



2013-16 DRAFT School / City Work Plan
Students and Families Succeeding



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

Integrity and Respect
Transparency
Equity
Accountability
Collaboration
Honoring Fiscal Responsibility

City of Pasadena Values

Honesty and Integrity
Open, Clear and Frequent Communication
Diversity and Inclusiveness
Accountability
Responsiveness
Excellence
Innovation

BUILDING ON SHARED HISTORY OF PARTNERSHIP

It has been a long standing goal of the Pasadena Unified School District and City of Pasadena to partner together to support educational and quality of life outcomes for students and families. The 1989 and 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."

Currently, 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. In addition, 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.

WORK PLAN FRAMEWORKS

Developmentally Appropriate Practices (DAP)

According to the National Association of Young Children, “Developmentally appropriate practice, often shortened to DAP, is an approach grounded both in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children’s optimal learning and development. DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.” What is key to providing high quality early child development programs is that educators are knowledgeable about the developmental and learning needs of each child within the appropriate cultural context. The Plan places emphasis on ensuring children’s developmental needs are met.

21st Century Learning

21st Century learning and teaching skills are 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.

The significance of adopting such a framework is that it intentionally aligns community resources towards common results to promote human development, avoid service duplication, maximize existing resources, and direct work towards shared accountability. Both School and City staff studied existing models with a track record of success and strong outcomes including Portland Oregon, Magnolia Place in Los Angeles, and Oakland California to name a few. These schools serve as hubs of community engagement where a variety of educational and recreational experiences occur after school hours to enrich the lives of their communities for persons of all ages.

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

- 1994 Pasadena's Childcare Policy
- 2006 Policy on Children, Youth and Families
- 2009 Gap Analysis & Recommendations
- 2010 PUSD Strategic Plan
- 2010 Drop Out Task Force
- 2010 Pasadena/Altadena Vision 20/20
- 2011 Washington Schools and Neighborhood Initiative
- 2011 Graduate Profile
- 2012 Parent Engagement Plan
- 2012 Quality of Life Index
- 2012 Human Services, Recreation and Housing City-Wide Needs Assessment
- 2012 Economic Development Task Force Report
- Search Institute's 41 Developmental Assets
- 8th Guiding General Plan Principle

PRIORITIES

Creates 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 curricula's 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 (2) School Board Member and (2) City Council Member
- Commitment by both Agencies to align staff and resources to work towards shared results

MONITORING AND EVALUATION

Result Work Teams to Monitor Plan

The implementation of the Plan is structured so that Result Work Teams (Teams) are responsible for developing the implementation plan for each strategy. Each Team will be supported by a school or city staff or professional within the community, who has been trained to develop the expected outcomes, indicators, action steps, target populations and data collection to measure progress. The Teams will have 90 days to develop the implementation strategies for those that have been identified for immediate action in the timeline section of the Plan. Teams will begin meeting in May 2013.

Evaluation

Staff is currently working with UCLA in developing baseline data using the Early Child Development Index (EDI) to assess kindergarten readiness. It is anticipated that the survey will be administered District-wide to kindergarteners in April 2013, with data being available in summer 2013. The survey was originally piloted at 2 PUSD school sites in 2012, Washington and Madison Elementary Schools. The data looks at several early child development domains including social/emotional and cognitive development and maps out the resources available in the various neighborhoods surrounding schools. While the data is not intended to track individual student aptitude, it is intended to help understand the needed resources within neighborhoods and the community that support optimal development, thus narrowing the achievement gap.

Staff is also working with Magnolia Place in Los Angeles to develop shared metrics for each work team around: 1) Educational Success, 2) Good Health, 3) Economic Stability and 4) and Nurturing Parenting. These areas were selected given their reliability in the field of research as key areas in creating safe and supportive environments in which children achieve the best results and live free of abuse and neglect.

In addition, third-grade reading performance will be to predict future educational outcomes, and will help direct needed interventions within school and community settings before children enter school. Third-grade reading scores are readily used to predict eighth-grade reading levels. Further, peer review research indicates the ninth-grade school that a student attends, can account for many of the differences in performance among below, at, and above level groups in the ninth-grade. Reading achievement combined predicts graduation rates and college enrollment rates. Developing needed interventions to ensure all PUSD students graduate ready for a career or college is a key indicator in the Plan. Below is a summary of the Plan's monitoring and evaluation efforts:

- Implement findings from Early Development Index (EDI), 2012 Needs Assessment, and 2012 Quality of Life Index
- School/City Results Work Teams to focus on one of the 7 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

- Further partnerships with Magnolia Place and UCLA Center for Healthier Children, Families and Communities to cross mentor and to develop evaluation and train Result Work Team Facilitators

SUSTAINABILITY

The Plan calls that within the first year of implementation, a temporary governance structure will be formed. This group will meet a minimum of 2 times to review the progress of work and accomplishments. The group will also prepare for the development of the 2014-15 first Annual Scorecard. A more formal governance structure will be recommended at the 2014-15 Joint Board of Education and City Council meeting. Meetings throughout the year involving the School and City will begin to focus their attention of the Plan and its implementation.

