



School/City Work Plan

MEETING NOTES



All Children Are Ready to Enter School (1)

Vision 20/20

Flintridge Center

January 8, 2013

Attendance:

Upon Enrollment:

- Parent should have to answer a questionnaire as to the awareness of (basic) parenting
- Skills required to start, fortify, and advance in education (i.e. learning abilities audio, visual, tactile, attention span, motivation, “wholesome living” at home “parents behavior” critical to motivation, pre-teaching ABC reading etc. & understanding of self emotional development
- Personal need, what is dysfunction
- How to connect to & keep a relationship with their child parenting skill 1st

Stakeholders

January 16, 2013

Wright Auditorium, Central Library

Attendance: 44

LAUP is committed to expanding access to quality pre-school, to advance the goal of reading children for kindergarten.

Parents

January 17, 2013

Flintridge Center

Attendance: 21

NO NOTES/COMMENTS

Teens

January 26, 2013

La Pintoresca Teen Education Center

Attendance: 55

NO NOTES/COMMENTS



Students Succeed Academically (2)

Vision 20/20

Flintridge Center

January 8, 2013

Attendance:

- Creative ways for student learning – modeling teachers who inspire students to achieve
- Public/Private collaboration in teaching strategies to multiple learning styles
- Revise indicators to address college readiness and proficiency for all students
- Training for teachers/students for learning to learn

Stakeholders

January 16, 2013

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1. College Camps for JPL (then pick for hire)
2. Performing Arts School
3. Concern about emphasis on plan/inventory/ assess vs. DO!
4. STEAM is emphasized, is this to the exclusion of other subjects?
5. COLLEGE-GOING / CAREER TRACK CULTURE (3.B)
6. Explicate role of nonprofits in addition to City and PUSD-owned programs

Add to Indicator 4: increasing information / outreach / appeal for attending after-school and summer programs

Promote strong programs, weed out weaker ones as outcome of inventory “increase quality” implies level of overall mediocrity

Parents

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- 7) New indicator: Parent Education* & Support
 - Coordination of intervention servicesIntervention services localized to the specific school site & culture

Students Succeed Academically (2) continued

Parents continued:

8) New indicator: Closing achievement gap of specific student subgroups

*Pair parent education opportunities with not just child care but tutoring/ homework assistance for kids

5) Teacher/ Practitioner Excellence

- replace C & E with: Provide coaching on how to differentiate across curriculum for all student groups
add:

- Incorporate student and parent assessment of teachers

2) add: Align Language Immersion curriculum with EL strategies

Teens

January 26, 2013

La Pintoresca Teen Education Center

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- We think that numbers 3 and 4 directly affect students because it is a huge problem that we see.
 - Improving vocational skill in schools will help students to feel more ready for their futures (college or not.)

- Differentiate electives
 - makes students more interested in school
 - connect back to vocational

- How would we get this done (strategy)
 - Let the youth voice be heard
 - Important people need to know what we want
- Is the timeframe for each appropriate?
 - We think facet 1C should be moved to “immediate” even though it may be difficult, it is important. As well as #4, 6B
- There is no Pathway @ Marshall.
Why not?

Students Succeed Academically (2) continued

Teens continued:

- Huge difference betwn reg. β AP classes.
 - This should be changed.
-



Students are Actively Involved in Learning and the Community (3)

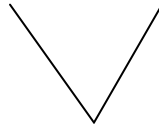
Vision 20/20

Flintridge Center

January 8, 2013

Attendance:

- Community Service Learning (credit for volunteer & community project time w/ nonprofits & businesses)
- Formalize mandatory community service hours
 - make it positive not a penalty
 - offer to graduating 6th graders
 - middle school freshman “meaningful volunteerism” fair city-wide



- ❖ minimum # of months identifying contract to allow time for relationship building
ex. 3 months with JPL
 - ❖ require organizations taking on students to update student resumes
identifying skills gained
- Adopt a school program
-

Students are Actively Involved in Learning and the Community (3) continued

Stakeholders

January 16, 2013

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Attendance: 44

- Financial + insurance literacy communications (FARMER'S)
- Mentoring, role modeling
- Human rights education-audio visuals
- competitions on human rights campaigns
- Convey career opportunities
- possibility thinking
- Internships

possibilities in careers

- JPL Tutoring offers
- Systemic symptoms of bureaucracy gets in way of community offers of help
- get out of the way

- Caltech students mentoring Washington Middle School Science Fair
- College Career Pathways Program
- Tap into existing programs within PUSD to combine efforts
- H.S. M.S. or Element School?
 - choose which one?
- Age appropriate mentoring?
- Metrics? Impact?
- How do we ensure program continuation?
- Need to institutionalize programs

Systematic approach-manuals, audio/visual aids to memorialize implementation of any action

Items for continuity of work

- archives, websites...
- best practices recorded
- Technology handouts –

ex: every kid w/ a tablet \$\$\$?

