



CONDITIONS FOR LEARNING	RESULTS	INDICATORS	STRATEGY	TIMELINE			IMPLEMENTED BY			
				Strategy	Immedi-	Short	Long	City	PUSD	Commu-
<p>Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and draw on developmentally appropriate practices.</p>	<p>Early Developmental Needs are Met for Infants and Children 0-5 Years</p>	<p>1) Early Childhood Practitioner Excellence</p>	<p>A) Assess current needs of Early Childhood education workforce (Childcare Director's Alliance)</p>	1A.	X			X	X	X
			<p>B) Provide training on 21st Century Learning Concepts for Early Childhood Educators</p>	1B.		X		X	X	X
			<p>C) Train Early Child Education Providers in the importance of educating the whole child, including social/emotional growth, literacy, science, technology, engineering, arts, math and movement.</p>	1C.	X			X	X	X
		<p>2) Effective Parenting</p>	<p>A) Increase awareness of prenatal education and access to services</p>	2A.		X		X	X	X
			<p>B) Provide early childhood education training for parents in the areas of developmentally appropriate cognitive and social/emotional development (Childcare Alliance)</p>	2B.		X		X	X	X
			<p>C) Provide parents with resources of age appropriate activities to support the transition from home to school (Childcare Director's Alliance)</p>	2C.	X			X	X	X
			<p>D) Increase opportunities for parents to engage in community-based family center-activities by creating a scholarship programing and offering low/no cost recreational classes and special events</p>	2D.			X	X	X	X
			<p>E) Expand and provide ongoing access to life skill workshops and classes for parents, grandparents and guardians (Policy on Children, Youth and Family)</p>	2E.		X		X	X	X
			<p>F) Help create and expand parenting networking groups through Healthy Start and other service providers</p>	2F.	X			X	X	X
		<p>3) Parents Read to Children</p>	<p>A) Provide early literacy training for parents of children in preschool in the families home language</p>	3A.		X		X	X	X
			<p>B) Enhance community-based programs by including more activities at community centers and special events that encourage reading together (Latino Family Literacy Project)</p>	3B.	X			X	X	X
			<p>C) Set standards for Early Childhood Educators to meet early literacy instructional standards</p>	3C.		X		X	X	X
		<p>4) Children Attend Early Childhood Programs</p>	<p>A) Inventory services for children birth to 5 years of age, including, family-based, center-based, mommy and me and tiny tot programs (Childcare Director's Alliance)</p>	4A.	X			X	X	X
			<p>B) Develop scholarship program for families to access services</p>	4B.			X	X	X	X
			<p>C) Provide additional community-based parenting education, workshops, seminars and parent groups in multiple languages</p>	4C.	X			X	X	X
			<p>D) Update Pasadena's 1994 Childcare Policy as part of the development of the 2014-15 Infant, Children, Youth and Family Master Plan</p>	4D.		X		X	X	X
		<p>5) Receptive Vocabulary Level (Words a Child Recognizes and Understands)</p>	<p>A) Define school readiness according to Developmentally Appropriate Practices (DAP) (Childcare Director's Alliance)</p>	5A.	X			X	X	X
			<p>B) Assess student readiness for entry Pre-Kindergarten and Kindergarten</p>	5B.	X			X	X	X
			<p>C) Develop system to track student progress (letter recognition, counting, telling picture stories, etc.)</p>	5C.		X				
			<p>D) Train Early Childhood Educators and parents on how to assess receptive vocabulary</p>	5D.		X				
<p>E) Develop monitoring system with Early Childhood Educators and School District's Intervention Ser-</p>	5E.				X					

Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
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(Continued)
Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and draw on developmentally appropriate practices.

Early Developmental Needs are Met for Infants and Children 0-5 Years

6) Families Connected to Support Networks / Services

- A) Inventory services & develop a community-wide system for resource & referral services that connects residents to providers (1994 Childcare Policy and Policy on Children, Youth and Family)
- B) Develop Community-based Family Center that connects to Healthy Start Centers and other service providers with resource and referral, case management, and counseling, health insurance and care (Washington Schools and Neighborhood Initiative)
- C) Provide Neighborhood supports, including resources so neighbors can assist neighbors
- D) Increase school and community-based engagement on Developmentally Appropriate Practices
- E) Develop a Community-wide communication strategy for programs/services in English and Spanish, including benefits of early childhood programs and how to locate services
- F) Use technology to increase awareness of services, assess needs and for quality assurance surveys/feedback (Policy on Children, Youth and Family)
- G) Cross train PUSD staff, practitioners and service providers and establish ways to keep service providers updated and engaged in resources and needs
- H) Realign key PUSD and City staff to serve as system navigators to enhance awareness of services community-wide and to build ongoing communication among service providers