The Plan is intended to guide the work of PUSD, the City and partners over the next 3 years. In year 2 of the Plan’s implementation, the result, “Pasadena is a Desirable Place to Live,” calls for an indicator that directs for the development of a “System-Wide Approach to Service Delivery.” This indicator includes a strategy that provides for the School Board and City Council to appoint a Steering Committee to develop an Infant, Children, Youth and Family Master Plan. This effort is intended to further imbed the results and strategies for action into the work of the school, city and partners, and will direct resources for the next 15-20 years, ensuring Pasadena grows as a family-friendly community. Below is a summary of how the effort will be sustained:

- Develop an Infant, Children, Youth and Family Master Plan in 2014-15
- Develop governance structure in 2014-15
- 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

COMMUNITY ENGAGEMENT

A total of 219 community members and stakeholders turned out to participate in outreach meetings with groups representing youth, child development professionals and educators, parents, clergy members, vision 20/20 partners and community stakeholders.

- 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
- Hosted Joint Meeting with key School/City staff to finalize draft form by October 26, 2012

- Provided overview of Plan to the Economic Development Taskforce on November 8, 2012
- Met with Field Representatives from congressional, senatorial and county agencies on November 28, 2012
- Host a community meeting headed up by the Human Services Commission on November 14, 2012

The following Community Outreach meetings were hosted on the 2013-16 School/City Work Plan:

Vision 20/20 Partners	January 8, 2013
Clergy Coalition	January 9, 2013
Stakeholders and Business Partners	January 16, 2013
Organized Parent Groups and Parents	January 17, 2013
Childcare Center Directors and Educators	January 22, 2013
Youth Leaders	January 26, 2013
Parents of School-Age Students	January 31, 2013
Parents of School-Age Students	February 6, 2013
Madison Healthy Start Family Center Partners	February 4, 2012

GLOSSARY OF TERMS

Developmentally Appropriate Practice - an approach to teaching grounded both in the research on how young children develop and learn and in what is known about effective early education (*NAEYC definition*)

RTI – Response to Intervention (Rti) is a system of early, data-based, and progressively intensive interventions for students who are at risk of failure. Training in the behavior component of the system for school teams got underway for PUSD last year. The system addresses the needs of general and special education students to reduce suspension and discipline referral rates. (*PUSD communications release*)

Anti-Bias Curriculum - Anti-bias education incorporates the philosophy of multicultural education while expanding to include other forms of bias, stereotypes and misinformation. Anti-bias education not only addresses race and ethnicity but also includes gender, language, religious diversity, sexual orientation, physical and mental abilities and economic class. Anti-bias education takes an active, problem solving approach that is integrated into all aspects of an existing curriculum and a school’s environment. An anti-bias curriculum promotes an understanding of social problems and provides students with strategies for improving social conditions.

Receptive Vocabulary (why it’s important)

Receptive vocabulary includes the words that one recognizes and understands upon hearing or reading them. Research shows the early indicators of reading success are phonemic awareness, phonics, fluency, vocabulary and comprehension. When students demonstrate weaknesses in one of these key areas there is a direct correlation with reading difficulty later on in their educational experiences. Addressing

these fundamental skills early in the foundational years of a child’s learning can prevent difficulty later and improve their immediate access to general education overall. *(This was taken from CEIS proposal just written by teacher Stacy Williams and team)*

College & Career Pathways

College and career pathways combine academic and technical programs of study organized around broad industry themes and coupled with real-world experiences with industry professionals and workplaces. Effective collaboration between business and education is crucial for providing internships and work-based learning experiences. There are now eight Pathways within Pasadena Unified School District at three high schools.

John Muir High School

Arts, Entertainment and Media

Business and Entrepreneurship

Engineering & Environmental Science

Pasadena High School

App Academy (computer science)

Creative Arts, Media and Design

Law & Public Service

Blair Schools

Culinary Hospitality

Health Careers

Linked Learning is the name of the high school improvement approach PUSD is using to implement its College & Career Pathways to link learning with student interests and career preparation. PUSD is part of a state-wide Linked Learning District Initiative supported by ConnectEd, the California Center for College and Career and the Irvine Foundation.

40 Development Asset Survey - The Developmental Assets® are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. Because of its basis in youth development, resiliency, and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approach to positive youth development in the United States. *(Search Institute)*