

**PASADENA UNIFIED SCHOOL DISTRICT
MAGNET DEPARTMENT PLAN
2020 - 2021 ANNUAL PLAN**

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

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>Please attach an organizational chart that depicts your current Division, Departments, reporting structure, including staff members, titles, position numbers, and FTE.</i></p> <p>District Office: Shannon Mumolo, Coordinator 1.0 FTE David Rennie, Data Facilitator 0.4 FTE</p>

	<p>Program Assistant (Vacant) 0.5 FTE</p> <p>Altadena Elementary: 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 Computer Learning Specialist (Vacant) 0.75FTE</p> <p>Washington Middle: 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- 0.25 FTE Esther Guzman, Hourly Project Aide AVID Tutors, Hourly (3)</p> <p>Muir High: Gretchen Pinto, TOSA 1- Magnet Coordinator, 1.0 FTE Alejandra Diaz, COSA 2- Counselor on Special Assignment, 1.0 FTE Micah Williams-Brodi- Counselor- 1.0 FTE Student Assistants, Hourly Early College Support (2)</p>
DEPARTMENT BUDGET	\$ 2,644,045 (MSAP Grant Year 3 Award)
DEPARTMENT CONTACT	Shannon Mumolo, Coordinator Signature Programs
TELEPHONE/E-MAIL	(626)396-3600 ext. 88122 mumolo.shannon@pusd.us

- 1. Return to David Rennie By Oct. 5, 2020 2. Add to DLN folder Department Plans 2020 - 2021**

**PASADENA UNIFIED SCHOOL DISTRICT
DEPARTMENT ANNUAL PLANNING FORM**

Fill in the boxes below:

DEPARTMENT NAME:	Magnet School Assistance Program
DEPARTMENT STATEMENT OF PURPOSE (A):	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.
LIST OF SERVICES	<ul style="list-style-type: none"> ● 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. ● Direct support for public relations and marketing for new magnet schools. ● Management of teacher training and curriculum development for implementation of the magnet theme at the magnet school. ● Budget oversight and initiation of all MSAP-funded purchase requisitions and personnel requisitions. ● Communication with the Program Officer from the U.S. Department of Education and the Office of Civil Rights, including performance reporting twice annually. ● Collection and/or monitoring of magnet enrollment and achievement data. Maintenance of all grant documentation ● 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. ● Coordination of magnet Steering Committee meetings.
DEPARTMENT THEORY OF ACTION:	<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>

	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.
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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.

1. Department Goals (Outcomes) 2020-21 (B) <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i>	Metrics (C) <i>How will you measure impact?</i>	Targets (D) <i>Include baseline level, if available</i>
MSAP-funded schools will increase the number of tour attendees in 2020-21, compared to the previous year 2019-20.	The number of MSAP school tour attendees as recorded on sign-in sheets for 2020-21, including attendees to special event tours, shadow days organized by MSAP staff (e.g. Discovery Day). *(Doesn't include district 8th grade shadow day event for hs).	727 Q1: 22 Q2: 305 (T 327) Q3: 250 (T 577) Q4: 149 (T 726)
By the end of the school year, MSAP schools will create or update/revise an average of 20 theme-integrated units per site (in Google Docs or in Canvas)	The average number of units created per school in 2020-21.	20
Between July 1st, 2020 and June 30th, 2021 teachers at new MSAP schools will receive at least an average of 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the improvement of curriculum and instruction including the development and implementation of the magnet theme.	Average number of teacher magnet-themed professional development hours between July1st, 2020 and June 30th, 2021 as recorded on sign-in sheets/	50

	timesheets/calendar invites	
Each month, the MSAP Project Director will follow up with sites to review absenteeism data and support to address chronically absent students.	Documented support to address chronic absenteeism for each MSAP site, monthly. (1 per month during	10

2. Department Actions for 2020-21(E) <i>What will we do in 20-21 to achieve our goals and meet our targets?</i>	<i>Will this take additional resources to do in 21-22?</i> <i>Yes/No</i>
<p>Magnet School Promotion</p> <ul style="list-style-type: none"> • 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. • Conduct coordinated community outreach, branding and marketing with key partners (partner organizations in the community). 	<p>Yes, the U.S. Department of Education awarded MSAP funding for this purpose.</p>
<p>Coordinate and implement theme-based training including support for thematic unit development for teachers at MSAP schools.</p>	<p>Yes, the U.S. Department of Education awarded MSAP funding for this purpose.</p>
<p>Provide chronic absenteeism data to principals and Response to Intervention teachers at each MSAP site on a frequent and consistent basis. Include attendance on the MSAP meeting agenda once per month to review absenteeism data and discuss supports to address chronically absent students.</p>	<p>RTI Teacher positions are fully or partially MSAP-funded at each site. Note: for 2020-21, the counselor is supporting these duties since the position is vacant.</p>

<p>Collaborate with Evaluators to monitor progress toward performance measures.</p>	<p>Yes, the U.S. Department of Education awarded MSAP funding for this purpose.</p>
<p>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.</p>	<p>Yes, the U.S. Department of Education awarded MSAP funding for this purpose.</p>