

# Agenda Report

November 14, 2012

TO:

**Human Services Commission** 

FROM:

Mercy Santoro, Director of Human Services and Recreation

SUBJECT: 2013-16 DRAFT SCHOOL/CITY WORK PLAN

# **RECOMMENDATION:**

It is recommended that:

The Human Services Commission receive the 2013-16 School/City Work Plan overview and provide feedback, which will be forwarded to the Joint Board of Education and City Council meeting on February 19, 2013 (see Attachments A and B).

# **BACKGROUND:**

It has been a long standing goal of the City to partner with the Pasadena Unified School District to support educational outcomes for students. The 2006 Policy on Children Youth and Families emphasizes the value for supporting education as one of the 6 Issue Areas, with several Strategies for Action identified. The Policy states, "In collaboration with Pasadena Unified School District and other educational institutions and agencies serving children and families, promote the education of our children as a priority for Pasadena, with high expectations for all students backed by high levels of support."

The School/City Partnership is characterized not only by a series of joint use agreements, most recently highlighted by the co-funding of 2 joint use gymnasiums, both located in park deficit areas within the City. These gyms, located at McKinley and Washington Schools, are expected to open in June 2014, and will serve as centers of recreation during after school hours and weekends. Providing reduced rate transit services for students, after school activities for children and teens, joint allocation of athletic fields for youth sports organizations, to allowing school playgrounds to serve as park space to neighborhoods after hours, these are all hallmarks of the rich tradition of Pasadena's School/City partnership.

MEETING OF AGENDA ITEM NO.	
----------------------------	--

2013-16 DRAFT SCHOOL/CITY WORK PLAN November 14, 2012 Page 2 of 4

Even with the various policies in place and programs and partnerships underway, there is still need to support the academic success of students in and out of school. The prolonged economic downturn and State takeaways continue to have a profound impact on the education of Pasadena's student population. What is also clear in today's reality is that the achievement gap starts early on, well before children enter kindergarten. Children who experience enriched home and early education experiences come to school more prepared to learn. Aligning services around a citywide focus on early learning is critical to narrowing the achievement gap.

An equally important consideration impacting education and the City overall today is the changing economic climate locally and globally. The 2012 Economic Development Task Force Report recognizes that economic development has evolved beyond the efforts of a single government office. Today, effective economic development involves a diverse range of participants from the non-profit community, schools, colleges, and many others working together to build a strong local economy. The Work Plan captures this sentiment in drawing on 21<sup>st</sup> Century Learning and Teaching Framework both in and out of school and is infused in all aspects of the Plan. This Framework presents a holistic view of 21st Century teaching and learning that combines a discrete focus on 21st Century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st Century. These same learning and teaching outcomes are imbedded in community settings as well to further the transferability of skills and knowledge.

# **ANALYSIS:**

The 2013-16 School/City Work Plan builds on existing commonalties and shared values between the School and City. It also brings together unique aspects of the community including the many human service agencies and local industry, to create a focus on key results that create the best possible conditions for human development and learning. To move key results forward, the Plan draws upon the Community Schools Framework. Community schools recognize that many factors influence the education of children. The Framework provides direction for working towards mobilization of the assets of the school and the entire community to improve educational, health, social, family, economic and related results. This balance is achieved by creating optimal conditions for learning, which is derived from multiple fields of research, which identify the types of support systems and environments necessary for high performance in both school and community life. By fulfilling these conditions for learning, students will reach their academic and human development potential.

The Work Plan includes a broad array of community input ranging from:

- ➤ PUSD's Strategic Plan
- Washington Middle School Community School Citizen and Stakeholder Input
- ➤ 2012 Quality of Life Index
- > 2012 Human Services, Recreation and Housing City-Wide Needs Assessment

Strategically aligning resources towards key community-wide results maximizes outcomes for vulnerable children, youth, and families, and is necessary to sustain and maximize quality of life for everyone. Bringing about immediate, short-term and long-term change is critical to improving conditions for learning in school and living in a safe and healthy community. Each strategy identified in the Work Plan is unique to Pasadena and is attached to an indicatory linked towards a community-wide result. A high level of commitment and accountability by the School and City in partnership with others in aligning services and resources around key results is necessary.

