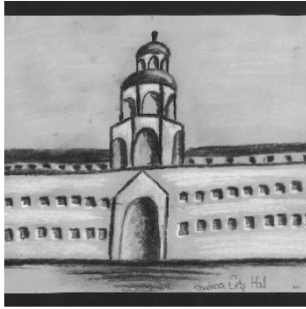




# School

# City



# Community

# Year 1 Progress Report 2013-14



# Year 2 Draft Work Plan 2014-15

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# School/City/Community Work Plan

*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 21<sup>st</sup> century learning to improve student outcomes, support our local economy and ensure that our community grows as a center of innovation. 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 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.*

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*For more information, please visit the School/City/Community Work Plan website at*

***[pasadenacsp.org](http://pasadenacsp.org)***

# School/City/Community Work Plan

## Year 1 Progress Report: 2013-14

### Year 1 Progress Report

Approved by the Pasadena City Council and the Pasadena Unified School District Board of Education on February 19, 2013, the 2013-16 Draft School/City/Community Work Plan is based on a community schools framework that provided a road map for building a process for the long-term system change needed to improve outcomes for children, youth and families in our community. Key activities over this year include:

- **Community Facilitators** – 13 community members, District and City staff were trained to conduct a “Result Team” planning process intentionally designed to build more trusting relationships and meaningful collaborations
- **Result Teams** met 3 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
- **Increased communication and coordination** between PUSD and City staff to align existing resources and programs and respond more collaboratively to issues

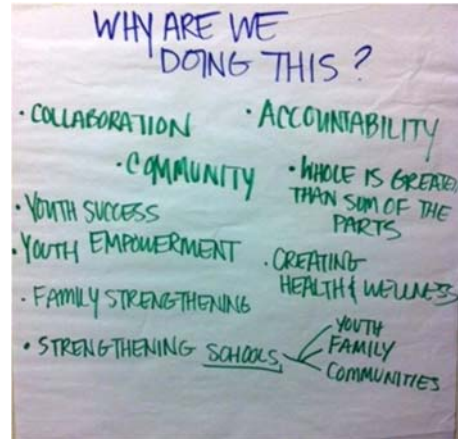


Figure 1 shows key accomplishments during this Year 1 within the context of the 5-stage process for long-range systemic change outlined in community schools research. Tables 1 and 2 are more detailed overviews of the work of the Result Teams and their recommendations. We deeply appreciate and thank all of the participants for their time and commitment to this process, particularly the students who gave voice to both their dreams and concerns.

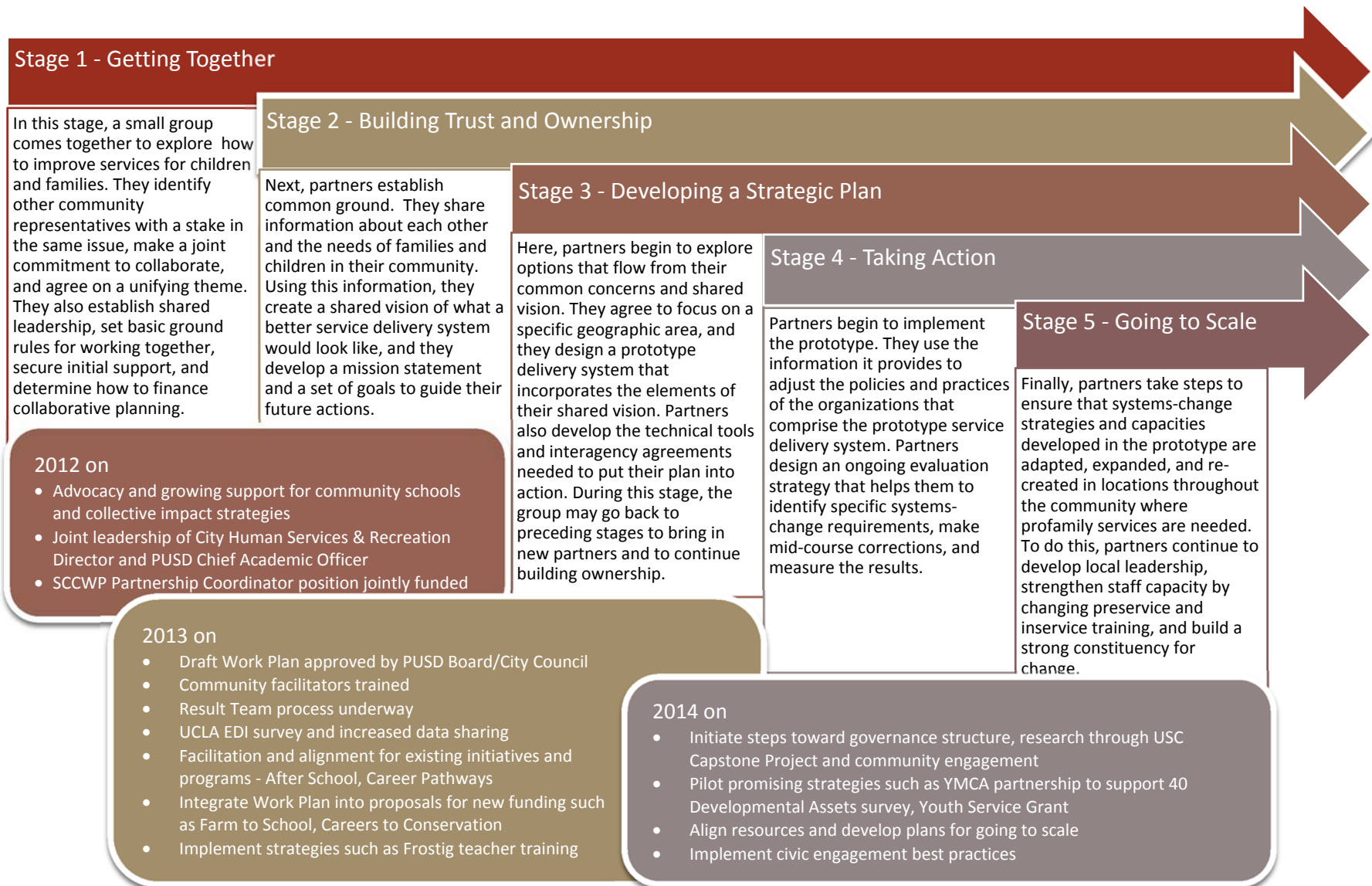
Although the Result Team dialogue was more nuanced and much richer, the following issues stood out as being of the greatest need across all areas:



*Isabel Ramirez at facilitation training*

- Comprehensive community-wide inventory of services and resources
- Systematic approach to data sharing and communicating
- System-wide approach to service delivery, to better understand gaps and reduce duplications in services
- Governance structure that oversees systematic change so that resources are used to eliminate root causes of problems; establishes an oversight structure that is insulated against changes in leadership, and promotes institutionalization of promising practices

Figure 1: Community Schools 5-Stage Process & SCCWP Accomplishments to Date



5- Stage Process chart adapted from *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*, Atelia I. Melaville, Center for the Study of Social Policy and Martin J. Blank Institute for Educational Leadership with Gelareh Asayesh and other materials from National Coalition for Community Schools