6A.		X		X	X	X
6B.	X			X	X	X
6C.	X			X	X	X
6D.		X		X	X	X
6E.		X		X	X	X
6F.	X			X	X	X
6G.		X		X	X	X
6H.			X	X	X	X

7) Early Identification of Children with Special Needs

- A) Train Early Childhood Educators in early warning signs for developmental delays
- B) Train and provide Early Childhood Educators with strategies for working effectively with children with special needs (Childcare Director's Alliance)
- C) Ensure the Community-Wide Resource Directory includes services

7A.	X			X	X	X
7B.	X			X	X	X
7C.		X		X	X	X

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Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
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The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Students Succeed Academically

1) Graduates are Ready for College and Career

A) Develop an implementation strategy for the 2011 PUSD Graduate Profile
 B) Develop after school clubs including STEAM Club, Performing Arts and specialty camps and workshops to bring all children/youth in the community together in learning and recreation communities
 C) Develop Science, Technology, Engineering, Arts and Math (STEAM) focus for PUSD
 D) Collaborate with Business Community to expand learning opportunities through paid and unpaid internships, workshops, etc. (2012 Economic Development Strategy)
 E) Establish a STEAM Youth Board to review and interact with community projects to foster community engagement and career pathways
 F) Link pathways to paid summer employment and internship opportunities, such as Summer Rose, to further skill development and create a profile to capture skills acquired through the project based learning experience and incentivize students to do well in school
 G) Work with business leaders in the San Gabriel Valley to assess employees they will be recruiting for and skills needed for the next 5 to 10 years to inform and align PUSD curriculum and youth employment opportunities (2012 Economic Development Strategy)
 H) PUSD/City to publicly recognize businesses and teachers who engage in supporting STEAM and 21st Century Learning and students who excel in these programs

1A.	X			X	X	X
1B.		X		X	X	X
1C.		X		X	X	X
1D.		X		X	X	X
1E.	X			X	X	X
1F.	X			X	X	
1G.	X			X	X	X
1H.		X		X	X	X

2) Students Demonstrate Competencies via Multiple Modes (Multiple Intelligences)

A) Align after school and summer camp curriculums to demonstrate culturally-responsive curricula in and out of school that captures 21st Century Learning (Communication, Creativity, Collaboration) and Project Based Learning (engage students in working together in groups to solve real community/world problems and challenges) (2010 PUSD Strategic Plan)
 B) Provide Anti-bias training for educators and service providers who work with children/youth (help students affirm identify, understand differences, identify unfairness and respond to bias constructively)
 C) Develop violence prevention training for students, teachers, parents and practitioners that includes the Public Health concerns as violence as a disease and provides strategies for identifying behaviors associated with violence and align services to help families and students (Vision 20/20)
 D) Develop teacher and service provider training on teaching/leading to develop multiple modes of learning

2A.	X			X	X	X
2B.		X		X	X	X
2C.		X		X	X	X
2D.		X		X	X	X

3) Graduation rates

A) Develop a "Parent University" to educate parents on topics related to brain development to how to support their students academic success
 B) Regularly survey parents and youth on teacher and practitioner assessment and feedback on programs and services accessed and needed for quality assurance (2012 Parent Engagement Plan)
 C) Increase opportunities to develop job readiness skills through expansion of programs such as Ideal Youth
 D) Improve use of technology and communication so parents can access school assignments
 E) Improve community-based computer labs for families to support their student academically
 F) Pilot establishment of learning community's with area private schools for students to engage in project-based learning and peer-to-peer mentoring experiences and co-present project outcomes to parents and educators

3A.			X	X	X	X
3B.	X		X	X	X	X
3C.	X			X	X	X
3D.			X			
3E.		X		X	X	X
3F.			X			

Strategy	TIMELINE			IMPLEMENTED BY		
	Immediate	Short Term	Long Term	City	PUSD	Community

(Continued)
The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Students Succeed Academically

