PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 DEPARTMENT PLAN

Department Name: Adult Education

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Department Purpose

What does the department do?

- We provide services and resources to (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain education and skills; (3) assist adults in attaining a secondary school diploma and postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners.
- We use the Professional Learning Community (PLC) model to collaborate
- We developed a fair, equitable, and transparent enrollment/registration process.
- We process student records and provide transcript services.
- We advocate on behalf of students and families, collaborate with community partners, and provide information and support to students to help them achieve academic success.
- We integrate student supports into our programs
- We provide Career Center services.
- We promote community engagement.
- We engage in collaborative leadership and practices.
- We

Department Services

What is a general list of services that your department provides?

- Support for district-wide registration and enrollment of students, including professional development for site-based registrars and data clerks
- District-wide processing of former student records
- Direct support for financial oversight, implementation, and performance reporting for magnet and community school grants

- Parent workshops and support services, including volunteer processing and parent group liaisons
- School site family engagement support, professional development for School Community Assistants and Community Advocates
- Collaboration with community partners who provide service to PUSD students and families

Total Department Budget

What is your department's total budget?

The total department budget is $1,038,910.

- Enrollment $100,781 non-personnel/non-salary; 3.0 FTE
- Family Engagement $146,559 non-personnel/non-salary; 4.5 FTE
- 2017 MSAP estimated $934,099 (no-cost extension period; includes indirect costs and site allocations to Altadena, Octavia E. Butler, Muir)
- 2022 MSAP $3,306,471 (Year 2 allocation; includes indirect costs and site allocations to Eliot, Longfellow, Washington)
- 2022 California Community Schools Partnership Program Implementation Grant $2,050,000 ($300,000 each per Eliot, Longfellow, Madison, Muir, Octavia E. Butler, Washington; Rose City $250,000; 10% withholding by state and 10% allocated centrally)
- 2023 California Community Schools Partnership Program Implementation Grant $700,000 (McKinley $300,000, Pasadena High $400,000; 10% withholding by state and 10% allocated centrally)
- Full-Service Community Schools- $500,000 (includes indirect costs and site allocations to Eliot, Madison, Octavia E. Butler, and Washington Elementary)

Prior Year Reflection

This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.

Prior Year Intended Outcomes

What did your department plan set out to achieve during the prior year?

- Support school sites in promoting school tours.
- Distribute an in-person support calendar for Open Enrollment and provide support at school sites.
- Collaborate with the technology department to streamline the online registration process and training for staff; differentiate enrollment training based on the grade levels of schools, staff experience, and staff roles; and provide additional hourly staff to process registrations during the summer months while schools are closed.
- Campaign for and support in-person activities and establish a community event calendar.
- Co-design the vision for engagement and parent education offerings in PUSD as part of the strategic planning process.
- Provide training to site principals, teachers, parent leaders, and staff to support a welcoming school environment, community partnerships, parent/guardian participation on advisory committees, and other topics requested by school communities (mental health).
- Provide in-person technology classes for parents and ensure all staff have access to a sandbox environment to experience Parent Portal and a parent/guardian.
- Ensure staff training includes support and timeline for maintaining current contact information for families, including active outreach to promote Data Confirmation.
- Create a training calendar and document training and processes.
- Include options for families to comment on Open Enrollment surveys, and establish an exit survey for families who withdraw from PUSD.
- Collaborate with the Communications team to expand reach on social media and via Blackboard.
- Collaborate with site and district staff to offer supplemental literacy training, expanded learning opportunities (tutoring, after-school enrichment, expanded summer programs), and community engagement

opportunities (family literacy events, parent education workshops) at the district's Community Schools.

Prior Year Achievement

Did the department achieve what it had outlined? How do you know?

