

SMALL GROUP PRESENTATION PRIORITIES_ APPENDIX A

Group	Head	Heart	Feet	Ideas School/Community
<u>Dual Immersion Mandarin Program:</u> A group of parents of children in the PUSD Dual Immersion Mandarin Program	Group I			
	1) Language 2) Math 3) Inquisitive – hands on	1) Honest	1) College 2) Global Awareness	No priorities suggested
<u>Dual Immersion Mandarin Program</u>	Group II			
	1) Parent/Community Support 2) RRR 3) Critical Thinking	1) Intercultural awareness 2) Hope 3) Courage	1) Adaptive 2) Leadership 3) Team Player	No priorities suggested
<u>Vision 2020:</u> A grassroots coalition of more than 40 community stakeholders working to stop and prevent gang and community violence in Pasadena and Altadena	Group I			
	1) Critical thinker/problem solver 2) Core academics 3) Civic education & engagement	1) Honesty & integrity 2) Compassion/ forgiveness 3) Confidence/ courage/ hope	1) Goal setting/ achievement 2) Flexibility 3) Life long learning	1) Performance based evaluation of teachers and the schools. Use diverse teaching strategies 2) Parent involvement/education/support and empowerment 3) Integrate wrap-around services to support students' specific needs-connections
<u>League of Women Voters:</u> A non partisan political organization encouraging the informed and active participation of citizens in government, carrying out two roles; Voters service/Citizen education and Action/Advocacy	Group I			
	1) Core academics 2) Critical Thinking 3) Life & marketable skills 4) Knowledge of world around them/ civic responsibility	1) Ethical, moral, lawful 2) Respect for living things, diversity appreciation 3) Emotional health, self appreciation	1) College/ job/ life’s work 2) Social responsibility & citizen 3) Follow dreams, flexible and realistic 1) Adequate funding/utilization of existing community resources	1) Adequate funding/utilization of existing community resources 2) Make students competitive in the basics -quality schools and faculty 3) Educate community re: value of public education. More community ownership 4) More fluid communication between schools and community. Increased transparency. Provide avenues to allow others to research and be involved in solving issues Local leadership to support PUSD

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<u>Neighborhood Outreach Workers:</u> A Western Justice Center program that provides strategies for reducing violence by recruiting young adults for prevention and intervention in gang related activities	Group I			
	1) RRR, vocabulary 2) Financial, cash flow management 3) Life skills	1) Responsible 2) Confident 3) Honest	1) Budget 2) Jobs 3) College	1) Social emotional support 2) More MS clubs and activities 3) College planning (junior/senior - mandatory)
<u>City of Pasadena Youth Council:</u> A council formed to provide the youth of Pasadena with the opportunity to participate in city governance and share in the decision-making process through participation in a youth network intended to identify, discuss, prioritize and address youth issues	Group I			
	1) Problem solver 2) Self Confidence 3) Adjust to various situations	1) Manners 2) Responsibility 3) Respect	1) College 2) Career 3) Helping others	1) Parent Support 2) Staff with qualifications 3) College students talking to middle and H.S. students
	Group II			
	1) Organize themselves 2) Responsibility 3) Motivation	1) Independent 2) Morality 3) Self-confidence	1) College/ university 2) Grad school 3) Career	1) More active ASB 2) Organizational skills 3) Extra activities
<u>Pasadena Education Network (PEN):</u> A non profit parent organization that helps families explore public school by connecting parents with information, tools and resources	Group I			
	1) Literacy and Communication 2) Life skills 3) Math skills	1) Self efficiency 2) Ethical 3) Desire to make the world better	1) Options 2) Successful in career, vocation, college (hired) 3) Leadership	1) Engaging different teaching methods 2) Look past standardization/ individual student qualities, characteristics, interests 3) Excellent academic programs that focus on different achievement levels
	Group II			
	1) Communication skills 2) Basic academics	1) Social contract 2) Comfortable with complexity 3) Appropriately	1) Be prepared to be independent 2) Ability to make and follow a plan 3) Desire/ability to succeed beyond their potential	1) Set up internships with businesses, schools, Caltech, JPL, etc. 2) Lower student teacher ratio 3) Engaging curriculum project based learning