## Result Team Recommendations

Table 1: Result Areas	Priorities for Action	Recommendations for Next Steps	Examples of Existing Coalitions, Programs and Initiatives
<b>1. Early Developmental Needs are Met for Infants and Children 0-5 Years</b>  <i>Facilitators: Alyson Beecher Blanca Siebels</i>	<ul style="list-style-type: none"> <li>• Inventory of resources and services</li> <li>• Professional development</li> <li>• Recruitment</li> <li>• Messaging/branding</li> <li>• Parent Engagement</li> </ul>	<ol style="list-style-type: none"> <li>1) Connect families to support networks, with community-wide child care coordination, inventory services, look at existing models and structures for referrals such as PUSD Healthy Start Family Centers.</li> <li>2) Build early childhood practitioner excellence – joint professional development (Frostig pilot)</li> <li>3) Build resources for every child to attend early childhood education (ECE) program</li> </ol>	<ul style="list-style-type: none"> <li>• Childcare Director's Alliance</li> <li>• Options Resource &amp; Referral Agency</li> <li>• PUSD Coordinated Early Intervention Services K-1</li> <li>• Frostig Families in Schools training</li> <li>• Los Angeles Universal Preschool (LAUP)</li> </ul>
<b>2. Students Succeed Academically</b>  <i>Facilitators: Hilda Ramirez Horvath Linda Machida</i>	<ul style="list-style-type: none"> <li>• Early identification, sharing data and tracking progress</li> <li>• Inventory, knowledge and use of existing resources</li> <li>• Professional development – created with input from teachers and staff</li> <li>• Volunteer infrastructure – linking community effectively to needs</li> </ul>	<ol style="list-style-type: none"> <li>1) Look at best practices, especially across similar schools; consider communication with parent leadership groups for feedback</li> <li>2) Expand thinking to include after school programs</li> <li>3) Examine tools and supports available to underperforming schools</li> <li>4) Include discussion of district leadership buy-in and support for staff development and accountability</li> <li>5) Consider including early childhood education as base for success</li> </ol>	<ul style="list-style-type: none"> <li>• Partnership for Children Youth &amp; Families</li> <li>• Linked Learning/College &amp; Career Pathways</li> <li>• STEM/STEAM initiatives (PUSD, PEF, Caltech, others)</li> <li>• After School Programs (PUSD, City, Community)</li> </ul>
<b>3. Students Are Actively Involved in Learning and the Community</b>  <i>Facilitators: Theresa Doran William Syms</i>	<ul style="list-style-type: none"> <li>• Index the services of all stakeholder partners</li> <li>• More internships, career exploration opportunities</li> <li>• Reach out to internship providers and potential employers</li> <li>• Activities for youth such as Teen Center</li> </ul>	<ol style="list-style-type: none"> <li>1) Identify (and quantify current participation), potentially expand, and promote all the after-school options</li> <li>2) Create a one-stop index of stakeholder partners and their services related to student engagement in the community and kick off with an event for these entities ( *Offer service learning projects)</li> <li>3) Grow Summer Rose Program, internships, workshops, mentorships and summer research opportunities, with credit/stipend incentives</li> <li>4) Arrange for easily-accessible transportation to after-school opportunities and simultaneously make transportation a "movement"; make it cool to take the free bus (and support bike safety)</li> <li>5) Convene students from the high schools periodically; begin interactions with middle school students, don't wait for high school!</li> </ol>	<ul style="list-style-type: none"> <li>• Partnership for Children Youth &amp; Families</li> <li>• Linked Learning/College &amp; Career Pathways</li> <li>• Summer internships (PUSD/ Pathways, City, Ideal Youth, Chamber), After School Programs (PUSD and City)</li> <li>• City of Learning</li> <li>• Pasadena Youth Council</li> <li>• Altadena Youth Council</li> <li>• Sierra Madre Youth Council</li> <li>• PUSD High School ASBs</li> </ul>

Table 2: Result Areas	Priority Strategies	Recommendations	Examples of Existing Coalitions, Programs and Initiatives
<p><b>4. Students Are Healthy Physically, Socially and Mentally</b></p> <p><i>Facilitators: Christy Zamani Susan Savitt Schwartz</i></p>	<ul style="list-style-type: none"> <li>Reinstate Mental Health Consortium</li> <li>Align PUSD food procurement policy with nutrition policy</li> <li>Pool resources to offer universal programs: e.g., resiliency program, sex education, pregnancy/STD prevention</li> </ul>	<ol style="list-style-type: none"> <li>Create “central clearinghouse” for events; events should be strategic, not just one-time activities. Bring events to people where they are</li> <li>Food Services Director position – 21<sup>st</sup> C leadership is key</li> <li>Restore universal Resiliency Program for 5<sup>th</sup> graders</li> <li>Consider <i>promotoras</i> model (parents trained to do community outreach for awareness of services)</li> <li>Strengthen infrastructure to support safe routes to schools, make things safer for cyclists</li> </ol>	<ul style="list-style-type: none"> <li>School-based Mental Health Consortium</li> <li>Community Health Improvement Plan (CHIP)</li> <li>Human Services Commission (City)</li> <li>Coordinated School Health Council (PUSD)</li> <li>Live Well Pasadena</li> <li>Farm to School Planning Committee</li> </ul>
<p><b>5. Students Live and Learn in Stable and Supportive Environments</b></p> <p><i>Facilitators: Laura Diaz Dawn O’Keeffe</i></p>	<ul style="list-style-type: none"> <li>Sense that bullying an issue from teens and parents, but not consistent data</li> <li>Sharing data, increasing communication, sharing resources</li> <li>Understanding (and finding ways to overcome) obstacles to bringing in volunteers from private sector</li> </ul>	<ol style="list-style-type: none"> <li>Monitor progress of new Attendance Program recently and bullying prevention program piloted</li> <li>School Climate-continue to evaluate Response to Intervention (RTI) implementation, empower principals to set tone</li> <li>Assess students - 40 Developmental Assets survey</li> <li>Data-what are obstacles to sharing within and across agencies</li> <li>Volunteer Coordinator at schools and community centers</li> </ol>	<ul style="list-style-type: none"> <li>Asset Development Network</li> <li>Human Relations Commission (City)</li> <li>Youth Councils, ASB</li> <li>Healthy &amp; Safe San Gabriel Valley Collaborative</li> <li>Neighborhood Connections</li> <li>Committee for Humane Immigrant Rights of Los Angeles (CHIRLA)</li> </ul>
<p><b>6. Families Are Actively Involved in Children’s Education</b></p> <p><i>Facilitators: Isabel Ramirez Linda Machida</i></p>	<ul style="list-style-type: none"> <li>Removing obstacles to parent engagement</li> <li>Communication regarding resources, events</li> <li>Communication between parents and teachers</li> <li>Monitoring after school programs to ensure quality</li> <li>Accountability for regular school day instruction</li> <li>Communicating across leadership groups and with agencies/depts.</li> </ul>	<ol style="list-style-type: none"> <li>Family Resource Center (FRC) - Parent Leadership group now meeting monthly</li> <li>FRC - Initiated customer service training and hired new staff</li> <li>Partnership with Pasadena Education Network (PEN) and Pasadena Educational Foundation (PEF) to support parents on site</li> <li>PEN and City working on parent use and satisfaction with after school programs</li> <li>Possible committee to systematically examine parent engagement and make recommendations</li> <li>City implementing quality assurance survey for after school programs and camps to aid in planning and improvement process</li> </ol>	<ul style="list-style-type: none"> <li>School-based parent groups (PTA, Site Councils, English Learner Advisory Councils, African American Parent Councils)</li> <li>LULAC</li> <li>Pasadena Education Network</li> <li>Invest in PUSD Kids</li> <li>Volunteer agencies</li> </ul>
<p><b>7. Communities are Desirable Places to Live</b></p> <p><i>Facilitators: Brian Biery Joan Palmer</i></p>	<ul style="list-style-type: none"> <li>Youth Community Service opportunity <b>(new grant program)</b></li> <li>Joint use opportunities</li> </ul>	<ol style="list-style-type: none"> <li>Youth grant program a potential model for piloting/incubating joint projects.</li> <li>Explore potential joint use opportunities such as Peoria Place</li> <li>Participate in USC Public Policy Capstone Project to research efficacy of potential governance structure</li> </ol>	<ul style="list-style-type: none"> <li>Youth Councils/ASBs</li> <li>Vision 20/20</li> <li>Neighborhood Connections</li> </ul>