By creating high expectations for teaching and learning community-wide, youth will thrive as assets. The plan emphasizes practitioner cross-training to foster the necessary skills that lead towards student success both in and out of the classroom. To that end, alignment of in and out of school curriculum in Science, Technology, Engineering and Math (STEAM) and project-based learning, is to be included in the City's camps, after school programs and enrichment activities to help avoid summer learning gaps, and to reinforce learning through play with peers after school.

Underlying the Work Plan is the creation of a system-wide approach to delivering services to support the healthy development of Pasadena's infants, children and youth. An effort to further inventory resources, study gaps in services and programs to avoid service duplication, are all aspects of the work ahead. This strategic review will allow the School/City to redirect resources in directing gaps when duplications are corrected. The Work Plan brings multiple service providers together to provide a safety net so teachers can teach, students can learn, parents can be engaged, and families can thrive.

It is expected that the Work Plan will be brought forward to Board of Education and City Council at their February 19, 2013 joint meeting. From there, School/City staff will form work teams around key results with community organizations represented to begin implementing the Work Plan according to the timeline outlined for each strategy. A shared School/City governance structure is expected to be rolled out in June 2013. The work teams will meet throughout the year to review the implementation strategies and to monitor the Work Plan outcomes. An annual scorecard will be created to report accomplishments.

## **COMMISSION CONSIDERATION AND COMMUNITY MEETINGS:**

This item has not yet been reviewed by any City Commission. School/City staff hosted a Joint Meeting with Executive Teams on September 27 and then again with frontline staff on October 26, 2012 to review and enhance the work plan. School/City staff provided overview of Work Plan to the Economic Development Taskforce on November 8, 2012.

2013-16 DRAFT SCHOOL/CITY WORK PLAN November 14, 2012 Page 4 of 4

# **ENVIRONMENTAL ANALYSIS:**

The review of the 2013-16 School/City Work Plan does not result in any new regulations, restrictions, or requirements. As such, the resolution is exempt from CEQA as it has no potential for causing an effect on the environment.

# **FISCAL IMPACT:**

The 2013-16 School/City Work Plan is not intended to have a fiscal impact on the City. The Plan calls for shared accountability and alignment of services to avoid duplication, and addressing service gaps by improving communication and resource sharing across multiple agencies.

Respectfully submitted,

**MERCY SANTORO** 

Director

**Human Services and Recreation** 

Attachments: (2)

Attachment A - School/City Work Plan 2013-16

Attachment B - Talking Points







					TI	TIMELINE		IMPLEN	MENTE	) BY
CONDITIONS FOR LEARNING	RESULTS	INDICATORS	STRATEGY	Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
		1) Immunization rates	1) Expand multicultural information campaign for childhood and teen immunizations	1.		Х		Х	Х	Х
		2) More Children with Health Insurance	<ul> <li>2) Provide Nutrition Curriculum to schools</li> <li>A) Expand access to health services via healthy start model and human services / community-based service providers; provide cross training with other service providers on resource and referral and case management</li> <li>B) Implement PUSD Head Start Program</li> <li>C) Align Healthy Start and Human Services and identify staff to serve as system navigator</li> </ul>	2. 2A. 2B. 2C.	X	X X		X	X X X X	x x
Early childhood development is		3) Parents read to children	<ul> <li>3) Provide early literacy training for parents of children in preschool and childcare providers; move library resources to hubs of learning</li> <li>A) Encourage early literacy to be a part of all early childhood curriculums</li> <li>B) Expand community-based literacy programs for families</li> </ul>	3. 3A. 3B.		X X	Х	X X X	X X X	X X X
fostered through high-quality, comprehensive programs that nurture learning and	Children Are Ready To Enter	4) Children attend early childhood programs	<ul> <li>4) Inventory Services and Increase affordable Tiny Tot and Parent and Me Programs         <ul> <li>A) Develop scholarship program for families to access services</li> <li>B) Provide additional community-based parenting education, workshops, seminars and parent groups</li> <li>C) Update 1989 Childcare Policy</li> </ul> </li> </ul>	4. 4A. 4B. 4C.	X	Х	X	X X X	X X X	X
	School	5) Receptive vocabulary level	5) Assess student readiness for entry Pre-Kindergarten and Kindergarten A) Develop System to Track Student Progress	5. 5A.		X		X	X	
development.		6) Families connected to support networks/services	<ul> <li>6) Inventory services &amp; develop a community-wide system for resource &amp; referral services that connects residents to providers</li> <li>A) Develop Community-based Family Center that connects to Healthy Start Centers</li> <li>B) Provide Neighborhood Supports, including resources so neighbors can assist neighbors</li> <li>C) Increase school and community based engagement</li> <li>D) Develop a Community-wide Communication Strategy for services</li> <li>E) Use technology to increase awareness of services and assess needs</li> <li>F) Cross train PUSD staff, practitioners and service providers and establish ways to keep service providers updated and engaged in resources and needs</li> <li>G) Increase school and community-based health clinics</li> <li>H) Expand and provide ongoing access to life skill workshops and classes for parents and guardians</li> </ul>	6. 6A. 6B. 6C. 6D. 6F. 6G.	X X	x x x x	X	x x x x x x x x x x x	x x x x x x x x x x x x x x x x x x x	X