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Elected Officials' Staff: Representatives and local elected ranging from Councilmembers to Congress members that represent the Pasadena community	Group I 1) Literacy 2) Reading, writing, math 3) Financial mgmt skills	1) Responsible 2) Confident 3) Honest	1) Budget 2) Jobs 3) College	1) Lack of collaboration 2) Changing culture: What does it look like? Child to feel loved at school, high expectation, respectful relationships in adults and kids 3) Reinvent view of education and school if not working
Teens In Action: A group of Latino students that attend different PUSD schools and unite for advocacy and enrichment	Group I 1) Read, math, write 2) More education	1) Family Values 2) Value friendship	1) Anywhere ambition drives them 2) No limits	3) Out of the house No Priorities
Sierra Madre Residents: Local Sierra Madre community members and organizational heads who are interested in investing knowledge and time in improving public education	Group I 1) Creativity 2) Cultural literacy 3) Work habits	1) Good citizenship 2) Personal responsibility 3) Integrity	1) College 2) Good Citizen 3) Monetary Literacy	1) Best practices shared among parent groups, dialogue between parents (small interactions, information sharing between among parents) 2) Measurable goals in strategic plan and who is accountable 3) Give kids different ways to succeed and celebrate their specialty

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Community Advisory Committee: A group and network of parents established by the state to give parents a voice in Special Education implementation	Group I			
	1) Survival skills 2) Social skills 3) Self Advocacy	1) Ability to take directions 2) Self Esteem 3) Independence	1) Work 2) Having a social network 3) Living independently	1) Evidence based on research programs 2) Mainstream 3) Direct explicit instruction 4) Math, language arts
	Group II			
	1) Health and self awareness 2) Life skills 3) Communication skills	1) Knows right from wrong 2) Respectful 3) Feels valued	1) Independent/self sufficient 2) Contributing member of society/volunteer 3) Meaningful friendships	1) Community-patience understanding respect, acceptance 2) Good teachers – highly trained 3) Academics directly targeting functional skills – specialized reading, math, etc.
	Group III			
	1) Reasonably capable dealing with real world 2) Strong CBI Community Based Instruction 3) Proficient or above levels/students’ ability	1) Respect self and others 2) Empathy, compassion – ability to take perspective or another 3) Ability to adapt to various environments (people are not the same)	1) To wherever/whatever is appropriate for them 2) Success at whatever 3) Mentor to help students find their guidance direction to more counselors	1) Community members can volunteer (reading to small groups of students, etc.) 2)Co-op program- students can go to a place of business to put their learning into practice (linked to CBI/transition program)
Armenian Benevolent General Union: Parents and community members from the Armenian community who have an interest in investing knowledge and time to improve public education	Group I			
	1) Education – General knowledge of hearing and working together – college career awareness 2) Problem solvers 3) Self-awareness confidence	1) Respect oneself and others understand what respect means 2) Value their family 3) Desire to learn	1) Confidence to make decisions 2) Computer literacy 3) Multilingual	1) Learn other subjects in other languages, start foreign language at an earlier age, Armenia ¾ languages learned at early age 2) Merit badge system at school and home 3) Better connection with Cal Tech, JPL, community assets

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NATHA: A grassroots neighborhood association that provides youth development and community development resources	Group I 1) Academic skills- math, English, Economics, Philosophy 2) Punctual, knows time management 3) Prepared for college 1) Leader, respectful, courteous and polite	2) Faithful and loyal 3) Strong 1) College/grad school	2) Buying home, care, retirement 3) Meaningful employed, self supporting and independent 4) Find a passion	1) Passionate teachers that want to teach (know their subjects, willing to help students, care about students and enthusiastic, anger management 2) Helpful and more counselors
Altadena Community (Leaders): Local Altadena community members who are interested in investing knowledge and time in the improving students' education	1) Ability to adapt and code-switch 2) Plan for the future 2) Advanced knowledge of academic (A-G)	1) Appreciation of love for the arts 2) Respect for self and others, love for community 3) Make clean distinction between right and wrong	1) To higher grounds 2) Away, but back again 3) A place of self-sufficiency	1) Improve counseling for students. More, better, better ratio. Especially for students of color who are the majority in the district 2) More parental involvement with flexible times for parents who work. Get out into the homes and into the community to reach students. 3) Accountability has to be for the students' success – non union driven or special interest. All students #1 priority
Pasadena Latino Forum: An organization that discuss Pasadena Latino issues and concerns. They identify solutions, address concerns and provide information	Group I 1) Critical thinking skills 2) Strong language skills (bilingual) 3) Self esteem	1) Respect for themselves, others, body, sex, emotional, physical and culturally 2) Desire to help others and community 3) Cultural heritage – ability to identify and overcome social and peer pressure	1) Follow dreams without limitation 2) Capacity to accept career change 3) Knowledge of reaching goals	1) Train staff about resources and in community for students and PUSD 2) Respect parents – esp. administrators 3) Faculty/administrators aware of who children are and where they come from