**Table 3: Community Demographic Profile**

2008-12	Pasadena	Altadena	Sierra Madre	Total/ Average
Total Population (a & c)	137,122	42,777	10,917	190,816
Children under 5 years	8,274	2,447	513	11,234
Children 5-9 years old	7,060	2,496	620	10,176
Children 10-14 years old	6,835	2,772	605	10,212
Children 15-19 years old	7,679	2,814	502	10,995
Est. number of Children ages 5-19	18,305	7,426	1,358	27,089
% K-12 students enrolled in public school (b)	75%	65%	59%	66%
% K-12 students enrolled in private school (b)	25%	35%	42%	34%
Families in Poverty (a & c)	10%	6%	3%	na
Estimated number of homeless individuals (f)	904	na	na	na
Population by Race/Ethnicity by Area per 2010 Census (a & c) compared to *2012 PUSD enrollment (d)				*PUSD
African American/Black	10%	23%	2%	16%
Asian/Asian American	14%	5%	8%	4%
Hispanic/Latino	34%	27%	15%	59%
White	39%	40%	72%	15%
Other/Multiracial	3%	5%	4%	5%

**Table 4: Pasadena Unified School District (PUSD) Demographic Profile**

2012-13 (unless otherwise indicated)	PUSD	LA County	California
PUSD K-12 Student Enrollment (d)	19,805	na	na
% PUSD Students eligible for Free/Reduced Price Meals (d)	68%	67%	58%
% of English Learner Students in PUSD, July 2013 (d)	20%	24%	22%
Number of PUSD Children and Youth in Foster Care (including those in group homes or foster parent care) (f)	436	na	na
Percent of 3 <sup>rd</sup> Grade PUSD Students Scoring Proficient or Higher on English Language Arts, CA Standards Test (d)	46%	47%	48%
PUSD High School Dropout Rate for 2011 (d)	13%	17%	15%

**Sources:**

- (a) U.S. Census Bureau 2010
- (b) 2008-12 American Community Survey (ACS). <http://factfinder2.census.gov>
- (c) Indicates that data tabulated from (a) or (b) using the [www.HealthyCity.org](http://www.HealthyCity.org) online tool of Advancement Project
- (d) California Dept. of Education, <http://www.cde.ca.gov/ds/>
- (e) 2012 City of Pasadena Quality of Life Index, [http://www.cityofpasadena.net/PublicHealth/Records\\_Reports/](http://www.cityofpasadena.net/PublicHealth/Records_Reports/)
- (f) Pasadena Unified School District records



# School/City/Community

## Year 2 Work Plan: 2014-15

*“Collective impact is not merely a new process that supports the same social sector solutions but an entirely different model of social progress. The power of collective impact lies in the heightened vigilance that comes from multiple organizations looking for resources and innovations through the same lens, the rapid learning that comes from continuous feedback loops, and the immediacy of action that comes from a unified and simultaneous response among all participants.”*

*John Kania & Mark Kramer, Stanford Social Innovation Review 2013*

### Year 2 Draft Work Plan

In order to move us closer toward the collective impact described above, and in keeping with the recommendations over the past year made by result teams, goals for Year 2 include:

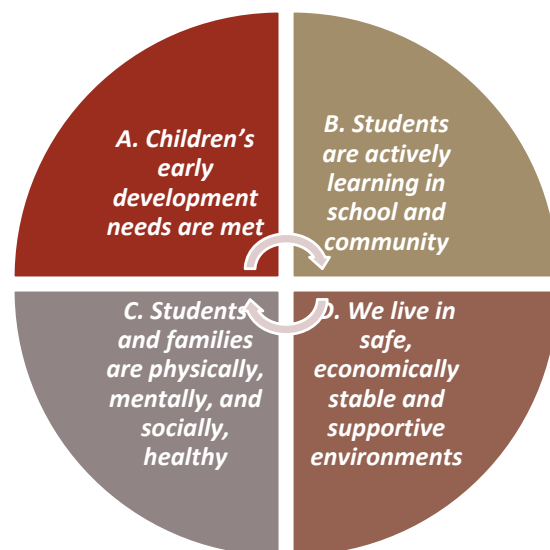
- Improving communication to and from stakeholders and across agencies
- Improving delivery of services across the system
- Establishing governance structure with linked accountability measures and ongoing stakeholder engagement

The 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 **Working Groups**. In order to move the Year 2 Work Plan forward, it is now recommended that the Board of Education and City Council each assign two members to form a Governance Ad Hoc committee to bring forward a more defined structure for approval in June 2014.

The difficulty of scheduling and managing the original seven Result Areas, and because there are a number of overlapping areas of interest within them, spurred a collective recommendation to consolidate the existing teams into the four groups listed here in Figure 2.

These four Working Groups (WGs) build on the previous work of the Result Teams and form a foundation upon which to build a proposed governance structure to develop a system of collective accountability for achieving these outcomes.

**Figure 2: Proposed Working Groups**



## Conceptual Proposal for Governance Structure & Functions

### Background

On February 6, 2014, Result Team members and facilitators gathered to develop and review the draft Progress Report and governance structure. Recommendations regarding support structures needed to continue the work included:

- Create a central website/form of electronic communication that is frequently updated and used to communicate across and between groups more widely as well as providing an organized way to collect and disseminate information
- Support the ongoing process for trust and relationship building across multiple agencies, governing structures and jurisdictions
- Recruit more participants to the process, particularly teachers, front-line agency staff, and businesses
- Continuing to define measures and lines for accountability
- Build roles and responsibilities for Work Plan strategies into existing jobs
- Create more deliberate linkages and alignment with existing and new plans
- Create more opportunities for students to participate and to encourage greater attendance at student events to better understand of their needs, interests and talents
- Work collectively to more effectively raise funds for children and youth services in and out of school that can be sustained

During this past year, PUSD, City and Pasadena Educational Foundation (PEF), Flintridge Center, Partnership for Children, Youth and Families and other community organizations worked more closely together with promising results. PUSD, City and PEF jointly funded a Partnership Coordinator to provide planning, meeting convening, facilitation and grant support. Training 13 community facilitators built capacity for relationship-building and a key part of the process was encouraging more active participation from Spanish-speaking families, such as breakout groups with bilingual facilitators. This spring, a team from the University of Southern California's Sol Price School of Public Policy has proposed a Capstone Project to examine how a new shared governance structure is developed and implemented - providing an external best practices scan of other and promising models for governance. Through conversations with key city, school, and community leaders, the team will also conduct an internal analysis of successful practices and processes surrounding the Work Plan.