4) Dropout rates

- A) Develop a comprehensive plan to leverage mental health and support services to prevent drop outs and establish metrics to assess impact (2010 Drop Out Task Force)
- B) Partner with other organizations and the City to enhance Community-Based Drop-Out Recovery Center and Supportive Services (2010 Drop Out Taskforce)
- C) Forge more effective partnerships between PUSD, Pasadena City College, Pacific Oaks and other institutions to eliminate barriers and access to high quality postsecondary options

4A.	X			X	X	X
4B.		X		X	X	X
4C.		X				

5) Teacher / Practitioner Excellence

- A) Revise evaluations for teachers, administrators, principals and practitioners to support work plan
- B) Provide teacher, administrator, and practitioner training and coaching for Project-Based Assessment and performance-based assessment
- C) Provide coaching support for all teachers
- D) Professional development and coaching for teacher and practitioner collaboration
- E) Provide coaching support to teachers / practitioners for Special Populations

5A.		X		X	X	X
5B.		X		X	X	X
5C.		X		X	X	X
5D.		X		X	X	X
5E.		X		X	X	X

6) Increase Enrollment in Signature Programs (Pathways, etc.)

- A) Merge existing youth recognition programs to honor accomplishments of all youth annually
- B) PUSD and City will work with 2012 Economic Development Task Force and explore the use of surplus school sites for incubation of businesses compatible with learning priorities (8th Guiding Principle)
- C) PUSD and City to develop a regional corporate sponsorship program to increase paid summer employment opportunities
- D) City to more actively participate in Pathways Program by aligning the Summer Rose Program with Project Based Learning Experiences and internship and employment opportunities
- E) Improve communication and joint marketing to increase awareness of signature programs
- F) Expand signature programs to all middle schools

6A.			X	X	X	X
6B.		X		X	X	X
6C.		X		X	X	X
6D.	X			X	X	X
6E.	X					
6F.			X			

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CONDITIONS FOR LEARNING	RESULTS	INDICATORS	STRATEGY	TIMELINE			IMPLEMENTED BY			
				Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
<p>Students are motivated and engaged in learning—both in school and in community settings, during and after school.</p>	<p>1) Attendance/ Suspension/ Truancy Rates</p>		A) Address before school care services for elementary school students (2012 Needs Assessment)	1A.	X			X	X	X
			B) Develop communication strategy with parents on the importance of school attendance, including implementing early interventions with students, parents and guardians through Behavior Responsive Tiered Interventions (BRTI) (tiered interventions are based on chronicity of behavior, which increase/decrease based on student needs) (PUSD Student Services Initiative)	1B.	X			X	X	X
			a. Expand interventions to community-based settings	1Ba		X		X	X	X
			C) Upon implementation of the work plan, develop metrics to regularly monitor student attendance district-wide	1C.	X			X	X	X
			D) Assess gaps in transportation to and from school at the school site level, and develop recommendations to address gaps	1D.	X			X	X	X
			E) Incentivize summer internship and youth employment programs to be based on school attendance and grades	1E.	X			X	X	X
			F) Develop hotline for reporting truancy's for business's and community members, and develop a marketing strategy	1F.		X		X	X	X
			G) Expand credit recovery programs such as Skillz to serve more youth in the summer months	1G.		X		X	X	X
			H) Expand efforts of Student Attendance Review Board (SARB is made of law enforcement and community members) to include alternatives to suspensions such as restorative justice programs for youth offenders within the community, and mandated skill building programs such as community-based counseling	1H.			X	X	X	X
			<p>2) Students Reporting Feeling Connected to the School</p>		A) PUSD and the City will administer 40 Development Asset Survey during 9th grade transition year to assess for external and internal assets of youth and develop necessary interventions to improve youth resiliency (consider partnering with private schools)	2A.		X		X
	B) PUSD will assess level of students in Tier 1 of the Behavior Tiered Response Interventions to assess effectiveness in engaging students in constructive activities within the school setting	2B.			X			X	X	X
	C) Track and assess level of student involvement in after school enrichment activities at the school site level and combine data with participation rates with the City and other service providers	2C.			X			X	X	X
	<p>3) Percent of Students Engaged in and Contributing to Community</p>		A) Inventory and assess youth programs available after school and make recommendations to address gaps in services via the 2014-15 Infant, Children, Youth and Family Master Planning Initiative	3A.		X		X	X	X
			B) Host frequent youth live votes (forum of 20 or more teens using audience response technology) on interests, issues and needs to direct services and resources and publish results	3B.	X			X	X	X
			C) Require service learning hours for all Middle and High School Students as part of graduation and set expectations for learning outcomes and skill development	3C.			X	X	X	X
			D) Engage students in after school leadership activities and volunteerism within the community	3D.		X		X	X	X
			E) Work with the San Gabriel Valley Regional Center and other service providers to better align volunteer opportunities with volunteers	3E.		X		X	X	X
			F) Working with the Youth Council, Day-One, Asset Network and Public and Private Schools, develop youth focused special events to bring all young people together around art, music, and sports hosted on both public and private school campuses	3F.	X			X	X	X
			G) Increase recreational/educational workshops and activities on weekends Citywide for teens to engage in constructive, safe and well supervised programs that bring youth from all backgrounds together	3G.		X		X	X	X
			H) Increase community service opportunities within the City and partnering agencies by improved cross-agency coordination and marketing of experiences	3H.	X			X	X	X
			I) Engage local business and corporations to participate in the mentoring program and to offer volunteer experiences for students exploring careers (2012 Economic Development Strategy)	3I.		X		XX	X	X