- change nature of how instruction is delivered
- more tech infrastructure
- LAN, WAN

more donations?

Students are Actively Involved in Learning and the Community (3) continued

Parents

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#1-Need to better define + clarify strategies, i.e. RLT (not just name, but what it means) (1)

#1-Involve community in truancy efforts "Community hotline" (has some responsibility for result)

#2-Transportation ↔ needs (to access programs) would help with need for more clubs and activities after school

#2-Importance of having supports like childcare to attend meetings (PTA, activities)

#2-Leadership opportunities during school for students at the schools-identify what is needed- problem solving opportunities at their own school.

#3-Service learning for MS & HS-creating real opportunities for student-not just volunteering for x hours (shape own opportunities)

-Expand Northwest Ambassadors throughout Pas



#5-Increase opportunities for community members to engage with schools + with children

- Offer opportunities to community members @ school sites

Partner schools w/

- senior centers / living groups

Strategies-utilize

"The Village" + "Senior Center"

Teens

January 26, 2013

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- Inform people about available programs & how to become involved.
- Motivation
 - Enthusiastic Staff (teachers, counselors)
 - offer extra credit /food

Students are Actively Involved in Learning and the Community (3) continued

Teens continued:

- Involvement?
 - Social Media (Twitter, Facebook, etc)
 - ★ Go out to the Schools themselves (Assemblies, advisory, classes)
 - Parent involvement (understanding stress of school, motivating & encouraging their students)

 - Participation
 - transportation
 - offer community service/extra credit
 - workshops (affordable/free)
 - ★

Wider class choices

 (related to future career/interests)
 - Flexibility
 - Tutoring Services

 - Community
 - District Fairs/events
 - District employees visit schools to inform students
 - Volunteer programs that will help our careers
-



Students are Healthy, Physically, Socially and Emotionally Engaged (4)

Vision 20/20
Flintridge Center
January 8, 2013
Attendance:

- Annual in-service training on multiple intelligence and learning styles & mental health
- Education around mental health issues and resources for families (taboos)
- More hands-on experiences around cultural awareness & diversity

Stakeholders
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Indicator #2 Under "indicator"-Nursing services listed BUT under "strategy" only P.E./activity discussed

Confusing

Indicator #7-What is elem absent from strategies?

- ★ Add #4 Alignment of Mental Health Services
 - already existing Consortium on Campuses for the past 12 years
 - A. Hathaway / Sycamores
 - B. 5 Acres
 - C. Foothill Family Services
 - D. Pacific Clinic
 - E. D'Veal

Lack of liaison/ communication

Sp Ed Assessments and placements need improvement

Students are Healthy, Physically, Socially and Emotionally Engaged (4) continued

Parents

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NO NOTES/COMMENTS

Teens

January 26, 2013

La Pintoresca Teen Education Center

Attendance: 45

more sports – more activities
paying for sports – equality in sports.
healthier lunch options
give & get. fresh veggies

- When you're involved, you know more people.
↑ Integration with school activities

healthier food

- pizza?
- chilli cheese?
- let me see you cook it.
- engaging your audience

- more teen centers

-after school program

-social media
-visiting campus
-rallies-freestuff
-youth sponsored events.

more psychologigist

get us in the fun way, team there.

networking / field trip
rallies / give aways
social media.

- can but why not.
- through youth programs & teen centers



PASADENA

Students Live and Learn in Stable and Supportive Environments (5)

Vision 20/20
Flintridge Center
January 8, 2013
Attendance:

NO NOTES/COMMENTS

Stakeholders
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Identify & address

- Other forms of interpersonal violence present on schools (number 3-or add #4)

2) Adult to student ratio in middle school, specific increase in counselors. (Review Drop out Nation documentary which pinpoints the 3 indicators in middle that translates to 75% drop out rate amongst students who have just 1 of the 3 indicators in middle school.) Target our intervention.

2) Administer 41 Dev. Assets Survey to middle schoolers (6th or 7th)...9th grade seems late. Middle school is KEY transitional time and needs clear, sustainable intervention strategies.