**Figure 3: Proposed Governing Components**



**Table 5: Proposed Governance Functions and Membership**

Group	Proposed Functions	Potential Membership
<p><b>Leadership Council</b></p>	<ul style="list-style-type: none"> <li>• <b>Sets agenda</b> for overall work plan</li> <li>• Defines and communicates <b>shared goals</b></li> <li>• <b>Holds partners accountable</b></li> <li>• Provides for <b>accountability</b> within own organizations, with ability to allocate resources and determine if any of identified needs or gaps can be filled by their own resources</li> <li>• Takes actions and decisions back to respective organizations for policy and practice change and resources as needed</li> </ul>	<ul style="list-style-type: none"> <li>• PUSD Board President &amp; Superintendent</li> <li>• Mayor, City Manager, and Chief of Policy for City of Pasadena</li> <li>• Representative for Altadena</li> <li>• Mayor &amp; City Manager of Sierra Madre</li> <li>• Community Representative</li> <li>• Faith-based Representative</li> <li>• Pasadena City College</li> <li>• Business/Industry</li> <li>• Funding Agencies</li> </ul>
<p><b>Coordinating Council</b></p>	<ul style="list-style-type: none"> <li>• <b>Sets process</b> for overall plan, defining set of guiding principles for conducting meetings, making decisions and for staff support</li> <li>• <b>Monitors progress</b> of working groups and initiatives. Reviews baseline data around goals and makes recommendations on indicators to Leadership Council. Takes identified issues to Leadership for action</li> <li>• Establishes process for continuing <b>engagement</b> of stakeholders and communication between partners in plan</li> <li>• Forum for disseminating information on best practices fast-changing issues that impact children and families and opportunities for networking to encourage collaboration and trust.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 key members selected by each Working Group for representation on Coordinating Council</li> <li>• 2-3 PUSD and City Staff able to allocate resources and staff time and leadership continuity, such as PUSD Chief Academic Officer and Pasadena Human Services Director</li> <li>• Key stakeholder representation (see examples below)</li> </ul>
<p><b>Result Area Working Groups</b></p>	<ul style="list-style-type: none"> <li>• Provides <b>ideas and feedback</b>, identifying issues to address and recommend to Coordinating Council</li> <li>• Ensure <b>communication</b> between partners working on same issues</li> <li>• Analyze data, and given shared goals and indicators, identify existing strategies that will impact the indicators, as well as areas of duplication and gaps</li> <li>• Together with Coordinating Council, implements stakeholder engagement process and broader, coordinated communication</li> </ul>	<p>Working Groups members are community members with an interest in the result area., including the dedicated individuals who have already participated in this work as well as new members to be recruited to ensure a broad cross-section of stakeholder representation</p>

**Stakeholder and Coalition Representation**

As input from stakeholders and alignment across agencies and initiatives is critical, representation will be sought from key groups such as:

- Coalition(s) of community and faith-based organizations such as the Partnership for Children, Youth, and Families
- Parent Leadership (representative potentially selected by existing councils)
- Student Leadership (at least two student representatives from existing councils who could attend together or rotate attendance)
- Business Leadership (Chamber of Commerce, Workforce Investment Board representative)
- Other representation as needed for alignment with pressing issues and initiatives below.



*Result Team Meeting*

**Consistency with other School/City/Community plans**

Some of the existing plans and initiatives underway to build more systematic linkages and alignment include:

- City of Pasadena General Plan
- Local Control Allocation Program (LCAP)
- Youth Master Plan
- Economic Development Strategic Plan
- Foothill Workforce Investment Board Integrated Plan
- Work collectively to more effectively raise funds for schools from a variety of sources, including local businesses

Examples of Initiatives with Cross-agency Work Teams

- College & Career Pathways
- After School Programs
- Magnet Schools
- Vision 20/20
- Health Collaborative
- Farm to School/Nutrition

Table 6: TIMELINE	
<b>Mar-Apr 2014</b>	<ul style="list-style-type: none"> <li>▪ Convene Governance Ad Hoc</li> <li>▪ Host PUSD/City Frontline staff meeting to refine conceptual governance structure</li> <li>▪ Engage Sierra Madre &amp; Altadena</li> <li>▪ USC Capstone Project conducts research study</li> <li>▪ Define shared goals, governance functions, membership, operating principles</li> <li>▪ Convene facilitators to reorganize members of Year 1 Result Teams into Working Groups, recruit new members, and continue strategy implementation</li> <li>▪ Begin planning and implementing systemic strategies for inventory, communications and funding alignment</li> </ul>
<b>May-August 2014</b>	<ul style="list-style-type: none"> <li>▪ Disseminate USC Capstone Project Report</li> <li>▪ Present final recommendation for governance structure to Boards and Councils of PUSD, City of Pasadena, Sierra Madre and Altadena</li> <li>▪ Working Groups provide input on representation for governance, benchmarks, monitoring and reporting process</li> </ul>
<b>Sept-Oct 2014</b>	<ul style="list-style-type: none"> <li>▪ Convene first Multi-Jurisdictional Leadership Council meeting</li> </ul>
<b>Oct-Dec 2014</b>	<ul style="list-style-type: none"> <li>▪ Implement approved governance structure</li> </ul>
<b>Jan 2015 – on</b>	<ul style="list-style-type: none"> <li>▪ Joint PUSD/City meeting in February to approve 2015-16 Year 3 Work Plan</li> </ul>

## RESULT AREAS

### A. Early Developmental Needs Are Met for Infants and Children 0-5

#### *Conditions for Learning: What do we want to see?*

Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and draw on developmentally appropriate practices.

#### *Findings: What does the data tell us?*

Children living in poverty face numerous obstacles when it comes to academic success, which can be traced all the way to high school graduation. The achievement gap persists to high school and is linked to social and economic problems later in life, including illiteracy, teen pregnancy, high dropout rates and unemployment (Heckman, 2008). One of the measures studied at the start of this process, was how students enter PUSD elementary schools with varying levels of skills and language proficiency, with 78% of incoming Kindergarten students scoring proficient with skills tested, in comparison to 29% at another school within same district.<sup>1</sup>

This year, researchers from UCLA teamed up with PUSD and the City to administer the Early Development Instrument (EDI) with support of First 5 LA. Initial findings<sup>2</sup> indicate that Pasadena kindergarteners have higher levels of vulnerability in the social and emotional aspects of school readiness than in the physical health and cognitive/language aspects, which suggests a needs to focus on the social and emotional well-being of our youngest children, with some neighborhoods requiring an additional focus on cognitive and language skills. A population measure of school readiness, EDI provides an overall snapshot of children's developmental progress in order to evaluate school readiness, improve programs and supports, and better coordinate services to help children develop and learn before and during their school years.