1

							11	MPLEM	ENTED BY	Y
CONDITIONS FOR LEARNING	RESULTS	INDICATORS	STRATEGY	Strategy	Immediate	Short Term	Long Term	City	PUSD Community	
			1) Require schools to submit plan for demonstrating high expectations for student achievement	1.		Х			Х	
			A) Monitor science curriculum     B) Develop Rigorous and Culturally-relevant Curriculum in and out of school	1A.		Х		Х	X	_
		4) 61 - 1 - 1 - 1 - 1	C) Develop Science, Technology, Engineering, Arts and Math (STEAM) focus for Northwest Pasadena	1B.		Х		X	X X	(
		1) Standardized test	D) Site level assessment of 21st Century Learning Skills  E) Collaborate with Business Community to expand learning opportunities	1C.		X		X	X	_
		scores	F) Establish a STEAM Youth Board to review and interact with community projects to foster	1E.		^	х	X	$\frac{\lambda}{x}$	_
			community engagement and career pathways  G) Establish high expectations for practitioners working with children and youth and increase	1F.			Х	Х	$\frac{x}{x}$	
			crossover training	1G.		Х		Х	х х	(
			2) Alient Constanting	- —— I						_ 
The school has a		2) Students demonstrate	Align Curriculum     A) Culturally-responsive pedagogy	2.	Х			X	X X	
The school has a		competencies via multiple	B) Anti-bias training for educators and service providers who work with children/youth	2A.		X			X X	_
core instructional		modes	<ul> <li>C) Align after school hour and camp curriculums to support STEAM and feature project- based learning</li> </ul>	2B. 2C.	V	Х		X	XXX	_
program with			D) Align School/City After School Program and Camp Curriculums to achieve learning and	2C. 2D.	^	Х		X	х х х х	
program with			developmental results  E) Ensure that students have real world opportunities to synthesize, apply and demonstrate their	2E.		^ 			^	_
qualified			mastery of key concepts for 21st Century Learning Skills	ZL.		^		^	^   ^	_
teachers, a	Students		3) Refine Graduate Profile			· ·		v	<del></del>	$\neg$
	Succeed	3) Graduation rates	A) Students will be equipped in School and Community-based settings with a range of personal,	3. 3A.	V	Х			X X	
challenging			academic, vocational, technological and entrepreneurial skills that will enable them to compete		Х			Х	Х Х	╛
curriculum, and	Academically		locally and globally							
		4) Dropout rates	4) Increase quality and access to after school and summer camp programs to address achievement gap	4.		Х		Х	х х	
high standards		4) Diopout lates	for children and teens				•	•		_
and expectations			5) Require schools to submit a plan for demonstrating high expectations and employee performance to	5.			Х		Х	7
			support 21st Century Learning Initiatives	5A.		Х		Х	Х	
for students.		5) Teacher / Practitioner	<ul><li>A) Revise evaluations for teachers, principals and practitioners to support work plan</li><li>B) Provide teacher, administrator, and practitioner training for Project-based Assessment and</li></ul>	5B.		Х		Х	Х	
		Excellence	Performance-Based Assessment  C) Provide coaching support for teachers of English Learners	5C.		Х		Х		
			D) Professional development for teacher and practitioner collaboration	5D.		Х		Х	Х Х	
			E) Provide coaching support to teachers / practitioners for Special Education Populations	5E.		Χ		Х	х х	
			6) Create Signature Academies at all middle school sites with annual evaluations	6				v		Л
		<b>5)</b>	A) Align youth employment programs and internships to align with the pathways model	6A.		Х	^	^ X	^ X	(
		6) Increase Enrollment in	B) Merge existing youth recognition programs to honor accomplishments of all youth; tie participation in paid internship programs to school performance criteria	6B.		Х		Х	х х	
		Signature Programs	C) Surplus/School site for incubation of businesses compatible with learning priorities	6C.	Х			Х	х х	
		(Pathways, etc.)	D) Corporate sponsorship of programs to produce future workers  E) City to more actively participate in Pathways Program	6D.		Х		Х	x x	4
			E) City to more actively participate in Pathways Program	6E.		Х		Х	Х	