**(Continued)
Students are motivated and engaged in learning—both in school and in community settings, during and after school.**

Students Are Actively Involved in Learning and the Community

4) Increase Outside of School Learning Opportunities

- A) Emphasize project-based learning activities within all service sectors and provide training and support for service providers to implement (21st Century Learning Framework)
- B) Engage parents in providing support for homework
- C) Provide training to after school and other service providers on supporting homework and literacy
- D) Increase recognition programs for youth who demonstrate engagement in civic leadership
- E) Develop a cross-agency marketing strategy outside learning opportunities for youth
 - a) Use technology to ensure young people and their families remain informed of a wide range of activities available throughout the community

4A.		X		X	X	X
4B.	X	X		X	X	X
4C.	X			X	X	X
4D.		X		X	X	X
4E.		X		X	X	X
4Ea	X			X	X	X

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Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
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1) Percent of Students Demonstrating Social and Personal Competencies

1) Under the leadership of the Youth Council, develop a youth electronic data base that connects youth to needed services (Youth Council Initiative)
 A) Expand mental health services within the community for youth and their families impacted by violence (2012 Quality of Life Index)
 B) Develop and expand community-based teen clubs for male and females to foster skill development and promote positive self identity
 a) develop an outreach campaign that pools the programs together
 C) Align efforts with medical and health practitioners to provide workshops on healthy relationships and other topics requested by youth
 D) Develop a school and community-based peer mediation program to help youth resolve conflict in positive and constructive ways (PUSD Student Services Initiative)

1.		X		X	X	X
1A.	X			X	X	X
1B.		X		X	X	X
1Ba		X		X	X	X
1C.		X		X	X	X
1D.			X	X	X	X

2) Percent of students demonstrating well-being on a range of health indices (e.g., immunizations, obesity, vision, hearing, asthma, STDs, pregnancy, substance abuse)*

A) Working with areas colleges and the business community, expand training to teachers/practitioners to support expanded physical fitness opportunities in and out of school (2012 Quality of Life Index)
 B) Work with Neighborhood Connections, the Police Department and neighbors to encourage walking and biking to schools and provide necessary education and improvements to help promote being outdoors and active
 C) Survey teens regularly for understanding awareness of services and programs available
 D) Implement Center for Disease Control (CDC) guidelines for physical fitness in after school activities community-wide (2012 Quality of Life Index)
 E) Provide low and no cost fitness programs for adults within school, community center and park settings (2012 Needs Assessment)
 F) Increase opportunities community wide for parent and children to recreate together, such as moving summer recreational swim to the evenings during summer months
 G) Provide bullying education and training to teachers, parents children and youth
 H) Recruit staff/interns who specialize in Kinesiology/ Physical Education to provide curriculum for after school and summer programs
 I) Increase youth-to-youth educational opportunities within the community on the impact of drugs, STD's, pregnancy and substance abuse prevention with professionals heading up discussions
 J) Reinstate the PUSD mental health collaborative to better align school and community mental health services and ensure the services can be accessed by the underinsured as well as those with no insurance
 a) Develop a multi cultural campaign to promote services, reduce barriers and stigmatism associated with mental illness
 K) Assess impact and address reduction in school nurses in the 2013-14 school year through the exploration of public/private partnerships and alternative funding
 L) Work to further public/private partnerships in school and community settings to address underinsured or no insured needs of PUSD students for dental and health care as identified in the (2012 Quality of Life Index and 2011 Washington Schools Neighborhood Initiatives)