#### *Indicators: What changes do we want to see?*

- 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

#### *Terms in Year 2 Draft Work Plan and how we are using them:*

- **Results and Conditions for Learning:** Desired outcomes or goals
- **Indicators:** Benchmarks – measurable evidence or information that will tell if one is achieving the desired result and answers question: “How will we know change has occurred in this area?”
- **Baseline Data or Measurements:** Findings included here are based on information received from several sources and years and are simply meant to provide a **snapshot** of how children, youth and families are doing at this point in time. Moving forward, Working Groups and Councils can review data that is shared across agencies and existing initiatives, and which is based on relevant and consistent categories of gender, grade level, race/ethnicity, socioeconomic, language, and location as applicable. Using this to refine indicators and measurements, and strategies

<sup>1</sup> PUSD results on Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<sup>2</sup> Pasadena Early Development Instrument (EDI) results scheduled to be presented on March 6, 2014

## A. Early Developmental Needs Are Met for Infants and Children 0-5

### Strategies and Action Steps:

#### Strategy A.1: Develop a shared definition across agencies of school readiness according to Developmentally Appropriate Practices (DAP) and shared measurements

##### Action Steps:

- a) Administer and use EDI as baseline for measuring impact of Work Plan, including administering survey for second year in Spring 2014 and expanding to private and charter schools utilizing support from First 5 LA
- b) Coordinate branding opportunities and broaden communication about the importance of early childhood development
- c) Share measurements across result areas and agencies (i.e. such as with results of 40 Developmental Assets/Search Institute survey of 8<sup>th</sup> grade students, see strategy B.1)

#### Strategy A.2: Coordinate and align resources to develop early childhood practitioner excellence

##### Action Steps:

- a) Provide training to early childhood educators and practitioners and cross train PUSD staff, practitioners, and service providers
- b) Review impact of collaborative training pilot programs including Frostig's Families in Schools professional development for PUSD teachers, plan to scale up or revise accordingly

#### Strategy A.3. Connect families to support networks and services

##### Action Steps:

- a) Identify need for childcare and availability across providers, including number of preschool slots available, and provide coordinated outreach to parents and families
- b) Develop a community-wide communication strategy for programs and services in English and Spanish
- c) Collaborate with community resources, such as Fuller Seminary, to develop capacity for translation services for schools in other languages as needed
- d) Expand use of inventory of resources and services for children birth to 5 years (include Options' Resource and Referral Network and coordinate with inventories held with Neighborhood Connections, PUSD, Flintridge Center and Pasadena Public Library). Obtain input from PUSD, City and CBO staff on preferred formats, usage and training needs for wider, more effective use
- e) Convene community and school-based support service providers, including Healthy Start Centers, to develop plans for aligning and sustaining services, such as access to training, workshops, and classes to parents, grandparents and guardians in literacy, educating the whole child, life skills, etc.
- f) Connect, create and expand parenting networking groups
- g) Collaborate across agencies to share resources, such as increasing scholarship opportunities and offering low/no cost recreational classes and special events whenever possible



*Madison Healthy Start Family Center*

## B. Students are Actively Learning in School and Community

### Conditions for Learning:

Students are motivated and engaged in learning, both in school and in community settings, during and after-school, succeeding academically and prepared for college and career.



YMCA Youth & Government

### Findings:

One of the major themes that students talked about in forums and discussions with Result Teams is the need to have meaningful opportunities to participate in activities that would help them succeed in life, such as paid work experience, internships, service learning, getting tutored or tutoring others. School climate survey data indicates that students feel they have limited opportunities for meaningful participation and that there is a relatively high level of disconnection from school and community.

The percentage of high school graduates completing University of California/California State University (UC/CSU) entrance requirements, seen below, is a measure of academic success and preparation for college as is the Early Assessment Program/Profile (EAP) administered by PUSD in 2012-13. PUSD's 4-year college going rate is estimated at 35%.

Table 7: Academic Performance (2012-13 unless noted otherwise) <sup>3</sup>	PUSD	State
% of PUSD Students overall scoring proficient and above in English	50%	55%
% of PUSD Students overall scoring proficient and above in Math	44%	50%
% of PUSD 11th Grade scoring proficient and above in EAP ELA	28%	NA
% of PUSD 11th Grade scoring proficient and above in EAP EAP Math	44%	NA
No. and % of PUSD graduates completing college admission (UC/CSU) requirements	547 (42.6 %)	38.3 %
% of PUSD students grades 7-11 scoring proficient or higher on Algebra I California Standards Test (CST)	22%	34%
School Climate – California Healthy Kids Survey 2008-10	PUSD	State
% of 9th Grade Students Reporting Low Level of Meaningful Participation in Community	23%	18%
% of 9th Grade Students Reporting a Low Level of School Connectedness	13%	12%

### Indicators:

- Increase attendance, and decrease 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

<sup>3</sup> California Department of Education, <http://dq.cde.ca.gov/dataquest/>

## B. Students are Actively Learning in School and Community (continued)

### Strategies and Action Steps:

#### Strategy B.1: Develop support structures to direct volunteer and community resources.

##### Action Steps

- a) Develop comprehensive inventory of existing resources and mechanisms for linking volunteers to need. Determine home(s) for inventory and volunteer linkages, process for updating, plan for communicating availability and training for use, and measure of success.
- b) As a longer range strategy, plan for on-site community outreach or community volunteer coordinators for schools, identify and align existing resources, pilot promising practices that:
  - Are directed to support the academic goals of the school first
  - Find, process and nurture community and parent volunteers
  - Connect resources to need on school site and vice versa
  - Focus first on secondary sites then expand to include elementary sites
- c) Develop sustainable resources as needed to scale up



City of Pasadena Youth Ambassadors

#### Strategy B.2: Create a system-wide approach to after school/out of school time services for children and youth and quality monitoring process

##### Action Steps

- a) Create deeper understanding of student needs and interests by conducting 40 Development Asset Survey with 8th grade PUSD, charter and private school students in partnership with YMCA in Spring 2014. Share results with service providers (see also A.1)
- b) Create more system-wide opportunities or sharing of information to determine programmatic decisions, potentially to include use of live votes, youth forums, representation on key committees and councils
- c) Partner with youth and youth service providers to discuss after school, after-hour and weekend recreational, learning and leadership opportunities such as a Youth Center
- d) Assess gaps, duplications, and ways to align services to better meet needs, such as transportation to and from schools (see also D.4, page 16)
- e) Share information regarding evaluation tools for after school programs, results stakeholder engagement processes, and determine common measurement(s) for quality across PUSD, City and community-based providers.

#### Strategy B.3: Provide opportunities for youth to develop community involvement and workplace related skills. (See also Strategy D.2)

##### Action Steps

- a) Create a community-based youth employment and college readiness hub in NW Pasadena to expand paid and unpaid work-based learning experiences and internships year round
- b) Create a one-stop index of stakeholder partners and their services related to student engagement in the community and host an annual networking opportunity to ensure cross agency awareness and collaboration
- c) Grow Summer Rose Program, internships, workshops, mentorships and summer research opportunities in partnership with PUSD, PCC, agencies such as Ideal Youth and business community. Offer credit/stipend incentives and service learning opportunities



## C. Students are Healthy—Physically, Mentally, and Socially

### Conditions for Learning:

The physical, mental, social, emotional, and basic needs of young people and their families are met.

### Findings:

Obesity in children is a serious issue for schools. Fewer than 55% of PUSD students meet the State's Physical Fitness Test (PFT) minimum requirements for body composition. Childhood obesity rates of 20.7% within City of Pasadena and 25.8% for Altadena rank in the third quartile for Los Angeles County (2012 Pasadena Quality of Life Index and LA County Public Health Department Report). Adult obesity rates are 19.4% for Pasadena and 20.4% for Altadena. As it is Statewide, access to basic assistance benefits continues to be a widespread problem with an estimated 38 to 45% of CalFresh (food stamp) eligible families in Pasadena/West Altadena not receiving benefits. Below is a snapshot of how students in PUSD are faring.

