

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170009

Grants.gov Tracking#: GRANT12339459

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1234-AreasAffectedbyGrant)</i>	e6
<i>Attachment - 2 (1235-AreasAffectedbyGrant)</i>	e7
2. Standard Budget Sheet (ED 524)	e8
3. Assurances Non-Construction Programs (SF 424B)	e10
4. Disclosure Of Lobbying Activities (SF-LLL)	e12
5. ED GEPA427 Form	e13
<i>Attachment - 1 (1236-PasadenaBlueprint_GEPA)</i>	e14
6. Grants.gov Lobbying Form	e15
7. Dept of Education Supplemental Information for SF-424	e16
8. ED Abstract Narrative Form	e17
<i>Attachment - 1 (1239-PasadenaBlueprint_Abstract)</i>	e18
9. Project Narrative Form	e20
<i>Attachment - 1 (1238-PasadenaBlueprint_ProjectNarrative)</i>	e21
10. Other Narrative Form	e62
<i>Attachment - 1 (1240-PasadenaBlueprint_Resumes)</i>	e63
<i>Attachment - 2 (1241-Better Together 2016 Kahlenberg Report 2016)</i>	e84
<i>Attachment - 3 (1242-PUSD_EMP_School_Matrix)</i>	e141
11. Budget Narrative Form	e157
<i>Attachment - 1 (1237-PasadenaBlueprint_BudgetNarrative)</i>	e158

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/10/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Pasadena Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

956002372

* c. Organizational DUNS:

0381856820000

d. Address:

* Street1:

351 S. Hudson Ave.

Street2:

* City:

Pasadena

County/Parish:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

91101-3507

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Shawn

Middle Name:

* Last Name:

Bird

Suffix:

Title:

Chief Academic Officer

Organizational Affiliation:

* Telephone Number:

626-396-3600 ext. 88087

Fax Number:

626-795-5309

* Email:

bird.shawn@pusd.us

PR/Award # S377C170009

Page e3

Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="G: Independent School District"/>			
Type of Applicant 2: Select Applicant Type: <input type="text"/>			
Type of Applicant 3: Select Applicant Type: <input type="text"/>			
* Other (specify): <input type="text"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/>			
CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <input type="text" value="ED-GRANTS-121416-001"/>			
* Title: <input type="text" value="Office of Elementary and Secondary Education (OESE): Opening Doors, Expanding Opportunities CFDA Number 84.377C"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/>			
Title: <input type="text" value="Opening Doors Expanding Opportunities"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <input type="text" value="1234-AreasAffectedbyGrant.pdf"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="Pasadena Blueprint for Equity and Access"/>			
Attach supporting documents as specified in agency instructions. <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant <input type="text" value="27"/>	* b. Program/Project <input type="text" value="27"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text" value="1235-AreasAffectedbyGrant.pdf"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="07/01/2017"/>	* b. End Date: <input type="text" value="08/30/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="748,264.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="748,264.00"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McDonald"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* Telephone Number: <input type="text" value="626-396-3619"/>	Fax Number: <input type="text" value="626-795-5309"/>
* Email: <input type="text" value="mcdonald.brian@pusd.us"/>	
* Signature of Authorized Representative: <input type="text" value="Linda Machida"/>	* Date Signed: <input type="text" value="02/10/2017"/>

PR/Award # S377C170009

Page e5

Attachment for Opening Doors, Expanding Opportunities CFDA #84.377C

Applicant: Pasadena Unified School District

14. Areas Affected by Project (Cities, Counties, States, etc.):

City of Pasadena

City of Sierra Madre

Altadena (an unincorporated area of county)

In Los Angeles County, State of California

Note regarding Congressional Districts: Almost all of the Pasadena Unified School District within Congressional District #27, represented by Representative Judy Chu, with a small portion of its western section within district #28 represented by Representative Adam Schiff.

Attachment for Magnet Schools Assistance Program CFDA #84.165A
Applicant: Pasadena Unified School District

16. Areas Affected by Project (Cities, Counties, States, etc.):

City of Pasadena
City of Sierra Madre
Altadena (an unincorporated area of county)
In Los Angeles County, State of California

Note regarding Congressional Districts: Almost all of the Pasadena Unified School District within Congressional District #27, represented by Representative Judy Chu, with a small portion of its western section within district #28 represented by Representative Adam Schiff.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Pasadena Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	116,192.00	134,192.00				250,384.00
2. Fringe Benefits	31,898.00	33,986.00				65,884.00
3. Travel	8,000.00	8,000.00				16,000.00
4. Equipment	20,000.00	20,000.00				40,000.00
5. Supplies	9,000.00	8,000.00				17,000.00
6. Contractual	203,000.00	127,000.00				330,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	388,090.00	331,178.00				719,268.00
10. Indirect Costs*	14,730.00	15,266.00				29,996.00
11. Training Stipends						
12. Total Costs (lines 9-11)	402,820.00	346,444.00				749,264.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): California Department of Education

The Indirect Cost Rate is %.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? ☐ The Restricted Indirect Cost Rate is %.

ED 524

Name of Institution/Organization
Pasadena Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # S377C170009

Page e10

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Linda Machida	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Pasadena Unified School District	02/10/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Pasadena Unified School District"/> * Street 1 <input type="text" value="351 S. Hudson Ave."/> Street 2 <input type="text"/> * City <input type="text" value="Pasadena"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="91101"/> Congressional District, if known: <input type="text" value="27"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Brian"/> Middle Name <input type="text"/> * Last Name <input type="text" value="McDonald"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Brian"/> Middle Name <input type="text"/> * Last Name <input type="text" value="McDonald"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Linda Machida"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Brian"/> Middle Name <input type="text"/> * Last Name <input type="text" value="McDonald"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text"/> Date: <input type="text" value="02/10/2017"/>		
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PR/Award # S377C170009

Page e12

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-PasadenaBlueprint_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170009

Page e13

General Education Provisions Act (GEPA) Requirement

How Pasadena Unified School District will address the GEPA requirements with this Opening Doors, Expanding Opportunities grant

The steps that Pasadena Unified School District plans to take to ensure equitable access to, and participation in, Opening Doors, Expanding Opportunities planning and pre-implementation activities for students, parents, and teachers with special needs will include:

1. All communication related to project will be sent to parents of students in Spanish and English Translators will be available at project-related parent meetings for Spanish-speaking parents for them to be able to provide input into the project and benefit fully from project services. All parent education, outreach, and services provided by the project will be provided in Spanish and English. At schools where a significant number of parents speak language(s) other than English or Spanish, i.e. Mandarin and Armenian, translation in those languages will be provided.
2. All public relations, marketing, and recruitment materials will be published in Spanish and English.
3. Students with disabilities will receive supplemental support or services as needed to access all project activities, such as assistance from an instructional aide, large print materials, sign language interpreters, computers, or other assistive technology as needed.
4. The project is designed to serve underrepresented groups and increase equity and access and support to fully engage and participate in rigorous instruction and learning.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Pasadena Unified School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="McDonald"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Linda Machida"/>	* DATE: <input type="text" value="02/10/2017"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Shawn"/>	<input type="text"/>	<input type="text" value="Bird"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="351 S. Hudson Ave."/>
Street2:	<input type="text"/>
City:	<input type="text" value="Pasadena"/>
County:	<input type="text"/>
State:	<input type="text" value="CA: California"/>
Zip Code:	<input type="text" value="91101-3507"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)

Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170009

Page e16

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

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PASADENA BLUEPRINT FOR EQUITY AND ACCESS

PROJECT ABSTRACT

Project objectives and activities: The goal of the Pasadena Blueprint for Equity and Access is to socioeconomically integrate Pasadena Unified School District (PUSD), improve student outcomes, and ensure that there is equity and excellence across all its schools. Assisted by a team of nationally recognized consultants -- Michael Alves, Richard Kahlenberg and John Brittain -- the project team will:

1. Develop an Equity and Access Blueprint for PUSD, including a plan and pilot pre-implementation of socioeconomic (SES) Integration student assignment plan;
2. Ensure that parents and community are informed of the purpose of Blueprint and involved in development;
3. Build the capacity of PUSD through training and systems improvement to develop and ultimately implement and sustain Blueprint activities.

Applicable priorities addressed by project are *Absolute Priority 1* for increasing socioeconomic diversity in Schools through developing a blueprint based on data, surveys and community engagement; continuing to expand and improve schools that are designed to attract substantial numbers of students from different socioeconomic backgrounds; and designing school assignment policies. *Absolute Priority 2* for improving schools by increasing student diversity will be met by developing a Blueprint for Equity and Access to conduct the planning necessary to improve student academic outcomes by increasing the socioeconomic diversity of PUSD's high-poverty, low-performing schools, particularly the two Tier I and II schools eligible for School Improvement

Grant (SIG) and 18 Tier III SIG schools. *Absolute Priority 3:* After completion of Blueprint, pre-implementation activities will be conducted to include creating a revised online school choice application process that promotes socioeconomic integration; pilot and beta-test choice-based socioeconomic student assignment policy; enhance existing Family Resource Center and develop two pilot sites to become community-based family resources helping parents in making informed decisions about their child's student assignment options and to help recruit parents to enroll their children in diverse schools.

Proposed Project Outcomes include:

- Blueprint for Equity and Access that identifies the optimal socioeconomic (SES) integration plan for PUSD to improve student outcomes through increasing diversity that also develops recommendations for pre-implementation;
- Community and parent support for Blueprint SES integration plan promoted through engagement, outreach and participation in the planning process;
- A written report that sets forth the findings and key results of the pre-implementation of the socioeconomic student assignment policy

Number of participants to be served: 17,000 K-12 students and their families.

Location: The primary site of the project will be the centrally located Family Resource Center (FRCs) of Pasadena Unified School District with expansion to two additional pilot FRCs to be located at high-need schools.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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PASADENA BLUEPRINT FOR EQUITY AND ACCESS

TABLE OF CONTENTS

A. THE NEED FOR PROJECT	1
<i>1. The magnitude or severity of the problem to be addressed</i>	<i>1</i>
<i>2. Addressing the needs of disadvantaged individuals</i>	<i>5</i>
<i>3. Addressing gaps or weaknesses in services, infrastructure, or opportunities</i>	<i>14</i>
B. SIGNIFICANCE	19
<i>1. Contribution of the proposed project to increased knowledge or understanding</i>	<i>19</i>
<i>2. Capacity Building</i>	<i>21</i>
C. QUALITY OF THE PROJECT DESIGN	22
<i>1. Incorporating project into ongoing work of the applicant beyond the end of the grant.</i>	<i>22</i>
<i>2. Integration of project with other funding streams, programs or policies</i>	<i>23</i>
<i>3. Establishing linkages with other agencies providing services to the target population.</i>	<i>24</i>
<i>4. The extent to which the proposed project encourages parental involvement.</i>	<i>25</i>
D. QUALITY OF PROJECT PERSONNEL	26
<i>1. Qualifications of the project director</i>	<i>26</i>
<i>2. Qualifications of key project personnel.</i>	<i>27</i>
<i>3. Qualifications of project consultants</i>	<i>29</i>
D. QUALITY OF THE MANAGEMENT PLAN	33
<i>1. Management Plan</i>	<i>33</i>
<i>2. Diversity of perspectives</i>	<i>37</i>
E. ADEQUACY OF RESOURCES	39

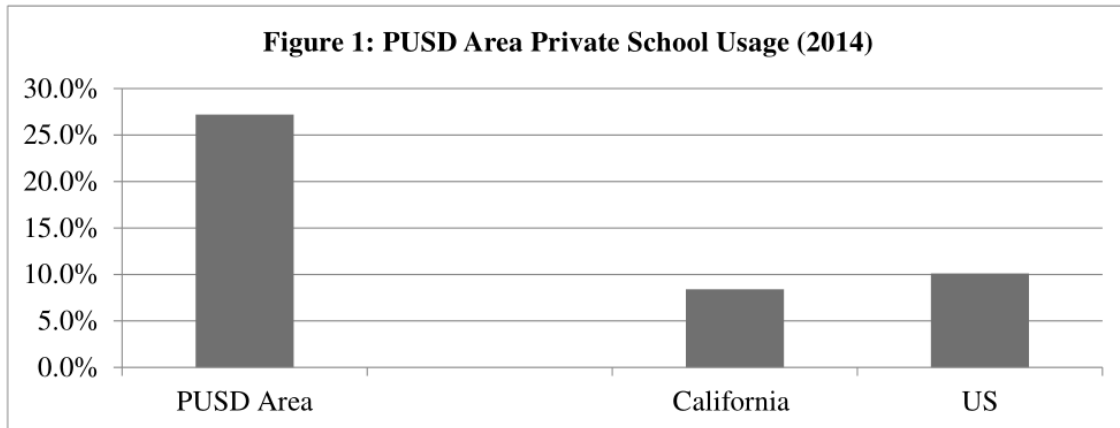
PASADENA BLUEPRINT FOR EQUITY AND ACCESS

A. THE NEED FOR PROJECT

The Blueprint for Equity and Access is Pasadena's effort to socioeconomically integrate its schools, improve student outcomes, and ensure that there is equity and excellence across all the schools within the Pasadena Unified School District (PUSD). During the two-year project period, PUSD will complete this Blueprint with the assistance of a team of nationally recognized consultants to conduct a comprehensive and inclusive planning process and pilot key pre-implementation activities.

1. The magnitude or severity of the problem to be addressed by the proposed project

This project offers a tremendous opportunity for the PUSD to overcome the set of interrelated challenges to providing all students within the communities it serves with the option to attend high-quality, socioeconomically integrated public schools. In the 1970s, mandatory district desegregation and compulsory busing resulted in massive white and middle class flight from the Pasadena Unified School District (PUSD). Between 1970 and 2015, the white student population in PUSD declined from 53.7% to 16.1%. Since 2000, overall enrollment also declined from 23,559 to the just over 17,000 students served today, representing only 55% of eligible school-age children within district boundaries enrolled in PUSD. Approximately 13,000 students attend the more than 50 private or charter or other schools in the area. 27.5% of students who live in the PUSD area attend private school, roughly three times the national average (see Figure 1 below). Another 15% attend charter schools or transfer to attend public school in another district.



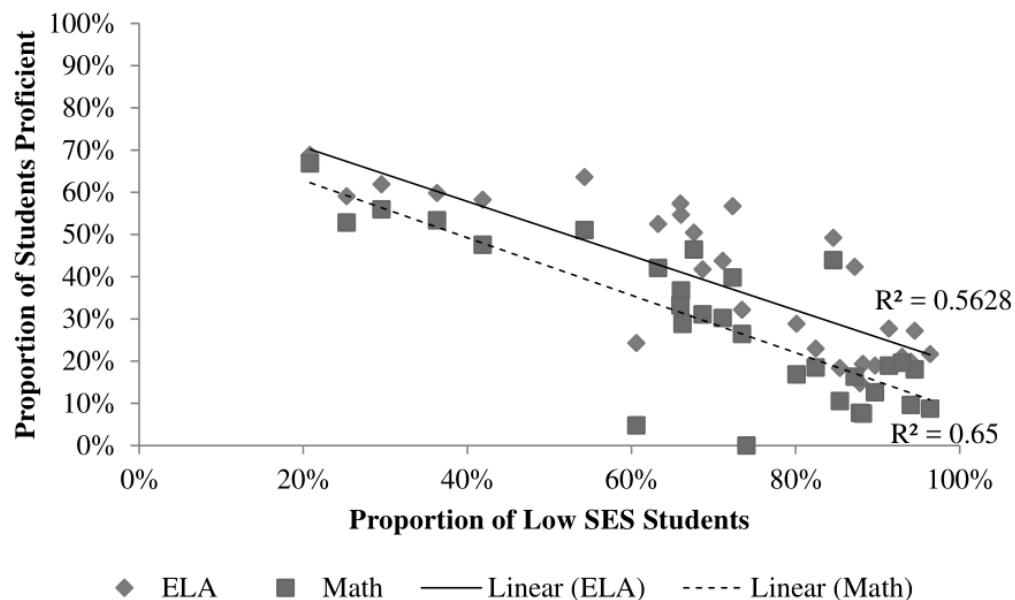
While PUSD has taken some critical steps to create magnet schools and specialized programs with some success at attracting greater economic diversity, for the most part, schools located in higher poverty neighborhoods have remained economically segregated and racially isolated and tend to struggle academically.

District-wide, 66.8% of students qualify for free or reduced-price lunch. However, there are significant differences in poverty levels between students from varying racial and ethnic groups, areas of residence, and between schools. In the twelve schools where most students reside in higher poverty neighborhoods, the percentage of low-income students eligible for this program averages 90%. At the three schools serving students residing in the more affluent areas of Sierra Madre and Pasadena, an average of 25% of students qualify for free and reduced lunches, well below the threshold to qualify for school-wide Title I funding.

As throughout the nation, there are large gaps in academic achievement between students of differing racial, ethnic, linguistic and economic backgrounds. PUSD students attending low-poverty schools, have on average, much higher rates of academic achievement. This situation is most apparent at the schools that are eligible for the School Improvement Grant program. At

Altadena Elementary, in Tier I, 82.4% of students are socioeconomically disadvantaged and the school enrolls only 30% of its mixed income neighborhood resident students. John Muir High School, in Tier II, has 83% low-income students and enrolls only 31% of all potential students within its boundaries. Figure 2 below illustrates the relationship between Low Socioeconomic Status (qualifying for Free/Reduced lunch program or having parents who did not graduate from high school) and Proficiency on California's Smarter Balanced Assessment (SBAC) test for English Language Arts (ELA) and Math in PUSD; schools with larger concentrations of low socioeconomic students had fewer students scoring proficient (meeting or exceeding standard).

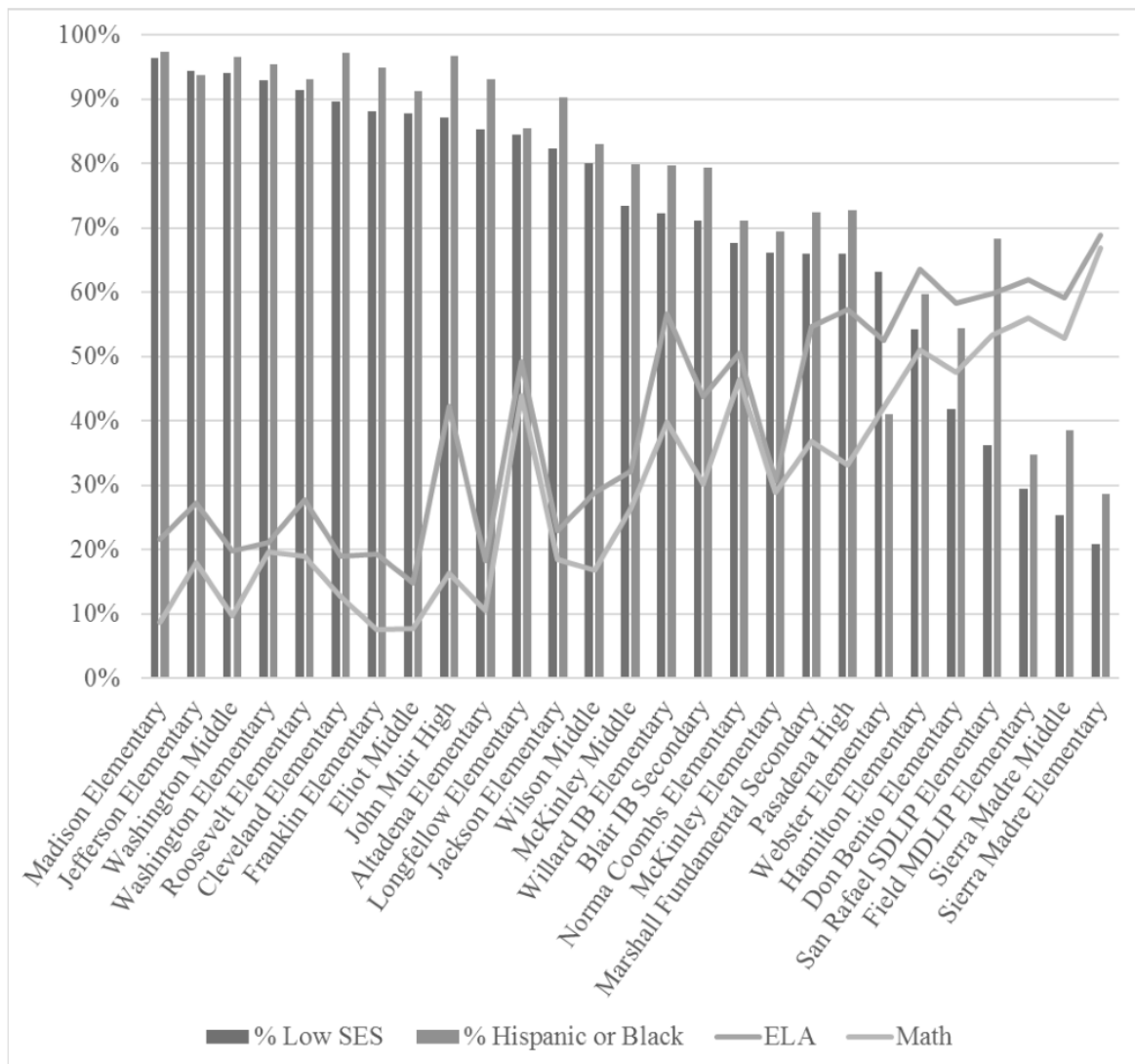
Figure 2: Relationship between Socioeconomic status and ELA and Math Proficiency.



In Figure 3 below the blue and orange bars show the concentrations of students of low socioeconomic background and Black or Hispanic students, respectively, by school and plots the levels of proficiency in ELA and mathematics by school. Large number of PUSD schools have

high concentrations of traditionally underserved students (low SES, Black or Hispanic) and that those schools with the highest concentrations also have the largest proportions of students who are not scoring at a proficient level on ELA and math assessments.

Figure 3: PUSD Schools by % of Socioeconomically Disadvantaged, % Black or Hispanic Students, % proficient on ELA and Math (2015-16).



2. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

The commitment the PUSD Board of Education and Executive Leadership Team have made to address the needs of disadvantaged students is encapsulated in the following seven recommendations in the areas of policy, practice, and public engagement of the Educational Master Plan approved in September 2016.

1. To ensure that students learn in meaningful and active ways, the District will provide caring, engaging, and challenging experiences for every student, every day, in partnership with families and the community.
2. To ensure that every school and classroom meets the challenges of 21st-century learning, the District will recruit, place, and retain teachers and leaders with exceptional qualifications, sustaining them through professional development linked to teacher performance standards, student data, and community needs.
3. To meet the social, emotional, and academic needs of widely variable learners, the District will provide robust supports for the development and well-being of all students, at risk or not.
4. To harness and organize the energies and resources of its community partners, the District will ensure that all its divisions collaboratively develop, align, coordinate, and routinize effective practices to support the contributions of valued contributors.
5. To facilitate the necessary management supports for high-performing learning communities, the District will review and revise its communication mechanisms with school sites regarding such fundamental services as operations, maintenance, and budget.

6. To ensure that no PUSD student lacks access to a high-quality school environment, the District will assess and improve its assignment process for schools of choice.

7. To propel all teachers and students toward high performance in a changing world, the District will upgrade facilities to provide the spaces and technological infrastructures capable of connecting people as learners and leaders.

To effectively address the complexity of recommendation for school assignment and the interrelated needs for all stakeholders—from parents and students to community members, business leaders, educators, and policymakers—to play a meaningful role, PUSD has enlisted the assistance of the SES Consulting Team in support of the planning and pre-implementation activities of this project.

SES Consulting Team proposed services are informed by the Consulting Team’s extensive knowledge of the research and proven best practices pertaining to socioeconomic integration and improving the academic achievement of low-income and “at risk” high needs students. This project is demonstrably strengthened by the qualifications and expertise of its team of nationally recognized consultants—Michael Alves, Richard Kahlenberg and John Brittain—and their proven track record in guiding and facilitating the development and implementation of equitable and viable socioeconomic student assignment plans in other school districts.

PLANNING ACTIVITIES

PROPOSED SERVICES IN SUPPORT THE DEVELOPMENT AND COMPLETION OF THE PUSD EQUITY AND ACCESS BLUEPRINT.

- Review the research on socioeconomic integration and identifying the key elements that should

be taken into account in defining socioeconomic diversity and establishing feasible socioeconomic integration goals for low, medium and high SES students.

- Identify the salient factors that should be used to determine the socioeconomic status of the District's most "at risk" economically disadvantaged, English Language Learners and other high needs students. Factors to be considered include the students' family income, parents' highest educational attainment level, the number of adults in students' household, language spoken at home, home ownership, and the demographic characteristics of the students' residential neighborhood and other factors that would be determined from the analysis of the District's block group census data and students' family socioeconomic information self-reported by parents.
- Identify the causes of socioeconomic segregation and the legally permissible student assignment options that can be used to promote socioeconomic diversity in K-12 public education.
- Review the research-based educational benefits for students attending socioeconomically diverse schools and the harmful effects that segregated schools have on economically disadvantaged and at risk students.
- Review the Century Foundation's national database on socioeconomic integration and identifying the student assignment options that school districts are using to voluntarily promote socioeconomic integration and reduce the over-concentration of low-income and high needs students.
- Identify the best practices being used to promote socioeconomic integration by school districts implementing district-wide or cluster-wide choice-based student assignment plans.

- Identify the best practices being used by magnet schools and voluntary transfer policies to promote school specific socioeconomic integration.
- Identify the best practices being used to promote socioeconomic integration by realigning home school attendance boundaries, feeder patterns and other residential-based student assignment policies.
- Identify the best practices of school districts that are using a combination of choice-based and residential-based student assignment options to promote socioeconomic integration.
- Identify the best practices of school districts using socioeconomic integration to increase student enrollment in public schools.
- Identify the best practices being used to ensure the efficient utilization of school facilities and cost effective student transportation services.
- Identify the best practices being used to promote community engagement and parental support for diversity and integrated public schools.

The development of a viable socioeconomic student assignment plan for the **Equity and Access Blueprint** will be grounded in a comprehensive review and analysis of the District's public schools' current and projected student enrollment data and an analysis and assessment of the efficacy of the District's current residential and choice-based student assignment policies in preventing the over-concentration of low-income and high needs students in the projected targeted schools and other schools with the same grade-structure.

Key questions that will guide the collection and demographic analysis of these data include:

- How does the District define and identify economically disadvantaged students and to what

extent are the District's schools enrolling economically disadvantaged students?

- How does the District define and identify "high needs" students and to what extent are the District's schools enrolling high needs students?
- How does the District define a school that is over-concentrated with economically disadvantaged and high needs students?
- What schools are enrolling a disproportionate percentage of economically disadvantaged and high needs students and how were these students assigned to these schools?
- What schools are enrolling a socioeconomically diverse student body and how were students assigned to these diverse schools?
- What is the District's student transportation policy? How many students are receiving student transportation services and how many students are being transported to the District's schools that are over-concentrated with economically disadvantaged and high needs students?
- How many students who reside in the PUSD are attending charter schools? Where do these students reside? To what extent is charter school enrollment affecting enrollment in the District's attendance area and magnet schools? What are the demographic characteristics of the charter schools' students? What are the demographic trends associated with charter school enrollment?
- To what extent will the District's school-age population student grow or decrease over the next five years? Where will the growth or decrease be occurring? What will be the demographic impact of this projected growth or decrease on the District's school attendance boundaries?
- In light of the District's current and projected system-wide level of economically disadvantaged students, what levels of socioeconomic diversity can the District feasibly attain

that would reduce the number of schools with high concentrations of economically disadvantaged students? What changes would need to take place for the district to not have schools with a disproportionate enrollment of economically disadvantaged students?

- Produce a written report that sets forth the SES Consultants Team's findings and recommendations for the development and pre-implementation of a comprehensive socioeconomic student assignment policy for the PUSD.

PRE-IMPLEMENTATION ACTIVITIES

PROPOSED SERVICES IN SUPPORT THE PRE-IMPLEMENTATION OF THE SOCIOECONOMIC INTEGRATION BLUEPRINT.

- Establish socioeconomic integration goals for low, medium and high SES students in specific schools and give economically disadvantaged and high needs low-SES students a priority to voluntarily enroll in high performing and diverse public schools.
- Review the PUSD's current Open Enrollment and magnet schools' application process and identify any deficiencies and inequities that need to be addressed in order to make the process more transparent and parent friendly.
- Create a revised online school choice application process that promotes socioeconomic integration.
- Review the PUSD's current computerized student assignment procedures and identify how these procedures would have to be altered in order to effectively implement the key elements and features of the choice-based piloted socioeconomic student assignment policy.
- Beta test the efficacy of the Pilot socioeconomic student assignment and magnet schools admissions policy utilizing a proven SES integration application and assignment software

system that supports implementation of best practices.

- Create community-based Family Resource Centers and deploy family resource advocates to assist parents in making informed decisions about their child's student assignment options and to help recruit parents to enroll their children in diverse schools.
- Create socioeconomically diverse school attendance zones and beta test the realigned school attendance boundaries student enrollment to promote socioeconomic integration to the extent practicable.
- Create K-12 school choice attendance "clusters" and feeder patterns that would promote residential and choice-based socioeconomic integration.
- Produce a written report that sets forth the findings and key results of the pre-implementation of the socioeconomic student assignment policy.

For purposes of this Pilot project, the formulation of the school choice attendance "clusters" would be based on the following proven best practices:

- **Grandfathering:** Students already enrolled in the District's public schools would be allowed to remain in their currently assigned school and would not be involuntarily reassigned to another school.
- **Sibling Assignments:** Siblings would be assigned to the same school provided that they are attending the school at the same time.
- **Choice:** All schools within a cluster would become choice schools and all parents would be allowed to choose the schools they prefer their children attend by their own rank-order of preference.
- **Proximity Assignments:** Students who reside nearest to their first-choice school would be

given a priority to attend that school for their socioeconomic group.

- **Diversity:** All assignments would be subject to the definition of socioeconomic integration that would be established for each cluster by the Equity and Access Blueprint.
- **Scope of Assignments:** All newly enrolling students who reside in a cluster or request to be transferred to another cluster school would be assigned according to the socioeconomic student assignment policy.
- **Stability of Assignment:** Once enrolled no student would be mandatorily reassigned to another school.
- **School Improvement:** Schools that are under-selected and having difficulty attracting a diverse student enrolment will be targeted for research-based school improvement measures.
- **Facilities Utilization:** Enrollment capacities would be established for each cluster school and no school would be allowed to become overcrowded by enrolling students beyond its available seats.
- **Student Transportation:** In light of the geographic size of the PUSD, the school choice attendance clusters will be designed to facilitate the development of efficient and cost-effective transportation routes.
- **Family Resource Centers:** To ensure that parents are able to make informed decisions about their rank-ordered schools of choice, each cluster would establish a Family Resource Center that would be conveniently located and accessible to all parents and families that reside within in the cluster.

A **Family Resource Work Team** will then implement the following activities with assistance from the Alves Education Consulting Group (AECG) team:

- Review how Family Resource Centers are organized and operate in other school districts that are implementing choice-based SES conscious student assignment plans.
- Conduct focus groups and an online survey that elicits community input on how the FRC can best meet the needs of the district's diverse families.
- Define the mission and purpose of the community district's Family Resource Center.
- Make improvements to the existing central FRC and identify locations and spaces for school-based FRCs.
- Identify the information that will be made available to parents and via what medium (i.e., printed brochure, online website, etc.).
- Determine how the FRC should be staffed and organized to best meet the needs of the community district's diverse families.
- Determine how the FRC can assist the SES target schools in recruiting higher SES parents and students.
- Identify and partner with other community agencies and organizations that are providing assistance and education related services to low-income families and at risk children.
- Produce a written report that sets forth the specifications for the operation of one or more additional Family Resource Centers in the PUSD.

This project will be guided by the work of an Equity and Access Advisory Committee first convened in October 2016 to address educational equity practices in PUSD's schools and central office. This committee stems from PUSD's strategic planning and state Local Control Accountability Planning process, so project is aligned with these goals and accountability measures and use of supplemental state funding targeted to support socioeconomically

disadvantaged, English learner and foster youth students. To meet their unique needs, PUSD has broadened its stakeholder engagement to conduct more in-depth needs assessments through four focus area work teams for equity and access, English learners, foster youth and special education, and at school level through the Single Plan for Student Achievement school site planning process, to determine factors that have led to low student achievement.

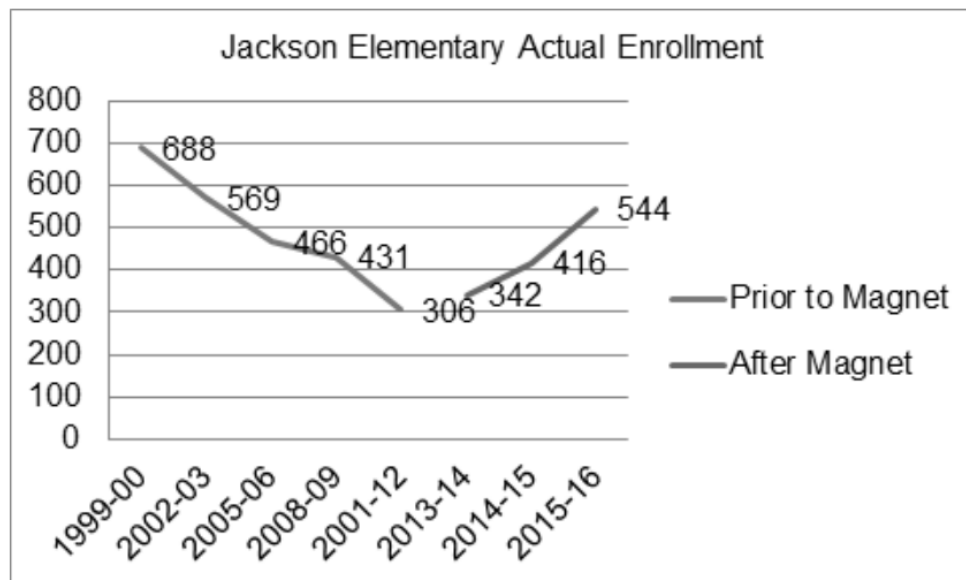
3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

When returning to Pasadena in 2016 to conduct interviews, research and analysis, Richard D. Kahlenberg noted, “PUSD should improve its commitment to educational equity in its public school choice programs; in transportation policies; and in providing services for English Language Learners.” His 2006 *One Pasadena* report outlined a two-pronged approach for school improvement: 1) creating magnet programs to attract more middle-class students to PUSD and improve educational offerings; and 2) adopting fairness guidelines to ensure that low-income students would have access to economically integrated schools. This project is designed to systematically and cohesively address the three issues a) equitable school choice system; b) transportation; and c) services for English learners as described below.

a) Equitable School Choice System: The success PUSD has had with some of its dual language immersion schools and specialized (“signature”) programs in attracting students from within the area and from surrounding districts has shown that developing strong, innovative learning environments could slow the effects of declining enrollment. The Pasadena area’s low birth rate and high housing costs will likely result in a continuing decline, with the Davis Demographics

2017-24 Forecast Report anticipating a drop of enrollment down from 16,974 to 15,611 in 2024 if factors for birth rate, mobility, and current levels of attraction remained the same. The overall population residing within PUSD boundaries is also aging and that with more “aging in place,” fewer homes are opening up for young families. This project seeks to change that trajectory of declining enrollment and create a more balanced socioeconomic diversity across its schools by developing a Blueprint and piloting activities that would inform and ultimately result in the policy and structural changes needed to improve attraction and retention rates through strong instructional programs that serve the wide variety of needs and interests of students and families.

The current “open enrollment” system employed by PUSD is a blind lottery system and does not consider a student’s socioeconomic status in student assignment plans. In more than 90 other school districts and charter schools that provide public school choice lotteries for oversubscribed schools, these are often are weighted to ensure socioeconomic diversity. Although PUSD strives to have a 50/50 mix of native and non-native speakers in the Spanish and Mandarin dual language



immersion (DLIP) programs, this has had mixed results for achieving a more diverse socioeconomic mix for magnet and signature programs. Jackson Elementary, a DLIP/STEM magnet, becoming a model for increasing a diverse enrollment and attracting students from throughout PUSD and beyond after nearly closing in 2012.

At two now oversubscribed DLIP schools, however, the percentage of low-income students is rapidly decreasing. For example, at the first DLIP school established in 2009, the percentage of students receiving free or reduced lunches decreased from 65% to 36%. While a promising examples of the success of DLIP as an innovative strategy to attracting middle class families, the impact of enrollment policy and practice across other schools in the district and the community perception has been seen as less equitable. In focus groups conducted in 2016, parents and faculty at John Muir High School report that at this school, where 97% of students are Latino or African American and 84% are low-income, is not benefitting from the gentrification of the surrounding neighborhoods because more affluent families (of all colors) often use the open enrollment process to attend other high schools that have fewer low-income students and better academic reputations. In the 2016-17 open enrollment process (setting aside a small number of students applying to academies), through which parents can opt to send their children to schools outside their neighborhood or primary attendance zone, 149 incoming 9th grade students ranked Pasadena High School in the more affluent east Pasadena as a first choice and just 8 at Muir.

