



STRATEGIC PLAN 2023 - 2027



Pasadena
EDUCATIONAL FOUNDATION



PUSD Proud for Fifty Years

Anniversaries are a time of reflection and remembrance and a time to imagine and explore what lies ahead. PEF recently celebrated such a milestone: we have been supporting the Pasadena Unified School District for more than fifty years.

PEF was founded in 1971 with the belief that strong communities build strong schools and strong schools build strong communities. From the beginning, we believed in the power and strength of our community working together. Today—with the community’s steadfast commitment—PEF has grown to be an organization that supports our schools through innovative programs, community engagement, and volunteerism, raising \$12 million in 2021-22 from community members and grants.

Over the past several years, PEF has engaged with our stakeholders to develop a new mission statement, vision statement, and six strategic priorities based on the needs of our students and how PEF is uniquely positioned to work alongside PUSD to address these needs.

We are excited to introduce our 2023-2027 Strategic Plan..

Looking forward to the next fifty years together.

Thank you!

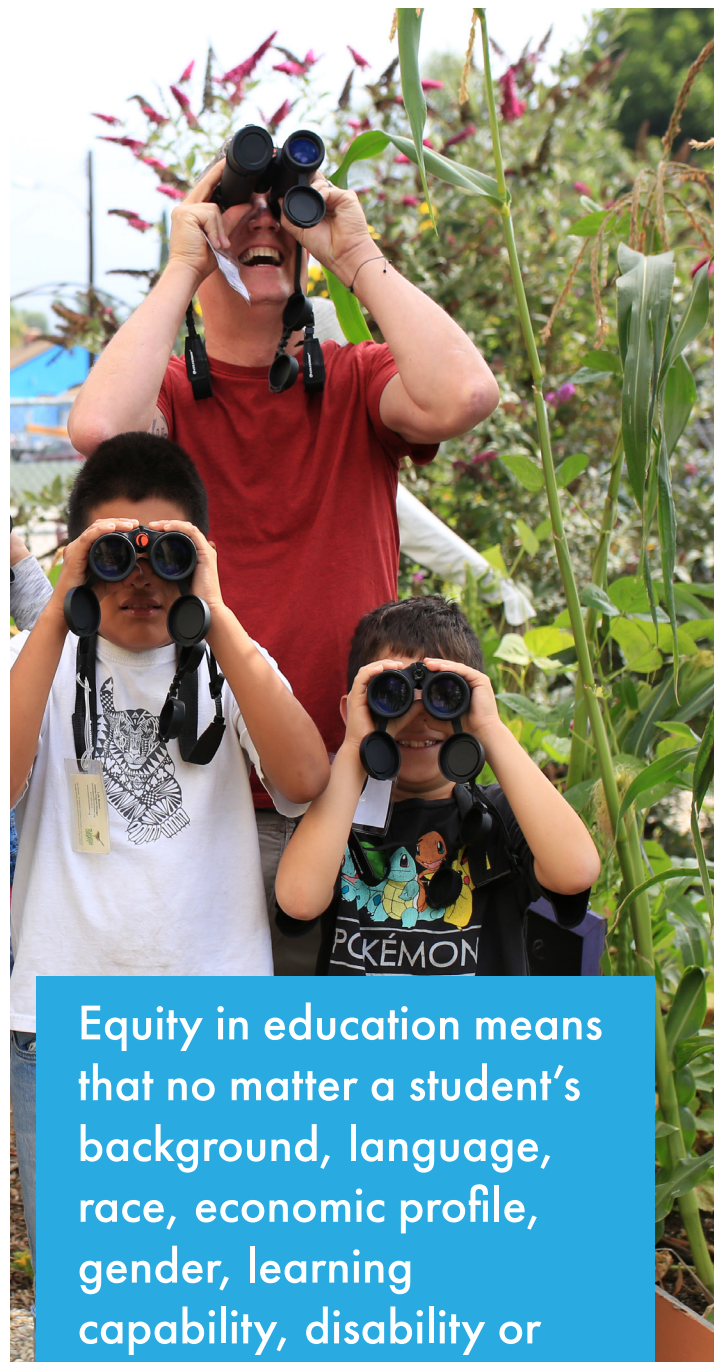
—Patrick Conyers, Executive Director

Core Values

COLLABORATION • INTEGRITY • EQUITY
DEDICATION • RESOURCEFULNESS • IMPACT

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Equity in education means that no matter a student's background, language, race, economic profile, gender, learning capability, disability or family history, each student has the opportunity to get the support and resources they need to achieve their educational goals.