2

Rev. November 8, 2012



1) Percent of families whose basic needs are met\*

- 1) Work with City Commissions in developing key results to address needs as indicated in the 2012 Human Services, Recreation and Housing Needs Assessment
- A) Bring together various databases and resource guides to create one comprehensive guide to be made available online and hardcopy
- B) Expand community-based case management services to throughout the community
- C) Create a resource and referral system for practitioners and educators to connect students and families to services
- D) Develop a specialized resource guide targeting teens and transitional age youth
- E) Forge partnerships with employers, educators, youth service providers to integrate core academic programs, career technical curriculum, and work learning based opportunities

1.	Х			Х	Х	
1A.			Χ	Х	Х	Χ
1B.			Х	Х	Х	Χ
1C.		Х		Х	Х	Х
1D.		Х		Х	Х	Х
1E.		Х		Х	Х	Χ

**TIMELINE** 

**IMPLEMENTED BY** 

respect and effective collaboration among parents, families, and school staff.

Students Live
and
Learn In
Stable
And
Supportive
Environments

- 2) Percent of students reporting relationship with caring adults\*
- 2) Administer 41 Development Asset Survey to 9th Graders
- A) Brand youth as assets
- B) Provide asset development training to educators and practitioners working with children, youth and families

2.	Х		Х	Х	Χ
2A.	Х		Х	Х	Χ
2B.		Х	Х	Х	Х

- 3) Incidence of bullying\*
- 3) Provide community campaign to bring awareness to bullying
- A) Provide training to teachers, parents and children/youth service providers on dealing with bullying
- B) Provide support to victims of bullying
- C) Develop training for youth and parents on cyber-bullying

3.	Χ		Х	Χ	Х
3A.	Х		Χ	X	Х
3B.	Х		Х	Х	Х
3C.		Χ	Х	Х	Х



There is mutual respect and effective collaboration among parents, families, and school staff. (continued)

Families Are
Actively
Involved in
Children's
Education

- 1) Percent of families who report involvement with children's education\*
- 1) Develop an action plan to carry out the engaged parent profile
- A) Launch new technology and social media to engage parents, youth and the community around education
- B) Develop joint marketing and communication programs with key stakeholder groups to advance 21st Century Education as a key to future employability
- 2) Percent of families who participate in parent teacher conferences\*
- 2) Provide advanced outreach and education to parents to encourage attendance to parent teacher conferences
- 2. X X X X

Χ

**TIMELINE** 

1A.

1B.

**IMPLEMENTED BY** 

Χ

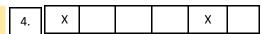
Χ

- 3) Percent of families who report positive interactions with school\*
- 3) Conduct annual children and youth awards banquet to acknowledge improvements, leadership, volunteerism, etc.
- A) Provide recreational opportunities at school sites after school and during breaks
- B) Partner with other agencies to host special events/workshops on school sites

4) Percent of teachers who report positive inter-

action with families\*

4) Provide advance lead time for school events to encourage greater participation by parents and families