In a 2016 survey of over 1800 parents, including those whose children attend private or charter schools and parents whose children never attended PUSD schools, the top reason for not enrolling their children in PUSD was “concerns about academic quality or standards,” followed by

“concerns about safety/student behavior and class size.”¹ These perceptions are exacerbated by comparisons to PUSD’s more affluent neighboring schools districts, such as San Marino, La Canada and Arcadia, which have achievement levels among the highest in the state but significantly smaller populations of low-income, English learner, foster youth and students with disabilities. This project’s systematic and intentional approach to increasing socioeconomic diversity combined with PUSD’s targeted academic support and interventions are designed to address these concerns.

b) Transportation: The current PUSD Board policy is for transportation to “choice schools” (those without magnet programs) to only be provided when required by law (when a student is given the right to transfer out of a low performing school to a better performing one.)² In recent years, the total number of students provided transportation by PUSD has declined by more than half, from 1832 in 2008-09 to 892 in 2013-14. Cutbacks in transportation limit access for low-income children to attend strong economically-mixed schools. As part of the Blueprint development, SES Consultants will carefully analyze PUSD transportation services and policies and gain critical input for viable student transportation to support changes to school assignment policies and contribute to the success of PUSD’s goals for increasing socioeconomic diversity within each of its schools.

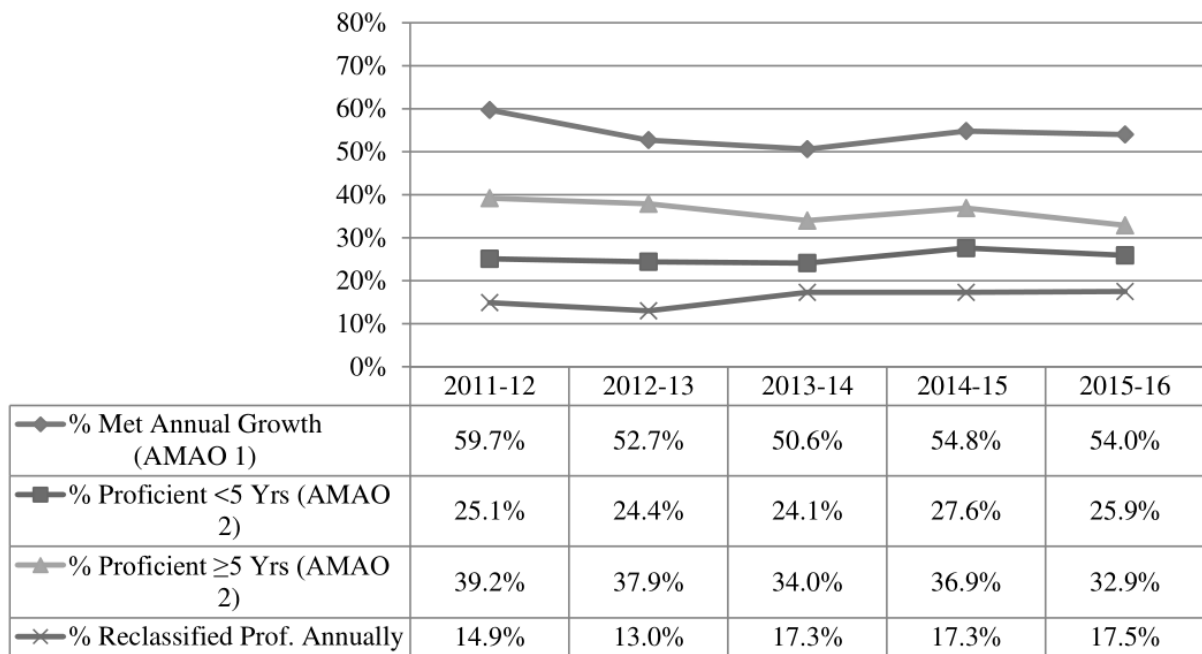
c) English Language Learners: PUSD has 3,457 students (19%), identified as English learners (Els) in 2015-16, of whom 90% are Spanish-speakers. Amongst the over 23 other

¹ Goodwin Simon, “Key Findings,” p. 2.

² PUSD School Board Policy 5116.1 Intradistrict Open Enrollment, Revised October 23, 2014

languages represented, Armenian and Mandarin are the most common but concentrated within specific schools. As shown in figure X below, efforts to meet proficiency targets for Els has remained relatively flat over the past five years.

Figure 5. English learner performance on Title III accountability measures across 5 years.



The 3,272 (17.5%) who were reclassified as fluent English proficient (RFEP) also still struggle academically, particularly in secondary school, where they are rarely able to access more advanced placement (AP) or other college prep classes. For example, out of the 342 RFEP students tested in the 11th grade, 4% exceeded the grade eleven standard for mathematics and Early Assessment Program (EAP) Status as ready for college-level coursework.

B. SIGNIFICANCE

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

Fifty years of research, dating back to the Coleman Report of 1966, has shown that school-level socioeconomic composition affects students' academic outcomes, above and beyond the impact of students' own socioeconomic circumstance.³ Cross-sectional analyses have shown low-income fourth-grade students attending more-affluent schools are as much as two years ahead of low-income fourth graders attending high-poverty schools on the National Assessment of Educational Progress in mathematics.⁴ More rigorous analysis controlling for self-selection suggests substantially better outcomes for students who avoid schools where poverty is concentrated.⁵ One such evaluation found that low-income elementary school students whose families were randomly assigned to low-poverty neighborhoods and schools in Montgomery County, MD performed 0.4 standard deviations better in math than low-income students randomly assigned to public housing units (and schools) in higher poverty neighborhoods, even though the latter schools spent \$2,000 more per pupil. Two-thirds of the positive effect was attributable to

³ J. S. Coleman et al, *Equality of Educational Opportunity* (U.S. GPO, 1996).

⁴ U.S. Dept. of Education, National Assessment of Educational Progress 2011 Math Assessment

⁵ R. A. Mickelson and M. Bottia, "Integrated education and mathematics outcomes: A synthesis of social science research," *North Carolina Law Review* (2010), 993–1089.

attending lower-poverty schools and one-third was attributable to living in lower-poverty neighborhoods.⁶

A second line of research suggests benefits to all students—not just the disadvantaged—from attending integrated schools. Researchers at Columbia University noted mounting evidence that “diversity makes us smarter.” They wrote, “researchers have documented that students’ exposure to other students who are different from themselves and the novel ideas and challenges that such exposure bring leads to improved cognitive skills, including critical thinking and problem solving.”⁷

Despite an extensive body of research establishing the harms of concentrated poverty and the benefits of diversity, significant political and legal impediments stand in the way of achieving integrated schooling. Middle-class parents worry their children will suffer in schools where low-income student enrollment has hit a tipping point. And in its 2007 *Parents Involved in Community Schools v. Seattle School District*⁸ decision, the U.S. Supreme Court placed limits on using students’ race in school assignment plans. PUSD’s choice-based socioeconomic integration plan will build national evidence on how diverse schools can improve learning outcomes and explore

⁶ H. Schwartz, *Housing Policy Is School Policy* (Century Foundation, 2010).

⁷ A.S. Wells, L. Fox, and D. Cordova-Cobo, “How Racially Diverse Schools and Classrooms Can Benefit All Students,” Century Foundation, 2016; K. Phillips, “How Diversity Makes Us Smarter,” *Scientific American* 311, no. 4 (October 2014).

⁸ *Parents Involved in Community Schools v. Seattle School District*, 551 U.S. 701 (2007)

how diversity programs can best be designed and implemented in today's legal and political environment.

Despite its modest size, Pasadena's national visibility and K-12 partnerships with innovative and nationally known educational and cultural institutions will be of mutual benefit to a community of practice with other grantees and experts.

2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The expertise of SES Consultants will significantly contribute to the PUSD's efforts to expand and reorganize its Family Resource Center and establish a structure for communication, training, referrals and linkage to community resources for its socioeconomically, culturally, and linguistically diverse parent and guardian population. PUSD must also build its capacity to serve a more socioeconomically diverse parent pool and the community support needed to change the perceptions of its schools. Currently, LCFF target and federal Title funding support parent education and engagement through its existing Family Resource Center, Academics, and School Support Services, while district general funds support the PUSD's Office of Enrollment and communications functions. For long-term success, the process of socioeconomically integrating Pasadena's schools will require a communication, and collaboration across all district departments and schools in ways that are transparent, consistent and tailored to be as accessible and effective as possible given the varied situations of each individual.

C. QUALITY OF THE PROJECT DESIGN

This project will:

1. Develop and pilot pre-implementation of socioeconomic (SES) Integration student assignment plan for the PUSD Equity and Access Blueprint;
2. Ensure that parents and community are informed of the purpose of Blueprint and involved in development;
3. Build the capacity of PUSD through training and systems improvement to develop and implement Blueprint activities.

1. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Over the last eight years, the PUSD established a graduate profile and strategic plan to guide its approach to education and support services, leading to the Educational Master Plan and its recommendations from which this project directly stems. Aligned activities, including reviewing and revising school assignment, improving service delivery model of school and student supports, implementing a tiered approach to managing schools, implementing magnet and other signature programs are now critical components of LCAP planning process. Required of school districts by the state of California as part of its Local Control Funding Formula enacted in 2013-14, PUSD's LCAP contains sets out goals, strategies and actions, performance targets, and budget encompassing a three-year period. Collaboratively developed with stakeholder input and oversight and the final LCAP presented to the public and Board of Education for approval in June each year for the following fiscal year. The key project investment to engage the national expertise of SES

Consultants to assist PUSD staff in navigating the complexities of Pasadena, its current school assignment policies and building capacity for family and community engagement will help sustain the long-term benefit.

2. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77. I (c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.

The development of the Equity and Access blueprint will be integrated and aligned with promising practices that PUSD is currently implementing using its existing state, federal and local funding streams, goals and expected outcomes.

a) Improving Outcomes for High-Poverty Students: PUSD is using state LCFF funds designated for the following targeted interventions and special programs to improve outcomes for its socio-economically disadvantaged, English learner and foster care youth:

Personalized Support Plans (PSP): Seeking to pilot ways in which schools can help leverage resources to mitigate some of the non-academic barriers to learning, the goal of this initiative is to improve the coordination and delivery of student support in two high-need pilot schools. A school social worker functions as a case manager at each site, organizing the resources and structures already present in each school and throughout our PUSD community, and connecting students with services in a more efficient way. The most at-risk students at these schools will have a Personalized Support Plan (PSP) designed to meet their specific needs. Goals, services and supports included in these plans will be monitored and coordinated by the school site case manager/social worker. They will function as the point person for community-based service

providers and for families, reducing the burden on site administration and staff and allowing school administrators and teachers to focus on improving instruction schoolwide.

Magnet Schools and Signature Programs at schools in high-poverty areas: this project will assist the district's efforts to increase diversity through the development of innovative programs at schools located in high-poverty neighborhoods, with significant minority group isolation and low socioeconomic diversity. Over the past ten years, PUSD has successfully garnered federal Magnet Schools Assistance Program (MSAP) grants, California Career Pathways Trust state grants, business partnerships and other funding to support the development of its magnet schools and signature programs.

As detailed in the School Matrix included in attachments, PUSD's current K-12 signature programs and magnet school themes include: three Spanish dual language immersion (SDLIP) schools, one Mandarin (MDLIP), four Arts-focused/Arts magnet schools, three Science, Technology, Engineering (Arts) and Math (STEM/STEAM) schools, two International Baccalaureate (IB), and ten College & Career Academies.

2. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

PUSD's extensive existing partnerships, including those with the California Institute for Technology (Caltech), NASA's Jet Propulsion Laboratory, Pasadena City College (PCC), Huntington Library and the wealth of arts, business, health and other local resources already support its students. Examples include the joint dual enrollment program with PCC at PUSD high schools as well the innovative early college program, and a new partnership funded through a state

Adult Education Block Grant to expand and strengthen educational offerings for parents and families. A key part of this project, however, is strengthening the district's capacity to more systematically leverage and target these community resources to provide the supports needed for low-income students as an important and intentional policy to pursue within socioeconomically integrated schools. Examples of this approach are close by within the Alhambra Unified, a similar sized district with a similar socioeconomic makeup (67% disadvantaged), that has adopted a comprehensive community schools plan emphasizing culturally relevant curricula, wrap around supports for health care, social and emotional services, positive discipline practices, authentic community engagement, and inclusive school leadership. A positive indicator of the program's merit was Alhambra's suspension rate, the lowest of 28 Los Angeles-area districts in 2014.

The City of Pasadena new Office of the Young Child and comprehensive Early Child Development Plan will also help build strong partnerships for the many local agencies providing services for the children 0-5 and their families as well as communication to the more than 50 area preschools. Combining the early childhood education and community schools approaches can be quite effective in helping the turnaround of the schools in which most students come from low-income and Latino families, such as in Union City, New Jersey. Ranking next to last in the state academically in 1989, Union City students now have a graduation rate of 89%, compared with about 70% nationally.

4. The extent to which the proposed project encourages parental involvement.

Parental involvement is critical to all aspects of this project and is the cornerstone for the reorganization and expansion of its Family Resource Center. Located physically within the central district office building and virtually on its website, this resource currently offers parent education,

workshops, volunteer information and processing, and connections to resources and resource partners, as well as a communication hub and meeting space for parent leadership groups. Key planning, training and staff development is now needed to more effectively encourage parent involvement as well the integration of services of PUSD’s Office of Enrollment and other relevant Department to fully incorporate communication and outreach about school options within PUSD within its mission. Training to further build capacity of central staff and school based community assistants – for cultural awareness, customer service, links to community resources, and referral systems – will need to address at least three distinct categories of needs resulting from increased socioeconomic integration: 1) Serving all students at schools that are currently racially and socioeconomically isolated in high-poverty neighborhoods; 2) Serving low-income, higher need students in schools located with larger percentage of high-income students and/or located in more affluent neighborhoods; and 3) Serving more affluent students and families in schools located in higher-poverty neighborhoods.

This project will also partner with Pasadena’s varied and vibrant parent leadership groups for conducting focus groups, surveys and public information forums around diversity issues and specific blueprint development activities.

D. QUALITY OF PROJECT PERSONNEL

I. The qualifications, including relevant training and experience, of the project director or principal investigator.

The District will demonstrate its commitment and support to the Blueprint for Equity and Access through the close oversight and direction of its Executive Leadership Team and the careful

hiring and placement of qualified project staff with sufficient experience, training, and qualifications to successfully lead the implementation process. The day-to-day management of all aspects of project implementation will be the responsibility of a full time (1.0 FTE) Project Director (grant funded at 50%). Sample resumes of highly qualified staff are provided in the attachments to demonstrate that the District has the internal capacity in personnel to provide the leadership necessary for full project implementation. Pasadena USD will require that the Project Director have experience and training in the following areas:

- Federal, State and Local Grants Management experience, including proposal development, program and financial management, and reporting;
- Strategic plan development, including coordinating stakeholder and community engagement, with strong facilitation skills needed for collaborative planning and bringing together a diversity of perspectives;
- Knowledge of desegregation practices and strategies;
- Communication to work successfully with partners, teaching staff and site administration, parents and students.
- Recording, collection, presentation, and analysis of data.

2. The qualifications, including relevant training and experience, of key project personnel.

Key project personnel include the leadership of the school district and those leading the major project components including:

- Superintendent Brian McDonald is responsible for the academic and operational management of the district and brings expertise as a classroom teacher, school principal and administrator

as well as an extensive career in the Houston Independent School District to his position as Superintendent of Pasadena Unified.

- Chief Academic Officer Shawn Bird oversees Elementary and Secondary Education services, Child Welfare, Attendance and Safety, Curriculum, Instruction and Professional Development with previous experience as the Instructional Director for High Schools for Los Angeles Unified School District, as a middle and high school principal, and professor for teacher education at University of San Francisco.
- Equity and Access Coordinator and veteran school principal Trudell Skinner who will lead the work of Equity and Access Work Team
- Family and Community Engagement Coordinator Alison Vai who brings magnet school marketing and communication and a background with Nashville Public Schools and Alignment Nashville to the work of leading a Family Resource Center Team.

Funding request also include additional hours for the following personnel:

- Family Resource Center Community Liaisons will provide support for parent and community engagement for Blueprint development, training of community assistants and other pre-implementation activities.
- Research Analyst will provide data and research support of planning and implementation, as well as conduct a program evaluation, including extraction of relevant student-level data from SIS, construction of necessary evaluation instruments, data collection and entry, construction of study database, and analysis and reporting.
- Office of Enrollment Clerk will provide additional hourly support needed for school assignment planning work

- School Community Assistants who are primary liaisons to parents at school sites.

3. The qualifications, including relevant training and experience, of project consultants or subcontractors.

Alves Educational Consultant Group, Ltd. and SES Consultants Team

The **Alves Educational Consultants Group, Ltd** is an educational consulting company that specializes in the review, development, and implementation of equitable residential and choice-based student assignment plans and magnet school admissions policies in K-12 education. The AECG was incorporated in the Commonwealth of Massachusetts in September 2000 by its President, Michael J. Alves, who is the sole owner of the company and has over thirty-five years of experience in coordinating the development and implementation of racial and socioeconomic student assignment plans in numerous school districts throughout the United States. The AECG corporate office is located at 414 Canton Avenue in Milton, Massachusetts and it has a technical assistance services field office in Machesney Park, Illinois.

The AECG uses a consultants-based work force of highly qualified associates that are carefully matched to provide the expertise and services that are required to meet the particular needs of its school district clients. In addition to Michael Alves, who oversees the management of the company and its projects, AECG's associates include nationally recognized student assignment experts, civil rights attorneys, policy analysts and prominent social scientists who have conducted extensive academic research on socioeconomic and racial integration. AECG also utilizes the services of a core group of practitioner associates with extensive school district experience that specialize in

data management, quantitative and qualitative data gathering and analysis, community engagement, information technology, computer programming, and student transportation. The following are the AECG associates who will serve as the SES Consulting Team for this project:

Michael Alves will oversee and schedule the work-flow of the SES Consulting Team and the timely completion of all deliverables that are required for this project. He will have lead responsibility for coordinating the services that will be provided in support of designing the diversity conscious student assignment policy to increase socioeconomic integration, upgrading the PSUD data-management and enrollment system and piloting the beta-testing and pre-implementation of the socioeconomic magnet schools admissions lottery and revised school attendance zones. Mr. Alves is a nationally recognized educational planner and student assignment expert with over thirty-five years of experience designing and implementing diversity conscious choice-based and residential-based student assignment plans and magnet schools admissions policies in numerous school districts throughout the United States that include the socioeconomic student assignment plans in Cambridge MA, Champaign IL, Charlotte NC, Wake County NC, White Plains NY, Richmond VA, Rochester NY, and Manchester CT and is currently coordinating and assisting the development of comprehensive socioeconomic integration and school improvement plans in New York City Community School Districts 1 and 13. He is the President of the Alves Educational Consultants Group was previously the Title-IV CRA Project Director for Desegregation Assistance at the Massachusetts Department of Education and the Senior Equity Specialist for the Equity Assistance Center at Brown University.

Mr. Alves has been an expert witness in several federal desegregation cases and a consultant to the U.S. Department of Justice, U.S. Office for Civil Rights, NAACP Legal Defense Fund, and

the University of Miami Desegregation Assistance Center. He has co-authored two books with Dr. Charles V. Willie: *Student Diversity, Choice, and School Improvement* (Greenwood Press 2002), and *Controlled Choice: A New Approach to Desegregated Education and School Improvement*, (Brown University 1996), and he has authored numerous articles and reports on the plans that he has helped to design and implement.

Richard Kahlenberg is the pre-eminent authority on socioeconomic integration and will be the Consulting Team's lead consultant on education policy issues throughout the duration of this project. He has been called "the intellectual father of the economic integration movement" in K-12 schooling and has consulted with school districts in Chicago, Illinois; Little Rock, Arkansas; and Charlotte-Mecklenburg, North Carolina on creating socioeconomically integrated schooling. Kahlenberg has been active in supporting the Pasadena Unified School District's effort to promote equity. In 2006, he authored a report, *One Pasadena: Tapping the Community's Resources to Strengthen the Public Schools*, commissioned by the Pasadena Educational Foundation. In 2016, he returned to Pasadena and wrote a follow-up report, *Better Together: How Innovative Mixed-Income Magnet Schools Can Benefit All Children in the Pasadena Unified School District*, which is slated to be released this spring.

He is the author of six books, including *All Together Now: Creating Middle Class Schools through Public School Choice* (Brookings Institution Press, 2001). In addition, Mr. Kahlenberg is the editor of ten Century Foundation books, including *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (2012). He served as executive director of Century's Task Force on the Common School, chaired by Gov. Lowell Weicker. The 25 member panel issued a report entitled *Divided We Fail: Coming Together Through Public School Choice*.

(2002). Kahlenberg's articles on education have been published in *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The New Republic*, and elsewhere. He has appeared on ABC, CBS, CNN, FOX, C-SPAN, MSNBC, and NPR. Mr. Kahlenberg is a graduate of Harvard College and Harvard Law School.

John C. Brittain is a tenured professor of law at the University of the District of Columbia, David A. Clarke School of Law and will serve as the Consultant Team's lead civil rights consultant and equity specialist. Professor Brittain is a nationally recognized desegregation expert and has had extensive experience in assessing and developing constitutionally permissible student assignment plans in numerous school districts including Charlotte-Mecklenburg, NC, Wake County, NC; Greenville, NC; Pitt County, NC; Louisville, KY; and Washington, DC; and he is currently assisting Michael Alves in developing permissible socioeconomic integration plans in New York City. He is the former Senior Deputy Director of the Lawyers' Committee for Civil Rights Under Law in Washington, DC and he was the Chief Counsel in *Sheff v. O'Neill*, a landmark school desegregation case decided by the Connecticut Supreme Court in 1996. And he formerly served as dean of the Thurgood Marshall School of Law at Texas Southern University in Houston and was a tenured law professor at the University Of Connecticut School Of Law for twenty-two years. Professor Brittain has a thorough knowledge of the case law related to student assignment programs, including the U.S. Supreme court's 2007 decision in *Parents Involved in Community Schools v. Seattle School District* and the guidelines that were jointly issued to public education authorities on December 2, 2011 by the United States Justice Department and Office for Civil Rights pertaining to the lawful development of diversity conscious student assignment policies in K-12 public education.

D. QUALITY OF THE MANAGEMENT PLAN

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

PUSD's **Executive Leadership Team (ELT)**, consisting of the Superintendent and six Division Chiefs for Academics, School Support Services, Technology, Facilities, Business Services, and Human Resources, will be responsible for carrying out the specific strategies and processes needed to accomplish the goals and strategies within the Blueprint. The Chief Academic Officer, who has the primary responsibility of executing the changes most relevant to this project with, will supervise the Project Director.

Project Director: The Project Director will be responsible for monitoring all aspects of grant implementation; coordinating work with SES Consultants and other project consultants; ensuring timelines are met, objectives and outcomes achieved, and activities implemented within budget; building collaborative partnerships and more effective communication with community partners and across district staff and schools; communicating about Blueprint project with partners, teachers, principals, and District administration; scheduling and facilitating meetings, focus groups and other project activities; collecting and organizing data; and reporting regularly to stakeholders on project challenges and successes.

SES Integration Planning Team: SES Consultants will assist the Equity and Access Coordinator and project director in carrying out the activities involved with completing the Equity and Access Blueprint. The team will bring together the key staff responsible for the project,

including the Project Director, Equity and Access, Family Resource Center, Office of Enrollment, Academics, Communications as well as representation from key stakeholders through the work of the Equity and Access Committee.

Family Resource Center Work Team: SES Consultants will assist the Family Resource Center Coordinator, School Community Liaisons, and Project Director in carrying out pre-implementation, including improving central FRC and pilot expansion sites, training for school-based community assistants, and partnerships with community organizations. Key representatives from School Support Services division, parent leadership groups, Collaborate PASadena, teachers and school-based staff will be recruited for Work Team.

Objective: Development and pre-implementation of the socioeconomic integration student assignment plan for the PUSD equity and access blueprint			
Project activity	Responsible	Timeline	Outcomes
<i>PLANNING ACTIVITIES (10 Months)</i>			
> Convene PUSD Project Management Team , SES Consultants and appoint SES Integration Work Team members. > Organize Work Team into sub-groups and conduct in-service training on SES Integration.	SES Consultants Team Project Manager	July - August 2017	SES Integration Planning Team is fully operational
> Conduct community-wide forums on the purpose of the SES Integration planning process.	SES Consultants Team Project Manager	September 2017	Community is fully informed about the purpose of the project.

Project activity	Person/s Responsible	Timeline	Outcomes
<ul style="list-style-type: none"> > Review SES Integration research and identify best practices for achieving choice and residential-based socioeconomic integration. > Identify SES diversity factors for low, medium and high SES students. > Conduct community engagement workshops on SES diversity > Define SES integration for PUSD. > Review current enrollment data and establish school-specific SES diversity-integration goals. > Identify changes needed to made in current open enrollment policy to achieve SES integration goals. > Identify best practices for providing student transportation services to achieve SES integration goals. > Identify best practices for attracting and increasing medium and high SES students enrollment in PUSD. 	<p>SES Consultants Team Project Manager</p>	<p>October 2017 through March 018</p>	<p>SES recommendations are developed for pre- implementation.</p>

Project activity	Person/s responsible	Timeline	Outcomes
> Identify best practices for promoting community engagement and support for SES integration.	SES Consultants Team Project Manager	October 2017 through March 018	
> Produce report and recommendations for pre-implementation of proposed student assignment options.	SES Consultants Team Project Manager	April 2018	Report and pre-implementation plan
OBJECTIVE: Development of Optimum SES Integration Plan			
PRE-IMPLEMENTATION ACTIVITIES			
> Review current Open Enrollment and magnet schools application process and identify deficiencies and inequities that need to be addressed to make the application process more transparent and parent friendly > Customize an on-line application software system for SES Integration. > Program the SES Integration software system > Set school capacities and SES Integration goals.	SES Consultants Team Project Manager	May - June 2018	

Project activity	Person/s responsible	Timeline	Outcomes
> Beta test the choice-based SES lottery assignment software system. > Review and analysis of beta test results. > Re-align school attendance areas and beta test results for SES Integration. > Subdivide attendance areas into school choice clusters and beta test results for SES Integration.	SES Consultants Team Project Manager	July - August 2018	Optimum SES Integration plan is beta tested and operationalized for adoption by the PUSD.
> Produce report on the comparative results on the beta tested choice and residential based student assignment simulation and identify best option for achieving the PUSD SES Integration goals.		September 2018	

2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

PUSD has already convened an **Equity and Access Advisory Committee** to provide advice and support to the Superintendent and his Senior Staff to ensure educational equity and

excellence in each of our schools and central office departments in integrating research-based practices and procedures to institutionalize racial equity in education with the goal of ensuring the academic success and socio-emotional development of each and every student who is entrusted to us. The Advisory Committee first convened in October 2016 has met monthly and is comprised of parents, guardians, community members, city representatives, higher education, teachers, staff and instructional leaders who reflect the diversity of Pasadena Unified School District families.

The project will also utilize the networking and community-wide communication offered by **Collaborate PASadena**, a framework for collective impact and shared leadership with a shared vision for the children of Pasadena, Altadena and Sierra Madre to all grow up in a safe, stable and supportive environment and a mission to work collaboratively to ensure desired outcomes for all children and families through the alignment of resources, shared accountability and meaningful participation of diverse stakeholders. It is guided by Leadership Council that includes the Mayor and City Manager of Pasadena, Councilmembers and Chamber of Commerce representatives from Altadena and Sierra Madre, PUSD Superintendent, Pasadena City College President, Caltech Education Director, and student, parent, faith-based and community representatives. The existing networks and communication vehicles now established by Collaborate PASadena will help support Blueprint community engagement and outreach.

Another major initiative to de-concentrate poverty and improve schools has been the expansion of the **Pasadena Education Network (PEN)**, a group of mostly middle-class families founded in 2003 that encourages other families to consider using public rather than private schools and to engage in improvement efforts in PUSD schools. PEN has already made to assisting with Blueprint community engagement and communicating to its network of over 1,200 families. The project will

also benefit from the perspectives of the many diverse **parent leadership groups**, including the district-wide and school based African American Parent Councils, English Learner Advisory Councils, PTAs, and Community Advisory Council for Special Needs Students. Local **community and civil rights organizations**, including the NAACP, Latino Coalition, Pasadena/Altadena Coalition for Transformative Leaders (PACTL), will be recruited to participate in the development of the Blueprint. Representatives from each of the groups listed were interviewed by Kahlenberg in both 2006 and 2016.

E. ADEQUACY OF RESOURCES

1. The extent to which the budget is adequate to support the proposed project.

PUSD has strong track record for managing projects within budget, including its 2013 Magnet Schools Assistance Grant, as well as garnering additional resources. SES Consultants has also shown its capacity to achieve results with budgets similar to this request. The request of \$750,000 will fund their work and provide for PUSD staff, equipment, materials, and outreach needed to develop the Blueprint and carry out pre-implementation activities.

2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Summary of Project Costs	Cost
Project Staffing: Salaries and benefits for Project Director, FRC	\$195,756
Community Liaison (at 50% FTE each) and hourly expenses for	

clerical, translation, and community assistants for training and pilot FRCs	
Blueprint development and community engagement costs	\$278,000
Pre-Implementation Activities	\$200,500
Data collection and analysis for evaluation and project reporting:	\$14,883
Indirect costs for financial management:	\$29,996
TOTAL REQUEST	\$749,264

3. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

PUSD will provide for 50% of full-time Project Coordinator and Family Resource Center Community Liaison to be paid with grant funds as well as 100% of salaries for Equity and Access, Family Resource Center, and other staff involved in the project and all facilities. As previously described, PUSD's existing LCFF Supplemental and Concentration funds designed to serve the same target population as this project will be utilized to support aligned activities.

Other Attachment File(s)

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Resumes of Key Project Personnel and Consultants

Michael J. Alves

(b)(6)

Professional Positions in Education

President of the Alves Educational Consultants Group, Ltd (AECG) and founder and general manager of “**Enroll Edu**” - on-line data management software system specializing in the design and implementation of choice-based equity and achievement driven student assignment policies for K-12 education: Milton, Massachusetts: 1989 -

Senior Educational Planning Specialist for the Education Alliance and Equity Assistance Center at Brown University: 1995 - 2005

Director of the Federal Title IV Civil Rights Act Unit for the Office of the Commissioner, Massachusetts Department of Education: 1975 – 1988

Co-Chairman of the State Equal Educational Opportunity Directors Association and advisor to the National Committee on State Role in School Desegregation, Education Commission of the States, Denver, Colorado: 1978-1980.

Director of the Neighborhood Youth Corps and Operation Mainstream Program, Southern Worcester County Community Action Center, Milford, Massachusetts: 1972 - 1974

Teacher of English and Social Studies, Milford High School, Milford, Massachusetts 1969-1972

Integration and Educational Planning Experience

Over thirty-five years of experience designing, implementing and monitoring the development of comprehensive choice-based student assignment and school improvement plans and parent information centers in diverse school districts throughout the United States, including: Socioeconomic desegregation plans in Cambridge MA (2001), Rochester NY (2001), Champaign IL (2009), New York City (2015) Charlotte-Mecklenberg County (2016), White Plains NY, and Richmond County VA (2017). And, racial/ethnic desegregations plans in Cambridge, MA (1981), Rochester NY – Choice and Supplemental Education Services (2001), Champaign IL (1998), Medford MA (1998), Fitchburg MA (1997), Waltham MA (1997), Framingham MA (1996), Malden MA (1996), Rockford IL (1995 and 1991), Providence RI (1995), Brockton MA (1995), Pawtucket RI (1994), Somerville MA (1994), Rockford IL (1991) White Plains NY (1990), Milwaukee WI (1990), Port Saint Lucie FL (1990), Boston MA (1989 and 1992)), Seattle WA (1988), Northampton MA (1988), Lawrence MA (1987), Lowell (1987),

Resumes of Key Project Personnel and Consultants

Little Rock AK (1987), Fall River MA (1986), Montclair NJ (1985), San Jose CA (1985), Worcester (MA) 1982, Holyoke MA (1982), and Cambridge MA (1980 and 1996)

Retained as Expert Witness and Controlled Choice Planner by several school districts involved in federal desegregation cases, including: Rockford School District, *People Who Care v. Rockford School District*, 1995; Boston Public Schools, *Morgan v. Hennagen* (1989); and Port Saint Lucie County School District in Florida (1989), and was retained on behalf of the Plaintiffs in *Diaz v. San Jose Unified School District* (1985).

Educational planner and consultant to various federal education agencies and national and local civil rights organizations, including: the U.S. Department of Justice, U.S. Department of Education, U.S. Office for Civil Rights, NAACP Legal Defense Fund, Mexican-American Legal Defense Fund, Puerto Rican Legal Defense Fund, the American Jewish Congress, the Urban League, the Santa Clara County Legal Aid Society in San Jose, California, Evergreen Legal Services in Seattle WA, the Multicultural Education and Advocacy Center in Somerville, MA, and the University of Miami Desegregation Assistance Center: 1985-2001.

Policy analyst and advisor on school choice and urban education reform issues to the National Governors' Association, National School Boards Association, National Education Association, Council of Great City Schools and State Departments of Education in Florida, Illinois, New York, New Jersey, California, Maryland, Connecticut, Rhode Island.

Member of the President's National Commission on Children – Implementation Committee on Increasing Educational Achievement: 1992-1993.

Educational Background: Bridgewater State Teachers College, BA; Boston University, M. Ed. and Harvard University, Graduate School of Education.

Resumes of Key Project Personnel and Consultants

Michael J. Alves

Diversity Conscious Choice-Based Student Assignment Plans

Racial / Ethnic Integration

Cambridge MA	1981
Montclair NJ	1985
*San Jose Unified School District CA	1985
*Little Rock AK	1986
Fall River MA	1987
Lowell MA	1987
Lawrence MA	1988
Northampton MA	1988
** Seattle WA	1988
Boston MA	1989
White Plains NY	1990
*St. Lucie County FL	1990
Milwaukee WI	1991
Pawtucket RI	1994
Somerville MA	1994
Brockton MA	1995
Providence RI	1995
*Rockford IL	1995
Malden MA	1996
*Lee County FL	1997
Waltham MA	1997
Fitchburg MA	1997
Framingham MA	1998
*Champaign IL	1998
Medford MA	1998
*Fayette County TN	2014

Socioeconomic Integration

Manchester CT	1995
Charleston County Public Schools	1998
Rochester City School District	2001
Cambridge MA	2001

Post PICS Socioeconomic Integration

Lee County, FL	2009
Champaign IL	2009
New York City, CSD 3 and 13	2015
Charlotte-Mecklenberg NC	2016
White Plains NY	2017
Code RVA, Richmond VA	2017

SES & Achievement Conscious Integration

Wake County Public School System, NC	2011
Greater Raleigh Chamber of Commerce	

Urban / Suburban Desegregation

Proposed Metropolitan Controlled Choice Desegregation Plan for the City of Hartford And Surrounding Suburbs	1991
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*Federal Court Ordered Desegregation Plans ** This was the original CC Plan that was targeted by the U.S. Supreme in its 2007 *Parents Involved in Community Schools v. Seattle School District No.1* decision.

Publications

Alves, Michael J., Willie, Charles V. and Edwards, Ralph. June 2002. Student Diversity, Choice and School Improvement. Greenwood Press.

Alves, Michael J. and Taylor, Garth D. 2000. "The Search for Education Equity in the Rockford Illinois School District." Equity and Excellence.

Alves, Michael J. and Taylor, Garth D. 1999. "Controlled Choice: Rockford Illinois Desegregation." Equity and Excellence. Vol. 32, no.1, pp. 18-30.

Alves, Michael J, Willie, Charles V. and Haggerty, George. 1996. "Multiracial, Attractive City Schools: Controlled Choice in Boston." Equity and Excellence in Education. Vol. 29, no 2, pp. 493-502.

Alves, Michael J. and Willie, Charles V. 1996. Controlled Choice: A New Approach to Desegregated Education and School Improvement. Brown University: The Educational Alliance Press.

Alves, Michael J. and Willie, Charles V. 1996. "How Boston Has Benefited from School Desegregation," Morehouse College Research Institute, Bulletin, no 95.4.

Alves, Michael J. 1993. "Comments on Equitable School Choice." In School Choice: Examining the Evidence. Rasell, Edith and Rothstein, Richard (eds). Washington, D.C., Economic Policy Institute.

Alves, Michael J. 1993. "Recommendations on Implementing Effective School Choice Plans." In Implementation Guide for Increasing Educational Achievement. National Commission on Children.

Alves, Michael J. and Willie, Charles V. 1990. "Choice, Decentralization and Desegregation: The Boston Controlled Choice Plan." In Choice and Control in American Education. (Volume 2), by Clune, William and Witte, John (eds) London: The Falmer Press, pp. 18-75.