	PUSD	County	State
% of 9 <sup>th</sup> Grade Students Reporting Marijuana Use 1 or more days in past 30 days	14.3%	11.2%	11.4%
% of 7 <sup>th</sup> Grade Students reporting being bullied/harassed 4 or more times for any reason	18.5%	15.9%	16.8%
% of 9 <sup>th</sup> Grade Students reporting being bullied/harassed 4 or more times for any reason	12.0%	13.8%	14.5%
9 <sup>th</sup> Grade Students with High Levels of School Connectedness	35.2%	42.9%	43.2%
9 <sup>th</sup> Grade Students with Feelings of Depression	30.4%	30.7%	30.6%
% of PUSD 9 <sup>th</sup> Grade Students Not Meeting All Standards on Physical Fitness Test in 2012-13	68.0%	63.5%	66.4%
5 <sup>th</sup> Grade Students Who are at a Healthy Weight or Underweight	52.4%	48.6%	52.5%

### Indicators:

- 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 children, youth and families to good nutrition
- Increase in percent of families whose basic needs are met
- Decrease in incidence of bullying



*Pasadena City  
College Nursing  
Program*

<sup>4</sup> California Dept of Education, California Healthy Kids Survey (WestEd), [www.wested.org/chks](http://www.wested.org/chks)  
Data compiled using [www.KidsData.org](http://www.KidsData.org), a data tool of the Lucile Packard Foundation for Children's Health

### C. Students are Healthy—Physically, Mentally, and Socially (continued)

#### Strategies and Action Steps:

#### Strategy C.1: Align school, city and community resources for physical, mental, and social health to better support the range of student and family needs

##### Action Steps

- Re-establish mental health consortium to coordinate services in school and community settings in collaboration with Pasadena Public Health Department (PPHD)
- Coordinate resource and referral directories and websites into one that can be used community-wide for persons of all ages
- Work with area colleges and business community to expand training to teachers and practitioners, such as expanded physical fitness opportunities in and out of school and recruit staff/interns who specialize in kinesiology/physical education
- Reach out to and work with trained and qualified medical and health educators to provide standards based, accurate and comprehensive workshops on healthy relationships

#### Strategy C.2: Support increased access to and consumption of nutritious foods by students and families

##### Action Steps

- Develop a plan to implement farm to school strategies, including aligning food procurement practices with nutrition policies for school cafeterias to increase student consumption of healthy food, and increasing awareness of and support for school and community gardens
- Pilot expanding nutritious family dinners (similar to Villa-Parke) to after school programs sites where 80% or more of students are on free and reduced lunch
- Create a curriculum and campaign for the community on healthy eating and work with restaurants to offer healthy meal options on menus in collaboration with PPHD

#### Strategy C.3: Increase support for youth engagement and well-being

##### Action Steps

- Align efforts to create greater awareness to prevent bullying such as facilitating community-wide efforts linking with Youth Council and ASBs of PUSD, charter and private high schools
- Communicate and support outreach across agencies and community-wide for youth engagement and activities that bring young people together, such as arts, music, sports events, community service (see also D.3)
- Ensure that youth input and recommendations are disseminated widely across decision-making bodies



State of the Kids Youth Forum  
Partnership for Children Youth and Families  
October 2013

## D. We Live in Safe, Stable and Supportive Environments

### *Conditions for Learning:*

Parents and the community are engaged in the school which promotes a school climate that is safe, supportive, and respectful, and that connects students to the broader community and career opportunities that will lead to college and career readiness.

### *Findings:*

Participants of Result Team 6 made recommendations to improve communication, opportunities for parent and community engagement, monitoring programs for quality, and supporting parents to overcome barriers for meaningful involvement. These included economic hardship, language, childcare, transportation, and being able to take time from work to attend school activities.

		<b>% (Number)</b>
<b>College &amp; Career</b>	PUSD Students enrolled in College & Career Pathway, 2013	24% (1587)
	Graduation rate for seniors from PUSD Pathways in 2012-13	93%
	Total number PCC Students enrolled in Pathway Program	1,200
	Student new to Pasadena City College in Fall 2013 who were from Pasadena High Schools (Public and Private)	11%
<b>Employment</b>	Unemployment rate in City of Pasadena in 2010	5.2%
<b>Safety</b>	Incidence of Violence Reported on K-12 campuses	<1% (6)
	Crimes Involving Youth (13-24) that occurred between 3 - 6 pm	17% (377)
	% (and number) of Youth aged 13-17 years arrested for crimes	2% (177)
	% (and number) of 18 to 24 year olds arrested for crimes	11% (1412)

In 2013, PUSD restructured its Welcome Center and Communications Department to create a Family Resource Center, with expanded services in English and Spanish as well as customer service training. PUSD, City, Pasadena City College, Foothill Workforce Investment Board, PEF, Ideal Youth and other organizations began discussions regarding collaborating for career exploration, job experiences, and to prepare students to enter the workforce with 21<sup>st</sup> Century skills.

Result Team 4 made recommendations for improving the infrastructure to support safe routes to school, which were forwarded to the Transportation and Planning Departments. Recent efforts by the City focusing Safe Routes to School funding on driver enforcement, student education and public outreach, and work with the schools to establish drop off-zones and facilitate nearby traffic circulation will be reviewed. Other recent improvements include: the installation of in-roadway flashing lights, traffic signals near schools, enhanced crosswalk markings and signs, improved sidewalks and curb-ramps, and bulb outs at school crosswalks. Click [here](#) to view planning document. Additional long-term, sustainable change, however, is needed for road safety for pedestrians and bicyclists. Continuing infrastructure improvements in Pasadena and Altadena, to calm traffic around schools and to enhance safety for students to walk and bike to school is needed. Likewise, to help address lack of transportation issues and help achieve their meaningful participation in school and the community as well as to promote health, students need access to facilities that facilitate the owning and operating of a bicycle, as identified in the Draft Bicycle **Transportation** Plan, which calls for increased bicycle routes to schools.

**Indicators:**

- 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
- Families and students who report safe access to school

**Strategies and Action Steps:****Strategy D.1: Engage families in their children's education***Action Steps*

- a) Provide coordinated outreach and communication to parents/guardians on teacher-parent conferences, activities, and school governance opportunities, aligning resources and

*PUSD Family Resource Center*

training opportunities for translators and facilitators

- b) Identify, align and improve stakeholder/community engagement processes to avoid duplication of services and more opportunities to share information across agencies

- c) Provide coordinated outreach and communication for events to engage parents and community members, such as African American Parent Summit, PUSD Parent Engagement Plan

**Strategy D.2: Align workforce development strategies across the age spectrum to meet the 21<sup>st</sup> Century learning skills needed by Pasadena's key businesses***Action Steps*

- a) Develop shared vision, common goals, and guiding principles for working group of PUSD, City, Community College, Local Workforce Development agencies, business and industry to develop coherent system of career pathways and student support
- b) Evaluate the level of adult education services and expand adult education programs in the community to target needed skills clusters

*John Muir High School  
Solar Boat Team at Jet Propulsion Laboratory*

### Strategy D.3: Effectively and jointly use School/City/Community resources to create a safe, supportive and healthy environment

#### Action Steps

- Expand Joint Use opportunities so that school sites function as community schools after school hours - for recreational, youth and adult leisure, enrichment and educational activities
- Strengthen the Public Safety Pathway by aligning efforts with local public safety agencies
- Support, through cross agency communication, coordination, and outreach, the Result Team-generated pilot Youth Community Service Grant Program that both engages youth in taking leadership roles and encourages them to provide tangible community benefit
- Create “central clearinghouse” for events; events should be strategic, not just one-time activities and bring events to people where they are
- Effectively communicate to students and parents information regarding the public transit network in the City



