

**PASADENA UNIFIED SCHOOL DISTRICT
MAGNET SCHOOL ASSISTANCE PROGRAM (MSAP) ANNUAL PLAN
2018-19**

Department	Magnet School Assistance Program
DEPARTMENT STATEMENT OF PURPOSE <i>Insert statement describing what your Division does and its purpose</i>	The Magnet Schools Assistance Program serves to support the establishment, development, and implementation of magnet schools to attract and retain students while increasing student achievement through rigorous, innovative theme-integrated curricula.
DEPARTMENT THEORY OF ACTION (TOA) <i>Your TOA provides a road map for what needs to happen and what Division needs to do to achieve desired outcome(s) for students. Can be an IF...AND...THEN statement.</i>	<p>IF, we hire and retain highly qualified staff to provide specialized teacher training and implementation support for magnet schools,</p> <p>AND we invest in development and documentation of curriculum and professional development for implementation of theme-integrated standards-aligned instruction,</p> <p>AND we adequately resource magnet programs with specialized materials and equipment,</p> <p>AND we implement policies that enable all students to have equitable access to specialized programs,</p> <p>AND we educate the community on the benefits of magnet programs on student achievement,</p> <p>THEN principals will be able to provide high quality magnet programs wherein teachers increase the quality and quantity of thematic instruction to increase and diversify student enrollment and increase academic achievement.</p>
DEPARTMENT ORGANIZATIONAL CHART	<p><i>See Organizational Chart on Page 10.</i></p> <p>District Office: Shannon Mumolo, Coordinator 1.0 FTE (reports to Chief of Academics) Sylvia Gonzalez, Program Assistant 0.5 FTE (reports to Shannon Mumolo) Trudell Skinner, Coordinator 0.15 FTE (Reports to Erik Sahakian, Student Support Programs)</p> <p>Altadena Elementary (reports to site principal): Regina Major, TOSA 1- Magnet Coordinator, 1.0 FTE Victoria Camargo, TOSA 1- Curriculum Specialist, 1.0 FTE Dana Hill, Resource Teacher- RTI, 1.0 FTE</p>

	<p>Amy Marmol, TOSA 1- Magnet Technology, 0.6 FTE</p> <p>Washington Middle (reports to site principal): Jason Trapp, TOSA 1- Spanish DLIP, 1.0 FTE Reyna Haro, TOSA 1- Spanish DLIP, 1.0 FTE Ivan Harris, Resource Teacher- RTI, 0.5 FTE Cynthia Abbott, Teacher-Middle School- 0.2 FTE</p> <p>Muir High (reports to site principal): Richard Rosa, TOSA 1- Magnet Coordinator, 1.0 FTE Alejandra Diaz, COSA 2- Counselor on Special Assignment, 1.0 FTE Rosa Cruz, Resource Teacher- RTI, 1.0 FTE Micah Williams-Brodi- Counselor- 0.5 FTE</p>
DEPARTMENT CONTACT	Shannon Mumolo, Coordinator
TELEPHONE/E-MAIL	(626)396-3600 ext. 88122