WHO WE ARE

For more than fifty years, Pasadena Educational Foundation (PEF) has been committed to building dynamic community partnerships to support our Pasadena Unified (PUSD) schools. Being a vital part of our community enables us to provide essential resources and expanded learning opportunities to every public school student in Altadena, Pasadena, and Sierra Madre.

PEF leverages the resources of our community—i.e., funding, volunteers, and partnerships with nonprofit organizations, government agencies, and businesses—to support the academic, health, and social needs of PUSD students, teachers, staff, and parents. By harnessing the power of our committed community, PEF raised \$12 million in 2021-22. PEF also responds to specific needs in PUSD by developing, incubating, and implementing programs in collaboration with the district and a network of community partners, including the Math Academy, My Masterpieces: Discovering Art in My Community, Robotics, the high school App Academy, and the Summer Enrichment Program.

**SUPPORTING ALL
PUSD STUDENTS WITH
SPECIAL EMPHASIS
ON THOSE FURTHEST
FROM OPPORTUNITY**



STRATEGIC DIRECTION

Setting Strategy to Achieve Impact

In January 2021, the Pasadena Educational Foundation partnered with Education First to establish a strategic direction to guide PEF's planning and its desired impact on students in PUSD. Education First's data analysis and interviews with our community's educational leaders, parents, educators, and other stakeholders offered insight and clarity for our future direction.

To identify strategic priorities, we engaged stakeholders in answering a set of key questions:

- What is the state of learning in PUSD from preschool through postsecondary education?
- Which needs of PUSD students will PEF focus on? Why these needs?
- What is PEF uniquely positioned to do to address these needs?
- What is the desired impact that PEF seeks to make?

The first step was to review and revise our mission statement and develop our strategic priorities.

In 2022, the PEF Board of Directors approved a new mission statement, vision statement, and six strategic priorities based on student needs. With excellence and equity as our guiding stars, a team of PEF staff and board members began an extensive process to develop a strategic plan based on the strategic priorities and implementation framework created from our work with Education First.

PEF's new Strategic Plan will allow us to:

- Use our strategy as a tool to guide decision making
- Break down strategies into manageable pieces
- Communicate our vision and the change required to achieve it
- Allocate staff and resources needed to achieve our goals
- Monitor progress and adjust course when change is needed

The strategies presented in the 2023-2027 Strategic Plan are grounded in PEF stakeholders' observations and insights about how PEF is uniquely positioned to address student needs.

MISSION

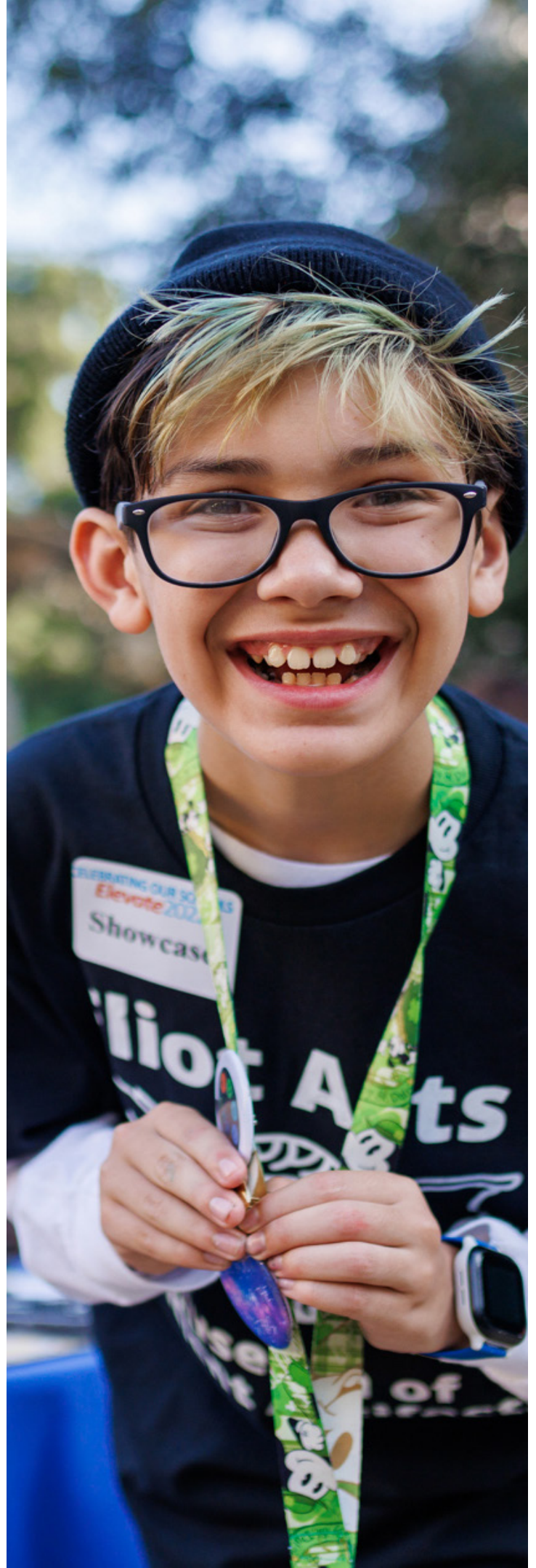
Working to achieve excellence and equity in all PUSD schools