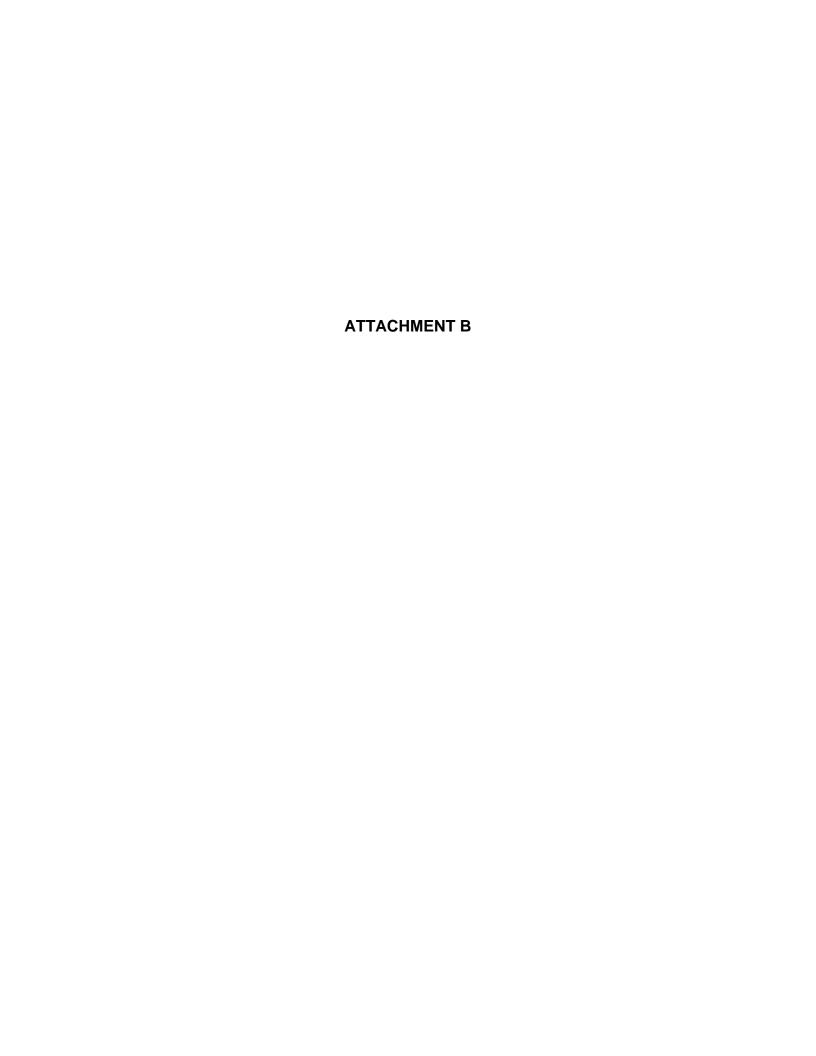
DRAFT

		TII	MELINE	IM	PLEMEI	NTED BY
INDICATORS	STRATEGY	Strategy Immediate	Short Term	Long Term	OILY PISO	Community
1) Employment/ employability rates*	<ol> <li>School/City to focus on how local and area businesses and colleges can expand educational and training opportunities</li> <li>A) Implement findings from the Economic Development Strategic Plan pertaining to schools</li> <li>B) Study jobs within the region and incorporate training and educational opportunities to meet employer needs</li> <li>C) Align work force development strategies to meet the skills needed of Pasadena's key business clusters</li> </ol>	1. X 1A. 1B. 1C.	x x x		x x x	x x x x x x x x
2) Rate of participation in adult education programs*	2) Evaluate level of Adult Education Services in community  A) Expand adult education program offers in the community	2. 2A.	X		X	X X
3) Rate of participation at school events*	<ul> <li>3) Increase opportunities on school campuses to come together for special events, educational workshops, fitness and enrichment activities</li> <li>A) School serve as recreation and adult learning facilities after hours</li> </ul>	3. X 3A. X			X X	X X
e with health insurance	<ul> <li>4) Evaluate Policy on Children, Youth and Families</li> <li>A) Develop a joint School/City &amp; Community Infant, Children, Youth &amp; Family Master Plan</li> <li>B) Develop a strategy for Community Schools</li> <li>C) Coordinate an Annual Neighborhood Summit locally</li> <li>D) Retool neighborhood leadership programs to include more participants, including youth</li> <li>E) Improve use of technology to engage neighbors and the community around key issues and resources</li> </ul>	4. X 4A. 4B. 4C. 4D. X	X X X		х	x x x x x x x x x x x x x x x x x x x
5) Neighborhood crime rates	<ul> <li>5) Expand role of Neighborhood Connections to collaborate with the Police Department in offering educational programs and developing neighborhood improvement plans for residents / neighbors</li> <li>A) Expand recreational opportunities during the summer months to engage such as Parks after Dark</li> <li>B) Use data from 2012 Community Needs Assessment and 2012 Early Child</li> <li>Development Index to evaluate and direct services</li> </ul>	5. 5A. X 5B. X	X		X X X	x x x x x x
6) System-Wide Approach to Service Delivery	<ul> <li>6) Present a unified front to the public (communication and partnership) including a joint editorial board, maintenance of joint City/School website, and provide balanced message</li> <li>A) Retool existing governance structure to jointly oversee the School/City Work plan and engage the Community</li> <li>B) Consider jointly staffing commissions to ensure alignment of efforts to meet work plan goals</li> <li>C) Joint seek funding for key projects</li> <li>D) Report back annually to the Board of Education, City Council and School Board work plan accomplishments</li> <li>E) Co-implement findings from 2012 Economic Development Task Force that promote 21st Century Learning</li> <li>F) Support the growth of a School/Community culture of continuous improvement and innovation</li> </ul>	6.	X		x x x x	x x x x x x x x x x x x