LIST OF SERVICES	<p><i>Please provide list of basic, ongoing services your Department currently provides.</i></p> <ul style="list-style-type: none"> ● Assistance to principals in the creation and implementation of the School’s Magnet Schools Program. ● Support for public relations and the recruitment of students at the three new or significantly revised magnet schools: Washington Middle for STEAM/Spanish Dual Language, Altadena Elementary for Arts, Muir High for Early College. ● Management of teacher training and curriculum development for implementation of the magnet theme at the magnet school. ● Budget oversight support for procurement of magnet supplies. ● Communication with the Program Officer from the U.S. Department of Education’s Office of Innovation and Improvement and Office of Civil Rights, including performance reporting twice annually. ● Data analysis of academic and desegregation information including grant evaluation in collaboration with the grant-funded evaluator. ● Coordination of magnet Steering Committee meetings.
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1. Department Goals (Outcomes) 2018-19 (B)	Metrics (C)	Targets (D)
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<p><i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i></p>	<p><i>How will you measure impact?</i></p>	<p><i>Include baseline level, if available</i></p>
<p>By Norm Day of each project year, magnet schools will reduce the isolation of Hispanic/Latino students, Black/African American students, and socioeconomically disadvantaged students.</p>	<p>Norm Day enrollment data</p>	<p>Altadena: Black/African American students- 23% Socioeconomically disadvantaged students- 72% Washington: Hispanic/Latino students -85% Socioeconomically disadvantaged students- 77% Muir: Hispanic/Latino students- 71% Black/African American students-22% Socioeconomically disadvantaged students- 71%</p>
<p>By the end of each project year (September 30), at least 15% (2018-2019) of all core academic subject units will meet district and project quality criteria.</p>	<p>Peer reviews using a unit quality rubric</p>	<p>15%</p>
<p>By the end of each project year, all students at magnet schools will receive magnet theme instruction coordinated with or including systemic reforms.</p>	<p>Evaluator provided dosage guide including discrete (separate) magnet classes plus integrated course hours</p>	<p>3 hours/week</p>
<p>By the end of each project year, the percentage of all students scoring at level 3 (Met Standard) or 4 (Exceeded Standard) on the English Language Arts and Mathematics Smarter Balanced Assessment will increase, when compared with the previous year.</p>	<p>CAASPP performance, schoolwide and by subgroup</p>	<p>Increase from previous year (Baseline available 10/30/18)</p>

2018-19 MSAP ANNUAL PLAN

<p>By the end of each project year, each magnet school will increase its Distance From Level 3 score (DF3) in English Language Arts and mathematics, when compared to the previous year.</p> <p>By the end of each project year, John Muir High school will increase its graduation rate when compared to the previous year.</p>		
<p>By the end of each project year, at John Muir High School, teachers will receive at least 25 hours (year 1) and 50 hours (years 2-5) of professional development (e.g., workshops, courses, coaching) directly related to the improvement of curriculum and instruction including the development and implementation of the systemic reforms listed in the school improvement plan.</p>	<p>Average number of teacher professional development hours</p>	<p>50 hours- Magnet theme 50 hours- Behavioral RTI 50 hours- All other systemic reforms</p>
<p>By the end each project year, for John Muir High School, magnet school classes will reflect their grade's enrollment for each racial/ethnic group by ± 15 percentage points.</p>	<p>Course student enrollment</p>	<p>70%</p>
<p>By the end project years 2 through 5, magnet schools will have a decrease (compared with the previous year) in the suspension rate.</p>	<p>Suspension rate</p>	<p>Decrease from previous year (Baseline available 10/30/18)</p>
<p>By the end each project years 2-5, at magnet schools there will be an increase (compared with the previous year) in the numbers of parents who participated in school activities.</p>	<p>School event parent attendance records</p>	<p>5% from previous year (Baseline available 10/30/18)</p>

<p>2. Department Actions for 2018-19(E) <i>What will we do in 18-19 to achieve our goals and meet our targets?</i></p>	<p><i>Will this take additional resources to do in 18-19?</i> Yes/No</p>
<p>Develop and implement a comprehensive marketing and recruitment plan that increases awareness and support for the new program and attracts students within and across the PUSD boundary. Create recruitment and marketing plans that include target audiences, effective messages, marketing tools, responsibilities, etc.</p>	<p>Yes, the U.S. Department of Education awarded funding for the explicit purpose of implementing these department actions and all of those listed below.</p>
<p>Conduct coordinated community outreach, branding and marketing with key partners (partner organizations in the community: Pasadena Educational Foundation, Pasadena Educational Network, the cities of Pasadena, Altadena and Sierra Madre, Pasadena Chamber of Commerce, Pasadena-Foothill Association of Realtors, libraries, community centers, farmers’ markets, popular street fairs and festivals, etc.)</p>	
<p>Complete branding and disseminate information about new magnet programs.</p>	
<p>Create a welcoming environment at the magnet site and create multiple opportunities to get prospective families to visit the school in person.</p>	
<p>Develop and implement theme-based elective units of study over the course of the 5-year program (Altadena Arts, Washington Dual Language/Rigor in STEAM, Muir Early College)</p>	<p>Instructional Coaches (Resources Teachers) are critical to this process and are not MSAP-funded.</p>
<p>Collaborate with evaluators for unit quality assessment.</p>	
<p>Finalize and implement MSAP training schedule in collaboration with Project Director, Principal, and CIPD Director. Begin MSAP training and coordinate training logistics.</p>	