Successes

- Open Enrollment participants felt increasingly informed about the enrollment process with an increase from 82% to 85% of respondents who agreed from Spring 2022 to Spring 2023.
- The percentage of families who toured 1 or more schools before applying to participate in the lottery increased from 55.7% to 60.3% from Spring 2022 to Spring 2023.
- The Office of Enrollment collaborated with the Office of Family and Community Engagement to provide in-person support to families for Open Enrollment. Community Assistants were trained to support families with enrollment processes.
- Training was provided consistently (approx. once/month) to site-based registrars, data clerks, community assistants, and community advocates.
- A community event calendar was created, which is now accessible from the department website (pusd.us family or pusd.us/familia) and from the department's new Instagram page.
- The Engagement Committee co-developed five focus areas and recommended actions to contribute to the district's 5-year strategic plan.
- 845 parents, staff, and community partners participated in department-sponsored educational workshop offerings.
- Nearly 900 Level 2 volunteers were processed and school-site volunteers completed more than 13,000 service hours.
- The Office of Enrollment onboarded staff to a new online Open Enrollment platform and a new online permit platform and collaborated with ITS to establish a new districtwide intent-to-return survey.
- The Office of Family and Community Engagement expanded its reach to families through Blackboard messaging, new Instagram and Facebook accounts, and the department's first-ever live-streamed events.
- The department provided expanded learning opportunities (tutoring, after-school enrichment, expanded summer programs), and community engagement opportunities (family literacy events, parent education workshops) at the district's Community Schools.

- New magnet programs were launched at 3 schools, which included the hiring of program staff, establishment of program performance measures, and development of a five-year implementation plan.
- All parent groups were provided with new outreach resources, including branded event tents and tablecloths.

Prior Year Successes, Challenges, and Learnings

What successes, challenges, and learnings should be highlighted from the prior year?

Successes are summarized in the preceding section.

Challenges

- The Office of Family Engagement had two of four staff members out for more than half of the school year, reducing departmental capacity to serve staff and families.
- Volunteer processing and registration processing services were slowed or paused during summer months at locations staffed by 10-month employees.
- Several school sites had vacancies or new staff for registrar, data clerk, community assistant, and community advocate positions, reducing site capacity to serve students and families.
- Professional development workshops were not attended by all staff who served in relevant positions.
- District-sponsored in-person parent workshops for current PUSD families generally had low attendance.
- The Office of Enrollment had many technical challenges to overcome with the new school lottery platform.

Learnings

- A departmental reorganization is recommended to retain and attract employees to fully staff these departments.
- Professional development for site-based staff should continue consistently, with more offerings hosted in-person and make-up sessions required for staff who miss critical training events. Training should also include job-embedded support at school sites and updated handbooks of processes and procedures.
- Parent support to monitor student progress should be offered in a variety of formats, targeted to parents of secondary students, and include follow-up support.

- Processes for re-enrollment of PUSD students should be simplified to improve parents' experience.

Current Year Priorities

This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.

Data and Information Used for Plan Development

What data did you consider when developing this plan?

Data considered included survey responses from several sources including the 2021-22 LCAP Survey, 2021-22 CA Healthy Kids Survey, 2022-23 Open Enrollment Survey, 2022-23 department plan benchmark data, participation and outcome data as summarized in relevant magnet and community school grant reports, and qualitative data collected from an extensive outreach process as part of PUSD's strategic planning committees.

Stakeholder Engagement/Input

What stakeholder engagement or information was used to inform this plan?

Engagement to seek input from families and community partners included Parent Cafés, Youth Ambassador expression boards, 15 focus groups in Fall 2022, 2 focus groups in Spring 2023 regarding parent involvement policy, and reflections shared by participants in Parent Leader and Community partner meetings.

Key Data Findings/Information for This Plan

Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?

Based on a robust outreach and engagement process as part of strategic planning, the key data findings our team considered in the development of this plan were primarily the Engagement Committee's recommended focus areas (strengthen cultural and linguistic inclusion, invest in district-wide restorative practices, listen and respond to youth and family voices, create family-centered environments, and embed engagement in everything we do). These Engagement Committee focus areas also included proposed recommended actions. Other critical findings that informed this plan included a lack of established systems for supporting and sustaining partnerships in Community Schools, low attendance at traditional in-person workshops, and cumbersome processes (online registration, records workflow).

Current Plan Priorities

Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?

The following needs emerged from the analysis:
-Increased trust between families and PUSD
-Guidance and support for families and staff to empower parents/caregivers as partners
-Partnerships systems at Community Schools (needs assessments, asset mapping, agreement forms, evaluation processes)
-Online registration process that simplifies enrollment
-Collaboration to support student attendance and engagement

Thus, the following priorities were identified:

- Facilitate opportunities to foster trust among parents, partners, caregivers, and PUSD staff.
- Collaborate to implement activities that empower families to advocate for students.
- Establish systems to support and evaluate sustainable partnerships that improve student achievement.
- Streamline and simplify enrollment and records processes for continuing PUSD families.