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<p><u>African American (parents) Community:</u> Parents and community members from the local African American community who have an interest in investing knowledge and time to improve the public education</p>	Group I			
	<p>1) Core academic studies 2) Critical independence thinking 3) Positive social and self awareness</p>	<p>1) Social and moral character 2) Drive 3) Willingness to achieve</p>	<p>1) College/Trade/ Careers 2) Adventurous (entrepreneurial qualities) 3) Strong/ good leader</p>	<p>1) Improve counseling, mentoring, student support groups and parent involvement 2) Start a district wide AA group to engage more parents 3) Safer schools with more channels for mentoring such as sports, entrepreneurship</p>
<p><u>Higher Education:</u> Representatives of higher education institutions e.g. private, 4 year, state universities and community college, who are interested in investing knowledge and time in the improving students' education</p>	Group I			
	<p>1) 21st century skills 2) Strong academic skills 3) Has cognitive flexibility</p>	<p>1) Self integrity and collective spirit 2) Intrinsic motivation (passionate voice) 3) Socially just and peaceful</p>	<p>1) Prepared for the unknown 2) Strategic change 3) Moving forward</p>	<p>1) Intensive community partners – cross curriculum – internships and research 2) Changing institutional culture – faculty etc. 21st century learners with all capacities to succeed identified and supported 3) Rely on and involve community more, especially partnerships with IHEs. Connect with colleges to support students, especially PCC</p>
<p><u>Sports Leagues:</u> Local Coaches and community youth sports representatives who are interested in investing knowledge and time in the improving students' education</p>	Group I			
	<p>1) Critical Thinking, problem solving 2) Being prepared for college 3) Civic knowledge and responsibility Appreciation for diversity</p>	<p>1) Willingness to stand up for what's right and challenge injustices 2) Humility 3) College, vocational school, schools</p>	<p>1) Embracing change 2) Travel 3) Career</p>	<p>1) Community understands that it should invest in schools 2) Run schools more like businesses than gov't monopolies, agencies - competitive like charter schools and private schools 3) Grassroots change for fundraising and school attendance</p>

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A.P.P.L.E.: A group of Latino parents of children in PUSD schools united to assist each other in identifying resources to understand and help their children succeed	Group I 1) Learn the reality as an immigrant, the struggles they've had to go through, customs, roots and culture 2) Basic academics (math, science, biology, history, English, reading, writing, etc) 3) Learn how to apply what you learn in books to real life	1) Respect 2) Dignity 3) Know they have family support	1) Go to college 2) Being able to move on and return to the family knowing their culture, identity and their race as a community 3) Find the right path and stay strong	1) Learn to identify and break barriers to excel 2) More support and funds for programs like APPLE, TIA, etc. 3) Business partnerships to teach students vocational (e.g. Chefs from Huntington, Math classes, etc.)
E.L.A.C.: Committee of parents, staff and community leaders who advise Roosevelt Elementary staff on program, goals and objectives for English Learners	1) Prepared and qualified to attend a college of their choice 2) Know what career they want to follow 3) Parent and teacher support	1) Love 2) Value their parents 3) Love for oneself and self esteem	1) Continue growing as an individual and continue creating goals 2) Go to college or a university	1) Bus transportation to help with student attendance/ADA 2) Change school food for field trips and in the cafeterias to be more nutritious 3) Surveillance and guards for safety on school sites and during traffic time before and after school
PEF Donors: Supporters of a foundation established to increase community support for the public schools of Altadena, Pasadena and Sierra Madre and forms community partnerships, financial resources and educational opportunities that benefit all students and encourages greater involvement from the community in support of public education	Group I	PEF Donors: Supporters of a foundation established to increase community support for the public schools of Altadena, Pasadena and Sierra Madre and forms community partnerships, financial resources and educational opportunities that benefit all students and encourages greater involvement from the community in support of public education	Group I	PEF Donors: Supporters of a foundation established to increase community support for the public schools of Altadena, Pasadena and Sierra Madre and forms community partnerships, financial resources and educational opportunities that benefit all students and encourages greater involvement from the community in support of public education

