cognitive environments that support and promote students' ability to thrive.	Provide clean, well-maintained facilities			Reworded to be outcome	3.1	Facilities are clean and well-maintained.
	Design flexible learning spaces		Central support for use of facilities by community	New wording, based on EMP clarification.	3.2	Intentionally designed flexible physical spaces support a variety of teaching needs and learning experiences.
	Ensure equitable opportunities for all students to thrive	Seems like a duplicate of 1.3 (why in this Pillar?)	Should this have qualifier? (learning or educational or...)	Replaced equitable with expanded but may still need work. Is this through lens of physical space or access to both resources and spaces? Such as mental health, after school support and programs..	3.3	Ensure expanded opportunities for all students to thrive
	Ensure everyone feels welcomed, included, accommodated, connected and safe.	3.4 and 5: These seem like they overlap		No change	3.4	Everyone feels welcomed, included, accommodated, connected and safe.
	Ensure students feel listened to, valued, respected, and that their concerns get the needed attention	Culture-centered/focused classrooms	All staff, including support staff, trained in customer service, etc.	Minor rewording to be outcome statement.	3.5	Students feel listened to, valued, respected, and that their concerns get the needed attention
	New focus area proposed (see right)	Community Schools are fully implemented	See 5.3	SC team not sure how this is defined, needs to be fleshed out if focus area or move to action.	3.x	<i>Community Schools are fully implemented</i>
	New focus area proposed (see right)	Discipline practices move toward restorative justice and relationship rather than time out of school		Rewording to be more positive but needed clarification.	3.x	[to be discussed] Implement restorative justice and [caring] relationships at each site.
Improve organizational effectiveness	See proposed new focus areas. 4.1 is impacted by cultural competency because "the how" that effectiveness relies on is directly a result of people who have beliefs. What is the focus?	Clear organizational chart to request support/meet student needs. Effective systems at District level. An evaluation tool with check points for measuring success. Too many initiatives. Central support for use of facilities by community	Pillar wording reworded by SC team, with focus areas to address Continuous Improvement, Responsiveness, and Accountability, under which some proposed focus areas could be consolidated and/or moved to actions	4.1	Organizational effectiveness is continuously improved	

<p>4. Effective, Responsive, High-Performing and Accountable Organization</p> <p><i>District that aligns key processes and systems to its mission, vision and values and engages students, families and staff to continuously improve performance.</i></p>	Create accountability to ensure proper follow through	Add transparency into this. Add timely	Review Systems for effectiveness (Budget, HR, ITS, M&O, etc). Evaluate/Review System annually and progress monitor(ing). More than enrollment - How are we effectively meeting needs of our current staff and students? Reframe expectations and retrain as necessary. Create a clear accountability system that provides feedback & communication to ensure follow-through	See 4.1 above	4.2	Transparent and timely accountability system that ensures follow-through
	Authentically engage students, families, and staff	At initial contact (sites)	Ask for feedback from stakeholders regularly. Outreach: (provide) staff with clear guidelines for this process	Clarification requested: Can 4.3 and 4.4 be consolidated with suggestion from Engagement Design Team and if there is a 5.1 Listen and respond to nurture positive relationships. But it would depend on whether need for engagement for system and accountability is main focus of 4.3 now.	4.3	[suggested consolidation with 4.4 or reword] Students, families, and employees are authentically, culturally, and linguistically engaged at all levels.
	Ensure effective two-way communication that is culturally and linguistically inclusive	Suggested: "Two-way communication with families is provided in appropriate mode for each family"	Central update of websites. Clear communication on what is available at each site (counselor, librarian) vs. special programs. Expertise at marketing (support in this area, i.e. website)	Suggested rewording by Engagement Design Team: Communication is caring, authentic, inclusive, and responsive.	4.4	[2 rewording suggestions] Two-way communication with families is provided in appropriate mode for each family. or Communication is caring, authentic, inclusive, and responsive.
	New focus area proposed (see right)	Data and information are captured correctly and data/informaton reports are easy to understand, available and used for improvement efforts	Communication should include timeliness and an understanding of who needs to know this message in order to achieve the goal	See suggested 4.3 and 4.4 changes.	4.x	<i>Data and information are captured correctly and data/informaton reports are easy to understand, available and used for improvement efforts</i>
	New focus area proposed (see right)	Continuous improvement system is fully funded and implement as integrated into MTSS and community schools		See 4.1-3 changes	4.x	<i>Continuous improvement system is fully funded and implement as integrated into MTSS and community schools</i>
	New focus area proposed (see right)	New and existing initiatives are defined, have objectives and are evaluated	Too many initiatives.	See 4.1 and 5.3 changes	4.x	<i>New and existing initiatives are defined, have objectives and are evaluated</i>
	New focus area proposed (see right)	Budget and spending information is available and understandable to the board, families and the community		Clarification requested - is the focus here on transparency or fiscal responsibility? As worded here, seems similar to 4.2	4.x	<i>Budget and spending information is available and understandable to the board, families and the community</i>
	New focus area proposed (see right)	Employee evaluations and systems are effective and contribute to overall accountability of the district		Clarification requested - is the focus here covered adequately under 4.1, 4.2, and 2.1?	4.x	<i>Employee evaluations and systems are effective and contribute to overall accountability of the district</i>
	Engage the entire community to nurture positive relationships and interactions to improve student outcomes	Be a good neighbor. Board needs to lead this		Suggested rewording by Engagement Design Team in order to take out "entire," add "optimize," and language to differentiate is now in 5.3	5.1	[Suggested rewording] Listen and respond to nurture positive relationships.