Current Year Planned Actions and Metrics

This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.

What action could you take to address the identified needs of your department?

What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?

Theory Of Action

If we...	Establish a calendar of in-person outreach activities that connect families and staff at school sites with district staff to build relationships and connect families and staff with information and resources and Conduct a review of new magnet schools' online presences and school campuses to identify first-year activities that can be implemented to ensure a welcoming environment
then...	Parents and guardians will feel increased trust in PUSD and Students and families will feel safe, cared for, and well informed
which will...	Create a welcoming school environment that fosters trust among parents, partners, caregivers, and PUSD staff.

If we...	Establish routines for cross-departmental collaboration and alignment of services at Community Schools

then... PUSD will achieve coherence in the delivery of key services and programs

which will... promote sustainable systems that improve student achievement.

If we... Provide information and support to staff and families using a combination of immediate, social, and formal engagement opportunities

and

Establish Community School and Magnet School advisory boards

then... Parents and staff will have multiple, meaningful opportunities to learn and apply new knowledge and skills

and

Parents, community providers, and staff can engage in collaborative discussion and decision-making

which will... Empower staff, families, and partners to advocate for students and sustain efforts that result in increased student achievement.

If we... Provide information that is easily accessible in Spanish and other languages spoken by PUSD families

and

Use participant feedback from surveys and focus groups to inform continuous improvement efforts

then... More families will have access to information

	and
	Participants will feel heard and their time valued
which will...	Strive for active, two-way communication.

If we...	Simplify and clearly communicate enrollment and records processes.
then...	Staff will feel empowered to fulfill their responsibilities and students and families will experience reduced processing times
which will...	Attract, value, and retain students and families.

Priority 1: Create a welcoming school environment that fosters trust among parents, partners, caregivers, and PUSD staff

[Action 1] SP Pillar 5; LCAP 4.1

Establish a calendar of in-person outreach activities that connect families and staff at school sites with district staff to build relationships and connect families and staff with information and resources.

Metrics

a. District staff from the Offices of Enrollment and Family and Community Engagement will engage in a minimum of 24 campus visits per trimester.

[Action 2]SP Pillar 5; LCAP 4.1

Conduct a review of new magnet schools' online presences and school campuses to identify first-year activities that can be implemented to ensure a welcoming environment.

Metrics

a. artifacts: magnet grant documentation, including action plans
b. Positive experiences of families will result in increased magnet school tour attendance from the previous year.

Priority 2: Establish systems to support and evaluate sustainable partnerships that improve student achievement.

[Action 1]SP Pillar 5; LCAP 4.1

Establish routines for cross-departmental collaboration and alignment of services at Community Schools.

Metrics

a. artifacts: school-level integrated student supports assessment at each Community School site
b. artifacts: school needs assessment process at each site
c. artifact: district implementation framework/ work plan for Community Schools

Priority 3: Involve families in decision-making by facilitating a variety of training opportunities that empower families to advocate for students.

[Action 1]SP Pillar 5; LCAP 4.1

Provide information and support to staff and families using a combination of immediate, social, and formal engagement opportunities

Metrics

a. 80% of participants (or more) will agree or strongly agree that the information or activities were useful.

[Action 2]SP Pillar 5; LCAP 4.1

Establish Community School and Magnet School advisory boards

Metrics

a. artifacts: rosters, sign-in sheets, agendas

Priority 4: Strive for active, two-way communication.

[Action 1]SP Pillar 5; LCAP 4.1

Provide information that is easily accessible in Spanish and other languages spoken by PUSD families.

Metrics

a. artifacts: website, social media posts, event flyers, presentations

[Action 2]SP Pillar 5; LCAP 4.1

Use participant feedback from surveys and focus groups to inform continuous improvement efforts

Metrics

a. artifacts: Departmental materials that were created or improved based on participant feedback will credit the source of feedback and rationale (where appropriate), communications to participants sharing a summary of feedback responses and how information will be used, where applicable, to inform changes

Priority 5: Strive for improved and efficient services to PUSD families.

[Action 1]SP Pillar 5; LCAP 4.3

Simplify and clearly communicate enrollment and records processes.

Metrics

a. artifacts: staff user guides, documented workflow procedures, enrollment instructions, training documents