Alves, Michael and Glenn, Charles. 1987. Making Urban Schools Effective. Massachusetts Department of Education.

Alves, Michael J. and Willie, Charles V. 1987. "Controlled Choice Assignments: A New and More Effective Approach to School Desegregation." The Urban Review. Vol. 19, no. 2, pp. 67-88.

Resumes of Key Project Personnel and Consultants

Alves, Michael J. 1986. ""Maximizing Parent Choice and Effective Desegregation Outcomes." In Family Choice and Public Schools, Massachusetts Department of Education.

Alves, Michael J. 1984. " Increased Parental and Student Choice and Effective School Desegregation: A Cambridge Update." Equity and Choice. Vol. 1, 1984.

Alves, Michael J. 1983. "Cambridge Desegregation Succeeding." Integratededucation. Vol. XXI, Nos. 1-6, pp. 178-185.

Alves, Michael J. 1982. Towards Developing a More Effective State Role in School Desegregation. Harvard University and the Education Commission of the States.

Choice-Based Student Assignment and School Improvement Plans & Related Work Products

A Long Range Student Assignment Plan for the Wake County Public School System, Greater Raleigh Chamber of Commerce and Wake Education Partnership. February 11, 2011.

Analysis of the Implementation of the revised Cambridge Socioeconomic Controlled Choice Student Assignment Plan, May 2003.

A Report on Secondary Schools Student Assignments in the Champaign Community School District, February 2002.

A Proposed Parent Preference/Managed Choice Student Assignment Plan for the Rochester City School District. December 2001. With Charles V. Willie.

A Report on Structural Displacement in the Champaign Community School District. October 2001.

A Report on the Implementation of the Florida Public School Choice Law. 2000. With Charles Willie and Ralph Edwards. Harvard University and the Florida Department of Education.

A Report on the Implementation of Controlled Choice in the Rockford School District. 2000. For Court Appointed Master. People Who Care v. Rockford School District.

A Controlled Choice Student Assignment Plan for the Medford Public Schools. 1999. Medford, Massachusetts.

A Controlled Choice Student Assignment Pan for the Framingham MA Public Schools. 1998. New England Equity Assistance Center at Brown University.

A Long range Voluntary Desegregation and Educational Improvement Plan for the Malden MA Public Schools. 1996. New England Equity Assistance Center at Brown University.

Resumes of Key Project Personnel and Consultants

An Analysis of Schools Over Chosen by All Racial Groups: Boston Controlled Choice Plan, 1996. With Charles Willie and George Haggerty. Harvard University.

A Report on the Implementation of the Boston Controlled Choice Plan, 1996. With Charles Willie. Harvard University.

Student Desegregation Plan for the Rockford School District, July 1995. Rockford Desegregation Planning Team: Memorandum #3.

Draft Student Desegregation Remedies for the Rockford School District, May 1995. Desegregation Planning Team: Memorandum #2.

An Assessment of Current Student Assignment Policies in the Rockford School District, February 1995. Desegregation Planning Team: Memorandum #1.

A Controlled Choice Plan for the Providence RI Public Schools, 1995. New England Equity Assistance Center at Brown University.

A Long Range Voluntary Desegregation and Educational Improvement Plan for the Brockton MA Public Schools, 1995. New England Equity Assistance Center at Brown University.

An Analysis of Limited Proficient Students and Bilingual Education in the Seattle School District, 1994. Evergreen Legal Services.

A Short and Long range Student Assignment Plan for the Pawtucket RI Public Schools, 1994. New England Equity Assistance Center at Brown University.

A Controlled Choice Student Assignment Plan for the Somerville MA Public Schools, 1994. With Charles Willie.

A Report on the Key Results of the Boston Controlled Choice Plan, 1994. With Charles Willie.

A Report on Streamlining the Boston Controlled Choice Plan and a Revised Controlled Choice Plan for the Boston Public Schools, 1992. With Charles Willie.

A Proposed Parent Choice Integration Plan for the Rockford School District, 1991. With David Hartmann. Rockford, Illinois.

A Proposed Metropolitan Controlled Choice Desegregation Plan for the City of Hartford, 1991. With Charles Willie. NAACP in Sheff v. O'Neill.

A Long-Range Educational Equity Plan for the Milwaukee Public Schools, 1991. With Charles Willie and Robert Peterkin, Superintendent, Milwaukee Public Schools.

Resumes of Key Project Personnel and Consultants

A Proposed Controlled Choice Desegregation Plan for the Port Saint Lucie County FL School District. University of Miami Desegregation Assistance Center.

A Controlled Choice Assignment Plan for the Boston Public Schools. 1989. With Charles Willie.

A Long-Range Student Assignment Policy for the Lawrence MA Public Schools. 1988. Massachusetts Department of Education.

A Revised Seattle Controlled Choice Plan with Charles Willie. 1988. Seattle, WA Public Schools.

Report on the First Year Implementation of the Little Rock Controlled Choice Desegregation Plan. 1987. With Charles Willie. U.S. District Court for Eastern Arkansas.

An Assessment of the San Jose Controlled Choice Desegregation Plan. 1987. With Charles Willie. Court Appointed Monitor. Diaz V. San Jose Unified School District.

Lowell MA Voluntary Desegregation and Educational Improvement Plan. 1987. Massachusetts Department of Education and the Lowell, MA Public Schools.

Fall River MA Desegregation and Equal Educational Improvement Plan. 1987. Massachusetts Department of Education.

Plaintiffs' Proposed Controlled Choice Student Assignment Plan for the San Jose Unified School District. 1985. With Charles Willie. Santa Clara Legal Aid Society, Diaz v. San Jose Unified School District. U.S. District Court for Northern California, C-17-213RFP (SJ).

A Long-Range Voluntary Desegregation Plan for the Cambridge Public Schools. 1981. Cambridge MA Public Schools and Massachusetts Department of Education.

A Proposed Controlled Open Enrollment Plan for the Holyoke Public Schools. 1980. Massachusetts Department of Education.

A Proposed Controlled Open Enrollment Plan for the Cambridge Public Schools. 1980. Massachusetts Department of Education.

Resumes of Key Project Personnel and Consultants

RICHARD D. KAHLENBERG



EDUCATION

- 1986-1989 **Harvard Law School**, Cambridge, Massachusetts.
J.D., *cum laude*, June 1989.
- 1985-1986 **University of Nairobi School of Journalism**, Nairobi, Kenya.
Certificate, Mass Communications, June 1986.
Rotary International Fellowship.
- 1981-1985 **Harvard College**, Cambridge, Massachusetts.
A.B. in Government, *magna cum laude*, June 1985.
Senior Honors Thesis "Coalition Building and Robert Kennedy's 1968
Presidential Campaign"

EMPLOYMENT HISTORY

- 1998- **The Century Foundation** (formerly Twentieth Century Fund), Washington, D.C.
Senior Fellow. Coordinating programs involving elementary, secondary and
higher education and organized labor.
- 1996-1998 **Center for National Policy**, Washington, D.C.
Fellow. Coordinated project on New Strategies to Promote Equal Opportunity.
- 1994-1995 **Professorial Lecturer and Independent Writer**, Washington, D.C.
Taught Cases in Public Policy, George Washington University Department of
Public Administration and completed book on affirmative action.
- 1993-1994 **George Washington University National Law Center**, Washington, D.C.
Visiting Associate Professor of Law. Taught Constitutional Law.
- 1989-1993 **Senator Charles S. Robb**, Washington, D.C.
Legislative Assistant. Advised Senator on issues relating to Crime, Energy,
Environment, Judicial Appointments, Campaign Finance, and Civil Rights.

PUBLICATIONS

I. BOOKS

A Smarter Charter: Finding What Works for Charter Schools and Public Education

(coauthored with Halley Potter) (Teachers College Columbia University Press, 2014). *The Washington Post* called *A Smarter Charter*, “A remarkable new book...Wise and energetic advocates such as Kahlenberg and Potter can take the charter movement in new and useful directions.”

Why Labor Organizing Should Be a Civil Right: Rebuilding a Middle-Class Democracy by Enhancing Worker Voice

(coauthored with Moshe Z. Marvit) (Century Foundation Press, 2012). The book was called “a must read” by NAACP President and CEO Benjamin Todd Jealous and “a persuasive roadmap for extending the protections of the Civil Rights Act to workers who want to organize a union” by American Federation of Teachers President Randi Weingarten.

Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy

(Columbia University Press, 2007). The Wall Street Journal called the book “a well researched and engaging biography,” and Slate labeled it a “stirring account.” The book has also been reviewed in *The Nation*, *The American Prospect*, *The Weekly Standard*, *Newsday*, *New York Sun*, *City Journal*, *Publishers Weekly*, and *The Washington Monthly*. The book was written with the support of the Hewlett, Broad and Fordham foundations. It was named one of the Five Best Books on Labor in the Wall Street Journal

All Together Now: Creating Middle Class Schools through Public School Choice (Brookings Institution Press, 2001). The book, labeled “a clarion call for the socioeconomic desegregation of U.S. public schools” by Harvard Educational Review, was said by the Washington Post to make “a substantial contribution to a national conversation” on education. The book was also reviewed in *Teachers College Record*, *Education Next*, and *National Journal*. One author called Kahlenberg “the intellectual father of the economic integration movement.”

The Remedy: Class, Race, and Affirmative Action

(Basic Books, 1996). The book was named one of the best of the year by the Washington Post and William Julius Wilson’s review in the *New York Times* called it “by far the most comprehensive and thoughtful argument thus far for...affirmative action based on class.” The book was also reviewed in *The American Lawyer*, *The New Yorker*, *The Progressive*, *The Washington Monthly*, *The Detroit News*, *National Review*, *Legal Times*, *The Atlanta Journal-Constitution*, and *Publishers Weekly*

Broken Contract: A Memoir of Harvard Law School

(Hill & Wang/Farrar, Straus & Giroux, 1992). The book, which details the way in which idealistic liberal law students are turned to corporate law, was called “a forceful cri de coeur” by the L.A. Times. The book was reviewed in *The New York Times*, *The Washington Post Book World*, *The Harvard Law Review*, *The Washington Monthly*, *Legal Times*, *The Boston Globe*, *The Hartford Courant*, *The Baltimore Evening Sun*, *The St. Petersburg Times*, *The Detroit News*, *The Cleveland Plain Dealer*, *The Dallas Morning News*, and *Publishers Weekly*. In 1999, the book was reissued by University of Massachusetts Press with a new afterword. The book has also been translated into Japanese and Chinese.

Resumes of Key Project Personnel and Consultants

Editor, *The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas* (Century Foundation Press, 2014). Chapters include, “Defining the Stakes,” by Nancy Cantor and Peter Englot; “Promoting Economic Diversity for College Affordability,” by Sara Goldrick-Rab; “Fisher v. University of Texas and Its Practical Implications for Institutions of Higher Education,” by Arthur L. Coleman and Teresa E. Taylor; “New Rules for Affirmative Action in Higher Education,” by Scott Greytak; “Transitioning to Race-Neutral Admissions,” by Halley Potter; “Striving for Neutrality,” by Marta Tienda; “The Use of Socioeconomic Affirmative Action at the University of California,” by Richard Sander; “Converging Perils to College Access for Racial Minorities,” by Richard L. McCormick; “Ensuring Diversity Under Race-Neutral Admissions at the University of Georgia,” by Nancy G. McDuff and Halley Potter; “Addressing Undermatch,” by Alexandria Walton Radford and Jessica Howell; “Talent is Everywhere,” by Danielle Allen; “Reducing Reliance on Testing to Promote Diversity,” by John Brittain and Benjamin Landy; “Advancing College Access with Class-Based Affirmative Action,” by Matthew N. Gaertner; “Achieving Racial and Economic Diversity with Race-Blind Admissions Policy,” by Anthony P. Carnevale, Stephen J. Rose, and Jeff Strohl; “The Why, What, and How of Class-Based Admissions Policy,” by Dalton Conley; “A Collective Path Upward,” by Richard Sander; and “Increasing Socioeconomic Diversity in American Higher Education,” by Catharine Hill.

Executive Director (and primary author and editor), *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream* (Century Foundation Press, 2013.) The task force on community colleges, cochaired by Anthony Marx and Eduardo Padron, included John Brittain, Walter Bumphus, Michele Cahill, Louis Caldera, Patrick Callan, Nancy Cantor, Samuel Cargile, Anthony Carnevale, Michelle Asha Cooper, Sara Goldrick-Rab, Jerome Karabel, Catherine Koshland, Felix Matos Rodriguez, Gail Mellow, Arthur Rothkopf, Sandra Schroeder, Louis Soares, Suzanne Walsh, Ronald Williams, and Joshua Wyner. In addition, the volume included background papers by Sandy Baum and Charles Kurose; Sara Goldrick-Rab and Peter Kinsley; and Tatiana Melguizo and Holly Kosiewicz.

Editor, *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (Century Foundation Press, 2012). Chapters include, “Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland,” by Heather Schwartz; “Socioeconomic Diversity and Early Learning: The Missing Link in Policy for High-Quality Preschools,” by Jeanne L. Reid; “The Cost-Effectiveness of Socioeconomic School Integration,” by Marco Basile; “The Challenge of High-Poverty Schools: How Feasible is Socioeconomic School Integration?” by An Mantil, Anne G. Perkins, and Stephanie Aberger; “Can NCLB Choice Work? Modeling the Effects of Interdistrict Choice on Student Access to Higher-Performing Schools,” by Meredith P. Richards, Kori J. Stroub, and Jennifer Jellison Holme; “The Politics of Maintaining Balanced Schools: An Examination of Three Districts,” by Sheneka M. Williams; and “Turnaround and Charter Schools that Work: Moving Beyond Separate but Equal,” by Richard Kahlenberg.

Editor, *Affirmative Action for the Rich: Legacy Preferences in College Admissions* (Century Foundation Press, 2010). Chapters include “Legacy Preferences in a Democratic Republic,” by Michael Lind; “A History of Legacy Preferences,” by Peter Schmidt; “An Analytical Survey of Legacy Preferences,” by Daniel Golden; “An Empirical Analysis of the Impact of Legacy

Resumes of Key Project Personnel and Consultants

Preferences on Alumni Giving at Top Universities,” by Chad Coffman, Tara O’Neil and Brian Starr; “Admitting the Truth: The Effect of Affirmative Action, Legacy Preferences, and the Meritocratic Ideal on Students of Color in College Admissions,” by John Brittain and Eric Bloom; “Legacy Preferences and the Constitutional Prohibition of Titles of Nobility,” by Carlton Larson; “Heirs of the American Experiment: A Legal Challenge to Preferences as a Violation of the Equal Protection Clause of the Constitution and the Civil Rights Act of 1866,” by Steve Shadowen and Sozi Tulante; “Privilege Paving the Way for Privilege: How Judges Will Confront the Legal Ramifications of Legacy Admissions to Public and Private Universities,” by Boyce F. Martin Jr. with Donya Khalili; and “The Political Economy of Legacy Admissions, Taxpayer Subsidies, and Excess ‘Profits’ in American Higher Education: Strategies for Reform,” by Peter Sacks.

Editor, *Rewarding Strivers: Helping Low-Income Students Succeed in College* (Century Foundation Press, 2010). Chapters include: “The Carolina Covenant,” by Edward B. Fiske, and “How Increasing College Access is Increasing Inequality and What to do About It,” by Anthony P. Carnevale and Jeff Strohl. William Fitzsimmons called the book part of Century’s “trailblazing mission to prevent the tragic waste of human talent that threatens America’s future,” while Anthony Marx declared, “Kahlenberg again gathers the best thinkers on how to challenge this status quo; what to do, what works, and what does not.”

Editor, *Improving on No Child Left Behind: Getting Education Reform Back on Track* (Century Foundation Press, 2008). Chapters include: an analysis of the under-funding of the No Child Left Behind Act, by William Duncombe, John Yinger and Anna Lukemeyer; a discussion of the rights of students in low performing schools to transfer to better performing public schools across district lines, by Amy Stuart Wells and Jennifer Holme; and an exploration of how to improve the accountability provisions of the act, by Lauren Resnick, Mary Kay Stein, and Sarah Coon. Diane Ravitch called *Improving on No Child Left Behind* “the best of the books on this topic.”

Editor, *America’s Untapped Resource: Low-Income Students in Higher Education* (Century Foundation Press, 2004). The chapters include: “Socioeconomic Status, Race/Ethnicity, and Selective College Admissions,” Anthony P. Carnevale and Stephen J. Rose; “Improving the Academic Preparation and Performance of Low-Income Students in American Higher Education,” by P. Michael Timpane and Arthur M. Hauptman; and “Low-Income Students and the Affordability of Higher Education,” by Lawrence E. Gladieux. Carnevale and Rose’s finding, that 74% of students at selective colleges come from the top socioeconomic quartile and 3% from the bottom quartile is widely cited.

Editor, *Public School Choice vs. Private School Vouchers* (Century Foundation Press, 2003). The volume consists of a compilation of new and previously published materials, including articles by Edward B. Fiske, Helen F. Ladd, Sean F. Reardon, John T. Yun, Amy Stuart Wells, Richard Just, Ruy Teixeira, Thad Hall, Gordon MacInnes, Richard C. Leone, and Bernard Wasow.

Executive Director (and primary author and editor), *Divided We Fail: Coming Together Through Public School Choice. The Report of The Century Foundation Task Force on the*

Resumes of Key Project Personnel and Consultants

Common School, (Century Foundation Press, 2002). The task force on school integration, chaired by Lowell Weicker, included Joseph Aguerrebere, Ramon Cortines, Robert Crain, John Degnan, Peter Edelman, Christopher Edley, Kim Elliott, Jennifer Hochschild, Helen Ladd, Marianne Engelman Lado, Leonard Lieberman, Ann Majestic, Dennis Parker, Felipe Reinoso, Charles S. Robb, David Rusk, James Ryan, Judi Sikes, John Brooks Slaughter, Dick Swantz, William Trent, Adam Urbanski, Amy Stuart Wells, and Charles V. Willie. In addition, the volume included background papers by Duncan Chaplin, David Rusk, Edward B. Fiske, William H. Freivogel, Richard Mial, and Todd Silberman.

Editor, *A Notion at Risk: Preserving Public Education as an Engine for Social Mobility* (Century Foundation Press, 2000). The book identifies individual sources of inequality and proposes concrete public policy remedies. The chapters include: “Summer Learning and Home Environment” by Doris Entwisle, Karl Alexander and Linda Olson of Johns Hopkins; “Equalizing Education Resources for Advantaged and Disadvantaged Children” by Richard Rothstein of the Economic Policy Institute; “High Standards: A Strategy for Equalizing Opportunities to Learn?” by Adam Gamoran of the University of Wisconsin; “Inequality in Teaching and Schooling: Supporting High-Quality Teaching and Leadership in Low Income Schools” by Linda Darling-Hammond and Laura Post of Stanford; “Charter Schools and Racial and Social Class Segregation: Yet Another Sorting Machine?” by Amy Stuart Wells, Jennifer Jellison Holme, Alejandra Lopez, and Camille Wilson Cooper of UCLA; “Student Discipline and Academic Achievement” by Paul Barton of the Educational Testing Service; and “Critical Support: The Public View of Public Education,” by Ruy Teixeira of the Century Foundation

II. BOOK CHAPTERS

“The Bipartisan, and Unfounded, Assault on Teachers’ Unions,” in Michael B. Katz and Mike Rose (eds.), *Public Education Under Siege* (Philadelphia: University of Pennsylvania Press, 2013.)

“Socioeconomic Integration and Segregation,” in James A. Banks (ed.), *Encyclopedia of Diversity in Education* (Thousand Oaks, CA: Sage Publications, 2012).

“Socioeconomic School Integration: Preliminary Lessons from More than 80 Districts,” in Erica Frankenberg and Elizabeth DeBray-Pelot (eds.), *Integrating Schools in a Challenging Society: New Policy and Legal Options for a Multiracial Generation*, (Chapel Hill, N.C.: University of North Carolina Press, 2011)

“Combating School Segregation in the United States,” in Guido Walraven, Dorothee Peters, Eddie Denessen and Joep Bakker (eds.), *International Perspectives on Countering School Segregation* (Dutch National Knowledge Centre for Mixed Schools, 2010).

“Levelling the School Playing Field: A Critical Aim for New York’s Future,” in Jonathan P. Hicks and Dan Morris (eds.), *From Disaster to Diversity: What’s Next for New York City’s Economy?* (New York: Drum Major Institute, 2009).

Resumes of Key Project Personnel and Consultants

“Higher Education Access,” in Robert McKinnon (ed), *Actions Speak Loudest* (Guilford, CT: Globe Pequot Press, 2009)

“Socioeconomic School Integration,” in Marybeth Shinn and Hirokazu Yoshikawa (eds), *Toward Positive Youth Development: Transforming Schools and Community Programs* (New York: Oxford University Press, 2008).

“The History of Collective Bargaining Among Teachers,” in Jane Hannaway and Andrew J. Rotherham (eds) *Collective Bargaining in Education: Negotiating Change in Today’s Schools* (Cambridge, MA: Harvard Education Press, 2006).

“Socioeconomic School Integration: A Symposium,” in Chester Hartman (ed), *Poverty and Race in America: The Emerging Agendas* (New York: Rowman and Littlefield, Publishers, 2006).

“The Return of ‘Separate but Equal,’” in James Lardner and David Smith (eds), *Inequality Matters: The Growing Divide in America and Its Poisonous Consequences* (New York: New Press, 2005).

“Economic School Integration,” in Stephen J. Caldas and Carl L. Bankston III (eds), *The End of Desegregation?* (New York: Nova Science Publishers Inc., 2003).

“President Clinton’s Race Initiative: Promise and Disappointment,” and “How to Achieve One America: Class, Race, and the Future of Politics,” in Stanley A. Renshon (ed), *One America? Political Leadership, National Identity and the Dilemmas of Diversity* (Washington DC: Georgetown University Press, 2001).

III. LAW REVIEW ARTICLES

“‘Architects of Democracy’: Labor Organizing as a Civil Right,” (with Moshe Marvit) 9 *Stanford Journal of Civil Rights & Civil Liberties* 213 (June 2013).

“Reflections on Richard Sander’s Class in American Legal Education,” 88 *Denver University Law Review* 719 (September 2011).

“Socioeconomic School Integration,” 85 *North Carolina Law Review* 1545 (June 2007).

“Remarks: Symposium – Brown v. Board of Education at Fifty: Have We Achieved Its Goals?” 78 *St. John’s Law Review* 295 (Spring 2004).

“Socioeconomic School Integration Through Public School Choice: A Progressive Alternative to Vouchers,” 45 *Howard Law Journal* 247 (Winter 2002).

“Class-Based Affirmative Action,” 84 *California Law Review* 1037 (July 1996).

Resumes of Key Project Personnel and Consultants

"Getting Beyond Racial Preferences: The Class-Based Compromise," 45 *American University Law Review* 721 (February 1996).

IV. PERIODICAL ARTICLES

Have written articles in the popular press for the *American Educator*, *American Prospect*, *American School Board Journal*, *Atlantic Monthly*, *Baltimore Sun*, *Boston Globe*, *Boston Review*, *Chicago Sun Times*, *Christian Science Monitor*, *Chronicle of Higher Education*, *Civil Rights Journal*, *Education Next*, *Education Week*, *Educational Leadership*, *Forward*, *Inside Higher Education*, *Jurist*, *Journal of Blacks in Higher Education*, *Journal of Commerce*, *Legal Affairs*, *Legal Times*, *New Labor Forum*, *Nation*, *New Republic*, *New York Daily News*, *New York Times*, *Orlando Sentinel*, *Philadelphia Inquirer*, *Political Science Quarterly*, *Poverty and Race*, *Principal Magazine*, *Slate*, *Wall Street Journal*, *Washington Monthly*, *Washington Post* and *Wilson Quarterly*.

V. ACADEMIC/PUBLIC POLICY APPEARANCES

Have spoken before audiences in numerous settings: government (U.S. Commission on Civil Rights; U.S. Department of Education); academic associations (American Educational Research Association; Association for Public Policy Analysis and Management); colleges and universities (American, Amherst, Centre, Columbia, Flagler, George Washington, Georgetown, Harvard, Howard, Marymount, Middlebury, Missouri Western, National Defense University, New York University, Oberlin, Pitzer, Rutgers, St. Johns, St. Louis, Stanford, Stetson, Suffolk, University of Chicago, University of Maine, University of Maryland, University of North Carolina, University of Pennsylvania, University of Richmond, University of Southern California, University of Virginia, West Chester, William and Mary, Yale); and public policy forums (American Association of Community Colleges, American Enterprise Institute, Brookings Institution, Cato Institute, Center for American Progress, Chautauqua Institution, College Board, Committee for Economic Development, Council for Opportunity in Education, Economic Policy Institute, Demos, Education Law Association, Education Sector, Ethics and Public Policy Center, Fordham Institute, Hechinger Institute, KnowledgeWorks Foundation, National Academy of Sciences Board on Testing and Assessment, National Alliance for Public Charter Schools, National Council of Educational Opportunity, New America Foundation, New York Historical Society, New York Public Library, Pioneer Institute, Progressive Policy Institute, William T. Grant Foundation, and Woodrow Wilson Center).

VI. AWARDS

William A. Kaplin Award for Excellence in Higher Education Law and Policy Scholarship, Stetson Law School National Conference on Law & Higher Education (2013).

VII. EXPERIENCE CONSULTING WITH SCHOOL DISTRICTS

Resumes of Key Project Personnel and Consultants

Chicago Public Schools (Illinois) (2008-2010). Helped school district create a socioeconomic school integration plan for magnet and selective enrollment schools.

Charlotte-Mecklenburg Schools (North Carolina) (2016). Helped school district create a socioeconomic school diversity plan.

New Haven Public Schools (2017). Helping school district implement a socioeconomic diversity plan for magnet schools.

Pasadena Educational Foundation (California). (2006 and 2016). Prepared reports for educational foundation associated with Pasadena Unified School District recommending adoption of socioeconomic diversity policies.

John C. Brittain

Professor of Law

David A. Clarke School of Law

University of the District of Columbia

B.A., Howard University 1966

J.D., Howard University 1969 ☐☐

John C. Brittain joined the faculty of the University of the District of Columbia, David A. Clarke School of Law, in 2009, as a tenured professor of law. He had previously served as Dean of the Thurgood Marshall School of law at Texas Southern University in Houston, as a tenured law professor at the University of Connecticut School of Law for twenty-two years, and as Chief Counsel and Senior Deputy Director of the Lawyers' Committee for Civil Rights Under Law in Washington, D.C., a public interest law organization founded by President John F. Kennedy to enlist private lawyers in taking pro bono cases in civil rights.

He began his legal career as a Reginald Haber Smith Fellow assigned to the North Mississippi Legal Services in Oxford, Mississippi in 1969.

Professor Brittain writes and litigates on issues in civil and human rights, especially in education law. In 2013, he was named to the Charles Hamilton Houston Chair at North Carolina Central University School of Law, established to bring prominent civil rights law professors and litigators to the law school to teach constitutional and civil rights law for a year. Professor Brittain was one of the original counsel team in *Sheff v. O'Neill*, the landmark school desegregation case decided by the Connecticut Supreme Court in 1996, chronicled in Susan Eaton's book, *The Children in Room E4: American Education on Trial*, in which he is frequently mentioned. He is presently a part of a legal team in a case styled, *Coalition for Excellence in Higher Education v. Maryland*. A federal court found the State of Maryland violated the constitutional and statutory rights of students attending the state's historically black institutions of higher learning – Morgan, Coppin, Bowie and Maryland Eastern Shore Universities – by unnecessarily duplicating educational programs from the former de jure era of racial segregation.

He served as co-counsel in a friend of the court brief filed in the Supreme Court on behalf of fifty-three Texas State legislators in support of the affirmative action plan in admissions at the University of Texas. The Supreme Court upheld the admissions plan in the case, *Fisher v. Univ. of Tex. at Austin* (June 2016).

Finally, he served as a consultant to the Charlotte-Mecklenburg Schools (North Carolina 2016) in creating a socioeconomic school diversity plan.

He loves reading books, running and biking. He's often the national gold or silver medal masters national track champion in the 800m and 1500m for the men age group 70-74. Like the activist Dick Gregory, Brittain is a vegetarian who eats no meats, fish or fowl.

Resumes of Key Project Personnel and Consultants

TRUDELL SKINNER

(b)(6)

EDUCATION

Masters in Educational Leadership, California Polytechnic University at Pomona, May 2004
California Clear Credential, Mathematics, California State University at Los Angeles, 1995
Bachelor of Science, Mathematics, University of Arkansas at Fayetteville, 1982
Enrolled in Doctoral program, Asuza Pacific University, August, 2016 - present

CURRENT POSITION

Coordinator of Equity and Access, Pasadena Unified School District, July 2016 - present

RELEVANT EXPERIENCE

Principal, Blair High and Middle School Pasadena, CA August, 2010 to June, 2016

- Coordinated and collaborated with Dr. Mack Hines to provide professional development to the Blair staff relating to the African American Student Success Initiative (2012-2016)
- Analyzed and submitted data necessary for including Blair High School in the USNews and World Report Silver Medal Best High School Rankings (2015)
- Collaborated with the Health Careers Academy Team in completing the certification requirements for being named a National Academy Foundation certified academy (2014)
- Blair High School recognized as one of the top high schools in the San Gabriel Valley and throughout Los Angeles County, in LA Magazine's September issue (2014)
- Led staff in the self-study process for the Western Association of Schools and Colleges resulting in a six-year accreditation term (2011)
- Facilitated the collection and analysis of student performance data; the completion of the application and a successful visit resulting in Blair High School being named a California Distinguished School (2011)

OTHER EXPERIENCE

Assistant Principal and Teacher

- Served as IB Coordinator, GATE Teacher Representative, AP Coordinator, Achievement Team Leader, Focus on Learning Focus Group Leader, School Site Council Member, Mathematics Instructor, WASC Visiting Team Member, Testing Coordinator, Assistant Principal in charge of Curriculum and Instruction, Business & Finance Academy Lead Teacher, Mathematics Instructor, and member of Instructional Leadership Team
- Collaborate with other PUSD educators on planning the Rites of Passage for African American students in PUSD. Served as President of Pasadena Association of African American School Educators for 3 years.
- Attended the California Association of African American Superintendents and Administrator's Conference (2014, 2015, 2016, 2017)
- Served on the Association of Pasadena School Administrators (APSA) board (2009-present)

AFFILIATIONS

- Association of California School Administrators (ACSA)
- Association of Pasadena School Administrators (APSA)
- California Association of African American Superintendents and Administrators (CAAASA)
- Pasadena Association of African American School Administrators (PAAASE)
- Pasadena National Association for the Advancement of Colored People (NAACP)

Resumes of Key Project Personnel and Consultants

LINDA MACHIDA

(b)(6)

Experience Summary	<ul style="list-style-type: none"> • Over 25 years experience of writing and managing grants for educational institutions and non-profits and operating foundation grant programs • Experience in coordinating community-wide planning and engagement process • Successful track record in obtaining major federal, state and local agency grants • Knowledge of K-12 education issues and challenges • Strong facilitation, proposal development, and writing skills 	
Professional Experience	<p>Grants Director – Pasadena Educational Foundation, Pasadena, CA <i>1999 - Present</i></p> <ul style="list-style-type: none"> • Successful track record of securing major federal, state and local grants including Teaching American History, High School Graduation Initiative and Foreign Language Assistance Program Grants from U.S. Department of Education, raising over \$6 million through public and private grants in each of past 7 years. Primary liaison with school district staff for government grant application development, submission and reporting. Facilitates stakeholder input and supervises work of other staff and consultants as needed for grant proposals. From 2012-16, also coordinated foundation's Teacher Grant Program, distributing grants to individual teachers and schools • Starting 2016, on special assignment for Pasadena Unified School District Superintendent to assist with district implementation of California's Local Control Accountability Planning process and budget development; development and implementation of PUSD's Educational Master Plan; staff liaison for work of Richard D. Kahlenberg's 2016 report <p>Collaborate PASadena Partnership Coordinator <i>2014 - 2015</i></p> <ul style="list-style-type: none"> • From February 2014 to November 2015, was the initiating coordinator of large scale community-wide planning and collective impact project known as <i>Collaborate PASadena: Pasadena, Altadena and Sierra Madre Working Together for Success in School and in Life</i>. Responsible for providing coordination and technical assistance for convening stakeholders, helping align resources, creating shared accountability for results, and providing for meaningful participation of diverse stakeholders <p>Consultant - Leadership Education for Asian Pacifics, Inc., Los Angeles, CA <i>2000 - 2002</i></p> <ul style="list-style-type: none"> • Fund development and grant writing for national nonprofit offering leadership training, original public policy research, and community education <p>Director of Grants and Program Coordination – Japanese American Cultural & Community Center, Los Angeles, CA <i>1992 - 2000</i></p> <ul style="list-style-type: none"> • Program administrator and grants manager for one of nation's largest ethnic cultural centers 	
Education	B.A. Social Science, University of California at Berkeley, Berkeley, CA	
Other Experience	Leadership Pasadena, Class of 2005, Pasadena, CA	

Shannon Curry Mumolo

PROFESSIONAL SUMMARY

Organized, detail-oriented leader with excellent communication skills, a passion for school improvement, and more than ten years' K-8 educational leadership experience including: leading professional development, writing curriculum, and working with students and families from diverse backgrounds including students with special needs

I am seeking an administrative position where I can collaborate with leaders who support diversity-rich classrooms with frequent opportunities for collaboration and hands-on exploration. I thrive in a fast-paced environment where I can connect with kids, because they make me laugh, keep me young, and have a sincere interest in how the world works.

QUALIFICATIONS AND EXPERIENCE

Magnet Coordinator, Pasadena Unified School District

June 2015-Present (District Administrator) * June 2014-June 2015 (TOSA, Eliot Arts Magnet)
Jackson STEM Dual Language Magnet Academy (K-5), Washington Elementary STEM Magnet (K-5), Washington STEAM Magnet (6-8), and Eliot Arts Magnet (6-8)

- **LEADING SCHOOL CHANGE:** Collaborated with site leadership teams to create action and sustainability plans aligned with school visions for grant implementation. Made plans easily comprehensible to all stakeholders to inspire continued action, advocacy, and support.
- **CURRICULUM DEVELOPMENT:** Supported coaches in development of theme-integrated instruction (STEM/Arts) and coordinated teacher professional development. Facilitated collaboration between magnet teachers and scientists/artists in residence to develop STEM/Arts-integrated lessons. Created online lesson library website for the four magnet schools. Facilitated a shift to Project Based Learning by partnering teachers with practicing artists and arts partner organizations to co-write and co-teach arts-integrated lessons through a Gradual Release Model.
- **FAMILY ENGAGEMENT:** Engaged current and prospective families by hosting monthly meetings of parents and family engagement staff to improve communications and empower parents as leaders and advocates. Used frequent evaluation including Google Forms and paper surveys to measure the effectiveness of parent workshops. Analyzed results to inform planning and to continually improve offerings and processes.
- **COMMUNITY PARTNERSHIPS:** Developed and strengthened partnerships to enhance educational programs. Most recently, collaborated with parent, site, and district leaders to forge a new partnership with the California Department of Fish and Wildlife and Natural History Museum to create a pollinator garden and infuse Citizen Science into the elementary and middle school STEAM curriculum. Inspired community support and a shift in public perception of the schools by building relationships with families, community organizations, and other renowned partners: Lineage Dance, The Huntington, Light Bringer Project, Pasadena Playhouse, Mayfield Junior School, Pasadena and Altadena Chambers of Commerce, Side Street Projects, Caltech, and more.

Resumes of Key Project Personnel and Consultants

- **BUDGET MANAGEMENT:** Overseeing a budget of \$7.9M, developed a comprehensive budget tracker that aligns federal grant proposal language and district budget language to simplify budget monitoring and revision and enable accurate reporting to the U.S. Department of Education. Used performance data to revise budgets as needed to promote continued school improvement. Executed contracts and purchase requisitions in PeopleSoft.
- **RECRUITMENT:** Successfully recruited students from private, charter, and out-of-district schools through targeted marketing plans that included innovative tour formats, total website revision, consistent social media messaging, newsletters, and student performances at local events.