5. Meaningful Partnerships and Collaboration with Students, Families and our Communities <i>District at the forefront for our community and productive member driving the greater good.</i>	Increase caregiver capacity to advocate and support equitable educational outcomes	Families are considered true partners in the district.		May need to differentiate from Pillar #4, more a growth opportunity here in #5. Suggestion by Engagement Design Team to add staff/employees, with addition of collaboratively to help with rewording.	5.2	[Suggested rewording] Families and employees have the capacity to advocate and collaboratively promote equitable educational outcomes.	
	Invest in proactively building and sustaining community partnership	Being upfront about our failures and transparent to move forward. Responsiveness	Central support for use of facilities by community. Invite community partners. Key support partners	SC Team saw this as a continuous improvement process need. Suggested rewording by Engagement Design Team also adds "optimizes" (suggestion for 5.1)	5.3	Build, evaluate, and continuously improve partnerships to optimize resources that result in improved student outcomes.	
	New focus area or vision proposed at Steering Committee meeting	PUSD becomes the district of choice where the entire community looks upon the district as its first choice for education.		SC group suggestion that this could be overarching vision, to be elevated and made more visible as part of vision for 2028.	5.x	[Determine whether pillar, focus area or part of overarching vision] PUSD becomes the district of choice where the entire community looks upon the district as its first choice for education.	
	New focus area proposed (see right)	Site leadership and decision-making is shared with parents and site staff (community schools model)		The SC team felt this better suited to actions under Pillar 4	5.x	<i>Site leadership and decision-making is shared with parents and site staff (community schools model)</i>	
PROPOSED NEW PILLAR	New Pillar and focus areas proposed	PUSD is top of mind when families research schools and enroll their children year-round		New as of 2.1.23	6.x	<i>PUSD is top of mind when families research schools and enroll their children year-round</i>	
6. First Choice for Education <i>The PUSD becomes a district of choice where the entire community looks upon the district as its first choice for education.</i>	New Pillar and focus areas proposed	Two-way parental feedback on safety, communications, and timely responsiveness		New as of 2.1.23	6.x	<i>Two-way parental feedback on safety, communications, and timely responsiveness</i>	
	New Pillar and focus areas proposed	Advance PUSD's reputation		New as of 2.1.23	6.x	<i>Advance PUSD's reputation</i>	
	New Pillar and focus areas proposed	Crisis media and public relations tools		New as of 2.1.23	6.x	<i>Crisis media and public relations tools</i>	
	New Pillar and focus areas proposed	Equitable resources for schools with enrollment challenges		New as of 2.1.23	6.x	<i>Equitable resources for schools with enrollment challenges</i>	

Cell: G1

Comment: Focus Areas reviewed for meeting established criteria are in green and are numbered. If in black and italics, proposed Focus Area was believed to fall more into Action or was new and not yet reviewed.

Strategic Pillars

<i>As approved August 2022</i>	<i>Proposed</i>	<i>Next Step</i>	<i>Proposed Pillar Description</i>	<i>Next Step</i>
1. Dynamic Instruction			Instruction that meets the needs of our diverse learners and prepares them to be ready for all post-secondary opportunities	
2. Outstanding Staff	2. Outstanding Employer		Employees are supported to be culturally competent, inclusive, and thrive within a culture of excellence.	
3. Quality Learning Environment			Physical and cognitive environments that support and promote students' ability to thrive	
4. High-Performing, Accountable Organization	4. Effective, Responsive, and Accountable Organization		District that aligns key processes and systems to its mission, vision and values and engages students, families and staff to continuously improve performance.	
5. Meaningful Partnerships and Collaboration with Students, Families and our Communities			District at the forefront for our community and productive member driving the greater good	
	6. First Choice for Education		The PUSD becomes a district of choice where the entire community looks upon the district as its first choice for education.	