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Community Clergy Coalition: A coalition formed of local Pasadena Clergy and church representatives that network and support one another	Group I			
	1)Academic 2)Competency national average or higher 3)Life skills 4)Critical thinker and strong decision maker	1) Responsible and goal oriented 2) Respect for others, structures, organizations, even if they don't like them 3) Health Relationships - family, friendship, dating	1) Church 2) Higher education 3) Family	1)Providing adult mentors to students at school sites 2)Parent education "The Parent Project" needs to be adopted by PUSD School Board 3)Clergy can adopt schools where they can provide resources and should be adopted by PUSD School Board
	Group II			
	1)Critical thinker/problem solver 2)Strong reading, writing, verbal communication skills 3)Strong reading, writing and math	1) Social skills, cultural diversity 2) High standards, self-worth compassion, empathy, self esteem 3)Self motivation, resourceful	1) Flexible, able to adjust to change 2) Ability to dream, set and achieve goals 3) Embrace/take on a challenge/resourceful	1) District support parent involvement for employees and non parents 2) Community/parent/school collaboration at hours that accommodate parents 3) Quality staff development
	Group III			
1)Strong reading, writing and math 2)Well prepared for the future 3)Understand their own learning style	1)Respect and self-worth 2)Integrity Sense of 3)family/teamwork	1)Sets & achieves goals and objectives 2)Prepared for jobs and careers 3)Understands importance of education beyond money	1)Counselors to support students through transitions to MS/HS 2)Bring god back into schools (prayers) 3)Schools linking with community, churches, families (i.e. tutoring other services)	
Group IV				
1) Ability to articulate thoughts and achieve them 2) Leadership capacities/competencies that can be measured 3) Global, entrepreneurial, cultural, and academic success	1) Value self, life, community, health, differences, etc 2) Respect and love others, especially for diversity --globally, religions, other cultures, etc. 3) Heart for service and justice, getting away from selfishness	1) Believe that they can achieve their dreams 2) Go to college 3) Community service. "We" not "I"	1) PUSD has to have an open way for church to have access to school campuses; Esp. Armenian students who need spiritual guidance 2) Support for parents, esp. for parents who don't speak English 3) Fund with money from businesses and churches (e.g. Black HX--PUSD has not educated them re: Malcolm, MLK, etc	