VISION

All PUSD students will thrive in district schools that are models of excellence for high-quality teaching and learning with equitable resources and opportunities

PRIORITIES

1. Support the district to create an environment that attracts and retains high-quality teachers and leaders, particularly teachers and leaders of color
2. Promote social and emotional wellness by focusing on school climate and community
3. Support the district in meeting one or more academic benchmarks
4. Elevate programs that provide equitable opportunities in arts, athletics, afterschool, accelerated, and expanded learning
5. Optimize technology for high-quality teaching and learning
6. Respond to changing circumstances, needs, and opportunities



ACTION FRAMEWORK

From Planning to Action



How do we work to achieve excellence and equity in all PUSD schools?

FOCUS AREAS

To guide our actions, benchmarks, and fundraising we have developed four focus areas for each strategic priority. These are the pillars on which our strategic plan is built: Strategic Alignment, Community Building, Programs & Projects, and Voice & Agency.



STRATEGIC ALIGNMENT

Aligning with district stakeholders, internal and external, so that we are focused and committed to achieving a shared vision.



COMMUNITY BUILDING

Fostering connections and creating infrastructures that build trust, engagement, and amplify our mission.



PROGRAMS & PROJECTS

Developing, aligning, executing, and expanding programs and projects connected to strategic priorities.



VOICE & AGENCY

Elevating the voices of our school community and giving students voice, responsibility, and ownership of their learning.



STRATEGIC PRIORITIES

In the following pages we will clarify our strategic priorities, detail our actions, and identify our goals and metrics.

Each strategic priority will have goals and metrics developed from the four focus areas.

FOCUS AREAS



**STRATEGIC
ALIGNMENT**



**COMMUNITY
BUILDING**



**PROGRAMS &
PROJECTS**



**VOICE &
AGENCY**

ATTRACT AND RETAIN HIGH-QUALITY TEACHERS AND LEADERS



What do we want to do?

Support the district to create an environment that attracts and retains high-quality teachers and leaders, particularly teachers and leaders of color

Why?

Teacher quality is the single most important school variable influencing student achievement. Yet teaching is an undervalued profession, causing high-quality teachers to feel their work is underappreciated and discouraging talented people from entering the field.

Students perform better when they can identify with and relate to their teachers. Teachers of color who can relate to their students' backgrounds usually are better able to look past biases about their students' abilities. Having teachers of color also promotes acceptance of diversity and equity among all students.

How are we going to do it?



Develop opportunities, resources, and connections to create teacher pipelines



Educate and engage community to decrease perception gap of PUSD schools



Recognize, showcase, and celebrate PUSD's diverse workforce



Increase support for current and prospective teachers and leaders



Amplify teacher voices



How do we know it's working?

PUSD students—in every school—will learn from high-quality teachers and leaders, particularly teachers and leaders of color

We Will:



Show an increase in teacher pipelines and opportunities



Demonstrate growth in community support for PUSD



Report an increase in teacher retention rate and diversity



Exhibit an increase in opportunities and structures for teacher voices to be heard



PROMOTE SOCIAL AND EMOTIONAL WELLNESS

What do we want to do?

Promote social and emotional wellness by focusing on school climate and community

Why?

Children flourish when they feel emotionally and physically safe, when they know they have adults who care about them, and when they are challenged in their learning. Research has found that a positive school climate—one in which students, teachers, staff, parents, and the community are all engaged—can improve students’ academic achievement, attendance, and behavior, as well as teacher satisfaction and retention.

How are we going to do it?



Support Community School practices at every school



Support and deepen cross-communication with partners, students, parents, and staff



Support evidence-based programs that champion the whole child



Elevate student voices



How do we know it’s working?

PUSD students—in every school—will make progress toward social and emotional benchmarks, e.g., sense of belonging

We Will:



Demonstrate Community School practices are implemented across PUSD



Demonstrate greater and more effective collaboration among partners, students, parents, and staff



Demonstrate student impact through data



Exhibit an increase in opportunities and structures for student voices to be heard

MEET SPECIFIC ACADEMIC BENCHMARKS

What do we want to do?

