PASADENA UNIFIED SCHOOL DISTRICT
2024-2025 DEPARTMENT PLAN

Department Name: Office of Enrollment, Permits, and Student Records and Office of Family and Community Engagement

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Department Purpose

What does the department do?

- We provide services and resources to help families research, enroll, and register their children in the PUSD school that best meets students' needs and interests.
- We provide parent education, partner referrals, volunteer processing, and support to site-based family engagement staff to engage families and community partners.
- We develop and oversee fair, equitable, and transparent enrollment, registration, and permit processes.
- We maintain and process student records and transcripts.
- We respond to the needs and wants of parents, encourage partnerships, advocate on behalf of parents, collaborate with community partners, and help parents help their students to academic success.
- We integrate student supports.
- We provide expanded learning time and opportunities.
- We promote active parent and community engagement.
- We engage in collaborative leadership and practices.
- We provide services and resources to improve our school perceptions, culture, and practices.

Department Services

What is a general list of services that your department provides?

- Support for district-wide registration and enrollment of students
- District-wide processing of student records requests
- Direct support for financial oversight, training, and performance reporting for magnet and community school grants
- Parent workshops, Parent Portal support, technology classes
- Volunteer processing

- School site family engagement support, professional development and coaching for School Community Assistants and Community Advocates
- Collaboration with community service providers

Total Department Budget

What is your department's total budget?

The total department budget is $8,119,131, including all grants listed under other.

- Enrollment, Permits, and Records $100,781 non-personnel/non-salary; 3.0 FTE
- Family Engagement $63,824 non-salary; 2.75 FTE

Other:

- 2017 MSAP estimated $58,435 (no-cost extension period; includes indirect costs and site allocations to Altadena, Octavia E. Butler, Muir); Goals and metrics reported via twice annual reports to the U.S. Dept. of Education.
- 2022 MSAP $2,931,799 (Year 3 allocation; includes indirect costs and site allocations to Eliot, Longfellow, Washington); Goals and metrics reported via twice annual reports to the U.S. Dept. of Education.
- 2022 CCSPP Implementation Grant $2,050,000 ($300,000 each per Eliot, Longfellow, Madison, Muir, Octavia E. Butler, Washington; Rose City $250,000; 10% withholding by state and 10% allocated centrally); Goals and metrics reported via twice annual reports to the CA Dept. of Education.
- 2023 CCSPP Implementation Grant $700,000 (McKinley $300,000, Pasadena High $400,000; 10% withholding by state and 10% allocated centrally); Goals and metrics reported via twice annual reports to the CA Dept. of Education.
- FSCS- $500,000 (includes indirect costs and site allocations to Eliot, Madison, Octavia E. Butler, Washington Elementary); Goals and metrics reported via twice annual reports to the U.S. Dept. of Education.
- Scaling for Success- $772,202 (includes indirect costs and site allocations to Eliot, Longfellow, Madison, Muir, Octavia E. Butler, Washington, Rose City, McKinley, PHS, Blair); Goals and metrics reported via twice annual reports to Communities in Schools.

Prior Year Reflection

This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.

Prior Year Intended Outcomes

What did your department plan set out to achieve during the prior year?

- Establish a calendar of in-person outreach activities that connect families and staff at school sites with district staff to build relationships and connect families and staff with information and resources.
- Conduct a review of new magnet schools' online presences and school campuses to identify first-year activities that can be implemented to ensure a welcoming environment.
- Establish routines for cross-departmental collaboration and alignment of services at Community Schools.
- Provide information and support to staff and families using a combination of immediate, social, and formal engagement opportunities.
- Establish Community School and Magnet School advisory boards
- Provide information that is easily accessible in Spanish and other languages spoken by PUSD families.
- Use participant feedback from surveys and focus groups to inform continuous improvement efforts

Prior Year Achievement

Did the department achieve what it had outlined? How do you know?

- District staff from the Offices of Enrollment and Family and Community Engagement engaged in more than 24 campus visits per trimester.
- Magnet schools produced a comprehensive marketing campaign, and positive experiences of families resulted in increased magnet school tour attendance and applications from the previous year.
- Community schools complete school-level integrated student supports assessments, implementation plans, and annual performance reports.
- The district Community Schools Advisory Council completed a revised mission and vision and draft logic model.

- Parents agreed that event and workshop opportunities were valuable. 100% of survey respondents agreed or strongly agreed that the workshop information or activities were useful.