Nationally Board Certified Teacher, Pasadena Unified & Briggs Elementary School District

September 2004-June 2014 *Wilson IB Middle, Webster Elementary, Briggs, Oliveland Elementary*

- **CONTENT KNOWLEDGE & PEDAGOGY:** Recognized as a Pasadena Rotary “Teacher of Excellence” in May 2010. Taught English, drama, math, science, history, yearbook, and kindergarten in urban K-5 and 6-8 schools with high percentages of English learners, students with disabilities, and students from low income families. Earned National Board Certification (English, Early Adolescence).
- **COACHING:** Coached a veteran teacher over the course of two years, sharing and modeling strategies to help her move from overall unsatisfactory evaluations to an overall satisfactory evaluation and successful exit from the Peer Assistance and Review (PAR) program. As a guiding teacher, led three student teachers (from Point Loma University and the University of Southern California) to successful teaching careers.
- **CURRICULUM DEVELOPMENT:** As part of the Curriculum Revision Workshop (CRW) team, used backward design to create engaging, meaningful project-based activities and performance tasks that prepare students to apply the Common Core State Standards in college and careers. Worked on the Curriculum Revision Committee to pilot and refine units to best meet the needs of Pasadena Unified students and staff. Established the AVID program at Briggs Elementary School and collaborated with regional directors to prepare the school to become a fully-accredited AVID school.
- **LEADING PROFESSIONAL DEVELOPMENT:** Trained middle school teachers in the use of Thinking Maps at the school site and district professional development meetings. Collaborated with lead teachers to train 3rd-8th grade teachers on reading and speaking strategies that support writing proficiency. As English Language Arts Department Chair, led teachers in the transition to the Common Core State Standards by sharing models and best practices through staff meeting presentations and PLC’s.

Paraprofessional for Students with Special Needs, Hope School District & UCSB

2000-2003

Monte Vista Elementary School, UCSB Autism Research Clinic

- Assisted general education teachers in the adaptation and modification of lesson plans to meet the needs of students with Individualized Education Plans who have mild to moderate needs. Implemented strategic play strategies to support children with autism in meeting specific behavioral and social goals and met weekly with families to discuss strategies and progress.

Better Together

How Innovative Mixed-Income Magnet Schools Can Benefit All Children in
Pasadena Unified School District

A REPORT TO THE PASADENA EDUCATIONAL FOUNDATION

BY RICHARD D. KAHLENBERG, SENIOR FELLOW, THE CENTURY FOUNDATION

September 2016

Better Together

How Innovative Mixed-Income Magnet Schools Can Benefit All Children in Pasadena Unified School District

Executive Summary

Ten years ago, when the Pasadena Educational Foundation (PEF) asked me to suggest ways to improve opportunities for children in Pasadena Unified School District (PUSD), the education system was at a turning point. It wasn't clear at the time whether the district had the capacity to overcome the financial, political, bureaucratic and reputational obstacles that stood in the way of its potential success. The schools suffered from years of state budget cuts, significant flight by middle-class families, frequent turnover of superintendents, and a poor reputation, especially among those with no direct contact with the public schools. These problems were exacerbated by inordinately negative coverage in the local media and persistent negative comments by opinion-shapers. My observations and recommendations were distilled in my 2006 report, *One Pasadena: Tapping the Communities Resources to Improve Its Public Schools*.

Notable Improvements

When I was asked by PEF to return to Pasadena to conduct another study 10 years later, I discovered a school district that had made significant and positive strides during that decade. The district has turned the corner, as a number of schools have been revitalized with highly attractive signature and magnet programs. Several institutions in the community have stepped up to create significant partnerships with the school system. And the citizenry of the state and community have supported important efforts to improve the lot of disadvantaged children.

PUSD worked hard to win a \$7.9 million federal Magnet Schools Assistance Program grant that enabled schools to adopt programs emphasizing the Arts as well as Science Technology, Engineering and Math (STEM). Spanish and Mandarin Dual Language Immersion Programs have proven to be very popular and engaging for students interested in developed 21st century language skills. An App Academy to train computer scientists at the high school level has also been a success. Middle-class families, who frequently have the option to use private school or move to a neighboring school district, have increasingly chosen instead to send their children to PUSD schools. Over the past decade, the proportion of middle-class students has increased substantially at several schools, including Field Elementary, San Rafael Elementary, Webster Elementary, Hamilton Elementary, and Willard International Baccalaureate (IB) Elementary.

In the past decade, Pasadena-area private and non-profit institutions have also increased their involvement in efforts to improve the public schools. World-renowned scientific leaders, such as California Institute of Technology (Caltech) and the Jet Propulsion Laboratory (JPL), have established programs to mentor students, provide on-campus activities and develop science and math curriculum for the schools. Ten museums and art organizations have partnered with PEF and PUSD to create a highly regarded program called "*My Masterpieces: Discovering Art in My Community*," which provides community based learning opportunities for

over 9,000 students. The business community has supported Career and College Pathways programs to connect students with local employers for hands-on experiences through internships. And civil rights organizations have held conferences to provide minority students with the chance to connect with highly accomplished professionals who can serve as role models.

Local governments in Pasadena, Altadena, and Sierra Madre have also enacted an important new support system for PUSD that recognizes that a student's learning depends on much more than what goes on inside the classroom. In 2013, they created "Collaborate PASadena," a new framework to encourage the three local governments to promote better outcomes for students by reducing unnecessary silos between different social services offered. The initiative encourages early childhood education, healthy families and supportive communities to make progress on concrete goals such as getting all children to read by the end of third grade. PUSD itself has become more transparent and has taken steps to support struggling schools.

Finally, in the past decade, the citizens of California and Pasadena have launched very promising initiatives to boost funding for education and improve the lives of disadvantaged families and children. In 2008, local bond measure TT created \$350 million for facilities improvements and school renovations, many of which have already been completed. In 2014, California enacted the Local Control Funding Formula that provides important new financial resources to schools with low-income pupils, English language learners, and foster youth. And in 2016, the Pasadena City Council unanimously voted to increase the minimum wage. Subsequently, California Governor Jerry Brown signed similar legislation to boost the minimum wage statewide. These developments are very encouraging because researchers have long known that childhood poverty stunts academic achievement and that raising the wages of parents is associated with increased test scores for children.

As a result of all of these efforts, and an increased emphasis on transparency and openness, PUSD's public reputation has deservedly improved. Middle class students have returned to certain schools. And the system is substantially stronger than it once was.

Remaining Challenges and Solutions

Despite this progress, however, PUSD has the potential to be much better. As I noted in my first report, Pasadena's extraordinary wealth of resources – world class educational and scientific institutions, well regarded cultural nonprofits and arts organizations – suggest that that PUSD has the potential to be a world-class school district rather than one in which some schools are high performing and others struggle.

The most important thing PUSD can do is to fully embrace the idea of mixed-income schools, where a mix of low and higher income students attend school together. Year by year, the evidence has accumulated suggesting that one of the most effective ways to improve the learning outcomes and future accomplishments of students is to provide them with an economically diverse school environment. High-poverty schools can and do succeed, but they do so only rarely. Schools in which a majority of students are middle class are 22 times as likely to be successful as schools in which a majority of students are low-income. Moreover, low-income fourth-graders given the chance to attend economically-mixed schools are as much as two years ahead of low-income fourth-graders in high poverty schools.

In an economically-mixed school, students have peers who are, on average, more likely to be academically engaged than classmates in high-poverty schools. Parents are more likely to have time to volunteer in class to support teachers. And the strongest educators tend to be more attracted to economically-mixed schools than to schools with high poverty concentrations.

Significantly, an emerging body of research also finds that middle-class students are enriched by attending economically and racially-integrated schools. A 2016 report by Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo of the Columbia University Teachers College notes that “the benefits of school diversity run in all directions.” There is growing evidence that “diversity makes us smarter,” they find, because “students’ exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving.” Economically and racially diverse schools also help prepare children to thrive in the increasingly diverse world they will live in as adults. Employers consistently suggest that they value employees who are “comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds.”

Across the country, 91 school districts and charter school chains take conscious steps to promote socioeconomically and racially diverse schools. Cambridge, Massachusetts, for example, provides families universal choice among schools, each of which has a distinctive magnet theme or teaching approach, and then honors preferences with an eye to ensuring that all schools are economically integrated. The plan has paid handsome dividends. In 2014, Cambridge’s graduation rate for low-income students was 20 percentage points higher than low-income students in nearby Boston. Black and Hispanic students also graduated at much higher rates than their counterparts in Massachusetts or Boston, and whites also performed very well.

While PUSD has taken some critical steps to create a number of attractive schools with vibrant economic diversity, several schools remain economically segregated and those schools tend to struggle academically. A big part of the problem is that many middle-class students fail to be attracted to PUSD. Some 45% of students in the PUSD-area – about 13,000 students – attend private schools, charter schools or schools in surrounding districts rather than PUSD. As a result, many PUSD students find themselves in high-poverty schools, where, on average, they perform worse than students of similar racial, ethnic and economic backgrounds who are educated in mixed-income schools.

The key tool for achieving the goal of mixed-income schools is to fully embrace the notion of “magnet” schools that cater to students with different interests and learning styles. There is no one-size-fits-all approach to learning, regardless of economic and racial backgrounds. All magnet schools provide a well-rounded education, but they specialize in terms of the central theme and different teaching approaches. Students have more enthusiasm for school if they are motivated, and attending schools that focus on their core passions and learning styles can help strengthen motivation and educational success.

Magnet programs have been successfully implemented in school districts around the country. PUSD does not have to re-invent the wheel. Some of the most successful are those that tap into the resources of a community. Raisbeck Aviation High School in Washington State, for example, involves a partnership between Raisbeck Engineering and Highline Public Schools. In PUSD, it should be possible to create a world-class math-science magnet high school affiliated in some fashion with Caltech and JPL. Although many cities have well-regarded science magnet schools, it would be hard to compete with a school that boasts support

from Caltech's faculty, students, and alumni, alongside JPL scientists. Montessori programs which employ a progressive teaching approach, have also proven popular in a variety of communities. To ascertain which types of programs and themes are most popular among parents, PUSD has already begun the critical process of surveying families about what they find most attractive.

Cities with carefully implemented magnet programs have seen "reverse white flight" and "reverse middle-class flight." In Cambridge, for example, after a system of magnet schools was adopted, the share of families using public schools shot up from 75% to 88% over a six year period. Cambridge public schools saw new minority student enrollment increase by more than one-tenth and new white student enrollment increased by nearly a third.

Fully embracing this approach will have several positive outcomes. It will raise educational outcomes and graduation rates for the families now in PUSD. It will attract middle-class families who might have been reluctant to send their kids to PUSD schools. It will increase state funding and thus help stabilize the district's finances. It could even attract students from outside the district, which would be a net financial benefit to PUSD.

The Need for Partners

The responsibility for transforming PUSD into a model school district does not fall entirely on the school board, administrators, and parents. The wider community must fully embrace its public schools. No community can thrive without a healthy and thriving public school system and no school system can flourish without strong support from the community. A decade ago, PUSD was a political orphan, largely abandoned by the area's political, business and civic elites. No longer. PEF, a major supporter of the public schools for 45 years, has garnered even more support from the community since my first visit and is stronger now than ever. In fiscal year 2015, it helped generate \$5.9 million in revenue.

But ultimately, the public at large must also contribute to the revitalization of the public schools. A local parcel tax, passed by many other communities, could provide the necessary support for the schools, including the establishment of a world-class system of magnet programs. Ideally, PUSD and community leaders will embark on a path that creates a virtuous cycle: exciting new school offerings draws in a broader cross section of families into the public schools, which strengthens outcomes in those schools, which inspires stronger investments, which improves outcomes further.

It is not hard to imagine a superb public school system that is sustained and nourished by the internationally known resources in the broader Pasadena community. Ten years from now, PUSD could be one of the nation's premier public school systems. But achieving this goal will take commitment and coalitions. Given the wealth of resources in the area, it is reasonable to say that no school district in America has more potential. Whether the Pasadena area community can develop the civic and political will to make it happen is ultimately up to the citizens of Pasadena, Altadena, and Sierra Madre themselves.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	I
TABLE OF CONTENTS	V
INTRODUCTION	1
I. THE 2006 “ONE PASADENA” REPORT AND THE INVITATION TO REASSESS.	3
II. MAJOR DEVELOPMENTS IN PAST 10 YEARS.	5
A. NATIONALLY.	5
1. EVIDENCE ON THE BENEFITS OF DIVERSITY HAS GROWN CONSIDERABLY.	5
2. THE EVIDENCE ABOUT WHY SOCIOECONOMIC INTEGRATION MATTERS HAS GROWN.	9
3. POLICY RESPONSES TO GROWING RESEARCH ON SOCIOECONOMIC INTEGRATION.	10
B. THE CHANGING ENVIRONMENT IN PASADENA UNIFIED SCHOOL DISTRICT.	11
1. CHANGES IN THE COMMUNITY.	11
2. CHANGES IN PUSD.	14
III. PASADENA’S IMPORTANT POSITIVE POLICY CHANGES.	18
A. REDUCING SCHOOL POVERTY CONCENTRATIONS WITH INNOVATIVE MAGNET PROGRAMS AND MIDDLE- CLASS RECRUITMENT.	19
B. ADDRESSING POVERTY BY RAISING WAGES, PROMOTING EARLY CHILDHOOD EDUCATION, AND SUPPORTING COMMUNITY SCHOOLS	23
C. STRONGER PARTNERSHIPS AND OPENNESS TO INNOVATION	24
IV. CONTINUING CHALLENGES IN PUSD.	27
A. DECLINING ENROLLMENT AND LOW ATTRACTION RATES.	27
B. INSUFFICIENT FOCUS ON EQUITY.	29
C. INADEQUATE AND UNEQUAL ACADEMIC OUTCOMES THAT HURT STUDENTS AND THE ENTIRE COMMUNITY.	31
V. RECOMMENDATIONS	31
1. STRIVING TO MAKE ALL MAGNET SCHOOLS TRULY ATTRACTIVE.	32
2. BUILDING ON SUCCESSES SUCH AS DUAL LANGUAGE IMMERSION TO MEET STRONG DEMAND AMONG PARENTS.	33
3. SHARPEN PARTNERSHIPS WITH SCIENCE AND ARTS COMMUNITIES TO CREATE NEW HIGHLY DESIRABLE SCHOOLS.	33
4. CREATING NEW ATTRACTIVE PROGRAMS SUCH AS MONTESSORI SCHOOLS.	37
5. BUILD IN SAFEGUARDS TO CHOICE PROGRAMS TO PROMOTE EQUITY	38
6. ENSURE STABLE FUNDING.	39
7. SUPPORTING STRONG EARLY EDUCATION PROGRAMS AND COMMUNITY SCHOOLS IN HIGH-POVERTY ENVIRONMENTS.	39
8. BUILDING TOWARD A SOCIOECONOMICALLY INTEGRATED ALL-MAGNET DISTRICT.	40
CONCLUSION	41
ACKNOWLEDGMENTS.	42
LIST OF PARTICIPANTS	43
APPENDIX	50
ENDNOTES	54

Introduction

Parents in PUSD have a number of excellent schools from which to choose. Indeed, the number of high-performing, integrated schools has grown in the last decade. PUSD had made great strides, as this report documents. But it can still improve further. The reality remains that some schools, especially those with high concentrations of poverty, continue to struggle

Maria Gallegos, a low-income Latina mother, cares passionately about her children's education. She says she was not satisfied with her kids' assigned elementary school in the Pasadena Unified School District (PUSD). At the school, 95.6% of students are low-income and only one in five Hispanic students passed state English Language Arts or Math tests in the 2014-15 school year. To her great relief, Gallegos received a notice that because of the school's low performance, her children had a legal right to transfer to a better performing public school within PUSD. They moved to a school where only 20.8% of students are low-income.

The transfer was not easy. Gallegos's children, now entering 3rd and 6th grade, have taken two buses, an hour each way, but she considers it well worth the trouble. At the lower-poverty school, Gallegos says, the teachers have higher academic standards, teaching material in Kindergarten, for example, that her neighborhood school's students don't receive until first grade. Parents are actively involved in school affairs, volunteering in class and speaking up when things go wrong in the school. And more than half the Hispanic students are meeting or exceeding both English Language Arts and Math standards.

Linda Hernandez's children were also provided the legal right to transfer from an elementary school in Northwest Pasadena to a lower-poverty school. Hernandez noticed a similar change. "Everything is different," at the new school, she says. At her children's assigned school, which is 87.9% low-income, only 1 in 5 Hispanic students met the English Language Arts standards and 1 in 10 met the math requirement in 2014-15. Hernandez's kids didn't like the fighting among students and she says she was often the only parent who volunteered. There were more social service supports at the assigned school, but at the new lower-poverty school, being around academically-engaged peers, parents who can afford to volunteer in class, and great teachers with high expectations is well worth the lengthy transportation and loss of certain services, she says.

The experience of these two low-income Pasadena mothers and their children is backed up by 50 years of research. A half century ago, the Congressionally-authorized Coleman Report found the biggest predictor of academic achievement is the socioeconomic status of the family a child comes from and the second biggest predictor is the socioeconomic status of the classmates in the school she attends. All students -- poor and middle class alike -- do better in economically-integrated schools than those with high concentrations of poverty.¹

High-poverty schools can and do succeed, but it usually requires a superstar principal who is able to attract extraordinary teachers; and when that principal moves on, often so do the teachers. Successful school districts can't rely on this formula if they want to provide all students, especially all low-income students, with an excellent education. Rather, they have to find ways to institutionalize excellence by providing all students with well-trained teachers who get the resources they need, a strong curriculum, schools with a variety of approaches and emphases (because not all students learn the same way), and a supportive learning environment, which includes economically diverse schools and classrooms.

On average, schools in which a majority of students are middle class are 22 times as likely to be high performing as schools in which a majority of students are low-income, according to a study by Douglas Harris, a professor of economics at Tulane University.² On the National Assessment for Educational Progress in Mathematics, low-income fourth grade students in schools with a substantial number of middle-class students are as much as two years ahead of low-income fourth graders in schools where most of the students are low income.³

The good news is that the PUSD has great potential to move from schools with concentrated poverty to those with a vibrant economic mix – where all students are more likely to succeed. Indeed, in the last decade, a number of PUSD schools have seen sharp increases in the proportion of middle-class students – including Field Elementary, San Rafael Elementary, Webster Elementary, Hamilton Elementary, and Willard IB Elementary. (See discussion in Part III of this report). The low-income students in *these* schools generally perform better than low-income students in PUSD schools with few middle-class students.

There is no reason why Pasadena cannot create many more economically-integrated public schools with healthy mixes of middle-class and low-income students. Pasadena, Altadena and Sierra Madre are relatively wealthy cities, with nationally and internationally known institutions that could better support the public schools. The area's communities are particularly well known for science and the arts. The 2015 Hollywood movie, "The Martian," which featured NASA's Jet Propulsion Laboratory (JPL), vividly underlines the way in which the arts (through the film industry) and technological innovation (at JPL) uniquely come together in the Pasadena region.

Fully 45% of students in the PUSD area—more than 13,000 students—do not now attend PUSD schools and instead attend private schools, charter schools, or public schools in other districts.⁴ There is good reason to believe that a significant majority of these 13,000 students, particularly those using private schools, are from middle-class families.⁵ If some of these students could be attracted back into PUSD, the school district could be transformed from one that educates a predominantly low-income population to one in which all (not just some) of the schools provide a great education to a healthy mix of students from all economic, racial, and ethnic backgrounds. The twin goals of serving PUSD's existing (and future) low-income students while attracting more middle-class students into the school district are not mutually exclusive. It is not an either/or proposition. Nor does this approach seek to "blame the victim." We do not argue that low-income students are not capable of doing well in public schools. To the contrary, experience and evidence reveals that low-income students are just as capable of doing well in school as their middle-class peers, but they face greater obstacles. Living in areas of concentrated poverty, and attending schools where most other students are also poor, are among those impediments. Schools with a healthy mix of students from diverse backgrounds do a better job at helping low-income students learn without compromising the educational opportunities for middle-class students.

Today, almost 30% of students who live in the PUSD area attend private school, roughly three times the national average. Another 15% attend charter schools or transfer to attend public school in another district. PUSD should be able to attract more middle-class families with the right high-quality educational offerings.

Imagine if PUSD, tapping into the world-class institutions in the Pasadena area, created a parallel set of world-class public schools that educated the vast majority of Pasadena area students. Imagine if students, no matter their background, had the opportunity to attend strong, economically-integrated schools which, research demonstrates, would help them reach their true potential. Imagine the benefits, too, to employers, who could more easily recruit employees with the assurance of excellent local schools. Imagine the money that parents would save if they were not paying private school tuition – much of which would

otherwise be spent in local businesses, thus boosting the local economy. And imagine the benefits to property owners, who would see their housing values increase perhaps by as much as \$200,000 or more.⁶

Other districts that have followed this path have seen significant transformations. When Cambridge, Massachusetts – a city similar to Pasadena in many ways⁷ -- decided to adopt special magnet school programs (with specific teaching approaches, like Montessori, or themes, such as the arts) for all of its schools, and implemented the programs in a careful and thoughtful manner, the share of families using public schools shot up from 75% to 88% over a six year period. Cambridge public schools saw new minority student enrollment increase by 13% and new white student enrollment by 32%.⁸ Cambridge also sought to ensure socioeconomic equity between schools, and today, its graduation rates are the envy of the state.⁹

Maria Gallegos and Linda Hernandez say they are deeply worried about their children's futures. They have been told that transfers to lower-poverty elementary schools are not guaranteed once the children reach middle school. Shouldn't those children – indeed all Pasadena-area children – be given the opportunity to get a great education?

This report lays out a vision and a path. The document proceeds in five parts. Part I provides background about an earlier report I wrote for the Pasadena Educational Foundation (PEF) in 2006, entitled *One Pasadena*, in which I made recommendations on how to improve the public schools and describes the impetus for this new report 10 years later. Part II outlines some fundamental changes that have occurred since publication of the first report – nationally and in Pasadena. Part III documents the many positive developments in PUSD that give reason for optimism. Part IV outlines continued challenges and areas for improvement. And Part V concludes with a set of recommendations for a brighter future for PUSD students and the larger community.

I. The 2006 “One Pasadena” Report and the Invitation to Reassess.

Ten years ago, I was asked by the PEF to interview members of the Pasadena community, visit schools, and make recommendations on how to try to improve K-12 public education in Pasadena. The Foundation published the report, *One Pasadena: Tapping the Community's Resources to Strengthen the Public Schools* in May 2006.¹⁰

The report began by outlining what most people in the area know to be true: “For many years, there have been not one but two Pasadenas.” On the one hand, Pasadena and the surrounding communities of Altadena and Sierra Madre, have great wealth, and internationally known institutions such as the California Institute of Technology and the Rose Bowl. On the other hand, Pasadena and Altadena also have struggling low-income populations, disproportionately African American and Latino, which do not fully benefit from the area's bounty. PUSD mostly serves the second Pasadena, the report noted, as two-thirds of school students were poor enough to qualify for federally subsidized meals.

The report reviewed the shameful history of purposeful school segregation in PUSD, which led, in 1970, to the district becoming the first northern school district in the country to be found guilty of willfully segregating the schools. The report also surveyed the massive white and middle-class flight from PUSD's schools that followed a federal court order imposing compulsory busing as a remedy to segregation. Between 1970 and 2000, the white student population in PUSD declined from 53.7% to 15.5%.¹¹

The report recommended a third way. Instead of perpetuating segregated schooling (as a reflection of de facto residential segregation) on the one hand, or advocating the return of compulsory busing, on the

other hand, the third way envisioned the creation of a system of magnet schools that would be attractive to all families and accomplish integration voluntarily.¹²

To unify the community and the schools, and improve academic outcomes for students, the report laid out a path to create “One Pasadena” by deploying local resources to make PUSD more attractive to middle class as well as low-income students. The report noted, “The good news is that PUSD has more potential to improve its schools, especially the academic achievement of its low-income students, than perhaps any other community in the country, given the incredible resources within Pasadena, Altadena, and Sierra Madre.”¹³

In the report, I suggested the creation of a series of schools with special signature programs connected to the immense strengths of the community – such as a math/science magnet associated with Caltech and the JPL; an arts magnet created in conjunction with Art Center College of Design, Armory Center for the Arts, and the Pasadena Playhouse; and a dual language Spanish-English immersion program that would tap into the rich linguistic diversity found in PUSD.

The report suggested that in creating new programs, parents and teachers be surveyed to assess the appetite for particular magnet themes and teaching approaches. It called for carefully developing new programs over time. The report also recommended providing free transportation to students to ensure that choice was a meaningful option for all families, irrespective of their economic background.

Most importantly, the report called for a system that would be both excellent and equitable. The creation of magnet programs to attract more middle-class families was a critical first step to strengthen the school system. But the report also called for the creation of mechanisms to promote equity and avoid isolated enclaves of privilege. Specifically, the report recommended that choice programs take the socioeconomic status of families into account when filling slots. In that way, underrepresented groups in a school (in some cases low-income students, in other cases, middle-class students) would receive priority. (For a summary of the recommendations, See 10 Pillars box).

One Pasadena: 10 Pillars to Creating A System of Equitable Magnet Schools

1. Create Real Choice for Families
2. Draw on Pasadena Resources
3. Involve Parents and Teachers in Determining the Options Available
4. Implement the System of Magnet Schools Deliberately and Carefully Building Up to a Goal of Making Every School a Magnet School
5. Provide a Coherent Trajectory K-12 But Prioritize Magnets at the Secondary Level
6. Adjust the Types of Magnet Offerings to Reflect Demand
7. High Academic Quality and Strict Discipline Policy
8. Provide Free Transportation and Good Information to Students and Parents
9. Give Priority to Applicants who are Walkers, Siblings, and Promote Economic Diversity
10. Avoid within-school Segregation

In 2016, as PUSD began preparing a 5-year Educational Master Plan to guide program development and facility investments, PEF asked me to return to Pasadena to provide an update on *One Pasadena*. In March 2016, I interviewed more than 100 area residents. I met with city officials, school board members, the superintendent and senior staff, business officials, civil rights leaders, union representatives, demographers, philanthropists, academics, and leaders of several nonprofit institutions. I visited several schools and met with principals, teachers, counselors, security officers, parents and students. A full list can be found in Appendix I.

In discussions, I sought to learn what developments had taken place in the intervening decade since publication of *One Pasadena*. I asked people I met with: What is the district doing right, what could it do better, and what recommendations do you have for change?

II. Major Developments in Past 10 Years.

The education landscape has changed significantly in the past decade, at both the national level and in Pasadena. This section reviews those changes in turn.

A. Nationally.

1. Evidence on the benefits of diversity has grown considerably.

When I came to Pasadena a decade ago, the research base for promoting socioeconomic integration was very strong; in the past 10 years it has grown even stronger.

Study of Spending vs. Integration. In 2010, Heather Schwartz of the RAND Corporation published one of the most methodologically rigorous studies of the effects of socioeconomic integration on student outcomes. Schwartz's carefully controlled study examined students and families who were randomly assigned to public housing units in Montgomery County, Maryland, a diverse, economically-mixed, and high-achieving district outside Washington, D.C. where 35% of students receive subsidized meals and 43% have received such subsidies at some point in their academic careers.¹⁴

This research took advantage of a rare opportunity to compare two education approaches. On the one hand, the Montgomery County school district has invested substantial extra resources (about \$2,000 per pupil) in schools with a significant number of low-income students (dubbed "red zone" schools) to employ a number of proven educational approaches such as reduced class size in the early grades and extended learning time. On the other hand, the county also has a longstanding inclusionary housing policy that enables low-income students to live in middle- and upper-middle-class communities and attend middle-class schools (known as "green zone" schools).

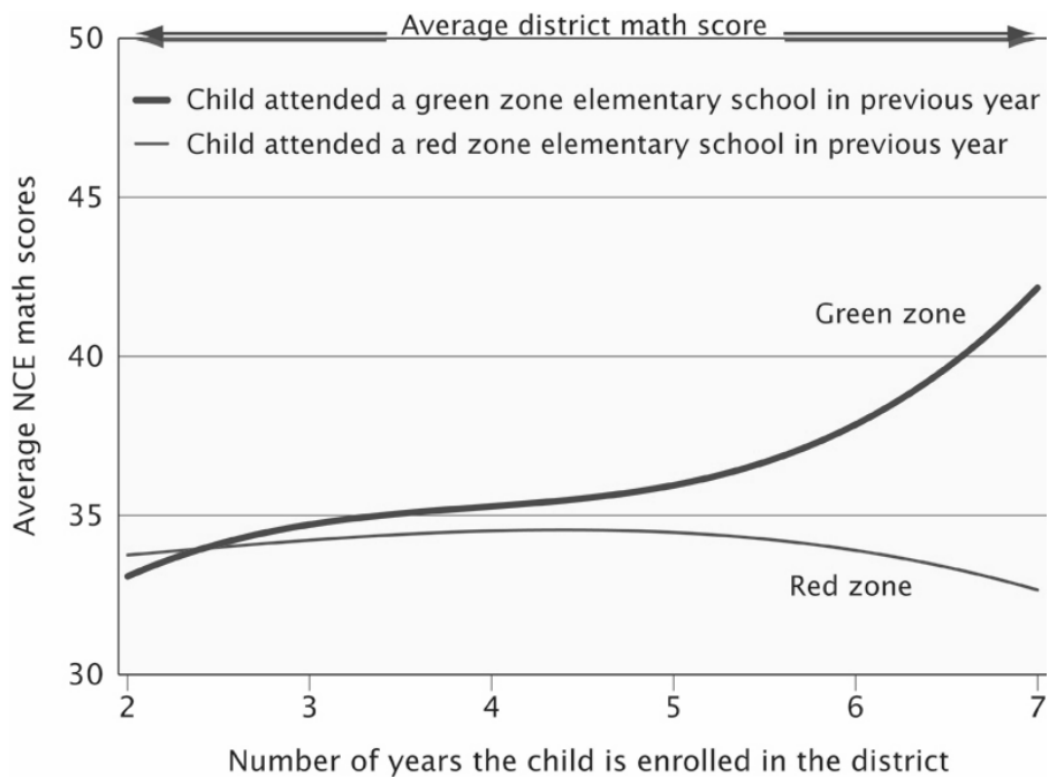
While national research has long found that low-income students typically perform better in middle-class schools, some asked whether the performance might be the result of the so-called "creaming" effect – that the low-income students who attend middle-class schools might have parents who are more motivated and concerned about their children's education than other low-income parents. Schwartz's study was able to control for these so-called "self-selection effects" by comparing students whose families were randomly assigned by lottery into higher-poverty and lower-poverty neighborhoods and schools.

Schwartz found that initially low-income students in the two sets of schools performed about the same. But over time, there were very large positive effects on student learning as a result of living in

neighborhoods and attending elementary schools with relatively few low-income families and students, even though students in higher-poverty schools received additional compensatory spending. Low-income students attending lower-poverty elementary schools (and living in lower-poverty neighborhoods) outperformed low-income elementary students who attend higher-poverty schools with state-of-the-art educational interventions by four-tenths of a standard deviation in math—which is considerably larger than the effects seen for many educational interventions. (See Figure 1) Put differently, the low-income students in lower-poverty schools cut the achievement gap with middle-class peers in half in math and by one third in reading.

Because the intervention involved the opportunity to both live in lower poverty neighborhoods and attend lower poverty schools, Schwartz asked: did the benefits accrue from neighborhood or school? The study concluded that roughly two-thirds of the benefit comes from the school, and one-third from the neighborhood. This suggests there may be considerable value in programs that integrate at the school level alone, though greater benefits clearly accrue from integration at both the neighborhood and school levels.¹⁵

Figure 1 – Schwartz Study



Source: Heather Schwartz, “Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland” (Century Foundation, 2010).

The Costs and Benefits of Socioeconomic Integration. Because socioeconomic integration policies often involve public expenditures on special magnet schools (including training for teachers) and the costs of transporting students from their neighborhoods to magnet schools, policymakers have asked researchers to assess the costs and benefits of such policies. In 2012, the Century Foundation's Marco Basile published the nation's first study of whether socioeconomic school integration provides substantial "bang for the buck." Basile noted that McKinsey and Company, a prominent consulting firm, found that "school spending in the United States is amongst the least cost-effective in the world," explaining that the nation spends more per student than most other affluent countries but its school performance, measured by test scores, is typically far below that of its counterpart nations. Many scholars have noted that the U.S. has the widest level of economic inequality among affluent nations, but, as Basile noted, little attention has been paid to the question of whether our relatively high levels of economic segregation between schools play a role in this problem. Recognizing the political obstacles of integration under old-style compulsory busing plans, he examined the costs of programs that create incentives for middle-class families to participate voluntarily in integration: the creation of magnet schools in disadvantaged areas to attract middle-class students by choice; and a design for financial incentives to entice more-affluent schools to accept low-income transfer students voluntarily.

Rather than examining the effects of complete socioeconomic integration (which is probably unachievable), Basile's study looked at the effect of reducing socioeconomic segregation by one-half nationally—a level of integration already found in many communities. Drawing upon a wide body of research, Basile estimated the additional costs of creating magnet programs with special themes and pedagogical approaches -- transportation costs, special teacher training, and additional equipment. -- at roughly 10 percent greater than the costs of regular public school education. Likewise, he estimated the cost of creating financial incentives to "magnetize" low-income students in order to make transfers attractive to middle-class schools at a 10 percent premium overall. Averaged out over all pupils, Basile estimated the additional per pupil net present value of total costs over seven years of integrated schooling at \$6,340.33 (or about \$900 a year). The investment, however, pays for itself many times over, he found, because better educated students benefit society in numerous ways.

In measuring the benefits, Basile pointed to a comprehensive study of segregation and high school graduation rates, which suggests that decreasing socioeconomic segregation to one-half the national average is associated with a ten-percentage-point increase in high school graduation. Basile examined the effects on increased high school graduation rates (as opposed, say, to increased academic achievement) because there is a much broader consensus among researchers about the economic benefits. The net lifetime public benefits of having a student graduate high school are estimated at \$209,200 in constant 2004 dollars, coming in the form of increased tax revenue due to greater earnings; decreased health care spending, decreased criminal justice system costs, and decreased spending on welfare.

Averaged out over all students, the public benefit per student is over \$20,000, and the combined public and private benefits amount to about \$33,000 per student, far exceeding the cost of \$6,340 per student. Put differently, Basile estimates that the public return on investment in socioeconomic integration exceeds costs by a factor of 3.3 and the total return (public and private) exceeds costs by a factor of 5.2. This type of return exceeds almost all other investments in education (private school vouchers, reduced class size, and improvements in teacher quality) with the exception of investments in very high quality early childhood education.¹⁶

Study of Socioeconomic Integration and High School Outcomes. In a 2013 longitudinal study of the effect of poverty concentrations on attainment, University of California Riverside professor Gregory Palardy found that both low-income and middle-class students are much more likely to graduate from high school and enroll in a four-year college when they attend mixed-income or high-income high schools than when they attend high-poverty high schools. Holding family characteristics and academic background constant, a given student had a 38% chance of graduating from high school and enrolling in a four-year college when attending an economically disadvantaged high school compared to a 48% chance in a mixed-income school, and a 64% chance in a high-income school. Peer influences were critical, the study found, which suggested “that integrating schools is likely necessary to fully addressing the negative consequences of attending a low SEC [socioeconomic composition] school.”¹⁷

Study on the Benefits of Diversity to All Students. While much research on school integration has focused on the academic benefits to low-income and minority students, a 2016 report by Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo of the Columbia University Teachers College vividly demonstrated, “the benefits of school diversity run in all directions.”¹⁸ There is increasing evidence that “diversity makes us smarter,” a finding that selective colleges long ago embraced and increasing numbers of young parents are coming to appreciate at the K–12 level. The authors write: “researchers have documented that students’ exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving.”

“Integrated classrooms encourage critical thinking, problem solving, and creativity. Diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students—including middle-class white students—because these environments promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills.”

Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo
Teachers College Columbia, 2016

Apart from the cognitive benefits, the report noted that there are additional reasons increasing numbers of middle-class families now want to send their children to diverse schools. Middle-class and white young adults realize that their children are growing up in a very different country, demographically, than previous generations. For the first time since the founding of the republic, a majority of public school K–12 pupils in the United States are students of color. Economically and racially homogenous schools do not introduce children to the world they will live in as adults.

Students can learn better how to navigate adulthood in an increasingly diverse society—a skill that employers value—if they attend diverse schools. Wells, Fox, and Cordova-Cobo note that ninety-six percent of major employers say it is “important” that employees be “comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds.”

Adding to the political momentum behind integration, the authors document, are changes in the choices middle-class families are making in where to live. In previous generations, wealthier white families tended to live in wealthy and white neighborhoods. Today, however, many young middle-class adults say they find homogenous regions undesirable. One poll, the authors note, found that 77 percent of young adults expressed a preference for urban life, including more diverse communities. New policies—emphasizing choice and socioeconomic status—are proving popular among a new generation of parents. Wells, Fox and Cordova-Cobo point, for example, to a remarkable change in attitudes in Louisville,

Kentucky. In the early 1970s, compulsory busing for racial desegregation was opposed by 98 percent of parents. By 2011, a choice-based system emphasizing socioeconomic alongside racial integration was supported by 89 percent of parents.