Support the district in meeting one or more academic benchmarks



Why?

Everyone wants students to achieve at high levels, yet not all children are given ample opportunity for academic success. The use of specific evidence-based educational strategies offers an increased likelihood of positive student outcomes, which in turn builds support from teachers, administrators, parents, and the community.

How are we going to do it?



Create and execute a framework for working with PUSD to better support academics with goals and benchmarks



Establish and enhance meaningful relationships to address common challenges and leverage resources collaboratively



Adopt an annual improvement project with PUSD



Convene and connect stakeholders



How do we know it's working?

PUSD students—in every school—will make progress toward academic benchmarks, e.g., 3rd grade reading proficiency

We Will:



Pilot, assess, and expand collaborative programs as evidence of success supports



Demonstrate deeper and more effective collaboration through an increase in the number of partners engaged



Demonstrate student impact through data



Exhibit an increase in stakeholder knowledge of needs and opportunities



ADDRESS GAPS & EXPAND OPPORTUNITIES

What do we want to do?

Elevate programs that provide equitable opportunities in arts, athletics, afterschool, accelerated, and expanded learning

Why?

All students have a right to discover their talents, develop their abilities, and explore their interests and passions as an integral part of their educational experience during regular school hours, after school, and in the summer. Participation in the arts, athletics, and enrichment activities enable children to grow in confidence and learn how to think positively about themselves and learning.

How are we going to do it?



Coordinate with PUSD leadership to support and augment their efforts by developing an inventory of resources and regularly assessing gaps



Cultivate new and existing relationships to develop and sustain innovative and equitable programs



Incubate small pilot projects at schools then help scale up the effective ones



Partner with families, parent groups, and community to assess needs, develop programs, and ensure equity



How do we know it's working?

More PUSD students—in every school—are participating in expanded learning opportunities, by student demographics

We Will:



Demonstrate expanded opportunities developed through collaborative planning



Demonstrate deeper and more effective collaboration through an increase in the number of partners engaged



Achieve multi-year improvement with an identified essential outcome



Exhibit an increase in opportunities and structures for parent, family, and community voices

OPTIMIZE TECHNOLOGY RESOURCES

What do we want to do?

Optimize technology for high-quality teaching and learning



Why?

When integrated with high-quality teaching, technology provides students with easy-to-access information, accelerated learning, and opportunities to deepen their knowledge of many subjects. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations. Pasadena is a center of technological research and development, and the community's remarkable resources offer our students and teachers unique opportunities to explore and be part of the newest technical innovations in many fields, including space exploration, robotics, virtual reality, artificial intelligence, arts and entertainment, health, engineering, and environmental science.

How are we going to do it?



Collaboratively assess resource needs and utilization with PUSD, focusing on gaps in opportunity, access, and equity



Increase student opportunities and connections within our tech community



Provide technology and data training opportunities so all teachers know how to use data and technology to improve student outcomes



Build a network of community partners who are working on the "next big thing" to inform on a practical and visionary level



How do we know it's working?

More PUSD students—in every school—are using technology at home and in the classroom for high-quality learning

We Will:



Exhibit a deeper and more effective collaboration with stakeholders



Demonstrate an increase in the number of partners and students engaged



Demonstrate student impact through data



Exhibit an increase in opportunities and structures for local tech community to have a voice in education

RESPOND TO CHANGE

What do we want to do?

Be responsive to changing circumstances, needs, and opportunities



Why?

The COVID-19 pandemic and the adjustments it forced us to make have demonstrated that we must find a balance between maintaining a consistent strategic focus and adapting to changing circumstances.

The Pasadena Educational Foundation was established in 1971 in response to change. The court-ordered desegregation of the Pasadena Unified School District, mandatory busing, and the flight of families opposed to school integration created a need for an independent organization to support the community's public schools.

The last five decades has seen an evolving set of challenges, organizational growth, and successes. PEF has continued to adapt and respond to the changing needs, circumstances, and opportunities in our schools and community, whether by raising money, recruiting volunteers, or by expanding student opportunities through incubation and management of new projects.

By remaining nimble, PEF will continue to be able to respond to immediate and unforeseen needs, changing circumstances, and new opportunities in our district.



IMPLEMENTATION FRAMEWORK

In the following pages we will outline how we will translate strategic goals into actionable initiatives, define PEF-specific metrics, and monitor and evaluate our strategies and impact.