2A.	X			X	X	X
2B.	X			X	X	X
2C.	X			X	X	X
2D.		X		X	X	X
2E.	X			X	X	X
2F.	X			X	X	X
2G.			X	X	X	X
2H.		X		X	X	X
2I.			X	X	X	X
2J.	X			X	X	X
2Ja		X		X	X	X
2K.	X			X	X	X
2L.			X	X	X	X

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

Students Are Healthy Physically, Socially, and Emotionally

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(Continued)
The basic physical, social, emotional, and economic needs of young people and their families are met.

Students Are Healthy Physically, Socially, and Emotionally

3) Students have Access to Good Nutrition

- A) Review Policy on types of food sold by vendors in City parks and work with vendors to develop a policy for healthier food options (2012 Quality of Life Index)
- B) Create a healthy snack policy in conjunction with youth sports organizations who practice and play games on school and city fields.
- C) Pilot expanding family dinners (similar to Villa-Parke) to after school program sites where 80% or more of the students are on free and reduced lunch
- D) Create a curriculum and campaign for the community on healthy eating and work with restaurants to offer healthy meal options on menus
- E) Expand and support school and community gardens in food deserts within Northwest Pasadena to increase access to high quality foods and offer educational classes on good nutrition
- F) Explore adding cafes within Community Centers to provide high quality food within Northwest Pasadena food deserts and which incorporate employment training for those looking for careers in the hospitality sector
- G) Work with PUSD food services to offer healthier meal options on menus

3A.		X		X	X	X
3B.			X	X	X	X
3C.		X		X	X	X
3D.			X	X	X	X
3E.	X			X	X	X
3F.			X	X	X	X
3G.	X			X	X	X

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

Students Live and Learn In Stable And Supportive Environments

1) Percent of families whose basic needs are met*

A) Work with City Commissions and the Youth Council in turning data from the 2012 Human Services, Housing and Recreation Needs Assessment into actionable indicators around issues related to the need for childcare services, bullying, community violence, and improving communication on services so that the work of the commissions are in part aligned to the results within the work plan
 B) Regularly survey Healthy Start families to determine if basic needs are met
 C) Regularly survey teens to determine if basic needs are met
 D) Expand focus of Neighborhood Connections to connect residents to resource and referral services and provide training to neighborhood associations on how to access information to support neighbors

1A.	X			X	X	X
1B.	X			X	X	X
1C.	X			X	X	X
1D.	X			X	X	X

2) Percent of Students Reporting Relationship with Caring Adults

A) PUSD and the City will administer 40 Development Asset Survey during 9th grade transition year to assess for external and internal assets of youth and develop necessary interventions to improve youth resiliency (consider including private schools)
 a) Improve intervention strategies based on reported assets
 B) Work with youth service providers to brand youth as assets and focus on positive stories about youth
 C) Provide asset development training to educators and practitioners working with children, youth and families (Asset Network)
 D) Align resources to build the capacity of the Flintridge Centers Youth of Promise and Pasadena Mentoring Partners to recruit mentors, and provide comprehensive training to ensure quality outcomes, to partner with high risk youth (Vision 20/20)

2A.		X		X	X	X
2Aa			X	X	X	X
2B.			X	X	X	X
2C.			X	X	X	X
2D.	X					

3) Incidence of Bullying

A) Track and report instances of bullying community-wide, and in both public and private schools
 B) Develop community-wide campaign to bring awareness to bullying and it's different forms from cyber bullying, gang intimidation, to bullying experienced by Lesbian, Gay, Transgender and Questioning Youth
 C) Consider community-wide mandatory reporting of bullying and acts of intimidation, similar to that mandated by the State Board of Education for educators, to extend to service providers and professionals
 D) Provide training to teachers, parents and children/youth service providers on reporting and identifying signs of being bullied and bullying through a train-the-trainer model to ensure the program is sustained and is further developed (2012 Needs Assessment)
 E) Build on existing restorative justice programs to include perpetrators of bullying to correct behavior, including mandatory anger management and other skill building courses
 F) Provide a wide range of supportive services to victims of bullying and their families to include counseling, resource and referral services, case management and identify activities to engage the young person