Prior Year Successes, Challenges, and Learnings

What successes, challenges, and learnings should be highlighted from the prior year?

- A public calendar has been added to the Family and Community Engagement website to serve as a hub for all parent and family opportunities offered by PUSD and partners: pusd.us/family or pusd.us/familia.
- The Parent Leaders Network was established and promoted monthly opportunities for parents and caregivers to meet and engage in team-building activities and shared learning experiences to understand school and district plans.
- The Assistant Coordinator of Community Outreach and Teacher on Specialist Assignment for Community Schools hosted tables and listening events at school sites throughout the first semester.
- Magnet Schools hosted in-person family nights and events to welcome and connect with families, including Washington Elementary STEM Magnet's grand re-opening.
- Community Schools hosted a community-wide Kick-off event that included student performances and a resource fair.
- Magnet schools produced a comprehensive marketing campaign. Banners announcing new magnet themes have been installed at both new elementary magnet schools. School websites have been updated to reflect new magnet themes for all three new magnet schools. Marketing firm contracted for the development of a community outreach plan. Ad buys (both digital and print) within the local community to highlight new magnet themes for community awareness and recruitment.
- All 9 community schools completed initial needs and assets assessments in Fall of 2023. Site-based community school advocates are participating in the Communities in Schools Coordinator Development series biweekly to support their work in completing needs and assets assessments and community school implementation plans. Office hours are also offered every other week to support community advocates in this work. Site-based community school advocates additionally participated in monthly data collection training sessions approx. monthly with Communities in Schools to monitor student supports and the impact of integrated support services.

- The department participated in meetings with Expanded Learning Programs and Student Wellness and Support Services to coordinate efforts. For example, the Arts Conservatory at Eliot is a collaborative effort of Magnet Schools, Community Schools, and Expanded Learning Programs that necessitates approx. monthly check-ins for shared decision-making, budgeting, and program monitoring.
- The district Community Schools Advisory Council met monthly this year and reviewed PUSD's Strategic Plan and the CA Community Schools Framework to inform revisions to PUSD's Vision and Mission for Community Schools. Implementation plans were created by each community school and presented to their respective site committees by June 2023.
- Monthly meetings for community assistants were provided for the purpose of training on family engagement, which included collaboration with internal departments such as, Student Wellness Support Services, Language Assessment & Development Department, Special Education Department, & Health Programs.
- The Office of Family and Community Engagement established social media accounts to promote information and resources to parents to "meet them where they are." Posts are in English and Spanish and include "mini-workshops," images, and text to convey key takeaways from workshops that may have been hosted in a longer, in-person format.
- We successfully orchestrated and launched our inaugural Summer Fair and Special Education Fair, leveraging collaborative efforts with external organizations. Through strategic outreach, we facilitated their participation in tabling activities. At the Summer Fair, participating organizations disseminated details regarding their summer programs and enrollment procedures. Similarly, at our Special Education Fair, they provided comprehensive information on the array of services and resources available to families and the broader community. This initiative exemplified our commitment to fostering meaningful partnerships.
- Each magnet school has an established Magnet Advisory board
- Translation services were offered at all parent meetings/workshops as a standard practice, flyers and social media were in English and Spanish, and some workshops were provided in Spanish.
- The Office of Enrollment, Permits, and Student Records provided monthly training and continued to streamline, simplify, communicate, and document procedures to improve the parent/guardian experience.

Current Year Priorities

This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.

Data and Information Used for Plan Development

What data did you consider when developing this plan?

Data considered included survey responses from several sources including the 2023-24 LCAP Survey, 2023-24 CA Healthy Kids Survey, 2023-24 Open Enrollment Survey, 2023-24 department plan benchmark data, participation and outcome data as summarized in relevant magnet and community school grant reports.

Stakeholder Engagement/Input

What stakeholder engagement or information was used to inform this plan?

Engagement to seek input from families and community partners included feedback via the Roadmap Advisory Committee, Black Student and Family Task Force in 2024 Enrollment and Engagement Committees, Community School Advisory Council, focus groups and casual conversations and part of the community school engagement process, and continuous engagement via the Parent Leaders Network including shared reflection and discussion regarding PUSD's parent involvement policy.

Key Data Findings/Information for This Plan

Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?

Based on a robust outreach and engagement process, the key data findings our team considered in the development of this plan are summarized in the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool for Parental Involvement and Family Engagement.

Current Plan Priorities

Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?