2. The Evidence about Why Socioeconomic Integration Matters Has Grown.

Why does it matter to student achievement if a child attends a middle-class or high-poverty school? The evidence on this question has grown much stronger since the 2006 *One Pasadena* report observed that “money matters a great deal in education, but people matter more.” Consider the three sets of actors in any school community: students, parents, and teachers.¹⁹

First, research suggests that students learn a great deal from their peers, and it is an advantage, on average, to have a strong core of middle-class peers for a variety of reasons. Low-income students attending economically diverse schools benefit from the larger vocabularies, and greater knowledge, found, on average, among their middle- and high-income peers who are lucky enough to have been taken to museums and libraries. By age three, for example, middle-class peers have more than twice the vocabulary of low-income children, so any given child is more likely to expand his or her vocabulary in a middle-class school through informal interaction. It is an advantage to have classmates who are academically engaged and aspire to go on to college. Peers in middle-income schools are more likely to do homework, attend class regularly, and graduate—all of which have been found to influence the behavior of classmates. It is also an advantage to have high-achieving peers, whose knowledge is shared informally with classmates all day long. In contrast, high-poverty schools are more likely to suffer from an environment where students miss school, skip classes, do not complete homework assignments, and create disorder in the classroom. Middle-class schools report disorder problems half as often as low-income schools, and low-income schools are about three times as likely to report the presence of street gangs as more affluent schools.

Mixed-income schools also have a more stable student population than high poverty schools. For example, data from the National Assessment of Educational Progress show that 43% of 4th-graders who were eligible for free or reduced-price lunch changed schools at least once in the previous two years, compared to 26% of students who were not eligible. These differences in mobility – a result of the fact that low-income families confront evictions and other involuntary displacement, requiring them to move more often -- are important not only at the student level but also at the school level. Students who move schools frequently suffer negative effects to their academic achievement. But excessive student mobility can also be detrimental to the learning of all students in a classroom, even those who stay put, because it requires teachers to divert time and effort from instruction to acclimating new students, slowing down the pace of learning for the class as a whole.

Second, low-income students attending economically diverse schools benefit from the greater involvement by middle- and high-income parents who volunteer in the classroom, have high standards, hold school officials accountable, apply political pressure to ensure adequate funding, and provide private financial support. Numerous studies have shown that socioeconomic status is a primary predictor of parental involvement in schools, and that middle-class parents are more likely to be involved in schools. Middle-class parents are less likely to face some of the challenges that make school involvement difficult, such as inflexible work schedules, lack of transportation, or unreliable phone and Internet access.

Third, high-poverty schools of all kinds have a hard time attracting and retaining quality teachers. Teachers in middle-class schools are more likely to be licensed, to be teaching in their field of expertise, to

have high teacher test scores, to have more teaching experience, and to have more formal education. Likewise, controversial metrics that consider the “value added” to tests scores by individual teachers have found that the most effective teachers teach disproportionately in higher-income schools. In Washington, D.C., for example, affluent Ward 3 in northwest Washington had 135 teachers across its 10 schools in 2011 who had highly effective ratings on the district’s IMPACT evaluation, which has a large value-added component. Across the Anacostia River in the poorer section of the city, Wards 7 and 8 combined had just 71 highly effective teachers spread across 41 schools.²⁰

Teachers generally consider it a promotion to move from lower-income to mixed-income schools, and many of the best teachers transfer into middle-income schools at the first opportunity. As Michael Petrilli of the Thomas B. Fordham Institute has noted, “Teachers practice on poor children, then take their improved skills to affluent children.” Sometimes, efforts are made to lure highly talented teachers to high-poverty schools by offering financial bonuses, but those efforts frequently fail. Research consistently finds that teachers care at least as much about work environment as they do about salary. Teachers care about school safety, whether they will have to spend large portions of their time on classroom management and discipline issues, and whether parents will make sure kids do their homework. Accordingly, it is very difficult to attract and keep great teachers in high-poverty schools, even when bonuses are offered. In other sectors (such as the military and health care), salary premiums of 10–30% are common in filling hard-to-staff positions. In education, Eric Hanushek, John Kain, and Steven Rivkin estimated that, in order to get white female teachers to stay in urban schools, school officials would have to offer a salary premium of 25–43% for teachers with zero to 5 years’ experience. Given the significance of labor costs in overall school spending, a 25–43% salary premium would require an extraordinary expenditure unlikely to be sustainable under current political and economic conditions.

A 2013 study of the federal Talent Transfer Initiative, which offered a \$20,000 bonus to effective elementary school teachers who agreed to move to low-achieving schools within the same district and stay two years, found few teachers interested. The study of 10 school districts in seven states found that effective teachers had a positive impact when they transferred to low-performing schools, but 78% didn’t even fill out an application, despite the fact that the financial reward offered was far more sizeable than the typical merit aid award of a few thousand dollars or less. “It’s a hard sell, even with \$20,000 on the table,” Steven Glazerman of Mathematica Policy Research, which conducted the study, told *Education Week*.

Research also suggests that economically diverse schools do not negatively affect the achievement of middle-class and high-income students and can, in fact, benefit the learning of middle-class students in important ways. While the research suggests that sprinkling a few middle-class students into a school of highly concentrated poverty may hurt their academic achievement, so long as a strong core of students are middle class (not eligible for free or reduced-price lunch), middle-class student achievement does not decline with the presence of low-income students. Studies find that integration is not a zero-sum game, in which gains for low-income students are offset by declines in middle-class achievement. The research on racial integration found similar results: Test scores of black students increased and white scores did not decline.²¹

3. Policy Responses to Growing Research on Socioeconomic Integration.

In the decade since *One Pasadena* was published, policymakers at the local, state and national level have accelerated their response to the growing evidence on socioeconomic integration to enact policies.

At the local level, the number of school districts and charter school chains pursuing policies to reduce concentrations of school poverty has increased from 40 in 2007 to 91 in 2016. Located in thirty-two states, in all regions of the country, and in districts with both liberal and conservative voting preferences, these districts and charter schools educate some 4 million students.²² The award-winning High Tech High in San Diego, for example, uses a lottery weighted by zip code in order to create socioeconomic diversity to enhance learning for all students.²³

At the state level, New York has been a leader in promoting socioeconomic integration. In December 2014, New York State's commissioner of education, John King, Jr., created a pilot program to turn around struggling schools by promoting mixed-income schools. Rather than firing teachers or bringing in charter school operators, as is common in many school turnaround efforts, King's innovative program invigorates schools with a broad cross section of students. Although the policies are just now beginning to be implemented, a long line of research suggests the efforts are likely to be successful.

At the federal level, we are also seeing unprecedented support for socioeconomic integration in part because in 2015 President Barack Obama appointed New York State's John King, Jr. to be U.S. Secretary of Education. The administration has called for increasing magnet school funding to \$118 million, and has proposed a new \$120 million initiative called "Stronger Together," a competitive grant program to promote voluntary, community-based efforts to support socioeconomic school integration.

Finally, the U.S. Department of Education wants the federal School Improvement Grant program, designed to turn around failing schools, to promote socioeconomic school integration, the type of program that King piloted in New York.²⁴

Taken together, these programs represent the most powerful commitment to socioeconomic integration ever undertaken by the U.S. Department of Education.²⁵

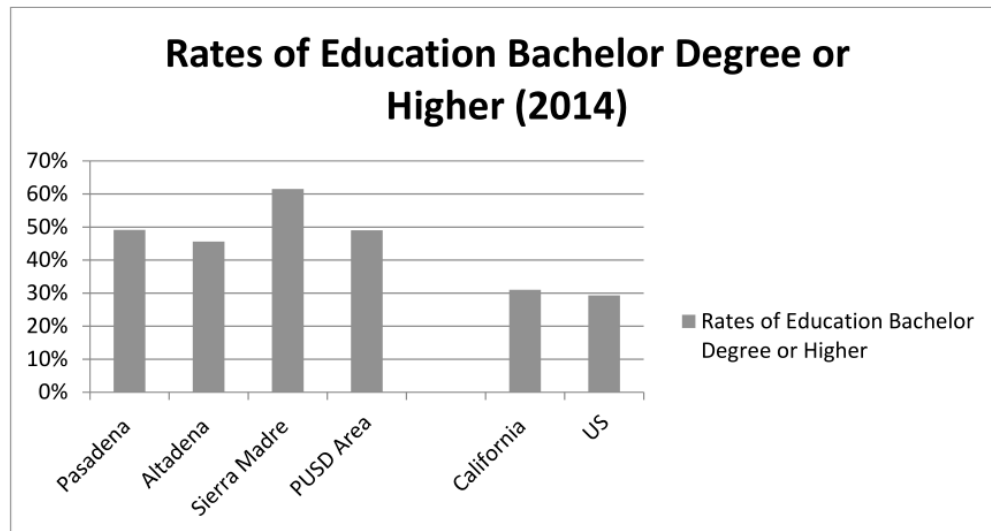
B. The Changing Environment in Pasadena Unified School District.

In the decade since publication of *One Pasadena* in 2006, PUSD and the surrounding community have seen important changes. This section outlines some of the basic facts on the ground: changes in Pasadena, Altadena and Sierra Madre; and changes in the schools (demographics, school spending, enrollment, school choice policies, and academic outcomes for students). In subsequent sections, we will focus on positive changes (Part III) and reasons for concern (Part IV).

1. Changes in the Community.

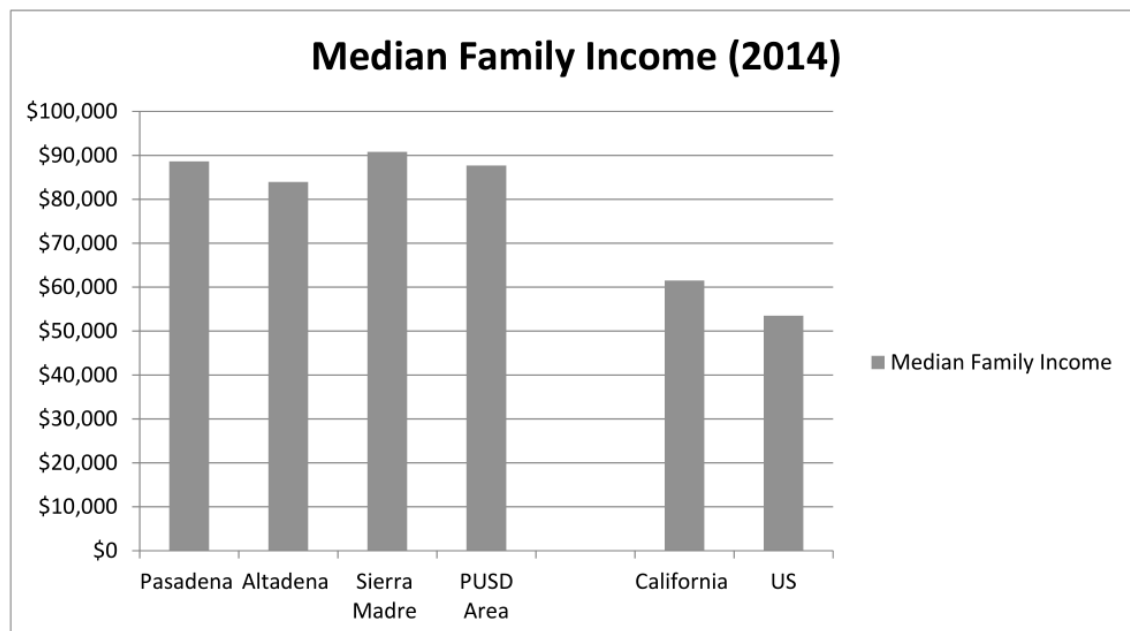
The Pasadena Unified School District (PUSD) draws on three jurisdictions: Pasadena, with a population of 140,881, Altadena, with a population of 44,622 and Sierra Madre, with a population of 11,060. The total population within PUSD area was 196,563 in 2014, according to the U.S. Census' American Community Survey. All three cities have seen modest growth since 2000, when the combined population was 187,124.²⁶

Figure 2



The 2006 *One Pasadena* report noted that Altadena, Pasadena, and Sierra Madre residents were typically more highly educated, and had higher incomes, than residents of California or the United States as a whole. That remains true, according to 2014 Census data. (See Figures 2 and 3).

Figure 3



What has changed, since the earlier report, however, is the relative proportion of individuals and families living below the poverty line in Pasadena contrasted with California and the United States. *One Pasadena* reported that both individual and family poverty rates in Pasadena exceeded rates in California and the United States.²⁷ By 2014, by contrast, both individual and family poverty rates in Pasadena (and Altadena and Sierra Madre) were all considerably lower than in California or the United States as a whole. (See Figure 4 and 5).

Figure 4

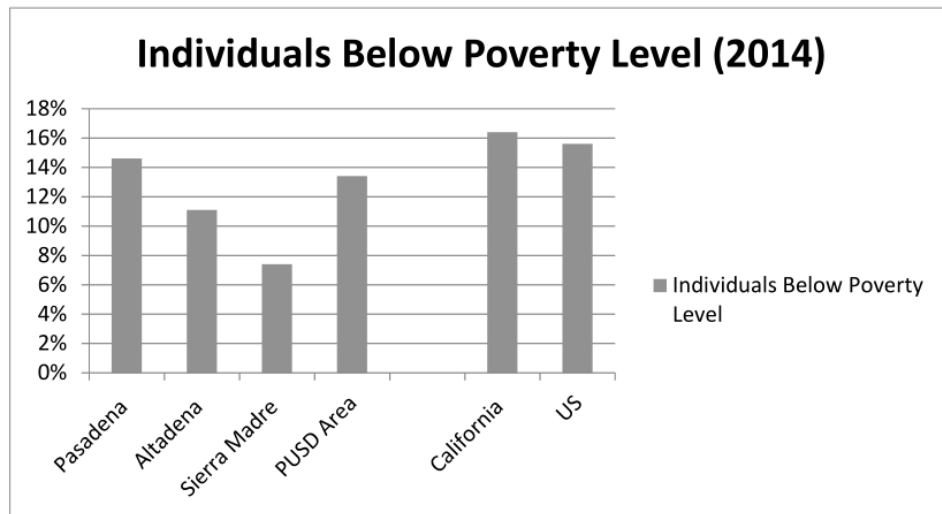
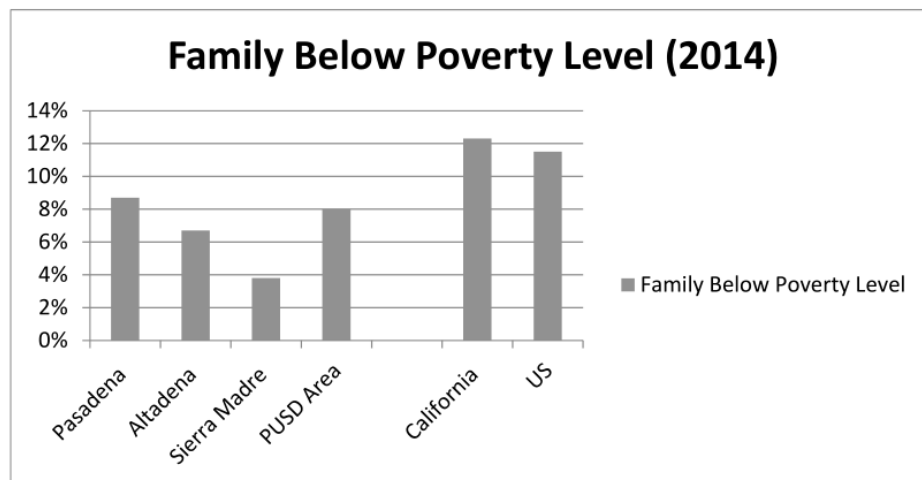


Figure 5



These data support observations made in interviews with residents that parts of the PUSD area are experiencing gentrification, with poor individuals and families being replaced by more affluent residents. Home prices and rents have escalated in the past decade. According to reports from a national online real estate database company, the median home value in Pasadena is \$714,900, and ranges from \$1,055,000 in the South Arroyo neighborhood to \$471,700 in West Central. The median rent in Pasadena is about \$2,800 a month.²⁸

2. Changes in PUSD.

PUSD has also seen a number of changes since 2006 in its demographic makeup, school spending, attraction rate, degree of school choice, and academic outcomes.

Enrollment and Demographic Data. In 2015-16, PUSD is educating about 17,000 students, down from 21,000 in 2005-06.²⁹ Six elementary schools have closed since the 2006 report: Allendale, Burbank, Edison, Linda Vista, Loma Alta, and Noyes. The good news is that in 2015/16, the student numbers appeared to stabilize, according to Davis Demographics, a consulting firm hired by PUSD.³⁰

PUSD's 18 elementary, 5 middle schools, 5 high schools, and two specialty schools offer a variety of special programs including Dual Language Immersion (in Spanish and Mandarin), Science Technology Engineering and Math (STEM), Science Technology Engineering Arts and Math (STEAM), Visual and Performing Arts, International Baccalaureate (IB), and College and Career Pathways.³¹ (More details about particular schools employing these programs are provided below).

The PUSD student community is racially and ethnically diverse. In 2014-15, 58% of students were Hispanic, 17% non-Hispanic white, 14% non-Hispanic African American, and 5% Asian, with the remainder American Indian, Native Alaskan, Filipino, Pacific Islander, two or more races, or not reporting.³² By comparison, the *One Pasadena* report noted in 2004-05, the public schools were 54% Hispanic, 26% African American, and 15% white.³³ The major differences are a 4 percentage point rise in Hispanic students, a 2 percentage point increase in white students, and a 12 percentage point decrease in African American students.³⁴

Socioeconomic diversity appears to have increased modestly in PUSD in the past decade, as a slightly greater proportion of students are from middle-class families. Whereas PUSD used to be substantially poorer than California (by 19 percentage points), today the difference is smaller (11 percentage points). Part of this trend appears related to rising housing costs which unfortunately force low-income families out of the PUSD area. But part of it appears related to the adoption of positive signature and magnet programs that have produced upticks in middle-class participation at certain schools.

Socioeconomic status can be measured by eligibility for federally-subsidized lunch and is used as an indicator of student and family poverty. We are defining a high-poverty school as a school where over 70% of students are eligible for free or reduced lunches. Students are eligible for free or reduced price lunches when their families make less than 185% of the poverty line, or \$44,863 for a family of four in 2015-16.³⁵ For short-hand, this report refers to students eligible for subsidized lunch as "low income" and those not eligible as "middle class."

Nationally, and in California, the proportion of students eligible for subsidized lunch has increased substantially, in part because of changes in reporting. Some high poverty schools are now allowed to provide all students with free meals (whether or not individual students qualify). Indeed, studies comparing Census data and subsidized lunch data suggest that subsidized meals have increased at a much faster pace than underlying economic trends would justify.³⁶

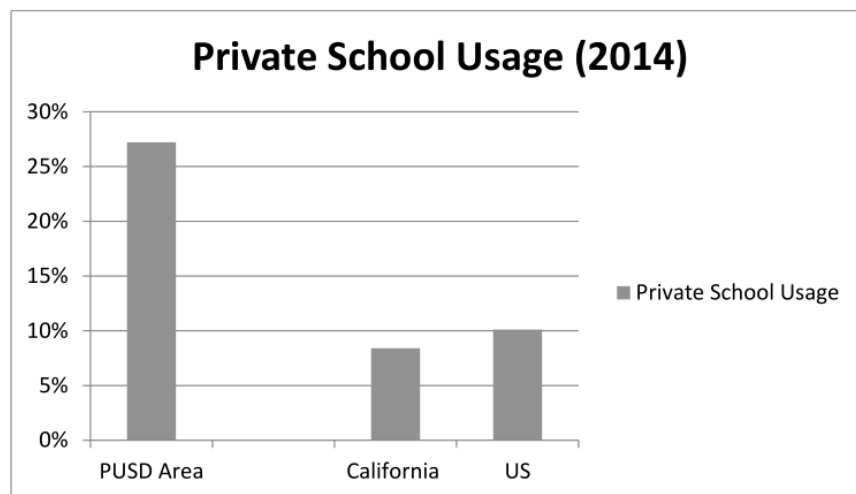
In 2004-05, 49.1% of California students and 41.6% of U.S. students qualified for free or reduced price lunch. According to a 2015 report of the Southern Education Foundation, the comparable numbers for 2013 were 55% for California and 51% for the U.S. – upticks of 6 percentage points in California and 9 percentage points nationally.³⁷ By contrast, the proportion of students in PUSD in 2014-15 who were eligible for free or reduced price lunch was 66.1%, a slight *decrease* from the 67.7% eligible reported in the 2006 *One Pasadena* report.³⁸ Given changes in reporting of free and reduced price lunch numbers, the reduction in the proportion of low-income students in Pasadena is probably more pronounced than the 1.6 percentage point decline would indicate.

While Pasadena students are somewhat better off economically than a decade ago, individual PUSD schools continue to vary dramatically in their concentrations of low-income students. They ranged from a low of 20.8% low-income students at Sierra Madre Elementary to 96.7% low-income students at Madison Elementary in 2014-15.³⁹ The schools with the biggest increases in the proportion of middle class students since 2006 are Field, San Rafael, Webster, Hamilton, Willard IB, Jackson and Sierra Madre Elementary. Consideration of why these schools saw changes in their economic makeup is discussed in further detail below.

School Spending. California, once a leader in investing in education, ranked 40th of 50 states in per-student spending in 2016.⁴⁰ Locally, in 2014-15, PUSD spent \$11,102 per pupil. PUSD’s per-student spending was less than Los Angeles (\$11,751) and San Marino (\$12,153), but more than most of the other surrounding districts. When one averages expenditures of PUSD and the 11 nearby districts, PUSD spends \$1100 more, or 11% greater, than the \$10,002 average.⁴¹

These numbers should be considered in context, however. Most educators agree that students who come to school with economic disadvantages deserve at least 40% more in per pupil funding to be provided genuine equality of opportunity.⁴² (One of the positive developments in the past decade, discussed below, is the adoption of California’s state funding formula that allocates greater funding for low-income students.)

Figure 6



Private Schools and Charter Schools. PUSD continues to face very tough competition from private schools, and, increasingly, charter schools, with more than 50 alternative private and charter

options available.⁴³ The district has a 55% “attraction” or “capture” rate, meaning 45% of PUSD-area students do not attend the public schools. Davis Demographics notes, “This is by far the lowest capture rate of school districts within the San Gabriel Valley.”⁴⁴ Nationally, about 10% of students attend private school, but in the PUSD area, the figure is a staggering 27.2% – almost triple the national average. (See Figure 6).

Although the private school rate is lower than it was in 2006 (31.7%),⁴⁵ there is some reason to believe that some of the drop is due to private school families shifting to charter schools rather than traditional public schools. Private school tuition can be considerable. In 2006, it topped \$20,000; today, tuition for a private high school can exceed \$32,000.⁴⁶ As has been true in the past, flight from public schools is particularly pronounced at the middle and high school levels. The flip side is that PUSD has much more potential to increase overall enrollment than other districts that do not have large private school populations. The pool of PUSD-area pupils attending private and charter schools or transferring to nearby public school districts exceeds 13,000. If only one-third of them could be attracted to PUSD, it would make a huge difference in both the financial health of PUSD and the academic outcomes of its students.

Degree of Public School Choice. PUSD has a vibrant system of public school choice which has increased substantially since 2006. About half of PUSD students attend schools outside their immediate neighborhoods. According to the Master Planning/Boundary Task Force, 45% of elementary school students use a “permit” (known in PUSD as “Open Enrollment”) system to attend a non-neighborhood school, as did 56.4% of middle school students and 53.4% of high school students.⁴⁷ Overall, about 50% of students engage in open enrollment, up from 40% a decade ago.⁴⁸ This rate is higher than most other districts.⁴⁹

Families who want their children to attend a school outside their neighborhood boundaries must participate in this Open Enrollment lottery, because there are more students who want to go to schools outside their neighborhoods than there are slots in those schools. The lottery takes place in three stages: a first lottery in which many families receive their preference; a second lottery for those who did not; and a third lottery for transfer students from other districts. In the 2015-16 open enrollment process, 1867 students participated in the first lottery, and 588 in the second.

According to PUSD’s Voluntary Desegregation Plan, filed with the U.S. Department of Education’s Office for Civil Rights, the magnet choice system provides priorities for 1) students currently attending a school; 2) those residing within a half mile of the school; 3) siblings; and 4) students transferring from a school in need of improvement.⁵⁰ Beyond that, a blind lottery determines placement, with one exception: the lottery may be weighted in the case of dual language programs to ensure a mix of native and non-native speakers. The plan makes no provision for seeking a socioeconomic balance, despite the growing popularity of that approach nationally.

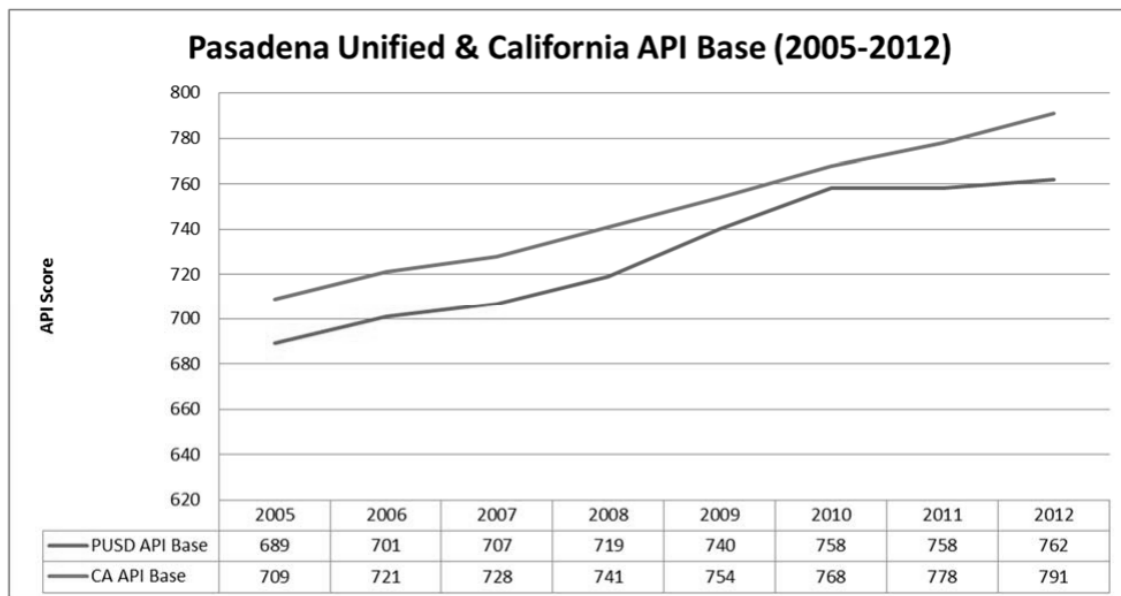
Academic Achievement. Three major observations can be made from looking at overall student achievement in PUSD: 1) Students achievement has increased over the last decade; 2) students in high-poverty schools generally achieve at lower levels than those in economically mixed schools; and 3) most subgroups of students (low-income students, Hispanic students, and African American students) perform better in mixed-income schools than in high-poverty schools.

Overall academic achievement levels in PUSD have risen considerably since 2006 according to scores on California’s Academic Performance Index (API). The API system (which was recently phased out) provided an overall academic indicator for schools and districts on a scale of 200 to 1000. The state’s goal was for every school to achieve a score of 800 or above. The system employed a two-year cycle in which a school receives a “base” score in the first year and a “growth” score based on improvements over

the previous year. With adoption of Common Core Standards, California has shifted to assessments designed by the Smarter Balanced Assessment Consortium (SBAC). This report looks at API scores to examine changes over time and 2014-15 SBAC scores to make more recent comparisons between PUSD schools. What can we conclude?

First, overall achievement increased over time as Figure 7 shows. PUSD's overall base API increased from 689 in 2005 to 762 in 2012.⁵¹ The increase runs parallel to a rise in California's average base API, which grew from 709 in 2005 to 791 in 2012.

Figure 7 – Pasadena and California Academic Performance Index (API) Scores

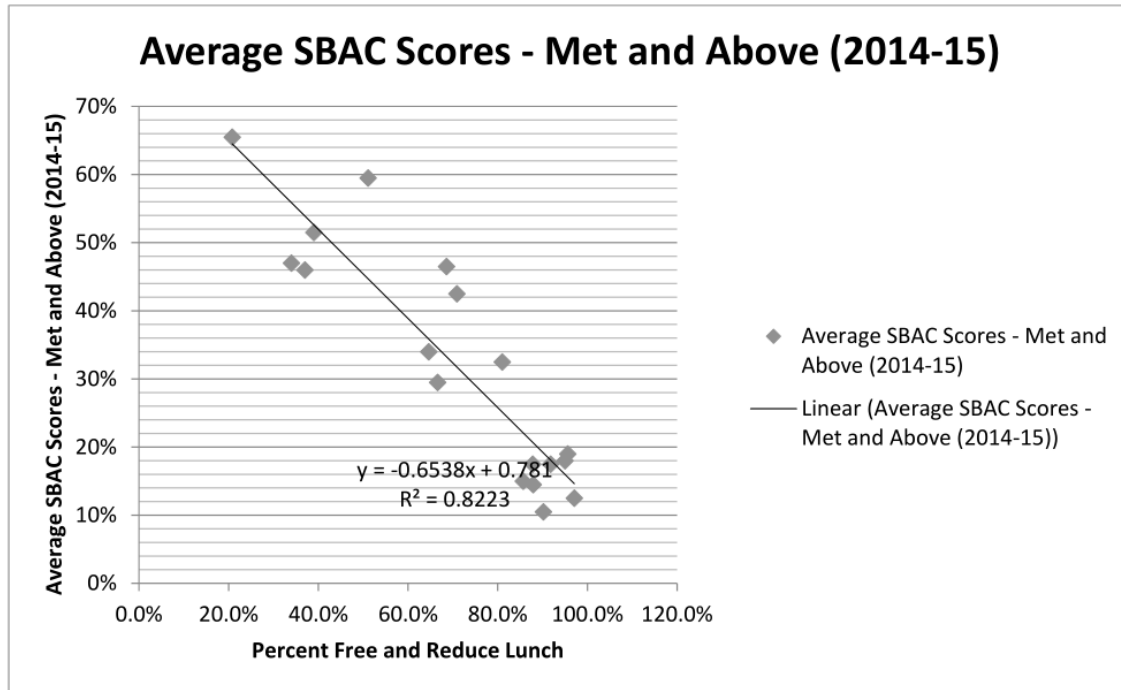


Source: California Department of Education (CDE)

Second, the performance of students in mixed-income schools in PUSD is generally much stronger than that of students in high-poverty schools. As Figure 8 shows, schools with high numbers of low-income students tend to have fewer students meeting or exceeding standards on the SBAC. This relationship is consistent with national data – and from findings in *One Pasadena* in 2006.⁵² In general, low-income students have less access to good health care, adequate nutrition, and a quiet and safe place to study, all of which correlate with higher achievement so these unfortunate findings are not entirely surprising. But what about the extra negative effects found nationally of attending a school with *concentrated* poverty? Do low-income PUSD students perform better in mixed-income schools than low-income students attending high-poverty schools? The third set of figures show that most subgroups of PUSD students do indeed perform better in mixed-income schools. (This is also consistent with the findings of national research and patterns found in *One Pasadena* a decade ago.⁵³) As outlined in a series of figures in the Appendix, looking at the proportion of students meeting or exceeding standards for English Language Arts and Math, the relationship is quite strong for low-income students (See Figures A1 and A2 in Appendix);

and for Latino Students (See Figures A3 and A4). The relationship is substantially weaker for African American students. (See Figures A5 and A6).

Figure 8 – SES and Achievement



Source: California Department of Education and PUSD

See Appendix for Additional Figures

Strikingly, the negative effects of attending a high-poverty school are weakest of all for white students. (There is not separate data for income level of white students available.) As figures A7 and A8 show, white PUSD students do fairly well in most types of schools. This finding is consistent with research going back 50 years showing different levels of sensitivity to school environment for different groups of students. On average, disadvantaged students tend to be much more influenced by school environment (for good or ill) than middle-class and white students.⁵⁴

III. Pasadena's Important Positive Policy Changes.

Given the strong evidence – nationally and in Pasadena – that most students will do better when they are lifted from poverty and freed from economically segregated environments, I was heartened to return to PUSD after a decade to find three sets of very promising policy initiatives.

The first is a multipronged effort to reduce poverty concentrations and enhance education through the adoption of a number of innovative magnet and signature programs.

The second is a parallel set of efforts to address the effects of poverty through stronger early childhood education, a boost to the minimum wage, and programs to build social supports in community schools.

The third set of efforts lay the foundation for even greater progress: a much stronger commitment to build partnerships between the science and arts communities and the public schools coupled with a PUSD administration that has an appetite for transparency and innovation.

A. Reducing School Poverty Concentrations with Innovative Magnet Programs and Middle-Class Recruitment.

In the decade since *One Pasadena* was published, members of the PUSD community have undertaken three critical efforts to simultaneously improve schools and de-concentrate school poverty: 1) establishing federally-funded magnet schools; 2) pursuing locally-funded magnet programs (sometimes referred to as “signature” programs) at a number of schools; and 3) organizing middle-class parents to be ambassadors for the public schools.

Magnet Schools. PUSD deserves credit for applying for, and receiving, a three-year \$7.9 million federal Magnet Schools Assistance Program grant, which has enabled the district to strengthen its magnet school program. The money was used to establish four programs, located in Northwest Pasadena and Altadena, which has been a neglected area of the community and has the highest poverty rate in the district. The programs, which are intended to reduce minority group isolation by employing attractive themes and teaching approaches that will appeal to a broad cross section of families, include STEM magnets at Jackson Elementary and Washington Elementary, an Arts magnet at Eliot Middle, and a STEAM magnet at Washington Middle. The theory behind placement of magnet themes was that schools like Sierra Madre and Don Benito were already popular and high achieving, but Northwest Pasadena and Altadena schools needed a boost in innovation to make them more attractive and stronger.

The federal magnet money provided resources for special equipment, for training of faculty, and for marketing of programs to the community. In addition, receiving federal magnet money helped administrators reach out to partners in the private sector, according to PUSD magnet coordinator Shannon Mumolo. Colleges, museums and private firms would rather partner with schools that have a specific theme relevant to their work rather than just connect with a random school.

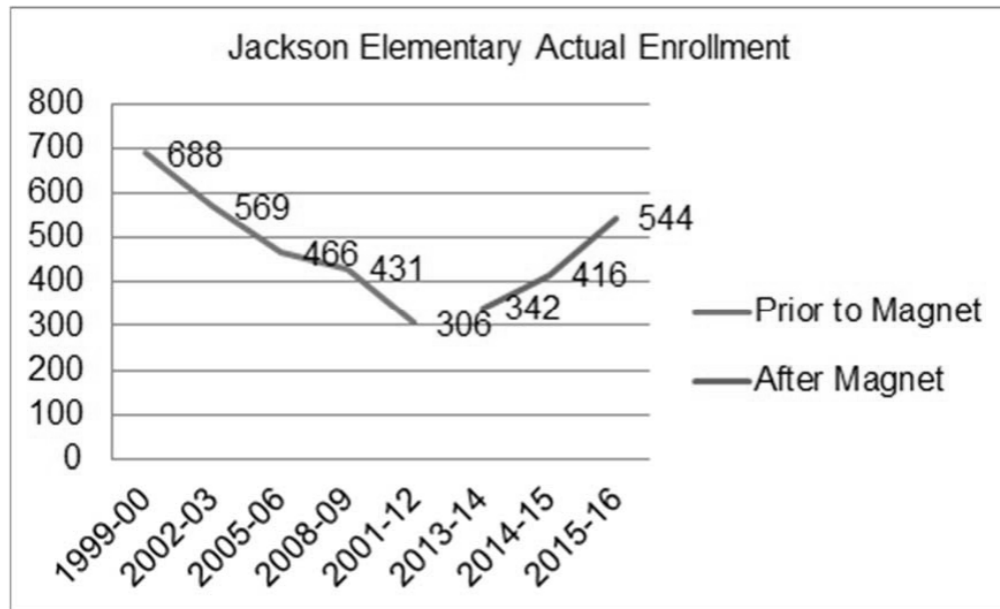
Thus far, Jackson Elementary has demonstrated the most promise of the four new magnets. Jackson was a poorly performing school, with the lowest scores in the district in science. It was hemorrhaging students and was on the chopping block for closure. The school was, according to William Creim, president of PEF, who has worked closely with the school, a “table with no legs.”

The school has gradually been rebuilt. The first step involved a leadership change as Principal Rita Exposito was hired to transform the school. She explained that her goal was to make Jackson “the Don Benito of the Northwest.” She spruced up the physical plant, added a garden and hired a librarian. The school also took on a science focus supported by local funds. Next came the adoption of a Spanish Dual Language Immersion Program (DLIP). San Rafael Elementary had a popular Spanish DLIP program that was oversubscribed so the district sensibly sought to expand the program to a second campus to accommodate demand. Exposito jumped at the chance. The school “would have died without taking action” on this front, she says. The program was slowly phased in, grade by grade. Rather than taking the program “wall to wall” about half of the students participate in DLIP and half participate in a traditional program. The DLIP vividly demonstrates the way in which diversity benefits all students, as Spanish-speaking English language learners help native English speaking students learn Spanish and vice versa.