3A.		X		X	X	X
3B.			X	X	X	X
3C.			X	X	X	X
3D.		X		X	X	X
3E.			X	X	X	X
3F.			X	X	X	X

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Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
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**(Continued)
There is mutual respect and effective collaboration among parents, families, and school staff.**

Families Are Actively Involved in Children's Education

1) Percent of Families who Report Involvement with Children's Education

- A) Implement the 2012 Engaged Parent Profile created by PUSD Parents
- B) Retool Neighborhood Connections to help engage neighbors in their neighborhood school
- C) Pilot Kindergarten festivals at Madison and Jefferson Elementary Schools to promote health and school readiness and provide workshops on helping students prepare for school
 - a) Expand festivals district-wide
- D) Develop joint marketing and communication programs with key stakeholder groups to advance 21st century education as a key to future employability
- E) Regularly survey parents through the PUSD's Welcome Center, Families in Transition, and Healthy Start on their involvement in school and barriers
- F) Provide educational workshops to parents at the start of each school year on curricula, testing requirements and academic skills to be mastered, partnered with supportive services to assist their students
- G) Train parents on how to support school volunteer reading programs with their home language to support their student and read to others in the classroom at the elementary school level
 - a) Develop a train-the-trainer program for parent groups so more parents can be engaged
- H) Train parent volunteers so they are more able to assist teachers
 - a) Encourage a family member to volunteer in the their students classroom
- I) Regularly review parent feedback on quality assurance related to their interaction with school administrators, teachers, and service providers to ensure continuous improvement and to direct training opportunities
- J) Build on existing programs to provide parents with needed resources to support their students and understand important developmental issues that might impact their education

1A.	X			X	X	X
1B.	X			X	X	X
1C.		X		X	X	X
1Ca	X			X	X	X
1D.	X			X	X	X
1E.		X		X	X	X
1F.		X		X	X	X
1G.			X	X	X	X
1Ga		X		X	X	X
1H		X		X	X	X
1I.	X			X	X	X
1J.		X		X	X	X

2) Percent of families who participate in parent teacher conferences*

- A) Provide advanced outreach and communication to parents/guardians/grandparents to encourage attendance to parent teacher conferences and provide translation assistance
- B) Work with community partners in providing child care services for parents attending conference

2A.	X			X	X	X
2B.	X			X	X	X

3) Percent of families who report positive interactions with school*

- A) Conduct annual children and youth awards banquet to acknowledge improvements, leadership, volunteerism, etc.
- B) Provide recreational and educational opportunities for the family at school sites after school and during break for families to come together

3A.		X		X	X	X
3B.	X			X	X	X

4) Percent of teachers who report positive interaction with families*

- A) Host joint parent and staff trainings on developing Healthy Partnerships on communication, collaboration, decision making and academic achievement
- B) Develop tracking system for school administrators and teachers to track parent/guardian concerns and identify ways to improve training and policy enhancements as well as improvements in communication and report back to parents/guardians concerns and plans for corrective action
- C) Host parent/principal partnership workshop to further communication and improve communication and create a more inviting culture where everyone feels valued and they belong