*City of Pasadena After School Programs*

### Strategy D.4 Support infrastructure for safe routes to schools

#### Action Steps

- Implement bicycle lanes and when possible, protected bicycle lanes, that connect residential neighborhoods to schools
- Continue efforts to stripe high-visibility crosswalks around all schools, as well as other treatments that improve pedestrian safety, especially along streets with faster-moving traffic.
- Install permanent bicycle "fix-it" stations that include bicycle tools and a floor pump on each school campus
- Ensure that each school campus has sufficient safe and secure bicycle parking facilities
- Provide joint training opportunities for parent volunteers and school staff on traffic safety, particularly during high volume traffic times for school drop-off and pick-up
- Jointly seek out new funding resources for improving infrastructure



*The Flintridge Center Apprenticeship Preparation Program (APP) students visiting the Laborers Union training school for information on how to become a part of the Laborers Union. APP works to prepare students for careers in the construction industry*

#### **What are other cities doing?**

*Ctrl+ click on underlined to find out more*

[San Jose](#)  
[Nashville](#)  
[Portland](#)

#### **Some are building a cradle to career civic infrastructure:**

[www.StriveTogether.org](http://www.StriveTogether.org)

#### **Not all best practices are new, some started here:**

[Office for Creative Connections](#) and  
[SchoolsOut.org](http://SchoolsOut.org) (All Saints Church)

[Day One](#)  
[Young & Healthy](#)

PUSD Partners in Education (PIE) Advisory Board

## APPENDIX

**Table 10: 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
<b>STRATEGIES</b>			
<ol style="list-style-type: none"> <li>1. Develop a shared definition across agencies of school readiness according to Developmentally Appropriate Practices (DAP) and shared measurements</li> <li>2. Coordinate and align resources to develop early childhood practitioner excellence</li> <li>3. Connect families to support networks/services</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop support structures to direct volunteer and community resources.</li> <li>2. Create a system-wide approach to after school/out of school time services for children and youth and quality monitoring process</li> <li>3. Provide opportunities for youth to develop community involvement and workplace skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Align school, city and community resources for physical, mental, and social health to better support the range of student and family needs</li> <li>2. Support increased access to and consumption of nutritious foods by students and families</li> <li>3. Increase support for youth engagement and well-being</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage families in their children’s education</li> <li>2. Align workforce development strategies to meet the learning skills needed by businesses</li> <li>3. Effectively and jointly use School/City/Community resources</li> <li>4. Support infrastructure for safe routes to schools</li> </ol>
<b>INDICATORS</b>			
<ul style="list-style-type: none"> <li>• Children Attend Early Childhood Programs</li> <li>• Children are Ready for Kindergarten</li> <li>• Early Identification of Children with Special Needs</li> <li>• Effective Parenting for Learning</li> <li>• Families Connected to Support Networks/Services</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance, decreased suspension, truancy and dropout rates</li> <li>• Increase in students reporting feeling connect to the school</li> <li>• Increase in percent of students engaged in and contributing to community</li> <li>• Increased outside of school learning opportunities</li> <li>• Increased percent of students reporting relationship with caring adult</li> <li>• Increased college and career opportunities for youth</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percent of students demonstrating social and personal competencies</li> <li>• Increase percent of students demonstrating well-being on a range of health indices (e.g. immunizations, obesity, vision, hearing, asthma, STDs, pregnancy, substance abuse)</li> <li>• Increased access for students to good nutrition</li> <li>• Increase in percent of families whose basic needs are met</li> <li>• Decrease in incidence of bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Increased employment opportunities and employment rates</li> <li>• Increased adult education opportunities and participation</li> <li>• Families are actively involved in their children’s education through participation in school activities, committees, and parent-teacher conferences.</li> <li>• Increased families who rate their schools positively</li> <li>• Increased percent of residents with health insurance</li> <li>• Decreased neighborhood crime rates</li> </ul>

## Community Coalitions, Links, Resources

The following are only a handful of the groups and coalitions who have been participating in the development of the Work Plan and are aligning efforts\*

**The Partnership for Children, Youth and Families (PCYF)** is the Pasadena-based coalition of non-profit and public agencies consisting of nearly all the major local providers of child care, after school and summer academic assistance, enrichment, youth leadership, health and social services. In 1999, PCYF provided the overarching umbrella for communication and cooperation among these partners to launch the PasadenaLEARNs that eventually became operated by PUSD. Members of PCYF have participated in every Result Team and on overall Work Plan development.

**Invest in PUSD Kids (IIPK)** was instrumental in advocating for the community schools approach to supporting public schools and greater collective involvement towards improving them.

**Vision 20/20:** has a mission to stop violence by working with the highest risk, highest need and gang-impacted youth, young adults and families, with the goal of creating and implementing strategies that prevent and reduce community, gang and other forms of violence.

**District and Community Arts Team**, known as DAT-CAT, was first formed around 2005, and brings together teachers, artists and community arts organization representatives around a vision of “arts for all” and linking students to arts resources in their own community in ways that support and align their learning needs and goals.

\*Ctrl+click on links in **blue** to be taken to website

## LINKS TO DATA, INVENTORIES & RESEARCH

California Department of Education  
[www.cde.ca.gov](http://www.cde.ca.gov)

City of Pasadena Quality of Life Index and City of Pasadena 2012-13 Survival Guide  
<http://cityofpasadena.net>

Flintridge/Library database of nonprofits  
<http://ww2.cityofpasadena.net/library/Flintridge/>

[www.HealthyCity.org](http://www.HealthyCity.org)  
Statewide information

KidsData.org  
<http://www.kidsdata.org/>

Search Institute – 40 Developmental Assets  
<http://www.search-institute.org/research/developmental-assets>

Safe and Supportive Schools  
<http://californias3.wested.org/>

## OTHER MODELS & RESOURCES

Coalition for Community Schools  
<http://www.communityschools.org>

National League of Cities  
[CitiesSpeak.org](http://CitiesSpeak.org)

Magnolia Place  
<http://www.magnoliaplacela.org/>

LA Compact  
<http://www.lacompact.org/>

Pathways to Partnership (State Sen. Liu)  
<http://sd25.senate.ca.gov/education>

Strive – Every Child, Cradle to Career  
<http://www.strivetogether.org/>

Alignment Nashville  
<http://www.alignmentnashville.org/>

## List of Participants

*With apologies for any omissions, thank you to all those who facilitated, signed up, participated, hosted meetings, and helped in so many ways*

### **Result Team 1: Early Developmental Needs**

*Facilitators: Alyson Beecher, Blanca Siebels*

Linda Barker  
Toni Boucher  
Maureen Carlson  
Roberta Goldberg  
Patricia Guzman  
Colleen Hall-Johnson  
Nicki Harmon  
Ree Harris  
Carol Higa  
Cliff Marcussen  
Suzette Martinez  
Elyssa Nelson  
Kelly O'Connell  
Gerri Perry-Williams  
Fernando Serrano  
Pat Smith  
Willie & Ranza Trotter  
Lorna Washington