The following needs emerged from the analysis:
(1) First, parents indicate that they would prefer early, increased, and multimodal communication when staff make decisions that may impact their school community.
(2) Second, parents indicate that they would prefer more information about how to participate in their child's education, more opportunities to participate at the school level (40%), and various modes of participation (e.g., virtual).
(3) Most parents do not feel welcome to participate at the middle school level, despite middle school student perceptions that parental involvement is increasingly promoted
(4) There is a need to increase collaboration with Curriculum, Instruction, and Professional Development to expand and enhance learning opportunities for teachers, principals, and families and ensure families receive accessible and timely information about how to support their children's development.
(5) Focus group feedback also indicated that parents are interested in family education topics that are timely and personally affect their children.
(6)Another area of focus based on LCAP survey recommendations is to continue to enhance transparency by fostering a culture of parent/community input.

Current Year Planned Actions and Metrics

This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.

What action could you take to address the identified needs of your department?

What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?

Theory Of Action

If we... Maintain a calendar of in-person outreach activities that connect families and staff at school sites with district staff to build relationships and connect families and staff with information and resources.

and

Support staff in providing early, increased, and multimodal communication when staff make decisions that may impact a school community.

and

Foster a culture of parent/community input and provide multiple ways to seek ongoing feedback.

then... Artifacts including social media posts, SMORE newsletters, and community engagement meeting agendas/flyers will demonstrate a variety of methods to communicate important and timely information to families.

and

Artifacts including event flyers, calendars, sign-in sheets will demonstrate at least monthly engagement opportunities between parents/caregivers and district staff.

and

Artifacts including surveys, focus group agendas, and Community School performance reports will demonstrate increased participation among parents in providing feedback that contributes to school plans.

which will... Ensure that parents and guardians will have sufficient two-way communication with their school.

If we... Provide staff training and support to promote a welcoming school environment.

and

Maintain a calendar of in-person outreach activities that connect families and staff at school sites with district staff to build relationships and connect families and staff with information and resources.

and

Provide level 2 volunteer training and clearance to welcome parents as partners and increase access to volunteer opportunities.

then... Staff training participants (85%) will agree that they use what they learned through professional development to better support student and family needs.

and

Artifacts including event flyers, calendars, sign-in sheets will demonstrate at least monthly engagement opportunities between parents/caregivers and district staff.

and

More than 600 Level 2 new or renewal volunteer applicants will be processed.

which will... Ensure that parents and guardians will feel welcomed at their school.

If we... Provide services to students and families to assist with enrollment applications, permit requests, and student records requests

and

Increase collaboration across PUSD departments (e.g. Curriculum, Instruction, and Professional Development, Special Education, Language Assessment and Development, Student Wellness and Support Services) to expand and enhance learning opportunities for teachers, principals, and families and ensure families receive accessible and timely information about how to support their children's development.

and

Provide family education opportunities and events that are relevant and timely, including opportunities and supports that meet the interests of families of youth in foster care, bilingual and multilingual learners, students from economically disadvantaged households, and students with special needs. Provide these opportunities in a variety of times, locations, languages, and formats (e.g. social media, embedded into school site meetings, online, various school sites; Increase Spanish offerings).

and

Provide staff training and support in Community Assistant requirements and responsibilities (e.g. Title I requirements, volunteering requirements, Parent Portal with an emphasis on parents of students in transition grade levels).

then...

Parents/guardians (85%) will feel informed, agree that information is easily accessible on the PUSD website, and agree that the steps were simple and clear.

and

The Parent Portal Access rate for specific/targeted grade levels (5th to support the transition to middle school, 6th and 9th grades) will increase from the prior year.

and

Staff training participants (85%) will agree that they use what they learned through professional development to better support student and family needs.

which will...

Ensure that parents and guardians will be provided with the knowledge, skills, and opportunities to successfully support and advocate for their children

Priority 1: Parents and guardians will have sufficient two-way communication with their school.

[Action 1]

Provide services to students and families to assist with enrollment applications, permit requests, and student records requests.

Metrics

a. 85% or more of respondents will agree that they felt informed,
b. information was easily accessible on the PUSD website
c. and application steps were simple and clear.

[Action 2]

Support staff in providing early, increased, and multimodal communication when staff make decisions that may impact a school community.

Metrics

a. Artifacts including social media posts, SMORE newsletters, and community engagement meeting agendas/flyers will demonstrate a variety of methods to communicate important and timely information to families.

[Action 3]

Foster a culture of parent/community input and provide multiple ways to seek ongoing feedback.