Next Step Coding	
Yes	Keep as Pillar or Keep as Focus Area
No	Take out altogether
Needs more work	Clarify intent or wording
Move	Move to action

Pillar	#	Proposed Focus Areas	Values1	Values2	Core Belief
1. Dynamic Instruction	1.1	Provide learner-centered and learner-driven instructional opportunities.	Innovation	Collaboration	
	1.2	Elevate learner voice and identity in all curricular and pedagogical choices that allow learners to co-create productive learning communities.	Innovation	Collaboration	
	1.3	Ensure equitable access to and engagement in literacy and numeracy education at grade level and beyond.	Equity	Innovation	
	1.4	All learners are affirmed and life-ready at every stage of their educational journey.	Innovation	Equity	
	1.x	Student success will not be predicted on the basis of identity and is supported for all students.	Equity	Accountability	
	1.x	All students at 3rd, 6th, and 8th grade are reading at grade level	Accountability	Equity	
	1.x	Middle school and high school students perform at grade level in mathematics	Accountability	Equity	
	1.x	Special Education students have good academic outcomes, families with SPED students have a good experience, and SPED funds are used efficiently	Accountability	Equity	
2. Outstanding Employer	2.1	We are developing employees who are highly skilled, culturally competent, and professional in their work.	Respect	Integrity	Excellence
	2.2	We care about the wellbeing of employees.	Respect	Integrity	
	2.3	Employees are provided with the resources, support, training, and the time to plan and complete their work.	Respect	Integrity	
	2.4	We will attract, value, and retain outstanding and highly qualified employees.	Respect	Integrity	Excellence
3. Quality Learning Environment	3.1	Facilities are clean and well-maintained.	Accountability	Integrity	
	3.2	Intentionally designed flexible physical spaces support a variety of teaching needs and learning experiences.	Innovation		
	3.3	Ensure expanded opportunities for all students to thrive	Equity	Innovation	
	3.4	Everyone feels welcomed, included, accommodated, connected and safe.	Equity	Respect	
	3.5	Students feel listened to, valued, respected, and that their concerns get the needed attention	Respect	Integrity	
	3.x	Community Schools are fully implemented	Collaboration		
	3.x	[to be discussed] Implement restorative justice and [caring] relationships at each site.	Respect	Integrity	
4. Effective, Responsive, and Accountable Organization	4.1	Organizational effectiveness is continuously improved	Accountability	Fiscal Responsibility	Excellence
	4.2	Transparent and timely accountability system that ensures follow-through	Accountability	Fiscal Responsibility	
	4.3	[suggested consolidation with 4.4 or reword] Students, families, and employees are authentically, culturally, and linguistically engaged at all levels.	Respect	Collaboration	

	4.4	[2 rewording suggestions] Two-way communication with families is provided in appropriate mode for each family.	Transparency	Collaboration	
		or			
	4.x	Communication is caring, authentic, inclusive, and responsive. Data and information are captured correctly and data/informaton reports are easy to understand, available and used for improvement efforts	Transparency	Accountability	
	4.x	Continuous improvement system is fully funded and implement as integrated into MTSS and community schools	Accountability		
	4.x	New and existing initiatives are defined, have objectives and are evaluated	Accountability		
	4.x	Budget and spending information is available and understandable to the board, families and the community	Transparency	Fiscal Responsibility	
	4.x	Employee evaluations and systems are effective and contribute to overall accountability of the district	Accountability		
5. Meaningful Collaboration And Partnerships	5.1	[Suggested rewording] Listen and respond to nurture positive relationships.	Collaboration		
	5.2	[Suggested rewording] Families and employees have the capacity to advocate and collaboratively promote equitable educational outcomes.	Collaboration	Respect	
	5.3	Build, evaluate, and continuously improve partnerships to optimize resources that result in improved student outcomes.	Collaboration	Accountability	Excellence
	5.x	[Determine whether focus area or part of overarching vision] PUSD becomes the district of choice where the entire community looks upon the district as its first choice for education.	Collaboration	Innovation	Excellence
	5.x	Site leadership and decision-making is shared with parents and site staff (community schools model)	Collaboration	Accountability	
6. First Choice for Education	6.x	PUSD is top of mind when families research schools and enroll their children year-round	Collaboration		Excellence
	6.x	Two-way parental feedback on safety, communications, and timely responsiveness	Collaboration	Respect	
	6.x	Advance PUSD's reputation	Collaboration		Excellence
	6.x	Crisis media and public relations tools	Collaboration	Transparency	
	6.x	Equitable resources for schools with enrollment challenges	Equity		

Values and Core Beliefs - Descriptions

Integrity - We say what we mean and we do what we say. We meet or exceed professional standards and legal requirements.

Respect – 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.

Transparency – We encourage diverse input and differing opinions. We make our decisions openly. We make information easily accessible to everyone.

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.

Innovation – We inspire and empower innovative thought and practice while building sustainable systems that ensure every student excels academically, socially and emotionally.

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.

Collaboration – We value the participation of parents, students and the community in all aspects of PUSD. We actively seek mutually-beneficial partnership with people and organizations.

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.

Excellence (was listed as a Core Belief in 2016 Strategic Plan but not on PUSD website)