	1) Employment/ employability rates*  2) Rate of participation in adult education programs*  3) Rate of participation at school events*  4) Percent of residents with health insurance e  E  5) Neighborhood crime rates	1) Employment/ employability rates* 2) Rate of participation in adult education in adult education at school events* 3) Rate of participation at school events* 3) Rate of participation at school events* 3) Increase opportunities on school campuses to come together for special events, educational programs* 3) Rate of participation at school events* 4) Evaluate level of Adult Education program offers in the community A) Expand adult education programs for in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand recreation adult learning facilities after hours  4) Percent of residents with health insurance B) Evaluate Policy on Children, Youth and Families A) Develop a joint School/City & Community Infant, Children, Youth & Family Master Plan B) Develop a piont School/City & Community Infant, Children, Youth & Family Master Plan B) Develop a piont School/City & Community Infant, Children, Youth & Family Master Plan B) Develop a piont School/City & Community Schools C) Coordinate an Annual Neighborhood Summit locally D) Retool neighborhood leadership programs to include more participants, including youth E) Improve use of technology to engage neighbors and the community around key issues and resources  5) Expand recreational opportunities during the summer months to engage such as Parks after Dark B) Use data from 2012 Community Needs Assessment and 2012 Early Child Development Index to evaluate and direct services  6) Present a unified front to the public (communication and partnership) including a joint editorial board, maintenance of joint City/School website, and provide balanced messa	1) School/City to focus on how local and area businesses and colleges can expand educational and training opportunities  A) Implement findings from the Economic Development Strategic Plan pertaining to schools  B) Study jobs within the region and incorporate training and educational opportunities to meet employability rates*  2) Rate of participation in adult education in adult education program offers in the community  A) Expand adult education program offers in the community  A) Expand adult education program offers in the community  A) Expand adult education program offers in the community  A) School serve as recreation and adult learning facilities after hours  4) Percent of residents with health insurance  4) Percent of residents with health insurance  5) Neighborhood crime rates  5) Neighborhood crime rates  5) Neighborhood crime rates  6) System-Wide Approach to Sepand recreational programs and developing neighborhood improvement plans for residents (accidence and adult and populations to collaborate with the Police Department in offering educational programs and developing neighborhood improvement plans for residents (b) Developation in developing neighborhood improvement plans for residents (c) Developation in developing neighborhood improvement plans for residents (c) Developation in developing neighborhood improvement plans for residents (c) Development index to evaluate and direct services  6) System-Wide Approach to Service Delivery  6) System-Wide Approach to Service Delivery  6) Conditional and the public (communication and partnership) including a joint editoral board, maintenance of joint City/School website, and provide balanced message  A) Retool existing governance structure to jointly oversee the School/City Work plan and engage the Community  6) Report back annually to the Beard of Education, City Council and School Board work plan accomplishments  6) Report back annually to the Beard of Education, City Council and School Board work plan accomplishments  6) Support the growth of a School/C	1) Employment/ employability rates*  2) Rate of participation in adult education program offers in the community  A) Expand adult education programs*  3) Rate of participation at school events*  4) Percent of residents with health insurance  4) Percent of residents with health insurance  5) Neighborhood crime rates  6) Neighborhood