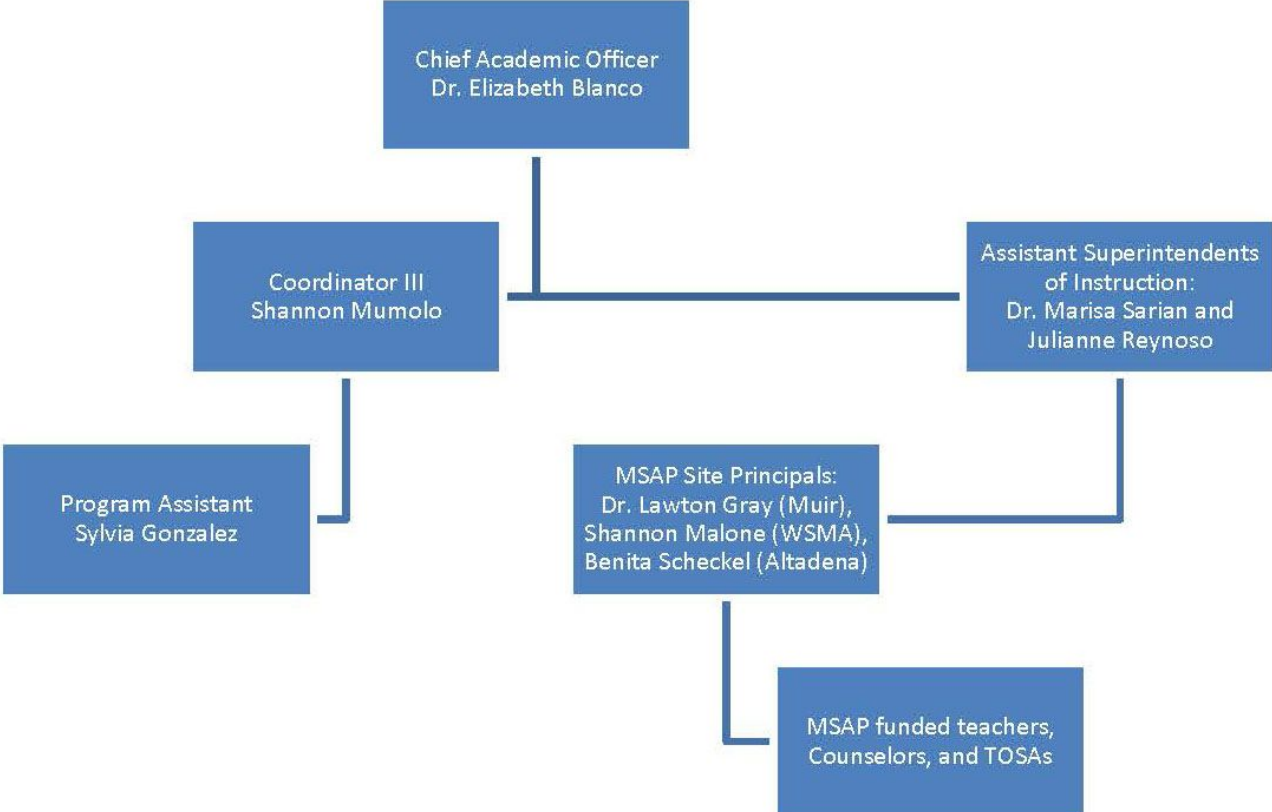
<p>Outfit rooms with materials and technologies and materials that promote visual and kinesthetic learning and thematic integration.</p>	
<p>Identify and develop partnerships that enhance the thematic programs at each site.</p>	
<p>Get quotes to purchase and install supplies and equipment including furniture, kiosk computer stations and simultaneous translation equipment.</p>	
<p>Train staff in Family Resource Center in customer service, culturally responsive service, and knowledge of specific information to be disseminated to families.</p>	
<p>Integration of services and more effective interdepartmental communications among PUSD’s Office of Enrollment and other relevant departments will support better communication with current and prospective families and outreach about school options.</p>	<p>Community assistants and liaisons are critical to this work. Those positions are not MSAP-funded.</p>
<p>Implement Behavioral Response to Intervention Schoolwide. Implement Positive Support Plans for identified students. Provide coaching and training in positive behavior interventions and supports.</p>	<p>The RTI Teacher is partially MSAP-funded at Washington. A commitment of funds for the additional 0.5 FTE is critical.</p>
<p>Present Memorandum regarding best practices for socioeconomic integration to Board and community members.</p>	
<p>Partner with an Equity Assistance Center and SES consultants to provide PD in the areas of equity and access.</p>	
<p>Develop, beta-test, and implement a weighted lottery system that serves as an equitable and viable way to best achieve our socioeconomic diversity goals for recruitment and enrollment.</p>	

