

**PASADENA UNIFIED SCHOOL DISTRICT  
DEPARTMENT PLAN  
COVER SHEET 19-20**

*Fill in the boxes below, feel free to expand to additional page:*

<b>DEPARTMENT</b>	Magnet School Assistance Program
<b>DEPARTMENT STATEMENT OF PURPOSE</b>  <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.
<b>DEPARTMENT THEORY OF ACTION (TOA)</b>  <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>
<b>DEPARTMENT ORGANIZATIONAL CHART</b>	<p><i>Please attach an organizational chart that depicts your current Division, Departments, reporting structure, including staff members, titles, position numbers, and FTE.</i></p> <p><b>District Office:</b> Shannon Mumolo, Coordinator 1.0 FTE David Rennie, Data Facilitator 0.4 FTE</p> <p><b>Altadena Elementary:</b></p>

	<p>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  Ryan Maker, Hourly Project Aide</p> <p><b>Washington Middle:</b>  Jason Trapp, TOSA 1- Spanish DLIP, 1.0 FTE  Reyna Uka, TOSA 1- Spanish DLIP, 1.0 FTE  Byanka Haro-Banuelos, TOSA 1- Spanish DLIP, 1.0 FTE  Ivan Harris, Resource Teacher- RTI, 0.8 FTE  Cynthia Abbott, Teacher-Middle School- 0.2 FTE  Roxanne Duboucheron, Teacher-Middle School- 0.2 FTE  Maricela Borough, Community Assistant- 0.5 FTE  Esther Guzman, Hourly Project Aide</p> <p><b>Muir High:</b>  Richard Rosa, TOSA 1- Magnet Coordinator, 1.0 FTE  Gretchen Pinto, 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>
<b>DEPARTMENT BUDGET</b>	\$5,174,512
<b>DEPARTMENT CONTACT</b>	Shannon Mumolo, Coordinator
<b>TELEPHONE/E-MAIL</b>	(626)396-3600 ext. 88122 mumolo.shannon@pusd.us

1. Return to Dr. Stammer By Oct.7, 2019 2. Add to DLN folder Department Plans 19-20

**PASADENA UNIFIED SCHOOL DISTRICT**

**DEPARTMENT ANNUAL PLANNING FORM**

*Fill in the boxes below:*

<b>DEPARTMENT NAME:</b>	Magnet School Assistance Program
<b>DEPARTMENT STATEMENT OF PURPOSE (A):</b>	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.
<b>LIST OF SERVICES</b>	<p><i>Please provide a list of basic, ongoing services your Department currently provides.</i></p> <ul style="list-style-type: none"> <li>● Assistance to principals in the creation and implementation of current federally funded magnet programs at Altadena Arts Magnet, Washington STEAM Multilingual Academy, and John Muir High School Early College Magnet.</li> <li>● Direct support for public relations and marketing for new magnet schools.</li> <li>● Management of teacher training and curriculum development for implementation of the magnet theme at the magnet school.</li> <li>● Budget oversight and initiation of all MSAP-funded purchase requisitions and personnel requisitions.</li> <li>● Communication with the Program Officer from the U.S. Department of Education and the Office of Civil Rights, including performance reporting twice annually.</li> <li>● Collection and/or monitoring of magnet enrollment and achievement data. Maintenance of all grant documentation</li> <li>● Collaboration with the external grant evaluator including participation in annual surveys, three site visits per year, and the creation and submission of documentation to demonstrate progress toward MSAP grant goals.</li> <li>● Coordination of magnet Steering Committee meetings.</li> </ul>
<b>DEPARTMENT THEORY OF ACTION:</b>	<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</p>

	<p>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>
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The following is a template for Department staff to think about linking together who they serve, desired outcomes, services/strategies/actions they take, and how they know if desired outcomes are being achieved.

<b>1. Department Goals (Outcomes) 2019-20 (B)</b> <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i>	<b>Metrics (C)</b> <i>How will you measure impact?</i>	<b>Targets (D)</b> <i>Include baseline level, if available</i>
MSAP-funded schools will increase the number of tour attendees in 2019-20, compared to the previous year 2018-19.	The number of MSAP school tour attendees (adults) as recorded on sign-in sheets for 2019-20, including attendees to special event tours organized by MSAP staff (e.g. Discovery Day).	395
By the end of the school year, MSAP schools will create or update/revise an average of 20 theme-integrated units per site.	The average number of units created per school in 2019-20.	20
Between October 1st, 2019 and June 30th, 2020 teachers at new MSAP schools will receive at least an average of 35 hours of professional development (e.g., workshops, courses, coaching) directly related to the improvement of curriculum and instruction including the	Average number of teacher magnet-themed professional development hours between October 1st, 2019 and June 30th,	35

development and implementation of the magnet theme.	2020 as recorded on sign-in sheets/ timesheets/calendar invites	
Every other week, the MSAP data facilitator will provide detailed chronic absenteeism reports to each MSAP site so that they may follow up with students who are chronically absent to determine root causes and plan solutions	The average number of attendance reports provided to each school in 2019-20	16

<b>2. Department Actions for 2019-20(E)</b> <i>What will we do in 19-20 to achieve our goals and meet our targets?</i>	<i>Will this take additional resources to do in 20-21? Yes/No</i>
<p>Magnet School Promotion</p> <ul style="list-style-type: none"> <li>● 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. Include target audiences, effective messages, marketing tools, responsibilities, etc.</li> <li>● Conduct coordinated community outreach, branding and marketing with key partners (partner organizations in the community).</li> </ul>	Yes, the U.S. Department of Education awarded MSAP funding for this purpose.
Coordinate and implement theme-based training including support for thematic unit development for teachers at MSAP schools.	Yes, the U.S. Department of Education awarded MSAP funding for this purpose.
Provide chronic absenteeism data to principals and Response to Intervention teachers at each MSAP site on a frequent and consistent basis.	The RTI Teacher is partially MSAP-funded at Washington. A commitment of funds for the additional 0.2

	FTE is critical. RTI teachers at Muir and Altadena are 100% MSAP funded.
Collaborate with Evaluators to monitor progress toward performance measures.	Yes, the U.S. Department of Education awarded MSAP funding for this purpose.
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.	Yes, the U.S. Department of Education awarded MSAP funding for this purpose.

**Return to Dr. Stammer by Oct. 7**