4A.		X		X	X	X
4B.		X		X	X	X
4C.		X		X	X	X

CONDITIONS FOR LEARNING	RESULTS	INDICATORS	STRATEGY	Strategy	TIMELINE			IMPLEMENTED BY		
					Immediate	Short Term	Long Term	City	PUSD	Community
<p>The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.</p>	<p>Communities Are Desirable Places to Live</p>	<p>1) Employment/ Employability Rates</p>	<p>A) Align work force development strategies to meet the skills needed of Pasadena’s key business clusters (2012 Economic Strategic Plan) B) Partner with the Foothill Workforce Investment Board to offer specialized technical training for adults in STEAM to prepare them jobs and integrate human services to address needs of the whole person and family that might serve as barriers to employment C) Survey families on childcare needs as they relate to barriers to employment and develop action plan</p>	1A.		X		X	X	X
				1B.	X			X	X	X
				1C.		X		X	X	X
		<p>2) Rate of Participation in Adult Education Programs</p>	<p>A) Evaluate level of Adult Education Services and expand adult education programs offered in the community to target needed skills B) Provide classes for adults after school that teach 21st Century Learning Skills to help them advance in their career and assist their students in learning C) Retool computer labs to house up-to-date technology and offer online courses and well as instructional classes and cross-agency market the range of similar services to improve access and avoid duplica-</p>	2A.		X		X	X	X
				2B.		X		X	X	X
2C.					X	X	X	X		
<p>3) Rate of Participation at School Events</p>	<p>A) Increase opportunities on school campuses to come together for special events, educational workshops, fitness and enrichment activities B) Expand Joint Use opportunities so that school sites function as community schools after school hours</p>	3A.	X			X	X	X		
		3B.	X			X	X	X		
<p>4) Percent of Residents with Health Insurance</p>	<p>A) Support the efforts of and further collaboration with the Pasadena Healthcare Consortium in partnership with local healthcare providers to improve access to health care for Pasadena’s low-income, uninsured and underserved populations (2012 Quality of Life Index) B) Increase awareness through cross agency advertising of Pasadena Healthcare Link to provide healthcare resource and referrals to decrease emergency room visits (2012 Quality of Life Index) C) Expand health fairs at existing community events to provide access to information as well as no and low cost health screenings</p>	4A.	X			X	X	X		
		4B.	X			X	X	X		
		4C.	X			X	X	X		
<p>5) Neighborhood Crime Rates</p>	<p>A) Expand role of Neighborhood Connections to collaborate with the Police Department in offering educational programs and developing neighborhood improvement plans for residents / neighbors and an annual neighborhood summit to promote leadership and awareness of resources a) Increase the amount of neighbors involved in Neighborhood Associations and work to promote greater awareness of the Safe Streets NOW Program B) Expand recreational opportunities during the summer months such as Parks after Dark in Partnership with the Pasadena Police Department and LA County Department of Parks to include special events, information fares and family-centered activities C) Invest and support expansion of the Villa-Parke Boxing and Fitness Facility Capital Campaign to provide mentorship and youth diversion activities for youth after school (City of Pasadena CIP) D) Work in collaboration with community partners in carrying out the Robinson Park Community Center Renovation Project, which will update the facility to one that features state-of-the art recreational and educational spaces E) Improve the MUIR HS multiple purpose field to include athletic field lights and restrooms to expand safe practice space for youth sports organizations F) PUSD and City to partner in programming the jointly funded and operated Washington and McKinley Gyms to increase access to safe places to recreate and bring neighbors and the community together</p>	5A.		X		X	X	X		
		5Aa.	X			X	X	X		
		5B.	X			X	X	X		
		5C.			X	X	X	X		
		5D.			X	X	X	X		
		5E.	X			X	X	X		
		5F.		X		X	X	X		

Strategy
Immediate
Short Term
Long Term
City
PUSD
Community

**(Continued)
The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.**

Communities Are Desirable Places to Live

6) System-Wide Approach to Service Delivery

- A) Improve information sharing and communication by coordinating efforts, including a joint editorial board, re-launching the school/city website, and featuring information in publications such as In Focus
 - a) explore publishing a joint recreation and service guide
- B) Phase in the work plan governance structure to include oversight by ad hoc jointly appointed by the School Board and City Council to oversee the work of the Result Work Teams, with each team to be assigned a School or City staff, and community member to serve as facilitator, with groups to be made up of City and School staff along with community stakeholder responsible for refining strategies and monitoring (Washington Schools Neighborhood Initiative)
 - a) Result Team Work Group leadership are to meet a minimum of 2 times during the first year of implementation
 - b) Develop an annual joint scorecard to measure accomplishments of plan and areas where more work is needed
 - c) After the first year of implementation, recommend a more formal governance structure that reports to the School Board and City Council
- C) Review jointly staffing Commissions to ensure alignment of efforts to meet work plan goals
- D) Jointly seek funding for key projects in the work plan such as youth employment, science innovation centers, STEAM programs and human service and healthy start services
- E) In 2014-15, the School Board and City Council will appoint a Steering Committee develop an Infant, Children, Youth and Family Master Plan that will provide for a long-range focus on achieving shared results and accountability for growing a family-centered community

Strategy	Immediate	Short Term	Long Term	City	PUSD	Community
6A.	X			X	X	X
6Aa		X		X	X	X
6B.	X			X	X	X
6Ba	X			X	X	X
6Bb	X			X	X	X
6Bc		X		X	X	X
6C.			X	X	X	X
6D.	X			X	X	X
6E.		X		X	X	X

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