When the opportunity arrived to create a STEM magnet with federal magnet school funding, Jackson added that feature to its portfolio, becoming a rare STEM/DLIP magnet, the only one in Southern

California, according to Creim. The two programs complement one another, as the Latin roots of Spanish help inform student's understanding of scientific terms in English, according to one school official.

Figure 9 – Jackson Elementary Enrollment



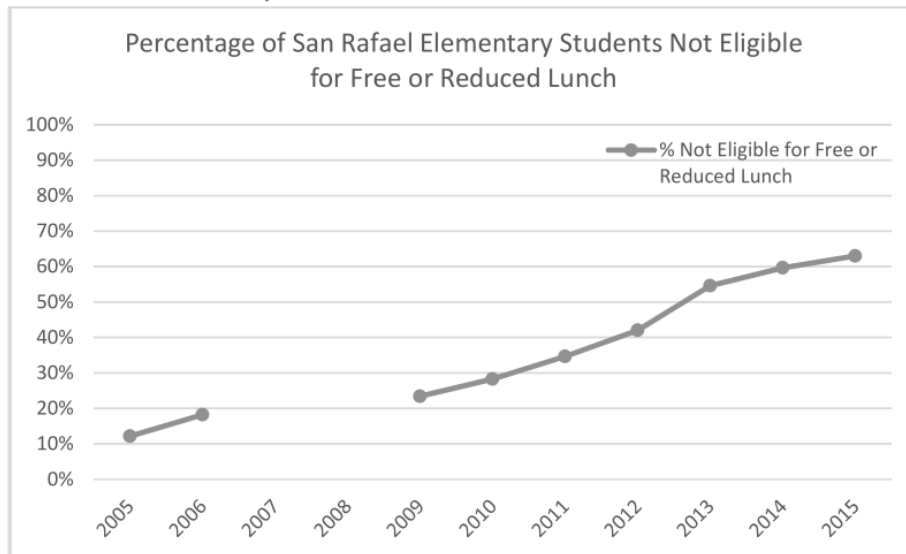
Source: Pasadena Unified School District

A school that was undersubscribed and in danger of closing with just 306 students was transformed into a school with 544 students that is attracting about 100 students from the surrounding jurisdictions, including the Eagle Rock section of Los Angeles, officials say (See Figure 9). In the 2016-17 open enrollment first lottery, 65 families put Jackson as their first choice, exceeding the 55 who ranked Don Benito first. Though there have been ebbs and flows over time, the proportion of middle-class students (those not eligible for free and reduced price lunch) has increased from virtually 0% to 12% in recent years. Moreover, average school numbers mask the more dramatic change in the early grades. Just 8% of Jackson fourth and fifth graders were middle class in 2015-16, but 33% of Kindergartners were, a jump of 25 percentage points. As those Kindergartners grow older, if current trends continue, the number and percentage of middle-class students at Jackson will increase. The school's science scores have increased from the bottom of the pack to the middle.⁵⁵

The other three magnet schools – Eliot Middle, Washington Elementary and Washington Middle – have been less “magnetic” and are discussed below under remaining challenges.

Locally-funded magnet (or “signature” programs). A second approach involved the adoption of locally-funded signature programs, such as Dual Language Immersion Programs at San Rafael Elementary (Spanish) Field Elementary (Mandarin) and Sierra Madre Middle (Mandarin.) The immersion programs have been very popular among parents who want their children to benefit from early exposure to a new language. As Figures 10 and 11 show, both San Rafael and Field have seen a substantial influx of middle-class students in the past decade.

Figure 10 – San Rafael Elementary*

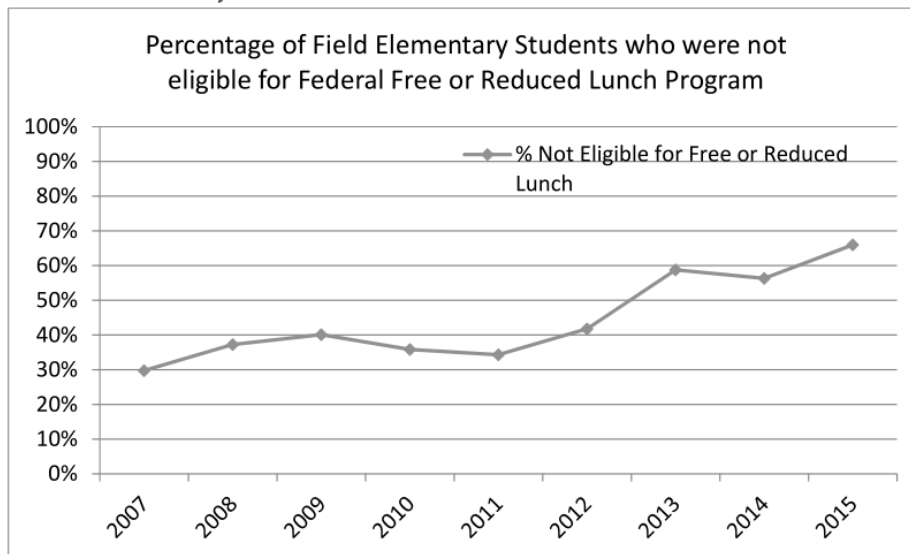


Source: CDE and PUSD Child Nutrition Services

*Data for 2007 and 2008 not available

Another promising locally-funded magnet program is the App Academy to train computer scientists at Pasadena High School. Created with the financial and entrepreneurial support of Shawn McCreight, the founder of Guidance Software, the program appeals to students who want to develop valuable computer software skills. The App Academy lends every student a laptop to engage in software development. To be eligible, students must have a 2.0 GPA in middle school (a relatively modest academic requirement), and a passion for computers. Of a variety of high school academies created in recent years, the App Academy was the most popular first choice in 2016-17's first lottery.

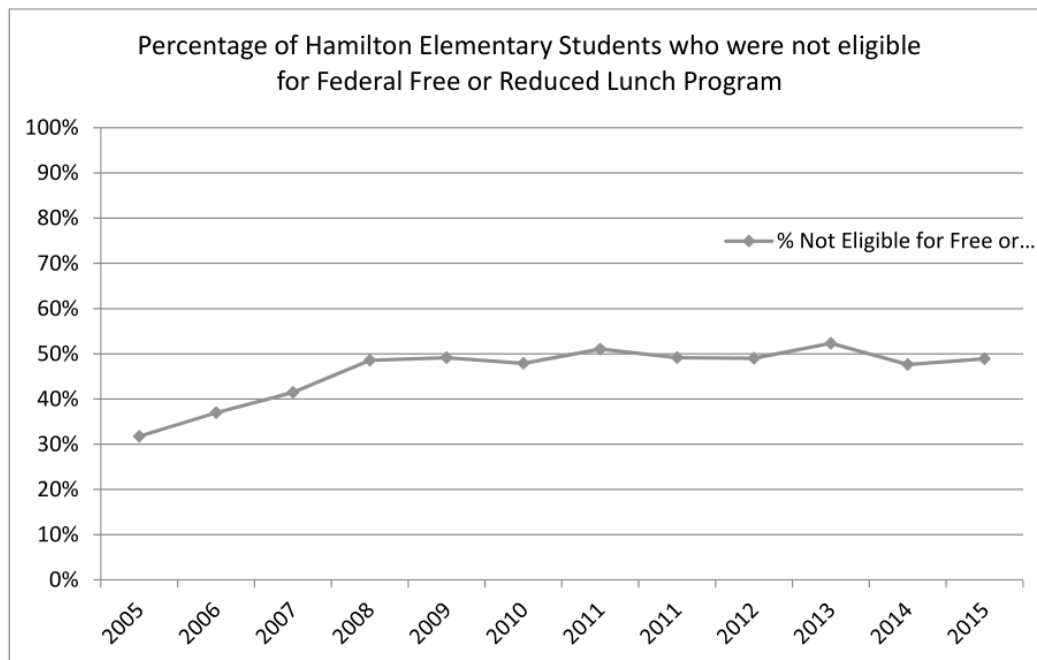
Figure 11 – Field Elementary



The Pasadena Education Network's Efforts to Recruit Middle-Class Families to PUSD. The third major initiative in the past decade to de-concentrate poverty and improve schools has been the expansion of the Pasadena Education Network, a group of mostly middle-class families that encourages other families to consider using public rather than private schools and to engage in improvement efforts in PUSD schools. The organization started informally in 2003 with a small group of 10 families, and grew to a network of 500 by 2006.⁵⁶ A decade later, the group has more than doubled in size to 1200 parents.⁵⁷ The group is specially persuasive for new parents who might be skeptical of the district's marketing efforts but are open to hearing from peers.

PEN parents have helped work with other dedicated families to clean up schools on weekends, volunteer in the classroom, and donate equipment, such as computers. The power of PEN's efforts to improve schools and recruit more parents who might have sent their children to private schools is perhaps most vividly demonstrated at Hamilton Elementary, where the middle-class student population has shot up from 30% to 50%. (See Figure 12).

Figure 12 – Hamilton Elementary



Importantly, the changes in Hamilton appear to be strongly benefiting the low-income students at the school. In 2014-15, Hamilton had the highest percentage of low-income students meeting both English Language Arts and Math standards out of 18 elementary schools in PUSD.

In a related development, in May 2012, Jim and Dawn O'Keeffe, middle class parents who sent their four children to PUSD schools, joined with filmmakers Mary and Paul Trunk to produce a powerful documentary called "*GO PUBLIC: A Day in the Life of an American School District*" which depicts 50 families whose children attend 28 PUSD schools. The film shows Pasadena public schools as exciting places to learn, where students of all backgrounds are taught about art, music, dance, science, and foreign

languages, and where hugs, handshakes and smiles are exchanged between students, teachers, and volunteers. It seeks to dispel fears some families have of using public schools in a district like PUSD and to close the “perception gap” between the way PUSD is viewed and its everyday realities.

B. Addressing Poverty By Raising Wages, Promoting Early Childhood Education, and Supporting Community Schools

The second major set of positive developments in Pasadena and PUSD involves creative efforts to reduce childhood poverty and its effects. One of the most important developments of the past decade was the Pasadena City Council’s unanimous (8 to 0) February 2016 decision to raise the minimum wage to \$13.25 by 2018. A few months later, California Governor Jerry Brown signed legislation to increase the minimum wage statewide to \$15.00 per hour by 2022.⁵⁸

Wage policy might not be thought of as an education policy, but in fact growing research has established the ways in which childhood poverty directly stunts academic achievement. As writer Thomas Geoghegan dryly points out, while policymakers are busy figuring out ways to remedy the negative effects of poverty-induced stress on children, “it would seem simpler to raise the parent’s wage.”⁵⁹ Harvard University political scientist Robert Putnam notes that an increase in a parent’s income by \$3,000 in a child’s first years of life is associated with academic gains on the order of 20 SAT points and adult earnings that are nearly 20 percent higher.⁶⁰

Another critical development was the creation in 2013 of “Collaborate PASadena,” a new framework to encourage the cities of Pasadena and Sierra Madre and the unincorporated community of Altadena to work closely with PUSD to promote “better outcomes for children, youth, families, and all residents.” Given the powerful impact that city social services have on success for children, the new collaboration seeks to share ideas and resources and to track progress toward concrete goals, such as ensuring that all children can read by the end of the third grade, something that requires not just strong schools, but also early childhood education, healthy families and supportive communities. The key insight of the initiative is that for too long, the city, the school district, and the myriad nonprofits have separately provided services that look at parents and children in terms of their different “problems” rather than as a whole family or whole children. A family that needs housing assistance, academic tutoring, psychological counseling, food stamps, healthcare, or English language classes for parents has to reach out to different organizations to receive each service. Collaborate PASadena seeks to break down those silos. (Hiring full-time staff specifically for this promising program could take the group’s work to a higher plane).

Related to Collaborate PASadena are new efforts in PUSD to educate the “whole” child through a “Community Schools” agenda that provides a variety of wrap around services for vulnerable students. PUSD has adopted a number of important initiatives including health programs, mental health services, and parenting classes. In addition, PUSD’s 2016-20 strategic plan provides a “tiered model” of support, including extra resources for “focus” schools, high-poverty schools that are struggling academically. Among the beneficiaries will be Altadena Elementary, Cleveland Elementary, Eliot Middle, Jackson Elementary, Madison Elementary, and Washington Middle.

This emphasis on providing more resources to those students with the greatest needs was a hallmark of California’s important Local Control Funding Formula enacted in 2014 to provide additional funding for low-income pupils, English language learners, and foster youth. According to a report by researchers Daniel C. Humphrey and Julia E. Koppich, “The LCFF is unprecedented: It seeks to combine a state school

funding mechanism aimed at more equitable distribution of resources to students needing the most support with a decision making process that moves power from the state to local communities. It is, indeed, a grand vision, as ambitious and noble an agenda as any state has set.”⁶¹ Total LCFF funding for PUSD in 2014-15 was almost \$132 million (though this number fell \$34 million short of the law’s ultimate mission.)⁶²

In the same vein, the City of Pasadena took an important step forward in 2015 when it created an Early Child Development Policy, led by former PUSD superintendent Vera Vignes, who now serves as chair of Pasadena’s Human Services Commission. Currently, the Child Development Department of PUSD provides early childhood education for students as young as three, and before and after-care for children up to age 11, at 20 school locations. Those who are implementing the new policy hope to learn from the success of cities such as Boston, Hartford, San Antonio, San Jose, and Seattle that have developed early childhood programs. Pasadena’s policy lays out a five-year Master Plan for the Young Child that would create a “cohesive coordinated family centered system.” Among the planned actions is the creation of an independent Office of the Young Child in Pasadena.⁶³ The new initiatives could lay the groundwork for a much more ambitious—and necessary—early childhood agenda down the road. (As outlined in the recommendations section, research shows that investing in early children program pays off in terms of long-term educational and even career success, and is highly cost-effective.)

C. Stronger Partnerships and Openness to Innovation

The third very promising development for Pasadena-area public schools involves the growth in collaboration between PUSD and community partners, alongside a new appetite for innovation among PUSD’s leadership team. A central theme of the *One Pasadena* report was the need for PUSD to better tap into the amazing resources available in the Pasadena community. There is considerable evidence of an exciting uptick in community partnerships with PUSD over the past decade, particularly with critical leaders in the science, arts, business, civil rights and philanthropic communities.

Scientific community. In Pasadena’s thriving technology and innovation sector, world-known organizations such as Caltech and JPL have ramped up their involvement in PUSD over the past decade. For example, people associated with Caltech at many different levels -- undergraduates, graduate students, faculty, administrators, and alumni -- have become engaged with PUSD, especially through Caltech’s Center for Teaching, Learning and Outreach headed by Mitch Aiken, who is the university’s associate director for educational outreach. Among the many activities, four stand out.

First, Caltech representatives are engaged in a variety of activities at local schools. About 250 Caltech students, faculty and alumni mentor students on topics such as robotics, computer programming, astronomy and physics and have developed an especially close relationship with students at Longfellow Elementary. Caltech coaching efforts can range from helping students with elementary school science projects to senior engineering projects. Representatives also participate in providing classroom lectures at John Muir High School and Washington STEAM.⁶⁴ They give presentations at Science Night programs at Norma Coombs, Sierra Madre and other schools. Caltech grads are also involved in supporting the App Academy at Pasadena High School.

Second, Caltech hosts a variety of educational opportunities for about 2500 students and teachers on Caltech’s campus each year. The University invites students and teachers to visit Caltech labs. It also arranges for classes of PUSD students to attend on-campus seminars on topics such as astronomy and quantum mechanics

Third, Caltech sponsors a variety of summer programs for about 1300 PUSD and other students each year. These programs include a Summer Research Connection for High School Students that places small groups of students in Caltech labs, a Community Science Academy for 8th to 12th grade students, and programs for children as young as 4, some of which are specifically aimed at engaging girls in science.⁶⁵

Fourth, Caltech has become involved in supporting PUSD's curriculum in science and math. Individuals associated with Caltech are working with PUSD to develop a science curriculum and standards in 11 different areas, sharing a unique expertise in the content and teaching of science and math. Caltech representatives also support the Blair High School biology program and are involved in teacher training workshops for PUSD.

Caltech officials say that these efforts not only support PUSD in by getting K-12 students more excited about science but are also good for members of the Caltech community, by broadening their horizons and helping students acknowledging the privileges they enjoy. And for graduate students who wish to sharpen their teaching skills, the experience interacting with PUSD students can be invaluable.

Arts and Humanities Community. Pasadena's thriving arts and humanities community has also stepped up its involvement in the past decade, sparking among students a love for the arts through a variety of innovative programs. For example, ten museums and art organizations partnered with PEF and PUSD to create the widely-lauded program, "*My Masterpieces: Discovering Art in My Community.*" The initiative provides community-based learning opportunities for over 9,000 students each year, including all K-6 pupils.⁶⁶ The program has been so successful that private schools want to be part of it, PEF officials note. Several arts organizations also provide internships for PUSD students and organizations like the Huntington Library help train teachers in the humanities.

Business and Civil Rights Groups. Business groups and civil rights and community organizations have also enhanced their partnerships with PUSD and area youth. For example, under the leadership of Stella Murga, the Adelante Youth Alliance (Adelante means "advance") holds the two largest annual college and career conferences for Latina and Latino youth in California. The conference provides students with an opportunity to interact and connect with highly-accomplished professionals as role models. Likewise, a number of private employers have worked with PUSD to create several College and Career Pathways programs to connect students with local employers for hands-on experience through internships. Drawing upon the movement for "Linked Learning" that connects student academic experiences with the outside world, high schools have created a number of academies focused on Engineering & Environmental Science, Business & Entrepreneurship, and Arts Entertainment & Media at John Muir High School; Health Careers and Culinary & Hospitality at Blair High School; and Creative Arts Media & Design, Law & Public Service, and the App Academy at Pasadena High School. As an example of the industry-school partnerships, Parsons Engineering advises John Muir's Engineering Academy, providing guest speakers, arranging internships for students, and donating computers.

Indeed, John Muir High School has been especially focused on the academies and the efforts appear to be paying dividends. The school has a proud history and counts among its graduates the great Jackie Robinson, who famously broke the race barrier in professional baseball. But Muir also has struggled with the effects of segregation and racial and economic isolation for many years and is looking to the academies, coupled with strong leadership, to foster an environment in which a growing number of students can succeed. Of roughly 200 Muir seniors, 37 were admitted to the University of California system in 2014. Ten of 29 who applied to UCLA, one of the nation's top universities, were recently admitted.⁶⁷

Philanthropic Community. Finally, Pasadena's philanthropic community has over the past decade enhanced its involvement in supporting PUSD through many of the programs outlined above (supporting

federally and locally-funded magnet schools, and coordinating efforts with the scientific, artistic, civil rights and business communities). The sponsor of this report, the Pasadena Educational Foundation (PEF), helped generate \$5.9 million in revenue in Fiscal Year 2015.

In addition to supporting programs such as *My Masterpieces* for arts education and a robotics program at seven middle schools, PEF has greatly expanded access to its Summer Enrichment Program. The month-long camp provides arts and science enrichment for 1500 students in several locations. With support from PEF, the summer program is socioeconomically integrated as 60% of students pay full tuition and 40% receive scholarships. The program also draws more than 10% of students from outside PUSD, including area private schools. As such, the Summer Enrichment Program not only provides learning opportunities for students, it also serves as a nexus between private and public school communities that otherwise often have very limited interaction.

New PUSD Leadership that Values Transparency and Innovation. Related to the growth in partnerships with PUSD is a new leadership team that appears particularly open to transparency and innovation. PUSD's Superintendent Brian McDonald said he thought it was important for PUSD to have a fresh start and brought in new administrators for nine out of 10 of the system's top slots. McDonald's Chief Academic Officer Shawn Bird, Associate Superintendent for School Support Services Mercy Santoro, and other senior leaders appear strongly committed to changing the ways of doing business in PUSD with a new commitment to transparency and accountability – which are important in their right and also are critical to recruit area families to the public schools who are more representative of the area's demographic reality.

Emblematic of the new transparent approach was the decision of PUSD to commission Goodwin Simon Strategic Research to conduct a number of community surveys in February and March 2016 – even though doing so opened the district up to the possibility of damning evaluations from community members. Goodwin Simon surveyed five groups and received completed responses from 1865 current PUSD parents in grades K-10; 265 former PUSD parents who left the district between 2010 and 2016 for reasons other than graduation; 65 parents in seven local preschools; 493 parents from five local charter and private schools; and 684 PUSD parents, employees and interested community members who responded to a survey on the District's website.⁶⁸

The five private and charter schools that agreed to participate in the survey were Aveson charter, Odyssey charter, the Polytechnic School, Rosebud Academy and the Westridge School.

The results included some favorable responses for the district. To begin with, 88% of current PUSD parents said that they are satisfied with their current PUSD school, compared with 12% who are dissatisfied.⁶⁹ In addition, most current PUSD parents endorsed the efforts in recent years to promote public school choice, and locally and federally funded magnet programs. Asked why they decided to enroll their children in PUSD, 50% said it was very or extremely important to have their child attend a school in their neighborhood, but an even higher proportion – 75% -- said it was extremely or very important that school officials offered “a specific academic focus or curriculum.”⁷⁰

There was also good news about the prospects of potentially bringing parents from the private and charter school community into PUSD schools. Nearly half (46%) of parents whose children never were in PUSD and are now in private or charter schools “had considered enrolling their children in a PUSD school.” This total included 54% of charter parents and 38% of private parents.⁷¹ In other words, it appears that large numbers of charter and private school parents do not reject PUSD schools automatically even though many of those polled were at very elite private schools. Likewise, roughly 70% of preschool parents said they would consider PUSD when their children reach Kindergarten.⁷²

There were also some less favorable responses, outlined as part of the discussion in Part IV below about remaining challenges, to which we now turn.

IV. Continuing Challenges in PUSD.

Despite all these positive developments in PUSD over the last decade, several serious challenges remain – leaving significant room for improvement in three key areas.

First, PUSD continues to have trouble attracting families, particularly middle-class families, and particularly at the middle and high school level. Some of the new magnet school programs are not in fact “magnetic.” The rise of some charter schools that siphon off affluent students is also troubling.

Second, PUSD is not doing enough to ensure equity, by failing to consider socioeconomic status in its open enrollment process, failing to provide free transportation to low-income students, and sometimes struggling in its instruction of English Language Learners.

Third, in part because of challenges surrounding attracting socioeconomic diversity and promoting equity, academic outcomes for students, particularly low-income students and students of color, remain a problem. As a result, many students in PUSD are not reaching their full potential and the entire community (including property owners) are paying a price. We take each concern in turn.

A. Declining Enrollment and Low Attraction Rates.

As outlined above, PUSD is suffering declining enrollment in part due to a remarkably low 55% attraction rate of area students to PUSD schools. To be fair, some of the enrollment decline is not PUSD’s fault: as demographer Dowell Myers of the University of Southern California notes, some is due to the area’s declining birth rate. Davis Demographics notes that, “the overall population residing within PUSD boundaries is ageing.”⁷³ Pasadena is seeing more “aging in place” in part because air quality has improved, Myers says, so fewer homes are opening up for young families.

But PUSD’s continuing challenge in attracting middle-class families, particularly at the middle and high school level, is deeply problematic because it can facilitate a vicious cycle.⁷⁴ High private school usage can undercut political support for public education funding, which negatively affects public school quality that makes it even harder to attract new students. The failure of the 2010 school bond Measure CC was a notable setback.⁷⁵

Limitations in Federally- and Locally-Funded Magnet Programs. While a number of the magnet school programs have been successful (as outlined above), not all have been. While Jackson Elementary’s DLIP/STEM magnet saw a 25 percentage point increase in middle-class participation between current 5th graders and Kindergartners, at Washington STEM elementary, the increase was just 3 percentage points. Eliot’s Arts magnet has seen a modest increase in middle class presence between age grades, but Washington Middle’s STEAM program actually saw slightly fewer middle class students in the current 6th grade compared with the 8th grade.

A different analysis shows a more encouraging picture: PUSD’s report to the U.S. Department of Education notes that the proportion of middle-class students increased between the 2014-15 and 2015-16 school years by 12.4 percentage points at Washington Elementary and 12.8 percentage points at Washington Middle.⁷⁶ It is unclear, however, whether this one year change can be sustained. Data from the 2016-17 first open enrollment lottery in PUSD shows 65 first choice Kindergarten applicants for Jackson

Elementary's DLIP program but just 5 for Washington Elementary. Jackson had 9 projected openings and Washington 4 for Kindergarten.

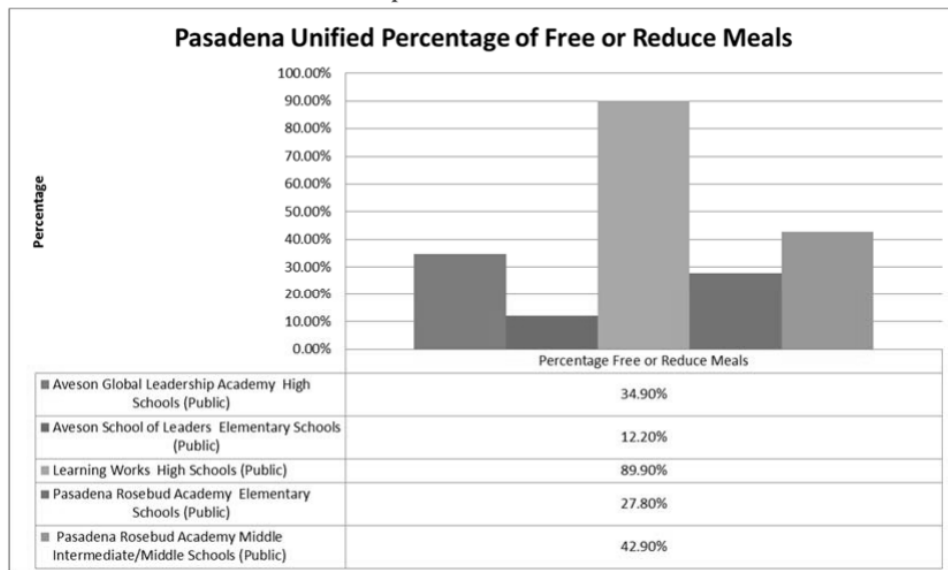
Likewise, Pasadena residents involved in the high school academy programs reported that the career and college pathway programs often did not attract middle-class students (or highly ambitious low-income students) because they have not been aimed at professional-level careers. The health academy, for example, tends to focus on preparing students for technical positions (such as drawing blood samples) rather than become a physician. Scheduling conflicts between college prep classes and academies sometimes complicate matters for students.

Some of the magnet school programs also suffer from poor implementation. A group of parents whose children were in the Mandarin DLIP at Field Elementary, for example, reported that early on, there was no principal in the district with knowledge of the Mandarin language. They also raised concerns that the program only provided 20 minutes of immersion per day in the fifth grade. The parents also reported, however, that the program appears to be emerging from its period of growing pains and is now improving.

Some members of Pasadena's arts community reported that working with PUSD staff on developing magnet programs could sometimes be frustrating. Members of the business community also raised concerns about high turnover rates of PUSD staff involved in implementing the Career Pathways signature programs. One PUSD staff member suggested that when something goes wrong in the school system, fellow staff wryly respond, "Welcome to PUSD."

The Growth of Charter Schools that Skim Middle-Class Students. Some members of the Pasadena community report another troubling development in the past decade: the growth of charter schools that skim middle-class students from the broader pool of PUSD students. Charter schools are publicly funded but privately run schools that have grown by leaps and bounds nationally and have begun to make inroads in the PUSD area. Because charter schools can be placed anywhere, in theory they could be a force for socioeconomic and racial integration, as some of their original champions had hoped. But nationally, most charter schools are even more segregated than traditional public schools.⁷⁷

Figure 13 – Charter socioeconomic makeup



In the PUSD area, enrollment in charter schools grew from 668 to 1575 over a recent five-year period, according to PUSD's Master Planning/Boundary Task Force. Five area charter schools – Aveson Global Leadership Academy, Aveson School of Leaders, Learning Works, Pasadena Rosebud Academy, and Pasadena Rosebud Academy Middle – enrolled about 1300 students in the 2014-15 school year.⁷⁸ The two Aveson schools, which enroll a majority of these 1300 students, both have a plurality of white students. All but Learning Works educate a smaller proportion of low-income students than PUSD; at Aveson Elementary school, just 12% of students are eligible for free or reduced price lunch.⁷⁹ (See Figure 13).

B. Insufficient Focus on Equity.

PUSD should also improve its commitment to educational equity in its public school choice programs; in transportation policies; and in providing services for English Language Learners.

Equity in Public School Choice. The *One Pasadena* report outlined a two pronged approach for school improvement: 1) creating magnet programs to attract more middle-class students to PUSD and improve educational offerings; and 2) adopting fairness guidelines to ensure that low-income students would have access to economically integrated schools. PUSD did a great deal to implement the first half of the equation, but is lacking in the second, critical, component.

During my 2016 visit, representatives of civil rights organizations in Pasadena consistently reported that magnet programs were designed to cater to middle-class and white students, at the expense of low-income and minority students.

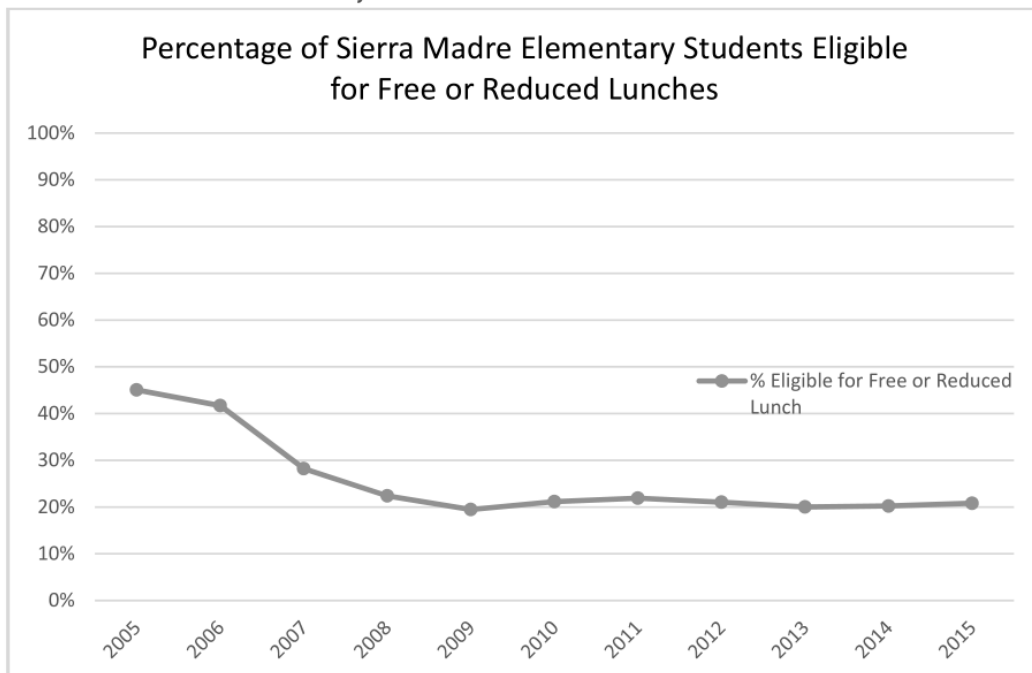
Nationally, magnets are, indeed, designed to be “magnetic,” drawing middle-class students into schools in disadvantaged areas. But magnet schools typically also have conscious plans to ensure that low-income and minority students receive a share of the seats as well. Unfortunately, Pasadena does not now have any protections in place to ensure that low-income students have guaranteed access to magnet programs, thereby feeding the perception that these schools are not designed to serve disadvantaged populations.

As outlined earlier, more than 90 school districts and charter schools consider a student's socioeconomic status in student assignment plans. In districts that provide public school choice (as Pasadena does) lotteries for oversubscribed schools often are weighted to ensure socioeconomic diversity. Pasadena does take conscious steps to seek a 50/50 mix of native and non-native speakers in the Spanish and Mandarin DLIP programs.⁸⁰ But PUSD provides no mechanisms whatsoever to bring about a healthy socioeconomic mix in magnet and signature programs. Instead, PUSD uses a blind lottery, literally leaving to chance the question of whether magnet programs will produce socioeconomic diversity to benefit all children.

PUSD's laissez-faire approach to open enrollment can actually lead to increased economic and racial segregation of students. Parents and faculty at John Muir High School report that Muir is not benefitting from the gentrification of the surrounding neighborhoods because more affluent families (of all colors) often use the open enrollment process to attend other high schools that have fewer low-income students and better academic reputations. In the 2016-17 open enrollment process (setting aside a small number of students applying to academies), through which parents can opt to send their children to schools outside their neighborhood or primary attendance zone, 149 incoming 9th grade students ranked Pasadena High School as a first choice, followed by 86 at Marshall, 10 at Blair, and just 8 at Muir.

Failure to Provide Free Transportation. It is axiomatic that if an open enrollment system is to be truly equitable, it needs to provide free transportation to make public school choice more than a theoretical opportunity. But the PUSD Board established a policy that transportation to “choice schools” (those without magnet programs) will only be provided when required by law (when a student is given the right to transfer out of a low performing school to a better performing one.)⁸¹ In recent years, the total number of students provided transportation by PUSD has declined by more than half, from 1832 in 2008-09 to 892 in 2013-14. Just one example of the many budget cutting measures made during the past ten years, cutbacks in transportation have meant that fewer low-income children have the opportunity to attend strong economically-mixed schools. Sierra Madre Elementary, for example, has seen a strong decline in access for low-income students over the past decade. (See Figure 14.)

Figure 14 – Sierra Madre Elementary



Insufficient Attention to English Language Learners. PUSD’s provision of services for English Language Learners has also been a concern in the past decade. In 2014, federal officials with the U.S. Department of Education’s Office for Civil Rights threatened to withhold federal magnet school funds alleging, among other things, that PUSD did not properly differentiate services for ELL students born in the United States and new arrivals. Civil rights activists allege that PUSD needs to do a better job of reclassifying ELL students into mainstream classes sooner, so they can be eligible for AP and college prep classes. The DLIP programs are an encouraging effort to address this festering problem in PUSD.

C. Inadequate and Unequal Academic Outcomes That Hurt Students and the Entire Community.

PUSD's insufficient efforts aimed at providing high-quality education in economically integrated schools has serious consequences: many students are not achieving to their potential, and the entire community suffers as a result.

In the survey of parents whose children attend private or charter schools and parents whose children never attended PUSD schools, the top reason for not enrolling their children in PUSD was "concerns about academic quality or standards," followed by "concerns about safety/student behavior and class size."⁸² Part of these attitudes may represent a "perception gap" but part of it is grounded in reality.

One bottom line measure for any school district is what proportion of its students graduate and what graduates go on to do after finishing high school. In 2014-15, 81% of PUSD students graduated with a standard diploma (i.e. earning 220 credits). The state of California graduation rate that same year was 82% and Los Angeles County was 79%. According to self-reported data, 31% of high school seniors in 2014-15 went on to a four-year college and 33% to community colleges. The remaining proportion either went into the workforce or did not report plans. In 2014-15, for students participating in the academically rigorous International Baccalaureate program, out of the 101 tests taken, 48% received a passing score of 4 or higher. District-wide, the number of students taking Advanced Placement tests was 1,137 or 20% of enrollment. Out of the total 2,341 AP tests taken, 38% received passing scores of 3 or higher.⁸³ Between 2012 and 2016, the total number of students who graduated with a prestigious IB Diploma in the district has ranged from one to six students per year.⁸⁴

All students – no matter their background – have the potential to contribute to society in critical ways, so when we fail them, we all suffer in the long run. Employers suffer from a dearth of well-trained employees. Crime rises when a region's schools fail to adequately educate students. And in the short run, as well, area residents – whether public school parents or not -- suffer in a very tangible financial way when a community's schools fall short.

For most Americans, the biggest asset they own is the equity in their home, so it is significant that relatively lower test scores are likely to depress property values in the PUSD region. A 2012 Brookings Institution study, for example, found that in the 100 largest metropolitan areas in the United States, the average difference in home prices between houses near high performing and low performing schools was \$205,000 (though homes in the former areas were also marginally larger).⁸⁵ Locally, realtor Carrie Benuska says that in her experience, the fact that a jurisdiction such as San Marino has schools with higher test scores than PUSD undoubtedly "boost home prices in that community."⁸⁶

V. Recommendations

Despite many challenges, PUSD is well positioned to move forward with an aggressive plan for improvement – building on the successes from the past decade, and learning from some of the mistakes. The ultimate goal should be a world-class set of schools that reflect the world-class institutions that make Pasadena and the surrounding area internationally known. This section outlines ideas for creating great magnet schools that move beyond "separate and unequal" schooling over time and for taking steps, in the meantime, to improve high poverty schools as well.

The 2006 *One Pasadena* report's central recommendation was to create a series of high-quality socioeconomically-integrated magnet programs to serve all students. In the past decade, Pasadena has made remarkable progress and seems poised to move forward on this agenda to benefit all students.