### **Result Team 2: Students Succeed Academically**

*Facilitators: Hilda Ramirez Horvath, Sharon Harvey*

Myra Booker  
Carolina Clark  
Stephanie Cosey  
Bill Creim  
Rosanna Del Rio  
Mo Hyman  
Maria N Jaime  
Neil Kleiman  
Lilia Hernandez  
Judy & Bill McKinley  
James Maloney  
Alvin Nash  
Sandy & Stan Nishikubo  
Jennifer Olson  
Jim Patterson  
Aida Rodriguez  
Timothy Sippel  
Susan Wood



*SKILLZ summer school students*

### **Result Team 3: Students Are Actively Involved in Learning and Community**

*Facilitators: Theresa Doran, William Syms*

Rozanne Adanto  
Mitch Aiken  
Sonya Amos  
Tim Bowles  
Jessica Bruno  
Amelia Chapman  
Kristy Clougherty  
Denise Collier  
Metta Dollar  
Darla Dyson  
Rachel Estrada  
Jesus Gonzalez  
Luis Gutierrez  
Coleen Hall Johnson  
Michael Anne Hallstrom  
Deanna Hanson  
Maria Jimenez  
Cynthia Macias  
Steve Miller  
Yuriko Montes  
Ellen Pais  
Rebecca Pratt  
Harlan Redmond  
Stephanie Retana  
Harlan Redmond  
Andrea Robles  
Marissa Robles  
Sandy Roberts  
Marisa Sarian  
Emma M. Sanchez  
David Seidel  
Tarek Shawky  
Michael Shanklin  
Sandra Siraganian  
Jennifer Sullivan  
Wynne D. Thompson  
Angela Uriu  
Darrell Walker

### **Result Team 4: Students are Healthy – Physically, Mentally, Socially**

*Facilitators: Susan Savitt Schwartz, Christy Zamani*

Tim Blatt  
Giselle Ceja  
Sue Clark  
Mary Donnelly-Crocker  
Bernadette Giglio  
Lili Herrera  
Julianne Hines  
Kevin James  
Melodie Knispodin  
Andrea Lombardy  
Sally Mansour  
Yvette McDowell  
Modesta Mendez  
Sandy Monroz  
Marilyn Myers  
Elyssa Nelson  
Angie O'Brien  
Kristin Perez  
Geraldine Perry Williams  
Ann Rector  
Paige Snider  
Janine Terzian  
Sheila Thornton  
Lisa Wilson  
Wesley Reutimann

### **Result Team 5: Students Live In Safe, Stable and Supportive Environments**

*Facilitators: Laura Diaz, Dawn O'Keeffe*

Judy Boehr  
Richard Corral  
Stella Franco-Allen  
Curt Gibson  
Tendaji Jamal  
Melodie Kruspodin  
Sandy Monroz  
Elizabeth Palomares  
Socorro Naranjo Rocha  
Tony Santilena  
Eric Sahakian  
Julianna Serrano  
Carmen Serrano  
James Smith  
William Syms  
Joyce Yeh



**Result Team 6: Families are Actively Involved in their Children's Education**

*Facilitators: Isabel Ramirez, Linda Machida*

Olivia Arreola  
Suzanne Berberian  
Phoebe Brauer  
Janrillynn Burke  
Kitty Cahalan  
Esmeralda Cerezo  
Denise Collier  
Roxana Daly  
Rosanna Del Rio  
Laura Diaz  
Karen Draine  
Joan Fauvre  
Lisa Fowler  
Rosalia Guzman  
Martha Jimenez  
Kim Kenne  
Gerald Kwon  
Janet Labberton  
Mayra Macedo-Nolan  
Roberta Martinez  
Mario Montorena  
Stella Murga  
Oliva Murillo  
Elizabeth Palomares  
Yuny Parada  
Angela Parris  
Elizabeth Pomeroy  
Christine Reeder  
Robin Reidy  
Socorro Rocha  
Susan Schwartz  
Mirsa Serrano  
Shirlee Smith  
Curtis Thomas  
Yoland Trevino  
Darrell Walker  
Christine Ward

**Result Team 7: Communities are Desirable Places to Live**

*Facilitators: Brian Biery Joan Palmer*

Connie Aguilar  
Roy Boulghourjian  
Jacques Bolton  
George Brumder  
Kitty Cahalan

Chris Chahinian  
Patrick Conyers  
Rosanna Del Rio  
Jarvis Emerson  
Jon Fuhrman  
Raphael Guillen  
Bill Huang  
Cheryl Hubbard  
Michael Kronsburg  
Melissa Odoki  
Lola Osborne  
Alma Stokes  
Diane Walker  
Horace Wormely

**Meeting Hosts & Organizations**

Armory Center for the Arts  
Boys & Girls Club  
City of Pasadena  
-Housing Office  
-La Casita del Arroyo  
-Jackie Robinson Center  
-La Pintoresca Teen Center  
-Villa Parke Community Ctr.  
College Access Plan  
Day One  
Flintridge Center  
Kidspace Museum  
Lake Ave Church  
Options  
Pacific Oaks College  
Jim & Dawn O'Keeffe  
Pasadena Unified  
-Burbank Early Childhood Center  
-PUSD Education Center  
-Blair School  
-John Muir High School  
-Pasadena High School  
-Rose City High School  
-Madison Family Center  
Young & Healthy

*Villa-Parke Boxing Program*

**Researchers and Technical Assistance**

*Facilitation Training*

Peggy Edwards  
Pam Ellis

*Magnolia Place*

Pat Bowie  
Lila Guirguis

*UCLA EDI*

Moira Inkelas  
Will Nicholas

*USC Research Team*

Carlos Cisneros  
Qian Lu  
Alisha Reppucci  
Angela Rodriguez  
Don Morgan, *Faculty Advisor*

*Randall Lewis Intern*

Jamie Murkey

*Special thanks to:*

Lisette Jabola  
Lisa Fowler  
Dee Suzuki  
Diane Orona  
Angela Parris  
Jaylene Mosely

*and all the staff and volunteers of the schools and offices of the Pasadena Unified School District, the City of Pasadena, Flintridge Center, Pasadena Educational Foundation, and the many other organizations who are helping to make collective, positive impact on the children and families of our community*



### **Contacts:**

Brian McDonald  
*Chief Academic Officer*  
Pasadena Unified School District  
[mcdonald.brian@pusd.us](mailto:mcdonald.brian@pusd.us)

Mercy Santoro  
*Director*  
Human Services & Recreation  
City of Pasadena  
[msantoro@cityofpasadena.net](mailto:msantoro@cityofpasadena.net)

Brian Biery  
*Director of Community Organizing*  
Flintridge Center  
[brian@flintridge.org](mailto:brian@flintridge.org)

Linda Machida  
*SCCWP Partnership Coordinator/  
PEF Grants Director*  
[lmachida@pasedfoundation.org](mailto:lmachida@pasedfoundation.org)

### **General Information**

**Pasadena Unified School District (PUSD)**  
[www.pusd.us](http://www.pusd.us)  
Tel: (626)396-3600

**City of Pasadena**  
[www.cityofpasadena.net](http://www.cityofpasadena.net)  
Human Services and Recreation Department  
Tel: (626)744-4386

**Flintridge Center**  
[www.flintridge.org](http://www.flintridge.org)  
Tel: (626) 449-0839

**Pasadena Educational Foundation (PEF)**  
[www.pasedfoundation.org](http://www.pasedfoundation.org)  
Tel: (626)396-3625

**School/City/Community Work Plan:**  
[www.pasadenacsp.org](http://www.pasadenacsp.org)  
Tel: (626)396-3600 ext. 88353

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*Pasadena City College Math Jam 2013*