IMPLEMENTATION

Translate Strategic Goals into Actionable Initiatives

The multi-year, high-level strategic goals—as articulated in our plan—will translate into specific initiatives that PEF will establish in the coming 12- to 18-month period as part of the implementation process. Initiatives may be new or redesigned programs, and PEF may phase out other programs that do not align with our new strategic plan.

We will break down our long-term goals into timely and definable segments to create a detailed roadmap. Our new roadmap will align our day-to-day activities with the overarching strategy and allocate the staffing and other resources needed to achieve the plan goals.

Implementation will be guided by PEF-specific metrics to inform program and partnership decisions:

- Is demand for this project/initiative coming from those it aims to impact?
- Is PEF uniquely positioned?
- Will PEF be able to measure short-term impact (3 to 5 years)?
- Does PEF have the capacity (time, personnel, money) to do this well? Does a solid research base exist to suggest future success?
- Are the conditions ripe for prioritizing this project within the next 3 to 5 years?



IMPLEMENTATION

Monitor and Evaluate

PEF staff will articulate critical milestones and performance metrics for each of the major initiatives and establish an annual planning and review cycle to align the entire organization around core priorities.

Board members and staff will engage in an annual review to assess progress, share lessons learned, identify any dynamics that affect the strategy, and determine if any strategy modifications are necessary.

Evaluation will be guided by the following:

- Are we on track in terms of our implementation timeline? If not, why? What, if any, changes have occurred internally or externally that are affecting strategic execution?
- Was our timeline realistic? Do we need to update the timeline given changing conditions?
- Do our priorities have sufficient resources?
- What are the most important strategic issues facing our organization this year?
- What significant changes (internal or external) have occurred since we set the strategy and what are the implications for our priorities going forward?
- Given our longer-term strategy, what must we achieve this year?

The Foundation of our Work

To accomplish our goals, we will:

Foster a Mission Driven Culture

Becoming stronger and more impactful by making our mission and vision central to everything we do.

- Focus on assets, strengths, and opportunities
- Evaluate student outcomes versus program outcomes
- Lead with compassion and empathy

Build Organizational Capacity

Strengthening our ability to fulfill our mission through sound management, resource allocation, vision, and dedication to assessing and achieving results.

- Align systems to strategic priorities (e.g., annual operations, budgeting, reporting, and planning calendar)
- Engage staff and board in meaningful learning opportunities
- Implement documentation, data, goals, and reporting procedures that include equity
- Measure and understand the impact of our work through evaluation and reflection
- Optimize internal systems and knowledge of how to use them



Glossary

ACADEMIC BENCHMARKS

Benchmarks are used to assess progress towards year-end goals. Academic benchmarks refer to assessments that measure students against institutional standards and learning goals. Benchmarking allows educators to identify students' strengths and weaknesses, which can then inform their future instruction.

ACCELERATED LEARNING

Accelerated learning enables students to experience deeper learning through complex and meaningful problems and projects that prioritize high-level skills and content.

COMMUNITY SCHOOLS

Community Schools supplement a core instructional program with expanded learning opportunities and a range of services that support students' physical, mental, and social-emotional health and other needs through partnerships with a variety of community members and organizations. The most comprehensive Community Schools are academic and social centers, where educators, families, and neighbors come together to support innovative learning.

EQUITY

Equity in education means that no matter a student's background, language, race, economic profile, gender, learning capability, disability or family history, each student has the opportunity to get the support and resources they need to achieve their educational goals.

EXPANDED LEARNING

Expanded learning means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

SCHOOL CLIMATE

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

SOCIAL AND EMOTIONAL WELLNESS

Social emotional health is the ability to understand and manage our emotions and to form social connections and relationships with the world around us. Strong social emotional health enables an individual to integrate their thoughts, emotions, and behaviors in a way that supports greater health and well-being in life.

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

STUDENT-CENTERED LEARNING

Student-centered learning moves students from passive receivers of information to active participants in their own discovery process. What students learn, how they learn it and how their learning is assessed are all driven by each individual student's needs and abilities.

VOICE & AGENCY

Students, parents, teachers and staff are collaborators rather than bystanders in the development of educational policies, goals, standards, and programs. Each group is engaged in authentic decision-making with respect for their needs, strengths, abilities, and experiences.

THANK YOU

Join Your Community

There are many meaningful ways for members of our community to join with the Pasadena Educational Foundation and support our schools. Contact us!

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Photo Credits: Molly O'Keeffe, PUSD alumna

The story of the Pasadena Educational Foundation mission and vision is eloquently presented in our Strategic Plan through Molly O'Keeffe's talented eye. We thank her for the gift of her work and the opportunity to celebrate the spirit, diversity, and joy of our Pasadena Unified students with you.