Metrics

a. Artifacts including surveys, focus group agendas, and Community School performance reports will demonstrate increased participation among parents in providing feedback that contributes to school plans.

Priority 2: Parents and guardians will feel welcomed at their school.

[Action 1]

Provide staff training and support to promote a welcoming school environment with an emphasis on middle school.

Metrics

a. 85% or more of staff training participants agree that they use what they learned through professional development to better support student and family needs.

[Action 2]

Maintain a calendar of in-person outreach activities that connect families and staff at school sites with district staff to build relationships and connect families and staff with information and resources.

Metrics

a. Artifacts including event flyers, calendars, sign-in sheets will demonstrate at least monthly engagement opportunities between parents/caregivers and district staff.

[Action 3]

Provide level 2 volunteer training and clearance to welcome parents as partners and increase access to volunteer opportunities.

Metrics

a. More than 600 Level 2 new or renewal volunteer applicants will be processed.

Priority 3: Parents and guardians will be provided with the knowledge, skills, and opportunities to successfully support and advocate for their children

[Action 1]

Increase collaboration across PUSD departments (e.g. Curriculum, Instruction, and Professional Development, Special Education, Language Assessment and Development, Student Wellness and Support Services) to expand and enhance learning opportunities for teachers, principals, and families and ensure families receive accessible and timely information about how to support their children's development.

Metrics

a. 85% or more of parent workshop or event participants agree that the experience provided information or resources that they can use to support their student or school.

[Action 2]

Provide family education opportunities and events that are relevant and timely, including opportunities and supports that meet the interests of families of youth in foster care, bilingual and multilingual learners, students from economically disadvantaged households, and students with special needs. Provide these opportunities in a variety of formats (e.g. social media, embedded into school site meetings), times, locations (online, various school sites), and languages (Increase Spanish offerings).

Metrics

a. 85% or more of parent workshop or event participants agree that the experience provided information or resources that they can use to support their student or school.

[Action 3]

Provide staff training and support for Parent Portal with an emphasis on parents of students transitioning into middle and high school.

Metrics

a. The Parent Portal Access rate for parents of 5th-grade students will increase from the prior year.
b. The Parent Portal Access rate for parents of 6th-grade students will increase from the prior year.
c. The Parent Portal Access rate for parents of 9th-grade students will increase from the prior year.

[Action 4]

Provide training to Community Assistants in requirements and responsibilities (e.g. Title I requirements, Level 1 volunteer processes)

Metrics

a. 85% or more of staff training participants agree that they use what

they learned through professional development to better support student and family needs.

PASADENA UNIFIED SCHOOL DISTRICT

DEPARTMENT Office of Enrollment, Permits, and Student Records

2024-2025

Director - Shannon Mumolo

Student Records

District Registrar - Deanna Marron

Enrollment and Permits

Program Assistant Bilingual- Patricia Ceniceroz

Magnet Schools

Coordinator- Reyna Uka

Database Specialist- Annie Jananian

Program Assistant- Kayla Francis

Registrars and Data Clerks	
Rosa Magdaleno	*Altadena Elementary*
Lourdes Sandoval	*Blair Middle/High School*
Elena Avaness	*CIS Academy*
Norma Rodarte	*Don Benito Fundamental*
Mary Thornton	*Eliot Arts Magnet*
Carol Ko	*Field Elementary*
Janet Kitani	*Hamilton Elementary*
Aurora Flores	*Jackson Elementary*
Sonia Villa	*John Muir High School*
Maria Maldonado	*Longfellow Elementary*
Anwara Mazumder	*Madison Elementary*
Claudia Flores	*Marshall Fundamental*
Felicia Lee	*McKinley School*
Emily Mahabir	*Norma Coombs Elementary*
Ivan Barrios	*Octavia E. Butler Magnet*
Rosa Macias	*Pasadena High School*
Marokh Afshar	*Rose City High School*
Jeanette Velasquez	*San Rafael Elementary*
Geannie Terry	*Sierra Madre Elementary*
Lorena Garcia	*Sierra Madre Middle School*
Aline Garcia	*Washington Elementary*
Frances De Abrego	*Webster Elementary*
Maria Carlos	*Willard Elementary*

Magnet Coordinators and Curriculum Specialists	
Armenui Manasarian, Lead Fine Arts Specialists	*Eliot Arts Magnet*
Kaiulani Sallas, Griselda Hermosillo	*Longfellow Magnet*
Sydney Minckler, David Earnhart	*Washington Elementary STEM Magnet*