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District Performance Team: Certificated and classified PUSD administrators	Group I			
	1) Ability to write and compose 2) Problem solver-critical thinker 3) Interact with others	1) Integrity 2) Compassion 3) Spirituality	1) Flexible, able to adapt to change 2) Self sufficient 3) Physically, emotionally, psychologically healthy	1) Adequate budget - community partnerships 2) Cultural proficiency and classroom management in at PUSD 3) Ability to hire and retain quality educators - no bump rights
	Group II			
	1) Critical thinker 2) Problem solver 3) Ready for college	1) Integrity 2) Compassionate 3) Resilient	1) College bound 2)Risk taker 3) Civic minded	1) Low class size 2) Quality instruction in every class 3) All new state of the art facilities
	Group III			
	1) Creative thinker - right/left brain 2) Critical thinker 3) Life-long learner 4) Compassion	1) Integrity 2) Joy/humor 3) Healthy active life style	1) Volunteerism/ giving back 2) Self actualized 3) Mentor/role model	1) Rigor, relevance and relationships 2) Project-based learning 3) Technology
	Group IV			
	1) Tech literate 2) Academically prepared 3) Problem solver & Critical thinker	1) Empathetic 2) Ethical 3) Honesty, trustworthy	1) Independent – self sufficient 2) Resilient and resourceful 3) Wellness	1) Continue holding "all" stakeholders accountable 2) Well prepared teachers who love to teach 3) Expect Highly of students in all areas academics/sports/leadership/ extra curricular
Group V				
1) Academic skills for college 2) Ability to RRR and effectively communicate 3) Life-long learners	1) Character,resilience & confidence 2) High self esteem Happy 2) Contribute to society/community	1) Become a member of the global society 2) Highest calling 3) Quality instructors	1) Hands on learning 2) Arts for MS visual, music, drama, dance	
Group VI				
1) Problem solver 2) Teach literate 3) Communicator	1) Integrity 2) Humanitarian 3) Accountable	1) Civic minded 2) Independent thinker 3) Leader of peace	1) Relationships with local businesses 2) Participate in global projects 3) Plan of action to educate and prepare all students	

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Business Summit: A convening of local and regional businesses to discuss college and career pathways and the role of businesses and educators in workforce development	Group I			
	1) Appropriate business communication skills (written, public speaking, conversational) 2) Analytical skills (make decisions, synthesis) 3) Knowledge of technology	1) Confidence 2) Work with others 3) “We” orientation, rather than being self-centered	1) Believing that they are nimble, adept 2) Readiness to challenge a college program of student 3) Ability to learn	1) Schools must create a framework for what they want students to learn (desired outcomes) and then come to industry partners to jointly determine educational opportunities to get there 2) Work through a systems approach, rather than programmatic 3) Define broader program objectives with discreet needs before coming to industry partners
	Group II			
	1) Problem solving skills: ability to grasp ideas and incorporate the financial and human resources available in today’s workplace. 2) Multitasking: ability to hold the goal in mind while working on several unrelated tasks or fronts. 3) Sufficient academic background: ability to speak and write well, understand of math concepts and use math skills, demonstrate well-rounded general knowledge.	1) Students want to come back to their home town for work		1) Teach students to maintain long-term relationships with workplace mentors, and to expand their contacts, develop confidence and referrals. Workplace etiquette – thank you notes, etc. 2) Recruit community mentors, especially for those with fewer contacts. Teachers/schools can develop business/workplace programs, with emphasis on those most in need. 3) Help students gain internships, especially long-term assignments - a year or semester – give students a better, more relevant, experience.
Group III				
1) Critical thinking 2) Academically capable 3) Ability to apply learning in everyday situations	1) Ethical standards and behavior 2) Ability to form relationships. Everybody counts. Getting along with others. 3) Desire to be involved in a civic way	1) Personal health, self care 2) Soon there will be a dearth of jobs, prepared to take those jobs 3) Prepared for diversity	1) Business host field studies for students. Business works with the teacher prior to the visit so that the teacher can prepare and work with the students. 2) Business can help in curriculum development 3) Pair business partners with teachers	

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	Group IV			
	1) Problem solvers 2) Technical Skills 3) Know how to tackle new things	1) Passion for work / career / vocation – enjoy what you do 2) Assertiveness (but not talk out of turn – know balance) 3) Resourcefulness		1) Use Measure TT facilities renovation as pathways opportunities 2) Classroom visits 3) On site observations
Council of Chairs: A council comprised of local business members in the private and public sectors	Group I			
	1) Basic RRR 2) Communication /collaboration incl. IT./Media 3) Critical thinking and problem solving 4) Communication - written and verbal 5) Creating a social network 6) Social Skills/Teamwork 7) Fundamental core academics 8) Transfer of learning	1) Self awareness/esteem accomplish short long term goals 2) Initiative and self direction	None	No priorities
Employees: PUSD certificated and classified employees	1) Literacy 2) Reading, writing, math 3) Fin. Management/life skills	1) Responsible 2) Confident 3) Honest	1) Budget 2) Jobs 3) College	1) Parent Accountability 2) More counseling services 3) More security; make schools safe