One of the critical findings of the Goodwin Simon survey is that 38% of parents who are now in private or charter schools said "not getting into the PUSD program or school you wanted" was an extremely or very important reason for leaving the district. The figure for former PUSD parents was 36%.⁸⁷ No system will ever grant every parent her or his first choice, but PUSD cannot afford to keep losing substantial numbers of families because the magnet offerings don't match what parents are looking for.

This report recommends eight steps for improving PUSD's magnet programs and improving high-poverty school:

- 1) Striving to make all magnet schools truly attractive;**
- 2) Building on successes such as dual language immersion programs;**
- 3) Sharpening good partnerships with the scientific and arts communities to create two great new schools;**
- 4) Creating new attractive programs such as Montessori;**
- 5) Implementing equity safeguards;**
- 6) Seeking sustainable funding for magnet and signature programs;**
- 7) Supporting strong early education programs and community schools in high-poverty environments; and**
- 8) Ultimately, creating an all magnet/signature program so that all students can have access to excellent, economically-integrated schools**

1. Striving to Make All Magnet Schools Truly Attractive.

PUSD has created some magnets that attract a significant number of students, and others that do not. To maximize the chances that future efforts will be effective, officials need to learn from past missteps. For one thing, district officials should move beyond experimentation with different themes (some of which work, others of which do not) and instead base any new magnet program selection on extensive survey research among parents. Rather than leaving success to chance, find out what parents and students are most passionate about.

The district is already well on its way to beginning this approach. For example, Goodwin Simon, which conducted survey research for PUSD, found that among preschool parents, the top changes which would encourage them to enroll in a PUSD school were:

- "the option to enroll in a high-achieving gifted magnet";
- "the option to enroll in a PUSD signature program like dual language and IB schools" and
- "the opportunity to enroll in a STEAM school."

Among preschool parents, nearly half of those surveyed said these options would "definitely" encourage them to enroll in PUSD.⁸⁸ Likewise, among former parents (those whose children were in

PUSD but pulled them out) roughly half said adoption of “schools with honors and AP classes,” “a high achieving gifted magnet school” and “a STEAM school” would be lures to return. Smaller class sizes and smaller schools were also popular ideas among former PUSD parents, though smaller class size can be quite expensive to implement.⁸⁹ Among current PUSD parents, the survey found, “the changes that would be most likely to keep them in PUSD schools would be college prep academies, more enrichment opportunities such as arts and music, smaller class sizes, a high-achieving gifted magnet, and a STEAM school.”⁹⁰

But picking the right theme is not enough. The program must be carefully and intelligently built, over time, with the right personnel and well-trained staff. Slapping a “magnet” label on a school is not enough. The experience with the Mandarin Immersion program is a cautionary tale that appears to now have been corrected. PUSD officials should also dig more deeply into why some of the existing magnets, like Washington Elementary, haven’t attracted more families, while Jackson Elementary has. What do parents say?

2. Building on Successes such as Dual Language Immersion to Meet Strong Demand Among Parents.

Just as PUSD should learn from its mistakes, it should build on its successes, particularly by expanding popular programs and making sure students have a clear pathway to continue in desirable programs throughout their K-12 trajectory. For example, in the 2016-17 first lottery, two of the top three first choice schools were Spanish DLIP (San Rafael and Jackson). It is welcome news, therefore, that the district has announced it will be opening a Spanish DLIP at Jefferson. Parents know that because of economic globalization, having foreign language skills is more critical for children than ever before, so the district needs to be flexible about accommodating growing demand.⁹¹

Given survey research finding that some families are turning away from PUSD because they do not get into the programs they wish to, strenuous efforts should be made to ensure that program offerings match parental demand. Most notably, PUSD must ensure that parents who have become enamored of a certain elementary program have the opportunity to continue through middle and high school on a coherent pathway. The district loses many students in the transition to high school, and providing continuous special program could alter this pattern.

3. Sharpen Partnerships with Science and Arts Communities to Create New Highly Desirable Schools.

As noted earlier, one of the exciting developments over the last decade is the ways in which the arts and sciences communities have strengthened relationships with a large number of schools. But now the question becomes: should these efforts be sharpened and focused on a few highly desirable STEM and Arts magnet middle and high schools?

The current approach, in which many private and non-profit organizations each work with many different schools at the same time appears on the surface to be equitable because it allows these institutions to reach the maximum number of students. But rather than skimming the surface at a large number of schools, would it actually be more productive to do a deep dive with a few? The existing arrangements are philanthropic in nature – writing checks and volunteering time – which is generous and laudatory. But they are not truly transformative in terms of significantly improving the educational outcomes of PUSD schools and the success of its students.

What if the commitment of the arts and science communities took on a different aspect? What if the organizations focused intently on a smaller number of schools that enable them to reach students –of all races and economic backgrounds – who are particularly excited about either the arts or sciences? Would it not be more truly egalitarian if the programs were so extraordinary that the philanthropists and supporters – for example, Caltech faculty, and directors and staff at the Huntington Library and Pasadena Playhouse, and physicians, nurses, and other staff at Huntington Hospital -- would be eager for their own children and grandchildren to attend alongside ambitious children of Pasadena’s low-income families?

Below are two possibilities that came up in discussions with community members: A Selective Math/Science/Technology Middle and High School Magnet; and a Selective Creative Economy Arts Middle and High School Magnet. These schools would capitalize on relationships with the two sectors Pasadena is best known for, its commitments to the sciences and the arts, and famous institutions such as Caltech, JPL, the Pasadena Playhouse and the Huntington Library. (Community groups like “Pasadena: City of Learning,” and “Innovate Pasadena” recognize the power of these sectors to the local economy.) These schools would draw primarily from Pasadena, Altadena and Sierra Madre, but might also prove attractive enough to draw from other jurisdictions (as Jackson Elementary is starting to do.)

Polling research suggests this type of program – a high-level academic middle and high school – would prove attractive for many PUSD-area parents. According to the Goodwin Simon survey, 82% of current PUSD families said having a “high achieving gifted magnet” program would definitely or probably be important as an option for continuing through middle or high school. Likewise, 88% said they definitely or probably would see as important “if your child could enroll in a school with many honors, AP and college-level classes that will help them get admitted to a selective college.”⁹² Conversely, a 2013 survey by the Pasadena Education Network found that “the top concern” among PEN parents was academic offerings in middle and high school. “The lack of academic rigor was the only real deal breaker” for parents whose children were transitioning to secondary school, PEN found.⁹³

A World Class Math/Science/Technology Middle and High School Magnet

The first idea is to create a world-class math-science magnet high school affiliated in some fashion with the Pasadena’s internationally-renowned California Institute of Technology (Caltech) and Jet Propulsion Laboratory (JPL).⁹⁴ Although many cities have well-regarded science magnet schools, it would be hard to compete with a school that boasts support from Caltech’s faculty, students, and alumni, alongside JPL scientists. Add in support from the scientists at Jacobs Engineering, Parson Engineering, Carnegie Observatories, and The Planetary Society and PUSD could be poised to create one of the top math and science magnets in the country.

As outlined above, Caltech, JPL, and other organizations already engage in numerous ways with PUSD – helping develop curriculum, mentoring students, participating in science fairs, and providing internships. Caltech works with Madison Elementary, Washington Elementary, Longfellow Elementary, Washington Middle, and John Muir High School, among others. But the support is diffuse, and has had limited success in attracting a broad cross section of students to any of these campuses. Something more is needed to break through.

The new magnet school could offer two ingredients not now available in PUSD: 1) an academically rigorous selection process (coupled with fairness checks); and 2) a laser-like focus from internationally known institutions on the Caltech/JPL math science high school. In that way, Caltech and JPL wouldn’t be adding their support to existing schools with struggling reputations but would be helping PUSD create an exciting new school that could make people take a fresh look at the entire school district.

To attract the best and brightest from all walks of life, the school could be merit-based, drawing on the area's top students who have demonstrated a deep and abiding interest in science. By attracting students from outside the district as well as PUSD, the program would draw state dollars to the district that would improve PUSD's fiscal health and benefit all students in the system.

Significantly, however, this commitment should be accompanied by assurances of equity so that students from disadvantaged backgrounds would have access. That is, despite being selective, the school would not be elitist and would recruit students from all socioeconomic backgrounds and neighborhoods. To bring about this result, an admissions tip should be provided to hard-working economically disadvantaged students who have overcome obstacles. One such model is the enrollment process in Chicago's highly-sought-after selective high schools that have educated generations of talented students, including the First Lady, Michelle Robinson (Obama).

In Chicago, 30 percent of students are admitted to highly selective schools strictly through academic criteria. The remaining 70 percent of slots are equally allocated to the top academic students within each of four socioeconomic tiers. The economic tiers are based on the census tracts from which students apply, looking at such factors as median family income, average level of education attained by parents, percentage of single family homes, percentage of homes where English is not the first language, percentage of owner-occupied residences, and school achievement scores by attendance area. This system nicely balances academic excellence and democratic access. (I helped Chicago devise this system.)⁹⁵

In discussions during my visit, administrators at Caltech raised three plausible concerns about creating a science magnet school affiliated in some way with the university – concerns that deserve serious consideration: 1) Caltech is a research institution without an education school so helping (with others) to run a public school would be outside its normal area of expertise; 2) Caltech is a small institution (with 900 undergraduates and 1200 graduate students) and does not have the financial resources necessary to devote to helping run a public school; and 3) Caltech can have a bigger impact on Pasadena students by doing what it does now -- working a little bit with a larger number of schools rather than focusing its efforts on one middle and high school.

There appear, however, to be reasonable ways to meet each of these objections.

First, Caltech would not be expected to create the school itself. It could partner with a teaching college or graduate school of education to work with PUSD on creating the school. PUSD and Caltech could build on their existing relationships with UCLA Center X, WestEd K–12 Alliance, and others for teaching training in math and science. Tapping into its extensive existing commitment to PUSD – the development science standards and curriculum – Caltech could team up with another school whose bread and butter is pedagogy and teacher training. There are hundreds of math science magnet schools throughout the country, many of them with outside partners, from which Caltech and PUSD could learn. Caltech and PUSD don't have to reinvent the wheel. They could learn from and borrow curricula and teacher-training methods from other successful math/science/technology schools. The National Consortium of Secondary STEM Schools would be an important resource.⁹⁶ With the help of many others, PUSD and Caltech seems well positioned to take the commitment to the next level in partnership with a college whose core mission is training K-12 educators.

There are countless examples of other institutions whose core competence is outside of K-12 education that have helped create superb highly-sought after schools. For example, Raisbeck Aviation High School in Washington State involves a partnership between Raisbeck Engineering and Highline Public Schools. Capitalizing on the Puget Sound region's focus on aerospace, the school is based near the Museum of Flight and its STEM-based program attracts students from 27 school districts. It is the 5th top performing

school in Washington State. Likewise, MC2 STEM Cleveland Metropolitan High School partners with the Great Lake Science Center, a hands-on science museum, GE Lighting, a Fortune 500 company, and Cleveland State University to immerse students in a rigorous STEM curriculum. The successful program was highlighted in President Barack Obama's 2014 State of the Union address, and its graduates have gone on to Ivy League colleges.⁹⁷

Second, although Caltech is a relatively small university whose primary responsibility is to educate its own undergraduate and graduate students, it is possible that a set of foundations or philanthropists might be willing to provide the funds necessary to launch and maintain a world-class high school. The financial burden of creating the new school should not rest with Caltech and JPL.

Third, the impact of a highly-sought after Caltech-connected high school in Pasadena could be transformative in a way that Caltech's current, more diffuse (and highly admirable) commitment is not. Caltech is reaching large number of low-income students in high poverty schools, and is surely benefitting them in important ways. But Caltech says it does not have any direct evidence of the effectiveness of those programs on student outcomes. Moreover, Caltech's current involvement with a school such as Washington does not appear to be changing its overall trajectory or desirability among parents.

By contrast, a well-designed Caltech-associated math/science/technology school, middle and high school has the potential to draw a vibrant mix of students from a variety of backgrounds from PUSD and the entire region in a way that could change the way that parents in the area view the district.

The presence of nationally-renowned math/science/technology middle and high schools in PUSD would have important positive impacts on the entire school district and its other schools. Caltech could leverage its impact by requiring that a certain percentage of admitted students at the school have attended elementary and/or middle school in PUSD in order to be eligible. This requirement might encourage families to utilize a variety of elementary and middle schools that they might not have otherwise considered, exerting a positive multiplier effect.

B. Pasadena Playhouse/Huntington Museum Arts & Creative Economy Middle and High School Magnet.

If the Pasadena area is known for science and technology, it is also known for its vibrant arts community, which has the potential to create an incredible "Creative Economy" magnet. Marshall's Academy for Creative Industries could be taken to a whole new level in this school. Students could direct plays under the supervision of personnel from the Pasadena Playhouse. The Huntington Library could host special tours and hire students to act as junior docents. The Lineage Dance Company could bring in expert dancers to mentor and teach talented students. While many of these types of activities already go on at particular schools, including the Eliot Arts Magnet, a competitive school that draws on artists in the region would focus resources on a group of students who live and breathe the arts all day long. (As with the Caltech/JPL magnet fairness guidelines would ensure access to students from all walks of life.)

While a focus on visual and performing arts is often thought of as a luxury of the well-off, a Creative Economy Magnet⁹⁸ that attracted some of the most talented young artists, performers, and designers in the area could be an amazing launching pad for students looking for employment in the vibrant creative economy of Southern California.

Evidence suggests that employers are hungry for employees who can produce novel and original ideas.⁹⁹ The Otis College of Arts and Design's 2014 "Otis Report on the Creative Economy" noted that nearly 1 in 10 jobs in California are related to creative industries. The largest number of direct jobs were in the entertainment, publishing, and fashion industries.¹⁰⁰ Jobs as actors, architects, writers, fashion

designers, software developers, graphic designers, film editors, agents, and the like are plentiful and outnumber those in areas like computers and electronics in California. Most of the creative economy job categories (63 of 80) are relatively well paying, exceeding California's state-wide median wage.¹⁰¹

PUSD's diverse student population would be a plus for students applying to the Creative Economy Magnet given research showing that bringing students of different backgrounds together can enhance creative thinking, problem solving, and collaboration. Unlike the homogenous population found in certain school districts, PUSD's richly diverse student population would heighten the creative experience for students.

In devising a program, Pasadena could look to the many successful arts schools across the country, from the Baltimore School for the Arts to the Tacoma School of the Arts.

4. Creating New Attractive Programs Such as Montessori Schools.

In addition to building on existing partnerships, PUSD should consider creating new programs that help the district move beyond separate and unequal schooling. One popular idea employed in many other districts – from Hartford, Connecticut, to Cambridge Massachusetts to Lansing Michigan -- is the creation of public Montessori programs.¹⁰² (Norma Coombs has employed a version of this approach).

Nationally, there are about 500 public Montessori schools. Many are in California, including the Grove School in Redlands, a public charter school.¹⁰³ Montessori schools take their name from Maria Montessori, an Italian educator who, beginning in the early 20th century, emphasized independent learning for students. The Montessori Method puts an emphasis on students learning from one another and through individual exploration rather than through lectures by teachers. The programs employ active learning and multi-age class groupings. Most programs are found in preschools or elementary settings, though Montessori middle and high schools also exist. The program has a strong track record of producing academic achievement gains for students where the method is faithfully implemented.¹⁰⁴ Montessori approaches would likely be popular among PUSD parents. Pasadena Montessori, International Montessori Academy and Oak Knoll Kinderhaus provide private preschool Montessori programs in Pasadena. (Rigorous survey research should further test the level of demand.)

Montessori programs have been a proven draw to middle-class families seeking progressive education for their children, of the type often found in private schools. For example, in Cambridge, Massachusetts, which has a system of universal choice and seeks an economic balance among schools, officials have turned the struggling, predominantly low-income Tobin school, located near a large low-income housing complex, into a Montessori. In 2006–07, Tobin had attracted only 12 first-choice applicants to fill 60 pre-kindergarten and kindergarten seats. The next year, when it reopened as a Montessori, Tobin attracted 145 applicants, with twice as many middle-class as low-income students applying, says Michael Alves, who administers the student lottery.

Lansing, Michigan had a similar experience. Wexford Elementary school in Lansing, struggled for many years and in the 2003–04 school year was facing reconstitution. In the 2004–05 school year, it began to transition to a Montessori Magnet school. In 2005–06, Wexford was still high poverty (81.5 percent low income) and racially isolated (69 percent African American, and 8 percent Hispanic). By 2008–09, the middle-class student population had grown to 33.6 percent (from 18.5 percent) and the white population to 40 percent (from 17 percent). A school that was underutilized became oversubscribed and even began to draw students from the suburbs surrounding Lansing. The number of suspensions declined from 173 to

under 10. By 2009, Wexford was a nicely integrated school (44.2 percent African American, 39.5 percent white, and 11.6 percent Hispanic), and academically successful for all subgroups (including low-income and racial and ethnic minority categories).¹⁰⁵

Importantly, Montessori schools can be highly appealing to families of color as well as white families. A study by Mira Debs at Yale University found that 54% of students at public Montessori schools are students of color, and about half of Montessori public schools are nicely integrated by race. Compared to some “no excuses” schools that some minority parents see as teaching students to follow orders, the child-centered Montessori approach can appeal to families of color looking for their children to be future leaders.¹⁰⁶

5. Build in Safeguards to Choice Programs to Promote Equity

To promote better opportunities for disadvantaged students, PUSD should consider taking several steps: a) Allowing more transfers to high performing schools (or “natural magnets”) with free transportation provided and good information provided to all parents; b) using weighted lotteries to promote socioeconomic diversity at oversubscribed schools; c) promoting equity within integrated schools; and d) encouraging the adoption of better affordable housing policies.

More Transfers to Natural Magnets. Pasadena has always had certain highly desirable schools that have been called “natural magnets,” attractive more for their high performance than a particular theme or pedagogical approach. Today, the two most prominent high-performing relatively low-poverty schools are Don Benito and Sierra Madre Elementary. Steps should be taken to make sure that more low-income students have access to such schools, without turning the schools into majority low-income schools, where achievement of all students may decline.

To begin with, better information and guidance should be provided to parents in low-performing schools who have a legal right to transfer to schools like Sierra Madre, as the children of Maria Gallegos and Linda Hernandez have. Sierra Madre and Don Benito stand at 20.8% and 39.0% low-income. Transfers should be made available to low-income students up to the point at which they constitute 40% or 50% of students. (The 40% marker would also trigger the possibility of using federal Title I funds to benefit all students in school-wide programs.)¹⁰⁷ Free transportation should be provided to low-income transfer students.

Using Magnet Schools to Promote Socioeconomic Diversity. PUSD understands that a healthy mix of native and non-native speakers is beneficial in DLIP programs and runs the lottery in order to achieve that mix. Something similar should be done for magnet schools to achieve socioeconomic integration from which all students will benefit. Models can be found in Cambridge, Massachusetts, Champaign, Illinois and many other school districts. Without fairness guidelines in place to promote socioeconomic diversity, critics will see all the attention paid to recruiting middle-class students as elitist, rather than egalitarian.

Promoting Equity Within Integrated Schools. Creating an integrated school building is only a first step to creating equitable opportunities for children. In socioeconomically and racially integrated schools, populations can quickly be divided into different tracks and tensions can arise if teachers are not well trained. Different groups of parents, too, may conflict. Educators have learned a great deal about how to capitalize on diversity to the benefit of all students, and teachers should be educated about the best approaches.¹⁰⁸

Affordable housing policies. As housing costs in the PUSD area have risen, an increasing number of low-income families are being forced out of the region. Stronger affordable housing policies can make

Pasadena more welcoming to families of modest means. Many communities, including Pasadena, , have adopted “inclusionary zoning” policies, under which a developer must set aside a portion of new housing units to be affordable for low- and moderate-income residents, receiving in exchange a “density bonus,” that allows him or her to develop a larger number of high-profit units than the area is zoned for. This benefit for developers has proven critical to the idea’s political acceptance. According to researcher David Rusk, 11 percent of Americans now live in jurisdictions with inclusionary zoning policies nationally.¹⁰⁹

6. Ensure stable funding.

Building an equitable choice program that attracts middle-class families and ensures transportation and access for low-income families is not cheap. Research suggests that magnet school programs often cost about 10% more than traditional public schools. There are offsetting savings, however, because teachers tend to feel more invested in magnet schools and so fewer resources must be devoted to recruiting and training the constant churn of teachers often found in other schools.

Historically, there has been one source of federal funding to promote choice and integration – the Magnet Schools Assistance Program. In the near future, there may be two more. One is the proposed “Stronger Together” program. As noted earlier, this \$120 million proposed funding stream, if approved by Congress, will set up a competitive grant program that districts can use to promote socioeconomic school integration. The other potential funding source is the federal School Improvement Grant (SIG) program. In March, 2016, the U.S. Department of Education noted it was exploring “Socioeconomic Integration as a School Turnaround Strategy.” Under this scenario, federal SIG money could be used to promote magnet programs in high-poverty schools to attract a socioeconomic mix as a way of improving such schools. PUSD has done a good job of pursuing federal magnet school dollars in the past; it should expand its strategy to go after these new funding sources as well.

Because there is no guarantee of winning federal grants, Pasadena needs to develop local sources of funding as well. One avenue involves passing a parcel tax, as many California schools have, to properly invest in and strengthen the public schools.¹¹⁰ As another possible source of funding, Pasadena could increase the transiency occupancy tax (TOT) on hotel and motel rooms. Raising the TOT from 12.1% to 14%—the level employed by Los Angeles—would raise almost \$2 million or more each year.¹¹¹

7. Supporting strong early education programs and community schools in high-poverty environments.

Building a comprehensive set of socioeconomically integrated signature and magnet school programs takes time. PUSD has made considerable progress in 10 years – expanding the number of desirable schools beyond Don Benito and Sierra Madre to include a host of others, including Hamilton, Field, Jackson, and others. But as PUSD continues to push forward (possibility with a Caltech/JPL STEM Magnet, a Pasadena Playhouse/Huntington Library Arts and Creative Economy Magnet, or a Montessori Magnet), it needs to ensure that it does everything it can to improve the high-poverty schools that some students will likely attend for the foreseeable future – schools like Madison Elementary and John Muir High School. That is the right thing to do for low-income students attending these schools, and, in the long run, if improvements are made, it could help generate an influx of middle-class families who would, in turn, help strengthen those schools for everyone. Providing social supports to low-income students is also an important policy to pursue within socioeconomically integrated schools.

Building on Pasadena's Early Childhood Education Plan. As outlined earlier, the City of Pasadena is taking important steps in building a comprehensive early childhood education plan. As it moves forward, one model to consider is Charlotte, North Carolina's nationally-recognized Bright Beginnings program, first instituted in 1997.¹¹² This "gold standard" program recruits the lowest performing preschoolers and gives them access to a literacy-rich curriculum, with high trained teachers, and low teacher-pupil ratios for six and a half hours a day – a much different environment than that found in typical Head Start programs. Using federal Title I money, the program has yielded substantial academic benefits for students on math and reading tests, compared with nonparticipating students.¹¹³ These positive benefits are consistent with the findings from other high quality pre-K programs throughout the nation, particularly in Oklahoma and New Jersey.¹¹⁴

Building on Nascent Community Schools Efforts. In addition, PUSD should further develop its incipient efforts to promote "community schools." Alhambra Unified, a similar sized district (17,826 students) with a similar socioeconomic makeup (67% disadvantaged), has adopted a comprehensive community schools plan that has shown important markers of success. Community schools emphasize culturally relevant curricula, wrap around supports for health care, eye care, and social and emotional services, positive discipline practices, authentic community engagement, and inclusive school leadership. As one positive indicator of the program's merit, Alhambra Unified had the lowest suspension rate of 28 Los Angeles-area district in 2014, whereas PUSD had the very highest rate.¹¹⁵

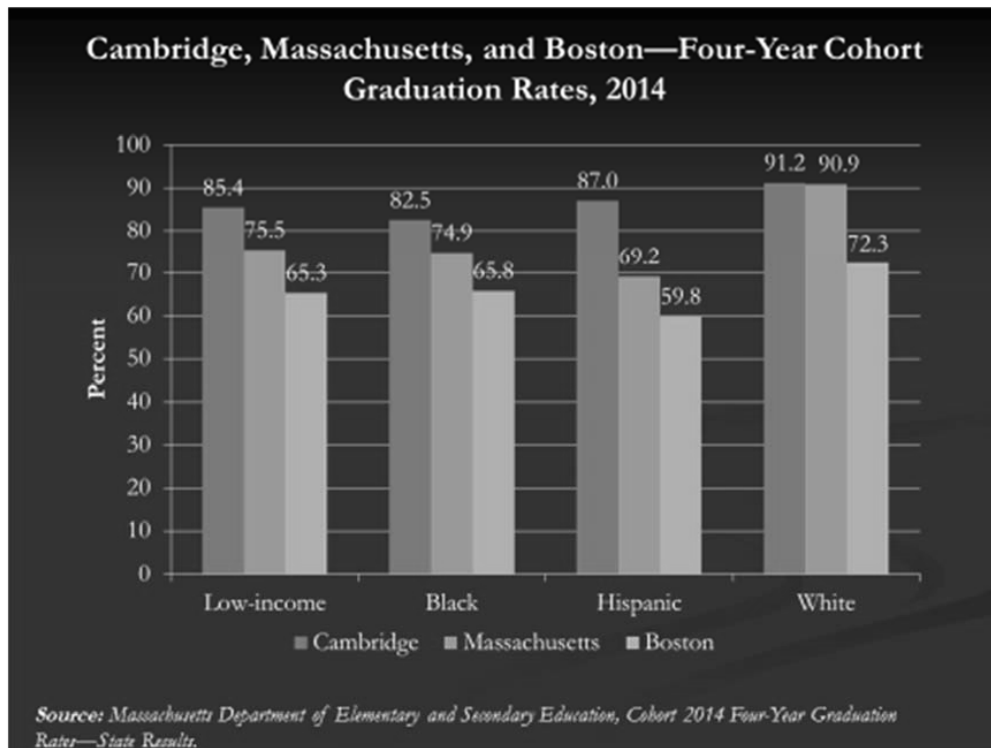
Combining the early childhood education and community schools approaches can be quite effective. In his 2015 book *Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America's Schools*, David Kirp, a professor at UC Berkeley, examined the remarkable turnaround of the schools in Union City, New Jersey, in which most students come from low-income and Latino families. Kirp reports that generous funding for free pre-K and K-12 student supports, coupled with a rich district-wide curriculum and a strong focus on reading, helped fuel the school district's dramatic improvement. A district of 12,000 students, Union City ranked next to last in the state academically in 1989. More recently, Union City students have scored at roughly the New Jersey average in reading and math from third grade through high school and has a graduation rate of 89.4 percent, compared with about 70 percent nationally. Union City High School, according to the American Institutes for Research, ranks among the top 12 percent nationally, and sends students to superb colleges.¹¹⁶ This district is a powerful example of what can be accomplished when a school district and a community spend their resources wisely.

8. Building toward a Socioeconomically Integrated All-Magnet District.

If community schools are an important way to improve high-poverty schools, Pasadena should ultimately aim much higher: toward a school district in which no child is consigned to a segregated high-poverty school and instead, all students can attend strong, economically-mixed magnet schools. Since we know that there are many ways that students learn, and that students have many different motivations/interests for attending school, an all-magnet district would provide a rich variety of options in terms of both curriculum and pedagogy. Cambridge, Massachusetts is a leading example of a district that has gone all-magnet. The district has adopted universal public school choice in which families choose from among a variety of magnet school themes and teaching approaches, and school officials honor those choices with the goal of making all schools socioeconomically integrated. The Cambridge schools are by no means perfect, but their record of success in graduating students is truly impressive. As Figure 15 shows, in 2014, Cambridge's graduation rate for low-income students was 20 percentage points higher than low-income

students in nearby Boston. Black and Hispanic students also graduate at much higher rates than their counterparts in Massachusetts or Boston, and whites also do very well.

Figure 15 – Cambridge Graduation Rates



PUSD could set for itself the challenging target of making every school a magnet school over the next decade, gradually creating additional new magnet schools each year.

Conclusion

Providing all students with the chance to go to great, socioeconomically-integrated schools, is an ambitious goal, but, in PUSD, the foundation has been laid and the time is right to build. The district already has a strong culture of school choice and prizes innovation, magnet schools, and signature programs. The gentrification that is occurring in parts of the Pasadena area, for all its downsides, creates new opportunities to transform the public schools in a way that benefits all students. A new generation of parents is more likely to celebrate diversity than the generation that fled during desegregation 45 years ago. The extremely high rate of private school usage in Pasadena is not inevitable; it can be reduced when high-quality, integrated education is offered.

Other communities – including Raleigh, North Carolina, Louisville, Kentucky, and La Crosse, Wisconsin -- have moved beyond separate and unequal schools when various groups banded together to fight for something better. Civil rights groups and religious leaders have made the moral case for building bridges between communities and making sure that all children have an opportunity to excel. Teachers

have organized to promote policies that provide good working conditions for all educators, so that none is faced with an overwhelming high-poverty classroom. Middle-class parents whose children attend public schools have helped dispel fears among peers. Members of the business community have fought for diverse schools because they know they need employees who can get along with people of different backgrounds. Property owners have recognized that academically struggling high-poverty schools depress housing values. And taxpayers have concluded that integrating schools can garner far greater bang for the buck than pouring money into segregated high-poverty schools.

Americans know we are stronger together than when we are divided. Since the founding of public education, its advocates have known that public schools are the glue that holds our society together. Pasadena has an astounding wealth of knowledge and creativity and ingenuity, and over the past decade, it has begun to tap into those resources to improve the public schools in important ways. But now is the time to take the next step and create amazing magnet schools that will attract students from throughout the region. It is time to switch the discussion from which schools to close, to which ones to transform with phenomenal new programs. Maria Gallegos and Linda Hernandez's kids deserve it. And all of Pasadena will be better off when they and other school children are given the opportunity to succeed.

~

Acknowledgments.

I want to begin by thanking all the people who took time to speak with me about how to improve the Pasadena public schools. Many of these individuals are doing the hard work, day in and out, of making schools succeed, so it was a privilege to hear their insights. Thanks to the Pasadena Educational Foundation for asking me to undertake this project and for providing critical advice. A special thanks to William Creim,, Patrick Conyers, Peter Dreier, Dawn O'Keefe, George and Marilyn Brumder, Joan and John Favvre, Angela Parris and Marleni Martinez. At PUSD, a hearty thanks to Elizabeth Pomeroy, Kimberly Kenne, Dr. Brian McDonald, and Mercy Santoro, and to consultants Victoria Bergsagel, Dowell Meyers, Greg Davis, and Paul Goodwin. Many thanks to Alan Yu who provided all the data for the figures in the report. Most of all, I want to thank Linda Machida of PEF. Linda did an amazing job of gathering all the right people for the interviews so that a critical variety of voices were included. Her planning and execution were brilliant. If the second report makes a contribution, Linda deserves enormous credit.