crime rates  6) System-Wide Approach to Service Delivery  1) School/City to focus on how local and area businesses and colleges can expand educational and training opportunities  1) School/City to focus on how local and area businesses and colleges can expand educational and training opportunities to meet the skills needed of Pasadena's key business  2) Rate of participation in adult education foreign of the skills needed of Pasadena's key business  2) Evaluate level of Adult Education Services in community  A) Expand adult education program offers in the community  A) Expand adult education program offers in the community  A) Percent of residents with health insurance  4) Percent of residents with health insurance  6) Present a manual Policy on Children, Youth and Families  A) Develop a joint School/City & Community Inflant, Children, Youth & Family Master Plan  B) Develop a strategy for Community Schools  C) Coordinate an Annual Neighborhood Summit locally  D) Retool neighborhood leadership programs to include more participants, including youth  E) Improve use of technology to engage neighbors and the community around key issues and resources  5) Expand role of Neighborhood Connections to collaborate with the Police Department in offering educational programs and developing neighborhood improvement plans for residents / neighbors  A) Expand recreational poptrunities during the summer memonths to engage ubs. As a Parts after Dark  B) Use data from 2012 Community Needs Assessment and 2012 Early Child  Development Index to evaluate and different servic	1) Employment/ employability rates*  1) School/City to focus on how local and area businesses and colleges can expand educational and training opportunities  A) Implement findings from the Economic Development Strategic Plan pertaining to schools  8) Study Jobs within the region and incorporate training and educational opportunities to meet employability rates*  2) Rate of participation in adult education programs*  2) Evaluate level of Adult Education Services in community A) Expand adult education programs offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand recreation and adult learning facilities after hours  4) Percent of residents with health insurance B) Percent of residents with health insurance C) Controlled X Community infant, Children, Youth & Family Master Plan B) Develope past stategies for Community Schools C) Controlled X Community Schools C) Controlled X Community Infant, Children, Youth & Family Master Plan B) Developed and adult Education School Schools C) Developed past stategies for Community Infant, Children, Youth & Family Master Plan B) Developed past stategies for Community Schools C) Controlled X Community Infant, Children, Youth & Family Master Plan B) Development Indicate an Annual Melephorhood Community around key Issues and resources  5) Neighborhood crime rates  6) System-Wide Approach (6) Expand recreational opportun	1) Employment/ employability rates*  1) School/City to focus on how local and area businesses and colleges can expand educational and training opportunities  A) Implement findings from the Economic Development Strategic Plan pertaining to schools  B) Study jobs within the region and incorporate training and educational opportunities to meet employability rates*  2) Rate of participation in adult education programs*  2) Evaluate level of Adult Education Services in community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) Expand adult education program offers in the community A) School serve as recreation and adult learning facilities after hours  4) Percent of residents with health insurance B) Percent of residents With health insura