Parents
January 17, 2013
Flintridge Center
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NO NOTES/COMMENTS

Students Live and Learn in Stable and Supportive Environments (5) continued

Teens

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- Improve support given to bullying victims
- Safer way of transportation=security on the bus system
- Scholarship Access
- Don't feel as accepted in our community-work out a forum on Business and student tutor/relationship

Students

- Start a support group/afterschool program
 - School & offers counseling or therapy
 - Better staff support/training
 - School functions on awareness
 - Higher punishment when it comes to bullying
 - Informing parents/hold meetings for parents / 1 on1 w/parents
-



Families are involved in Children's Education (6)

Vision 20/20

Flintridge Center

January 8, 2013

Attendance:

- Use multi-cultural lens
 - "cultural competency"
 - Language, values, resources
- Recognize social capital of family values
- Equip parents to continue education at home
- WIC Program start convo re: school education
- Use parents' skills as assets "strength-based" approach
- Dual-approach to programming
 - parent ed. compliments student ed.
- Types of presentations don't resonate
 - create a more "inviting" culture
 - make parents feel valued, respected "safe place"
 - phone trees – identify parent, leaders/ambassadors
 - child care, sensitive to work schedule
 - church/religious institution
- have a developmental approach
 - short-term accountability
 - "task force" "advisory of parents"

Stakeholders

January 16, 2013

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1) Communication + Outreach

(Stella Murga, PYC.)

2) Personal contact with families

3). Yes

- Workshops for parents
- Translation on the information
 - get more parents involve in school activities.

Families are involved in Children's Education (6) continued

Parents

January 17, 2013

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1. Comunicación Efectiva. En La ciudad, el Distrito. Y Las Escuelas.

-comunicación interna entre estas instituciones

Si En estos puntos funciona todo estos puntos se reflejan en los padres.

2. Que haya apoyo para la educación de los padres en como apoyar a sus hijos

Comunicación efectiva entre la ciudad, el distrito y las escuelas

- Que los empleados que les llegue la información la distribuyan inmediatamente a los diferentes departamentos, la información tiene que ser anunciada con anticipación
Si esto funciona podremos ver más participación de Padres
- Derechos y responsabilidades de los padres (Talleres)
- Talleres de cómo entender el sistema de educación
- Hacer sentir bienvenidos a los Padres y respetarlos y hacerlos sentir que son parte de...
- Traducción excelente los padres merecen respeto.
- Protocolo de preocupaciones (Talleres)
- Talleres sobre educación temprana
- Talleres sobre educación especial que abarque todas las necesidades
- Talleres informativos desde el pre-kinder sobre las universidades

Teens

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effects:

- ★ instills motivation & confidence
- ★ creates good environment to excel

improvements: New Strategies

- ★ parent teacher meetings throughout year (once a month)
 - ★ meetings to be bilingual

Families are involved in Children's Education (6) continued

Teens continued:

- ★ Start college counseling earlier
- ★ More school spirit to encourage family involvement
- ★ family-oriented events (family picnic).

IMPROVEMENTS: CURRENT STRATEGIES

- ★ Stress importance of school participation 4
- ★ More connection b/w teachers & parents (emails)
- ★ School events (parent meetings) work w/ parents' schedules (~7 or ~8 pm) (coffee provided)
- ★ Encourage teachers to motivate student w/ EC.

STUDENT LEADERS

- ★ Reaching out to parents and younger children.
 - ★ Encouraging students to be more involved in school clubs, sports, etc.
-



Communities are Desirable Places to Live (7)

Vision 20/20

Flintridge Center

January 8, 2013

Attendance:

1. Employment

Survey local businesses to determine what their future needs are. Require the schools to reintroduce classes that teach these skills.

-commitment to hire from local schools

Volunteer opportunities to mentor students (seniors, male & female adults)

2. Adult Education

Resources for adults to further their education.

Better access to these resources & enhanced marketing efforts.

Communities are a desirable place to live.

3. School Events

Improve communication w/ families (language barriers, better methods of getting information out beyond phone system & internet)

4. Insurance

Undocumented individuals are able to seek health providers without a lot of red tape

5. Neighborhood Crime Rates

How do we encourage youth to participate in the programs provided by the Police Department?

Communities are Desirable Places to Live (7) continued

Stakeholders

January 16, 2013

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Indicator #2 – Needs more specificity on what kinds of adult education should exist
There needs to be an explicit strategy for teaching English to the parents of PUSD students.
National Night Out-type activities more than once a year: ongoing

Parents

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(image problem)

Issues at play:

- Families feel they “have to” go private and resent it

Chamber of Commerce and local papers are largely unsupportive of public schools- somehow get Outlook/papers to dedicate a page to PUSD schools.

