School/City/Community Year 1 Progress Report ● Year 2 Work Plan

Executive Summary

Jointly approved by the Pasadena Unified School District Board of Education and Pasadena City Council in February 2013, the School/City/Community Work Plan is a framework for the Pasadena Unified School District, City of Pasadena and Community Partners to build a commitment toward a shared vision to work together to foster 21st century learning to improve student outcomes, support our local economy and ensure that our community grows as a center of innovation. It is also a planning process intentionally designed to build more trusting relationships and a way to align resources to more effectively deliver services to better serve children, youth and families.





2013-14 Year 1 Progress Report

During this time, thirteen **Community Facilitators** were trained to conduct a "Result Team" planning process intentionally designed to build more trusting relationships and meaningful collaborations. **Result Teams** met three times each over the fall of 2013 for a total of 21 meetings involving over 100 participants to prioritize strategies, refine indicators, and identify systemic needs that cut across one or more result area. There was **increased communication and coordination** between PUSD and City staff to align existing resources and programs and respond more collaboratively to issues. The recommendations of these teams as well as accomplishments during this period are detailed in the full report

2014-15 Year 2 Work Plan

Based on these recommendations and in alignment with existing initiatives and strategic plans, the Work Plan for the coming year focuses on:

- Improving communication to and from stakeholders and across agencies
- Improving delivery of services across the system
- Establishing governance structure with linked accountability measures and ongoing stakeholder engagement



The following page lists the proposed strategies and desired outcomes for Year 2. A preliminary concept for governance structure, developed and reviewed by result teams and staff, consists of three tiers- a **Leadership Council**, made up of key decision-makers, working in concert with a **Coordinating Council** and four Working Groups. The recommendation before the Board of Education and City Council at their February 24, 2014 meeting is to each assign two members to form a Governance Ad Hoc committee to bring forward a more defined structure for approval in June 2014.

Strategies and Indicators at a Glance

| A. Early Developmental Needs are Met | B. Students Actively Learn in School and in the Community | C. Children, Youth and Families are Physically, Mentally, Socially Healthy | D. We Live in Safe, Stable and Supportive Environments |
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| STRATEGIES | | | |
| Develop a shared definition across agencies of school readiness according to Developmentally Appropriate Practices (DAP) and shared measurements Coordinate and align resources to develop early childhood practitioner excellence Connect families to support networks/services | Develop support structures to direct volunteer and community resources. Create a system-wide approach to after school/out of school time services for children and youth and quality monitoring process Provide opportunities for youth to develop community involvement and workplace skills. | Align school, city and community resources for physical, mental, and social health to better support the range of student and family needs Support increased access to and consumption of nutritious foods by students and families Increase support for youth engagement and well-being | Engage families in their children's education Align workforce development strategies to meet the learning skills needed by businesses Effectively and jointly use School/City/Community resources Support infrastructure for safe routes to schools |
| | INDICA | ATORS | |
| Children Attend Early Childhood Programs Children are Ready for Kindergarten Early Identification of Children with Special Needs Effective Parenting for Learning Families Connected to Support Networks/Services | Increased attendance, decreased suspension, truancy and dropout rates Increase in students reporting feeling connect to the school Increase in percent of students engaged in and contributing to community Increased outside of school learning opportunities Increased percent of students reporting relationship with caring adult Increased college and career opportunities for youth | Increase percent of students demonstrating social and personal competencies Increase percent of students demonstrating well-being on a range of health indices (e.g. immunizations, obesity, vision, hearing, asthma, STDs, pregnancy, substance abuse) Increased access for students to good nutrition Increase in percent of families whose basic needs are met Decrease in incidence of bullying | Increased employment opportunities and employment rates Increased adult education opportunities and participation Families are actively involved in their children's education through participation in school activities, committees, and parent-teacher conferences. Increased families who rate their schools positively Increased percent of residents with health insurance Decreased neighborhood crime rates |