7

using surveys or other self-report measures.

Rev. November 8, 2012



# DRAFT SCHOOL / CITY WORK PLAN





#### 2013-2016

### **VISION**

High quality public education is a priority for Pasadena to thrive as a healthy city.

### **MISSION**

The School and City are committed to working together cooperatively to foster 21st Century Learning Skills to improve student outcomes, to support our local economy, and to ensure the City grows as a local and global center of innovation.

#### **SHARED VALUES**

PUSD Values City of Pasadena Values

Integrity and Respect Honesty and Integrity

Transparency Open, Clear and Frequent Communication

Equity Diversity and Inclusiveness

Accountability Accountability
Collaboration Responsiveness

Honoring Fiscal Responsibility Excellence Innovation

# **WORK PLAN FRAMEWORKS**

## 21st Century Learning

21st Century learning and teaching skills is infused in all aspects of the Plan. This Framework presents a holistic view of 21st Century teaching and learning that combines a discrete focus on 21st Century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st Century. These same learning and teaching outcomes are imbedded in community settings as well to further the transferability of skills and knowledge.

## **Community Schools**

Community schools recognize that many factors influence the education of students. The Framework provides direction for working towards mobilization of the assets of the school and the entire community to improve educational, health, social, family, economic and related results. This balance is achieved by creating optimal conditions for learning, which is derived from multiple fields of research, which identify the types of support systems and environments necessary for high performance in both school and community life. By fulfilling these conditions for learning, students will reach their academic and human development potential.

### SHARED ACCOUNTABILITY TOWARDS RESULTS

Strategically aligning resources towards key community-wide results maximizes outcomes for vulnerable children, youth, and families, and is necessary to sustain and maximize quality of life for everyone.

Bringing about immediate, short-term and long-term change is critical to improving conditions for learning in school and living in a safe and healthy community.

## STRATEGIES DEVELOPED USING LOCAL DATA/INITIATIVES

- -PUSD's Strategic Plan
- -Washington Middle School Community School Citizen and Stakeholder Input
- -2012 Quality of Life Index
- -2012 Human Services, Recreation and Housing City-Wide Needs Assessment
- -2006 Policy on Children, Youth and Families
- -2012 Economic Development Task Force Report
- -Search Institute's 41 Developmental Assets
- -PUSD's Powerful Instruction
- -Pasadena's Childcare Policy
- -2009 Gap Analysis & Recommendations
- -8<sup>th</sup> Guiding General Plan Principal

### **PRIORITIES**

## **Creating High Expectations Community-Wide**

- -All students can achieve and are assets to the community
- -Staff is the community's greatest resources
- -Powerful instruction in and out of the classroom

# Creation of a System-Wide Approach to Delivering Services to Support Pasadena's Infants, Children and Youth

- -Integrate existing services towards shared mission, vision and values and results
- -Avoid service duplication
- -Brings multiple service providers together to provide a safety net so teachers can teach, students can learn, parents can be engaged, and families can thrive
- -Align school and community-based curriculums to achieve results

### **Alignment of Governance Structures and Staff Resources**

- -Assign liaisons to appropriate Commissions/Committees to aide in achieving Work Plan
- -Establish a Joint Oversight Committee that includes (1) School Board Member and
- (1) City Council Member
- -Commitment by both Agencies to align staff to work towards shared results

### **EVALUATION AND MONITORING**

- -Implement findings from Early Development Index (EDI), 2012 Needs Assessment, and 2012 Quality of Life Index
- -School/City work teams to focus on key results
- -Provides for Immediate (accomplished in year 1), Short-Term (accomplished in year 2) and Long-Term (accomplished in year 3) Results
- -Carryout annual scorecard to report back to the Board of Education, City Council and Community
- -Develop partnership with Magnolia Place and UCLA Center for Healthier Children, Families and Communities to cross mentor and to develop evaluation

## **SUSTAINABILITY**

- -Carryout Infant, Children, Youth and Family Master Plan in 2013-14
- -Establish results based accountability methodology (how do we know our community is better off)?
- -Imbed the Work Plan in key initiatives/policies

## **HOW DOES WORK PLAN BENEFIT COMMUNITY**

- -Creates conditions for optimal learning in school
- -Engages all segments of the community
- -Builds on existing assets unique to the community, such as the science industry
- -Promotes public safety and health
- -Focuses on early sustainable interventions (parents, preschoolers and caregivers)
- -Children and families are ready for school

### **TIMELINE**

- -Held Joint Meeting with School City Executive Teams on Thursday, September 27, 2012
- -Commenced update on the Policy on Children, Youth and Families on October 23, 2012 Report Findings at Joint Meeting
- -Hosted Joint Meeting with key School/City staff to finalize draft form by October 26, 2012
- -Provided overview of Work Plan to the Economic Development Taskforce on November 8, 2012
- -Host a community meeting headed up by the Human Services Commission on November 14, 2012
- -Conduct a meeting with the Work Plan School/City work teams to review final draft of Work Plan in January 2013
- -Bring Work Plan forward to February 19, 2013 Joint Board of Education and City Council Meeting for formal adoption
- -Rollout governance structure in June 2013