Schedule and conduct Steering Committee meetings. The Steering Committee will meet at least five times per year during all five project years. Magnet Coordinators join School Site Councils.	
Collaborate with Evaluators to monitor progress toward performance measures.	
Provide site guidance for the grant and monitor progress towards full and effective implementation of each magnet school and associated component: Project implementation, Progress toward outcomes, Budget monitoring.	

ALIGNMENT TO LCAP GOALS, ACTIONS, OUTCOMES & TARGETS 2018-20

<p>Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners (ELs), Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.</p>		
<p>Action 1.5 Provide enrichment, differentiation, and signature programs to support student engagement and college and career readiness</p>		
<p>2018-19 ACTIONS & SERVICES With (Budget Location and estimated number of FTE funded by LCFF Supplemental & Concentration funds)</p>		
#	LCAP Action/Service Description	LCAP Outcomes & Targets
1.5	Offer Signature Programs – Magnet schools, International Baccalaureate (IB), and dual language immersion programs designed to provide specialized, unique, theme-based programs to increase student engagement, socioeconomic integration, and academic achievement (by resource and site). 3 FTE IB teachers at Blair. 1 FTE IB Coordinator at Willard Elementary. Other IB Program expenditures.	Expected outcomes and targets specific to individual Magnet Schools for: Goal 1: All applicable indicators Goal 3, Indicator 3.7 School Connectedness Goal 4, Indicator 4.1 Parent Involvement

MSAP ORGANIZATIONAL CHART 2018-19



Division Chief	(All)
Fund	01.0
Resource	(Multiple Items)
SiteType	Department
DivisionGroup	Academics
Location	(All)
Department Head	(All)

Row Labels	2016-17 Actuals	2017-18 Second Interim	2017-18 Unaudited Actuals	2018-19 Adopted Budget	Variance 18-19 Budget to 17-18 Actual
108 - Academics	223,114	746,183	310,001	540,552	230,551
58131.0 - Magnet School Assistance Prog	223,114	45,924	31,155	0	(31,155)
Certificated Salaries	81,954	26,752	22,035	0	(22,035)
Classified Salaries	42,194	0	0	0	0
Employee Benefits	41,103	9,210	7,926	0	(7,926)
Materials and Supplies	7,446	2,357	541	0	(541)
Contracted Services	50,418	7,605	652	0	(652)
Capital Outlay	0	0	0	0	0
58131.1 - MSAP	0	700,259	278,847	540,552	261,705
Certificated Salaries	0	133,005	71,691	118,692	47,001
Classified Salaries	0	50,453	8,289	19,912	11,623
Employee Benefits	0	87,168	30,225	56,023	25,798
Materials and Supplies	0	15,579	3,919	2,500	(1,419)
Contracted Services	0	394,054	164,722	313,425	148,703
Capital Outlay	0	20,000	0	30,000	30,000
112 - PARENT INVOLVEMENT	0	0	0	0	0
58131.0 - Magnet School Assistance Prog	0	0	0	0	0
Classified Salaries	0	0	0	0	0
Grand Total	223,114	746,183	310,001	540,552	230,551