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APPENDIX

Figure A1: Low-Income Students who met English Language Arts (ELA) Standards

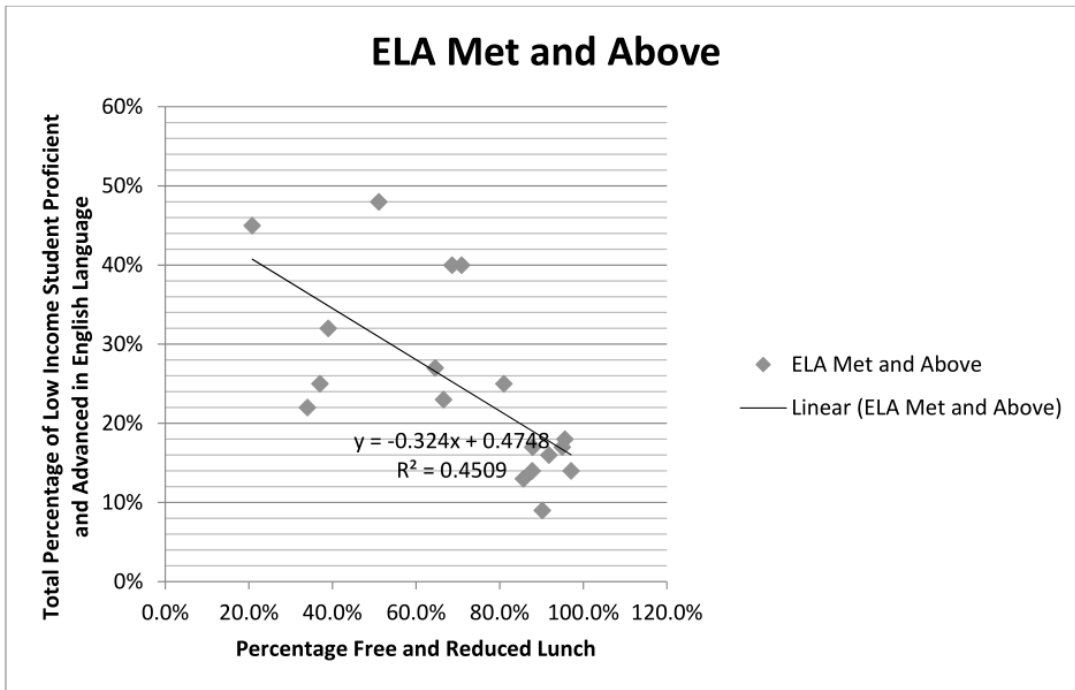


Figure A2: Low-Income Students who met Math Standards

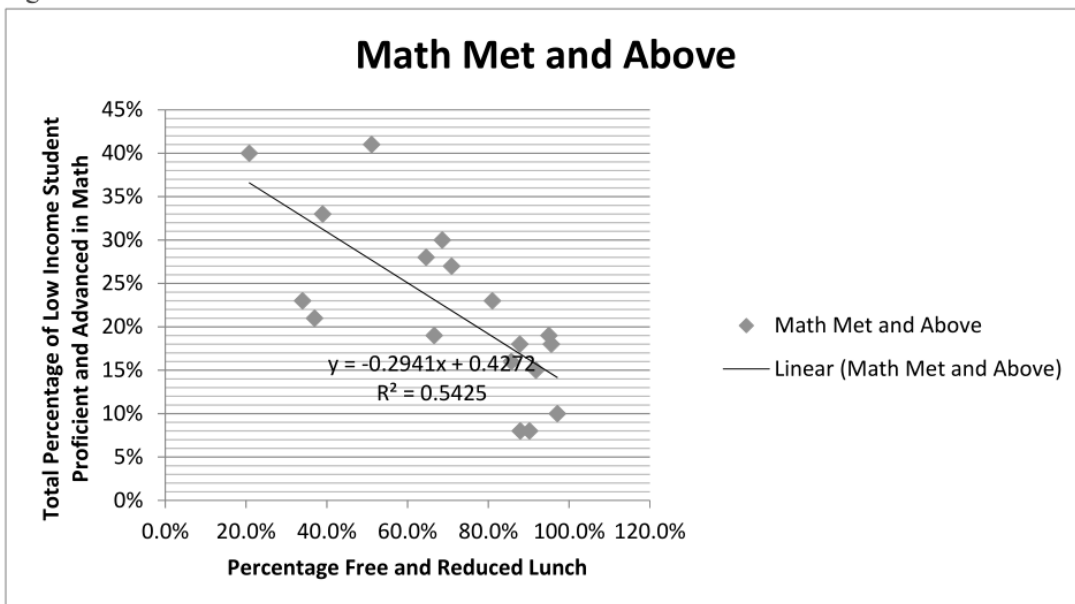


Figure A3: Latino ELA

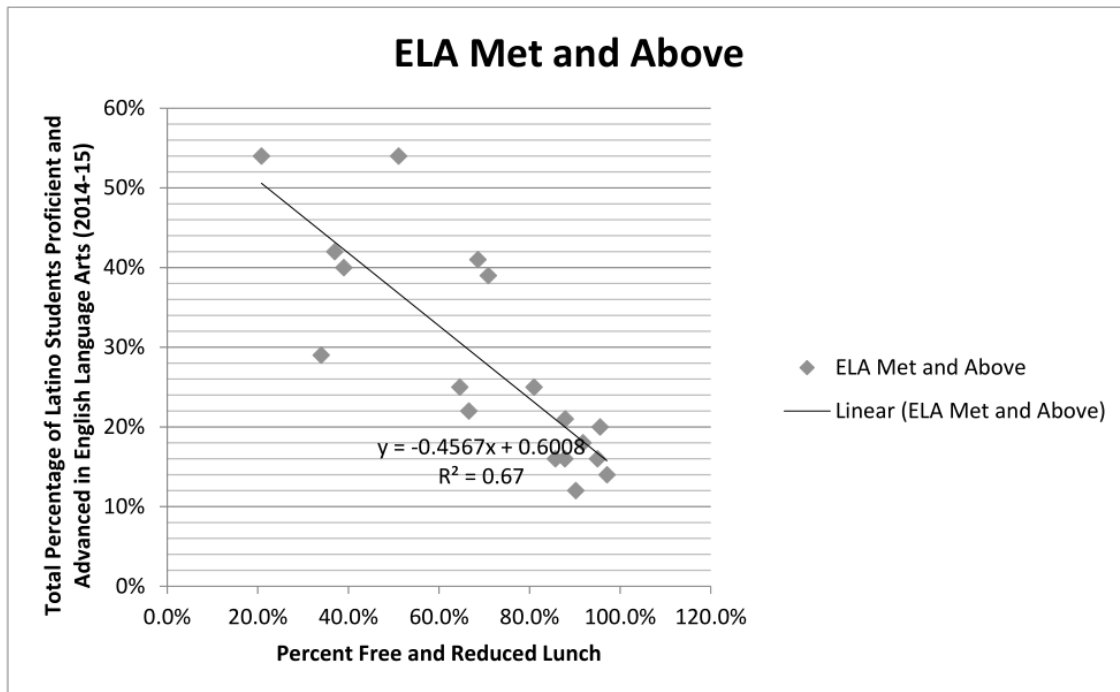


Figure A4: Latino Math

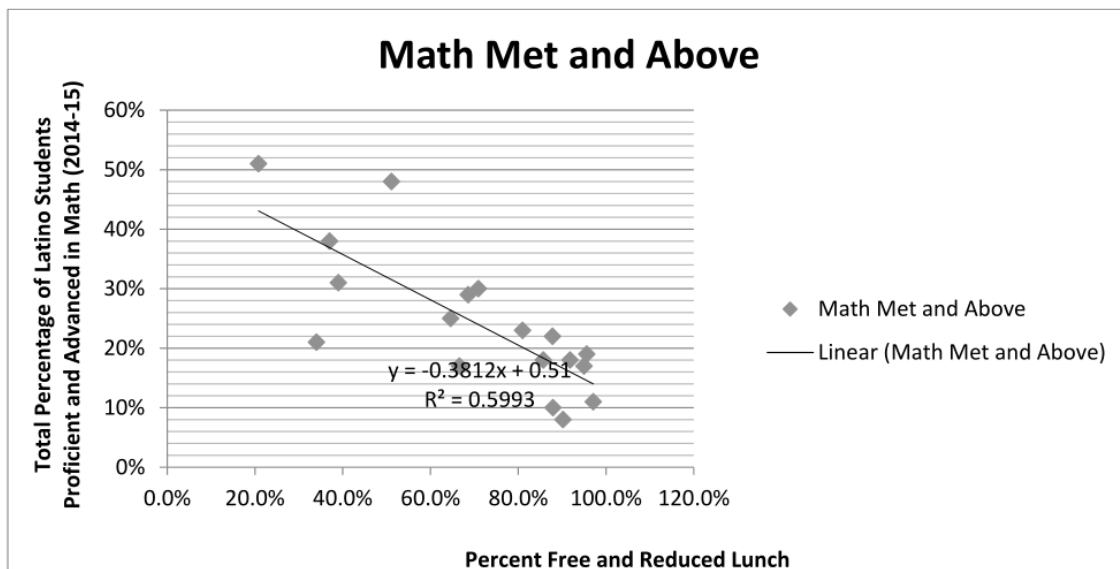


Figure A5: African American ELA

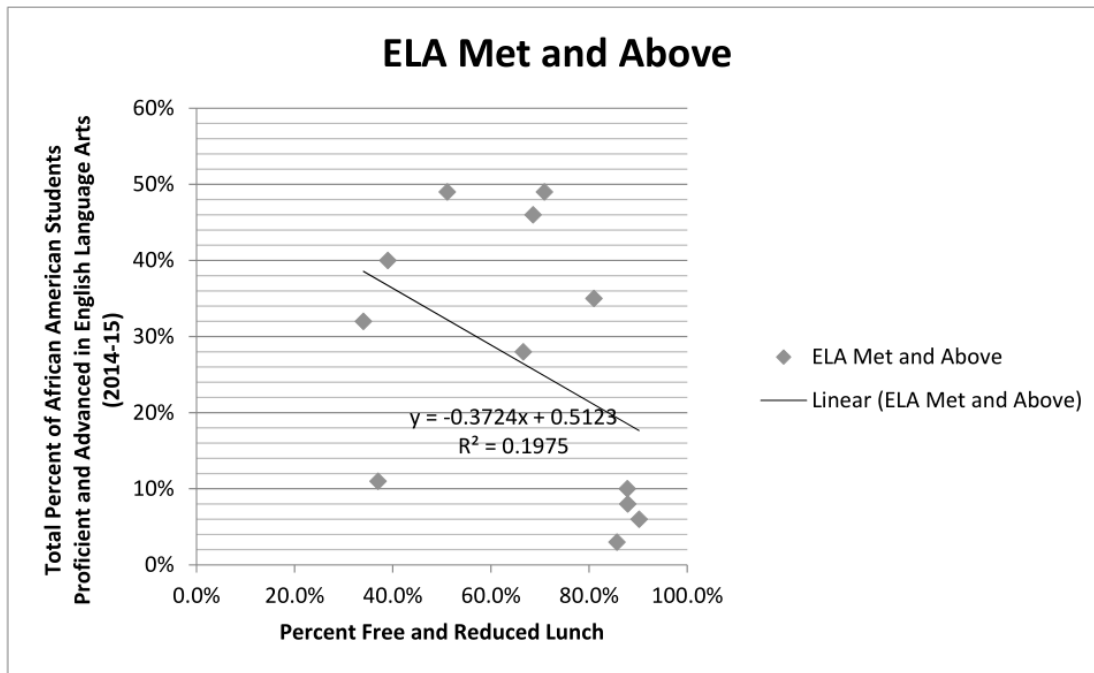


Figure A6: African American Math

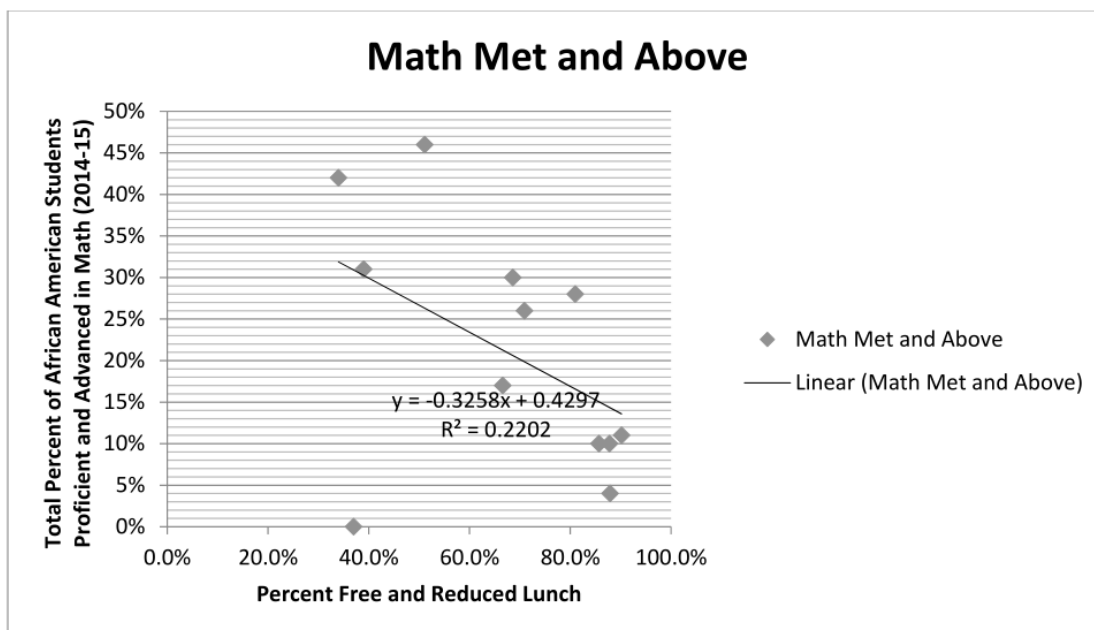


Figure A7: White ELA

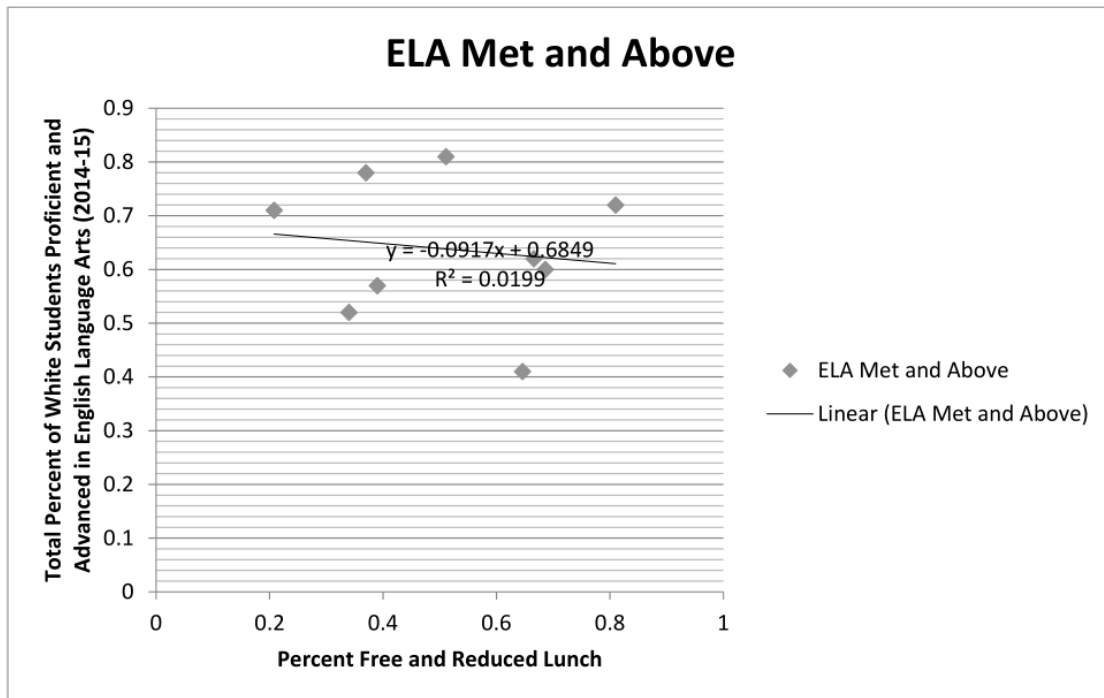
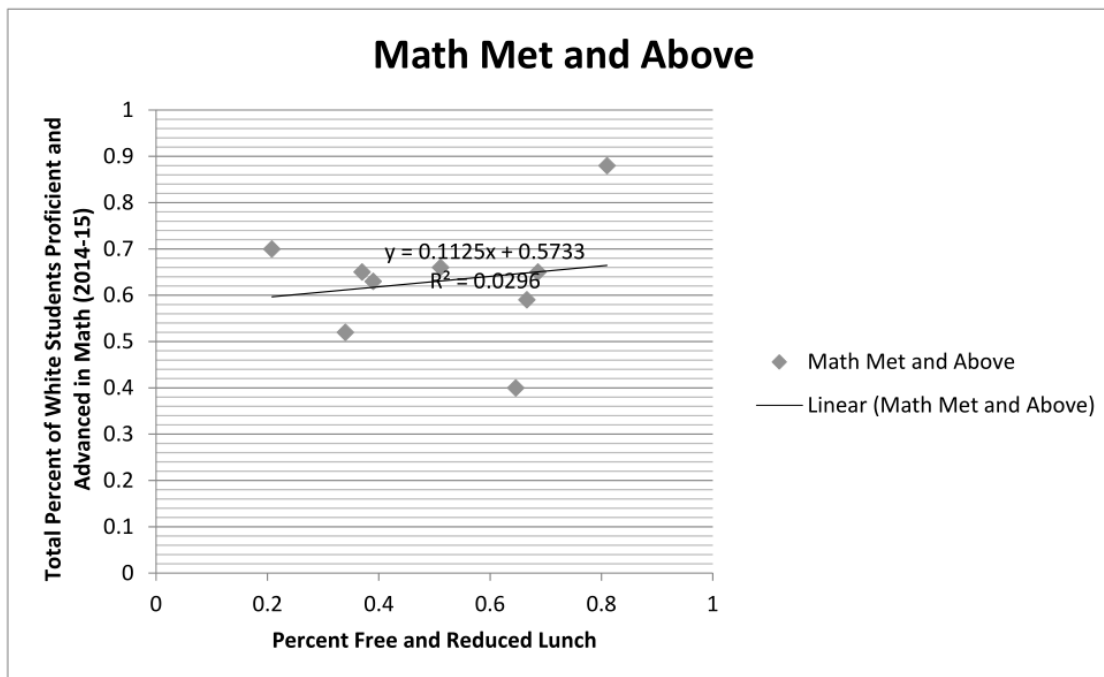


Figure A8: White Math



Endnotes

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Locally, according to PUSD's private school liaison, Carla Boykin, 24 private schools participate in federal funding programs, but only 6 chose to participate in the Title I program for low-income students. She reports that the proportion of students who are low-income in these Title I private schools ranges from 4% to 44%. Likewise, in PUSD, some charter schools also cater to middle-class students, as data presented below suggest.

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- ⁴² Natasha Ushomirsky and David Williams, Funding Gaps 2015: Too Many States Still Spend Less on Education Students Who Need the Most (Washington, D.C.: The Education Trust, March 2015), 5.
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- ⁴⁶ Westridge charges \$32,725. According to Private Schools Review, high school private school tuition in the PUSD area averaged \$18,914.
- ⁴⁷ PUSD Master Planning/Boundary Task Force
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- ⁵² Kahlenberg, One Pasadena, Figure 9, p. 19.
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- ⁷⁶ PUSD, MSAP Annual Performance Report, Budget Period #2, p. 8.
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<http://ncsss.org/>
- ⁹⁷ Victoria Bergsdag provided me with helpful background on Raisbeck and Mc2.
- ⁹⁸ The idea for framing the school as a "Creative Economy" magnet came out of a meeting with PUSD-area representative of the arts community.
- ⁹⁹ Otis College of Arts and Design, Otis Report on the Creative Economy (2015) p. 15.
- ¹⁰⁰ Otis Report, p. 7.
- ¹⁰¹ Otis Report, pp. 7-8, 20, 31, and 33.
- ¹⁰² This discussion draws on Richard D. Kahlenberg, Turnaround Schools that Work: Moving Beyond Separate but Equal (Century Foundation, 2009)
<https://tcf.org/assets/downloads/tcf-turnaround.pdf>
- ¹⁰³ Mira Debs, "Conflicted Fit: Black and Latino Parents' Experience in Public Montessori Schools." Paper presented at the American Education Research Association Annual Conference, April 12, 2016, Washington D.C.
- ¹⁰⁴ See, e.g. Angeline Lillard and Nicole Else-Quest, "Evaluating Montessori Education," Science, Vol 313 September 29, 2006, 1893-1894.
- ¹⁰⁵ Kahlenberg, Turnaround Schools that Work.
- ¹⁰⁶ Debs, "Conflicted Fit."
- ¹⁰⁷ U.S. Department of Education, "Title I programs." <http://www2.ed.gov/programs/titleiparta/index.html>
- ¹⁰⁸ See Wells, Fox, and Cordova-Cobo, "How Racially Diverse Schools and Classrooms Can Benefit All Students."
- ¹⁰⁹ David Rusk, cited in Nicholas Brunick and Patrick Maier, "Renewing the Land of Opportunity," Journal of Affordable Housing 19, no. 2 (2010), <http://socialeconomyaz.org/wp-content/uploads/2011/06/RenewingtheLandofOpportunity.pdf>.
- ¹¹⁰ See Peter Dreier, "The Battle Over School Funding: The View from Pasadena," California Journal of Politics and Policy, Vol 2, No. 1 (2010)
<http://www.peterdreier.com/wp-content/uploads/2014/07/The-Battle-Over-School-Funding-1.pdf>
- ¹¹¹ Peter Dreier, "A modest proposal to improve Pasadena's schools," Pasadena Star-News, January 19, 2015.
- ¹¹² See Paul Tough, Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America (Boston: Houghton Mifflin, 2008), pp. 210-211.
- ¹¹³ See Susan B. Neuman, Changing the Odds for Children at Risk: Seven Essential Principles of Educational Programs that Break the Cycle of Poverty (Westport, CT: Praeger, 2009), pp. 106-112.
- ¹¹⁴ See e.g. Greg Anrig, Building on Success: Educational Strategies that Work (The Century Foundation, 2009), pp. 3-5, available at
http://www.tcf.org/Publications/Education/Greg_Education.pdf
- ¹¹⁵ Ed Honowitz, email communication to author, March 3, 2016; and California Department of Education, LCFF Snapshots, 2014.
- ¹¹⁶ David L. Kirp, *Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America's Schools* (Oxford University Press, 2013).

Pasadena Unified School District

District-Wide Educational Master Plan

Elementary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Altadena* (K-5)	308	260	-48	655	602	180	30%	Neighborhood	Mandarin Dual Language with Arts Focus	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS
Cleveland* (K-5)	184	184	0	564	218	70	32%	Neighborhood	-	Washington STEAM Magnet Academy	Muir HS
Don Benito Fundamental (K-5)	602	621	19	852	181	88	49%	Neighborhood	-	Wilson MS	Pasadena HS
Field (K-5)	481	497	16	630	Info not available	Info not available	Info not available	DLIP Mandarin	-	Sierra Madre MS	Pasadena HS
Franklin* (K-5)	258	239	-19	332	463	184	40%	Neighborhood	-	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS

* denotes schools in need of immediate improvement due to declining enrollment

Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Altadena* (K-5)	-	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	If a visual and performing arts (VAPA) program is implemented, will need performance space, visual arts storage, a clay trap, kiln, etc.	Modernize the remainder of classrooms and provide facilities support for the VAPA Program and continue what is not done under the Tier 2 work.
Cleveland* (K-5)	East Arroyo Residents Association, Neighborhood Church, Education through Music, Caltech, JPL, Carnegie Observatory, Westridge School for Girls, Keller-Williams Realty	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	-	No work is being planned
Don Benito Fundamental (K-5)	Pasadena Education Foundation, JPL, Carnegie Observatory, Upper Hastings Ranch Association, Mad Science, and Play Well	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	FLS is needed	Modernization Needed
Field (K-5)	After Hours Rotary Club, First Church of the Nazarene, Global Club of PCC, La Salle High School	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	Classroom Modernization	Modernization Needed
Franklin* (K-5)	Altadena Rotary Club, Pasadena Rotary Club	Applications: - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media	TBD by Master plan needs	Technology upgrades. Existing classroom & admin modernization

Pasadena Unified School District

District-Wide Educational Master Plan

Elementary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Hamilton (K-5)	576	589	13	584	430	306	71%	Neighborhood	-	Wilson MS	Pasadena HS
Jackson STEM Dual Language Magnet Academy (K-5)	504	551	47	596	543	389	53%	STEM and DLIP Spanish	-	Washington STEAM Magnet Academy, Blair (Spanish DLIP)	Muir HS, Blair (Spanish DLIP)
Jefferson* (K-5)	384	395	11	964	412	210	51%	-	Spanish Dual Language Expansion Site with Arts focus	Eliot Arts Magnet Academy, Blair (Spanish DLIP)	Muir HS/ Pasadena HS, Blair (Spanish DLIP)
Longfellow (K-5)	525	513	-12	708	500	243	49%	Neighborhood	-	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS
Madison* (K-5)	474	456	-18	814	850	364	43%	Focus School	-	Washington STEAM Magnet Academy	Muir HS

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Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Hamilton (K-5)	Armory Center for the Arts, Caltech	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	TBD by MPT	TBD by MPT
Jackson STEM Dual Language Magnet Academy (K-5)	Caltech, Jet Propulsion Laboratory, (JPL), Garden School Foundation, Armory Center for the Arts, Pasadena Symphony & Orchestra, Oakwood Brass, Reading Partners, Kids Reading to Succeed (KRS), AIA Pasadena and Foothill, Pasadena Rotary Club, Altadena Rotary Club, Pasadena Masonic Lodge, John Muir High School	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	Addition of (4) classroom wing to meet current capacity and (4) more classroom wing to project future capacity - complete modernization is necessary for future (20/20 Bond)
Jefferson* (K-5)	Pasadena Conservatory of Music, Masonic Lodge of Pasadena, Villa Gardens, Five Acres Counseling, JPL, Pasadena Playhouse, Armory Center for the Arts, Side Street Projects	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row -Recap - Stemsscopes - SpeakPipe - Common Sense Media Spanish Supports -Nearpod	-	-
Longfellow (K-5)	Caltech, Audubon Society	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	-
Madison* (K-5)	Aspire Ministry, All Saints Church, Armory of the Arts Center, Cal-Tech, CATZ Gym, Covenant Church, El Portal Restaurant, Junior League of Pasadena, JPL, Latino Heritage Committee, Marshall Puente Program, Pasadena Councilman Victor Gordo, Pasadena Police Department, Sycamores Mental Health, University of Southern California, Pasadena City College MESA Program	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	TBD by MPT	-

Pasadena Unified School District

District-Wide Educational Master Plan

Elementary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
McKinley (K-8)	924	1,023	99	1,792	576	280	49%	Neighborhood / Arts Focus	Piloting Blended Learning (personalized learning from Summit Basecamp)	Blair School	Blair School
Norma Coombs (K-5)	464	456	-8	461	221	36	16%	Neighborhood	-	Wilson MS	Pasadena HS
Roosevelt* (K-5)	338	319	-19	418	346	143	41%	Neighborhood	-	Washington STEAM Magnet Academy	Muir HS
San Rafael (K-5)	449	470	21	456	Info not available	Info not available	Info not available	Dual Language Spanish Immersion Program (SDLIP)	Perhaps an expansion to Linda Vista for Middle School Spanish Dual Immersion	Blair School	Blair School

* denotes schools in need of immediate improvement due to declining enrollment

Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Mckinley (K-8)	Vroman's Bookstore, Merrill Lynch	Applications - Safari Montage - Typing Without Tears - Newsela - Common Sense Media Blended Learning Supports - Workspaces - Haiku - Hapara - Nearpod - Recap - SpeakPipe - Front Row - Stemsscopes	-	Phase 2 (existing campus mod)
Norma Coombs (K-5)	Scholastic Book Fairs, Terry Piasky –Podley Properties, Pasadena Education Foundation (PEF)	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	Modernization Needed
Roosevelt* (K-5)	Avery Dennison, Armory Center for the Arts	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media - Nearpod	-	-
San Rafael (K-5)	West Pasadena Residents' Association	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemsscopes - Common Sense Media Spanish Supports -Nearpod -Recap - SpeakPipe	-	Technology Upgrade is needed.

Pasadena Unified School District

District-Wide Educational Master Plan

Elementary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Sierra Madre (K-5)	668	646	-22	738	503	464	92%	Neighborhood	-	Sierra Madre MS	Pasadena HS
Washington Elem STEM Magnet (K-5)	600	570	-30	968	905	407	45%	STEM	-	Washington STEAM Magnet Academy	Muir HS
Webster (K-5)	451	440	-11	754	550	276	50%	Neighborhood	-	Eliot Arts Magnet Academy	Muir HS/ Pasadena HS
Willard (K-5)	644	604	-40	804	450	366	81%	IB (International Baccalaureate) / STEM	-	Wilson MS, Blair (IB)	Pasadena HS, Blair (IB)
Total of all Elementary	8,834	8,833	-1	13,090	7,750	3,822	-	-	-	-	-

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Elementary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Sierra Madre (K-5)	Celebrated Visual and Performing Arts Programs; Highly Qualified Professional Educators; Involved School Community; Tradition of Academic Excellence and Student Achievement; Community Partnerships; Beautiful Learning Environment; After School Enrichment Classes; Neighborhood School	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemscopes - Common Sense Media - Nearpod	-	Modernization & Tech Upgrade
Washington Elem STEM Magnet (K-5)	Cal Tech, Trash for Teaching, UCLA Center X, UCLA Lab School, Side Street Projects, NASA, Parsons	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemscopes - Common Sense Media - Nearpod	Technology Upgrade	-
Webster (K-5)	PEF (Pasadena Education Foundation), PEN (Parent Network Education), Nestle, CalTech, JPL, Carnegie Observatory	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemscopes - Common Sense Media - Nearpod	TBD by MPT	Technology Upgrade
Willard (K-5)	All Saints Episcopal Church, Armory center for the Arts, Boys & Girls Club of Pasadena, Don Hagopian Photography, Foothill Family Service, In-N-Out Burger Restaurant, Island's Fine burgers & Drinks Restaurant, Kidspace Museum, Monte Vista Grove Homes, Norman's Nursery, SchoolsFirst Federal Credit Union, Souplantation Restaurant, Starbucks, Target Stores, Pasadena Assistance League, Vroman's Bookstore	Applications - Safari Montage - Typing Without Tears - Newsela - Front Row - Stemscopes - Common Sense Media - Nearpod	TBD by MPT	-
Total of all Elementary	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

Middle Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Eliot Arts Magnet Academy	428	429	1	959	1,055	284	27%	Arts Magnet Academy	Spanish Dual Immersion with STEM (for Jefferson feeder) and Mandarin Dual Language (for Altadena feeder)	-	Muir HS/ Pasadena HS Blair (Spanish DLIP)
Sierra Madre MS	447	483	36	740	235	229	97%	Dual Language Mandarin Immersion Program (DLIP) (for Altadena feeder)	-	-	Pasadena HS
Washington STEAM Magnet Academy	520	529	9	900	1,222	446	36%	STEAM Magnet Academy	Spanish Dual Immersion with STEM (for Jackson feeder)	-	Muir HS
Wilson MS	528	538	10	1,915	556	304	55%	Advanced Scholars/ Comp Tech	Possible IB return? CISCO Academy (feeds to PHS)	-	Pasadena HS
Total of all Middle	1,923	1,979	56	4,514	3,068	1,263	-	-	-	-	-

* denotes schools in need of immediate improvement due to declining enrollment

Middle Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Eliot Arts Magnet Academy	The Huntington Library, Art Collections, and Botanical Gardens, Lineage Dance, Art Center College of Design, The Pasadena Playhouse, The Music Center, Light Bringer Project, Room 13 International, Little Kids Rock, Montecedro, Altadena Chamber of Commerce, Altadena Library	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media - Nearpod	-	Facilities upgrades needed
Sierra Madre MS	Rotary Club, Kiwanis Club, Women's League, Sierra Madre Fire Department, Sierra Madre Police Department, Best Buy, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Citizens Business Bank, Pasadena Historical Museum, Sierra Madre Creative Arts Group, Caltech.	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media Mandarin Supports - Recap - SpeakPipe - Nearpod	-	Fields Repairs & Upgrade
Washington STEAM Magnet Academy	Caltech, JPL, Music Center, Metro, La Pintesca Branch Library, PHS App Academy, Muir H.S. Engineering Academy, Huntington Library, Armory Center for the Arts, PCC, College Access Plan, Kidspace Children's Museum	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media Spanish Supports - Recap - SpeakPip - Nearpod	Kitchen and Auditorium Mod.	Existing classroom modernization
Wilson MS	Neighborhood Church of Pasadena	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media- Nearpod	-	TBD by MPT
Total of all Middle	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

6-12 Secondary Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Blair School	990	1,073	83	1,791	297	131	44%	Health Careers Academy (HCA), IB (International Bacca- laureate)	Possible Math/ Science Accelerated Academy, Spanish Dual Language (feed from Jackson, Jefferson, and San Rafael)	-	-
Marshall Fundamental School	1,945	2,017	72	2,101	Info not available	Info not available	Info not available	Academy for Creative Industries (ACI)	-	-	-
Total of all 6-12 Secondary	2,935	3,090	155	3,892	297	131	-	-	-	-	-

* denotes schools in need of immediate improvement due to declining enrollment

6-12 Secondary Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Blair School	Huntington Hospital, Kaiser Permanente, California Institute of Technology, Pasadena Chamber of Commerce, Con Carino, Pasadena City College, Pasadena Lions Club, Pasadena After Hours Rotary, Le Cordon Bleu, Lake Avenue Church, Lake Avenue Community Foundation, Arts College of Design, Pasadena Showcase House	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - Turn It In - Common Sense Media - Nearpod	-	-
Marshall Fundamental School	Marshall Athletic Booster, Marshall Music Boosters, Tournament of Roses, Rotary Club, Kiwanis Club, Elks Club, Posse Foundation, Gates Millennium Foundation, Assistance League of Pasadena, Upward Bound, UCLA Early Academic Outreach Program, LA Philharmonic, American Composers Forum, Quest Bridge Foundation, Mr. Holland's Opus Foundation, Aesthetic Prosthetic, Pasadena Playhouse, Armory Center for the Arts, A Noise Within	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - TurnItIn - Common Sense Media - Nearpod	-	-
Total of all 6-12 Secondary	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

High Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
John Muir High School	844	878	34	1,755	2,432	764	31%	Arts, Entertainment & Media (AEM), Business & Entrepreneurship (BE), Culinary Arts & Hospitality Academy (CAHA), Engineering & Environmental Sciences Academy (EESA)	Early College Magnet School (already a dual enrollment school with PCC) Possible technology academy. Possibly an Expansion site for Spanish Dual Immersion with STEM (feeder from Washington MS)	-	-
Pasadena High School	1,792	1,775	-17	2,745	1,663	1,043	63%	APP Academy (APP), Creative Arts, Media & Design (CAMAD), Law & Public Service (LPS)	CISCO Academy (feeds from Wilson) Mandarin Dual Language with Arts Focus (feeds from Altadena, Field, Sierra Madre Middle)	-	-
Total of all High	2,636	2,653	17	4,500	4,095	1,807	-	-	-	-	-

* denotes schools in need of immediate improvement due to declining enrollment

High Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
John Muir High School	Pasadena City College, Pasadena Education Foundation, Pasadena Chamber of Commerce, Aerospace Corporation, Armory Center for the Arts, Cal State LA Upward Bound, Caltech, Cerritos College, Dodgers Foundation, FIDM, Flintridge Center, Foothill WIB, JMHS Alumni Association, JPL, Lightbringer Project, Lincoln Restaurant, Los Angeles Dodgers, MPYD, NATHA, City of Pasadena, Northrup Grumman, Pasadena LEARNs, Perry's Joint, Tournament of Roses, UCLA Early Academic Outreach Program, Pankow Builders, and Parsons.	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - Turn It In - Common Sense Media - Nearpod	-	-
Pasadena High School	Caltech, Pasadena Educational Foundation, Pasadena Bar Association, L.A. Futures Program with Saatchi & Saatchi, imprint A Student-Run Print Shop By CAMAD, Pasadena Chamber of Commerce, Sierra Madre Congregation, Approximately \$ 35.7 million in Scholarships and Grants for colleges and universities 2010-2015	Applications - Safari Montage - Newela - Hapara Supports - Portfolios in Haiku - Turn It In - Common Sense Media - Nearpod	Site work for Access	-
Total of all High	-	-	-	-

Pasadena Unified School District

District-Wide Educational Master Plan

Alternative Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
CIS Academy (at PHS)	242	177	-65	385	-	-	-	Career Exploration & Options (CEO)	-	-	-
Rose City Continuation HS (at 351 S. Hudson)	305	209	-96	455	-	-	-	Career Exploration & Options (CEO)	-	-	-
Total of all Alternative	547	386	-161	840	-	-	-	-	-	-	-

Grand Total All Schools	2015-16 Enrollment	Enrollment as of September 6, 2016	Change	School Capacity	Utilization Rate - Resident PUSD Student Statistics			Existing Signature Program	Proposed Signature Program	Feeder Patterns	
					Total # of PUSD Students Residing in Each ES Attendance Area	# of PUSD Students Attending School of Residence	% of PUSD Student Attending School of Residence			Elementary Schools to Middle School	Middle Schools to High School
Total of all Schools	16,875	16,941	66	26,836	15,210	7,023	-	-	-	-	-

* denotes schools in need of immediate improvement due to declining enrollment

Alternative Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
CIS Academy (at PHS)	-	-	-	-
Rose City Continuation HS (at 351 S. Hudson)	-	-	-	-
Total of all Alternative	-	-	-	-

Grand Total All Schools	Business & Community Partners	Educational Tech Classroom Needs	Work Remaining under Measure TT	Work for Future 2020 Bond
Total of all Schools	-	-	-	-

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Pasadena Blueprint for Equity and Access

BUDGET NARRATIVE

SUMMARY

	Year 1	Year 2	TOTAL
1. Personnel	\$116,192	\$134,192	\$250,383
2. Fringe Benefits	\$31,898	\$33,986	\$65,884
3. Travel	\$8,000	\$8,000	\$16,000
4. Equipment	\$20,000	\$20,000	\$40,000
5. Supplies	\$9,000	\$8,000	\$17,000
6. Contractual	\$203,000	\$127,000	\$330,000
7. Construction			
8. Other			
9. Total Direct Costs (Lines 1-8)	\$388,090	\$331,178	\$719,268
10. Indirect Costs*	\$14,730	\$15,266	\$29,996
11. Training Stipends			
12. Total Costs (Lines 9-11)	\$402,820	\$346,443	\$749,264

*calculated at 5.89% as per attached schedule from California Department of Education and modified for contracts in excess of \$25,000

	Relationship to Project Goals	Year 1	Year 2	Total
1. Personnel				
Project Director (Coordinator II level) at annual salary of \$100,000 1.0 FTE paid 50% by grant	Project Staffing	\$50,000	\$50,000	\$100,000
Family Resource Center Community Liaison, 1.0 FTE paid 50% by grant at annual salary of \$60,000	Project Staffing	\$30,000	\$30,000	\$60,000
Data/Research Analyst for evaluation and data collection. 160 hours/year at \$46.51	Evaluation	\$7,442	\$7,442	\$14,883
Clerical assistance for additional work of Office of Enrollment for 400 hours/year at \$15/hour	Pre-implementation activities	\$6,000	\$6,000	\$12,000
Translation in multiple languages needed for parent and community engagement. 400 hours/year at \$40/hour	Community Engagement	\$16,000	\$16,000	\$32,000
School based community liaisons - additional hours to expand to two pilot Family Resource Centers	Pre-implementation activities		\$18,000	\$18,000

school-based sites. 300 hours/year for 2 community liaisons at \$15/hour				
Supplemental hourly pay for 30 Community Assistants and school site staff to participate in training for customer service, resource and referrals, new school assignment policies for 15 hours/year at \$15/hour	Pre- implementation activities	\$6,750	\$6,750	\$13,500
TOTAL PERSONNEL		\$116,192	\$134,192	\$250,383
2. Fringe Benefits				
2016-17 Classified Monthly Benefits at 26.75%	Project Staffing	\$21,400	\$21,400	\$42,800
Healthcare packages 2016-2017 x 2 FTE at 50% at \$ 12,600/each	Project Staffing	\$6,300	\$6,300	\$12,600
2017-18 Classified Hourly Benefits at 11.6% for additional hours for clerical and community assistant training	Project Staffing	\$4,198		\$6,286
Estimated 2018-19 Classified Hourly Benefits for clerical, community assistant training, and pilot FRCs at two schools	Project Staffing		\$6,286	\$4,198
TOTAL FRINGE BENEFITS		\$31,898	\$33,986	\$65,884

3. Travel Conferences				
Federally required Community of Practice meeting 4 people @\$2,000/ea. for flight, hotel, per diem, airport transportation	Blueprint development and evaluation	\$8,000	\$8,000	\$16,000
TOTAL TRAVEL		\$8,000	\$8,000	\$16,000
4. Equipment				
Kiosk computer station(s) in FRC and wiring	Pre-implementation Activities	\$15,000		\$15,000
(2) Kiosks at site based FRCs	Pre-implementation Activities		\$20,000	\$20,000
Simultaneous translation equipment to accommodate more languages (Mandarin, Korean, Armenian)	Pre-implementation Activities	\$5,000		\$5,000
TOTAL EQUIPMENT		\$20,000	\$20,000	\$40,000
5. Books and Supplies				
Printing	Blueprint Development	\$3,000	\$5,000	\$8,000
Outreach/Workshop supplies and materials	Blueprint Development	\$6,000	\$3,000	\$9,000
TOTAL SUPPLIES		\$9,000	\$8,000	\$17,000

6. Contractual				
SES Consultants	For Blueprint development in Year 1 and Pre-Implementation Activities in Year 2	\$163,000	\$97,000	\$260,000
Honoria and fees to an 10-12 Community/Parent Groups to support public forums, outreach and community engagement each year at average of \$2,000 to \$3,000	Blueprint Development	\$30,000	\$20,000	\$50,000
Professional Development Providers for cultural awareness, customer service, community schools	Pre-implementation Activities	\$10,000	\$10,000	\$20,000
TOTAL CONTRACTUAL		\$203,000	\$127,000	\$330,000
TOTAL ALL COSTS		\$388,090	\$331,178	\$719,268
Indirect Cost Rate estimated using negotiated rate of 5.89% for 2016-17 and modified for contracts exceeding \$25,000		\$14,730	\$15,266	\$29,996
TOTAL REQUEST		\$402,820	\$346,443	\$749,264