- Aging or no-child families aren’t engaged in schools or motivated to do so
- Local institutions (Caltech, etc) aren’t engaged in schools, or participation is fragmented

Suggestions:

-8th Guiding Principle!

- City program/incentive in Old Town-one day all businesses donate 1% to PEF...families of schools go do their shopping on that day. Unites City Identity w/ PUSD identity. Businesses encouraged to put I give to PEF in window for one week or month or...?
- Businesses that participated in talks for this plan start visibility campaign w/ “I give to...” in business, on website, etc... or “I support...”
- Restaurant night for whole city. Some walking food tour, in Old Town or general night out when all restaurants donate small percentage; restaurants proud to have I support PEF in window.

Student volunteers from PCC Art Center, higher ed at Public Schools. How can PUSD get Fed. \$ to offer work-study to college students? For example, San Raf library has Art Center work study doing projects there → why not in schools? → as teacher aid
science aid
phys ed aid...

Communities are Desirable Places to Live (7) continued

Teens

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- reduce crime rate (less violence)
 - gun regulations
- make high schools more competitive (better education)

- more funding to community college
 - bigger class size
 - registration comes first for Pasadena residents
-

OTHER QUESTIONS ASKED:

Clergy Coalition

January 9, 2013

Lake Avenue Church

Attendance: 45

- Suggestion that Work Plan wording/language be more reflective of PUSD Strategic Plan, which many had participated in.
- There is parent engagement strategy but no implementation (explanation that it is an item to be developed further)
- Question regarding what is governance structure?
- Will there be support for church-based preK?
- There are churches providing tutoring, fitness and other programs. Interest in finding space and opportunities for joint training.
- For churches like Lake Ave. that are providing extensive tutoring, access to PUSD textbooks on line has been continuing issue. Can they get access somehow?
- Would like to see "trust" inserted as a value.

Stakeholders

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1. In what other cities has this type of process been successful, i.e. City/school work plans? And what evidence do they have of their success?
2. Are there goals developed per school, or just for the general plan overall?
3. How will mental health organizations be involved in the development and implementation of the plan? What is the role of the Pasadena Mental Health Consortium?
4. What are the next steps in this conversation? Especially for early childhood education?
5. How does this plan fit into arts/music/entertainment education, particularly with relation to the Rose Parade?
6. How can small business incubation be included in this system?
7. How will community involvement be operationalized (from JPL)?
8. How will this system be institutionalized so that it will be sustained over time?
9. How will communication take place in order to keep the public updated? Via a specific web site or the PUSD or City?
10. What is the mechanism by which the business community will be involved in this process?
11. What is the true result of the plan, i.e. what does it really propose to do? In the categories of health, safety, education, economics, etc.?

OTHER QUESTIONS continued:

Parents

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1. What do the stars mean?
2. Can the definition be added to all of the pages?
3. Should nutrition be under the health insurance indicator, or are these separate indicators?
4. What is the governance of the plan in order to insure implementation?
5. Who is inventorying services in order to make sure that goals are being met? Who is evaluating progress?
6. Where in the plan is the information or awareness-raising around college, junior college, financial aid for college, etc.?
7. How do we better coordinate services in our community? And how do we align service delivery so as to improve student achievement?
8. What is a 'community school' and how is it structured? How do we set up the coordination of a community school?
9. What needs to happen on a school campus so that you would return there in the evening? What types of programs would attract you?
10. Do all indicators and strategies for implementation have thresholds and baselines?

Teens

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Questions/Answers/Notes:

1. Who is your favorite super hero
 - Superman, he's the logical choice because he can do anything (Mercy comments about accountability)
2. What changes would you like to see at your school
 - Not having the middle school at a 6-12 school, not the best environment for the younger students
 - More classes that are seen as applicable to real-life, called it "taxes not trig"
 - Better food - someone says "we don't even know what it is" or something like that
 - Better bathrooms - someone says "you should write a grant for that"
3. How would you feel about opportunities to work with businesses or places like JPL?
 - Would make them (teens) more empowered, motivated, feel like people cared about them
 - Would help them work toward having responsibility
 - Something they can get behind

OTHER QUESTIONS continued:

Teens continued:

4. Do you know where you can go to get help at your school?

- only a handful of hands raised

5. Concerns about work plan:

- "time crunch" - juniors and seniors won't really see impact, in the future it will take effect

- want to see it work well, not just be another plan on shelf

- important part is about parents, reaching them and getting them involved

- having city and schools working together is important, particularly since they haven't worked well together in the past