U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130094

Gramts.gov Tracking#: GRANT11340246

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1245-Magnet Schools Assistance Program Assurances)	e6
Attachment - 2 (1236-Areas Affected by Pasadena MSAP)	e7
2. Assurances Non-Construction Programs (SF 424B)	e8
3. Disclosure Of Lobbying Activities (SF-LLL)	e10
4. ED GEPA427 Form	e11
Attachment - 1 (1235-Pasadena GEPA)	e12
5. Grants.gov Lobbying Form	e13
6. Dept of Education Supplemental Information for SF-424	e14
7. ED Abstract Narrative Form	e15
Attachment - 1 (1234-PASASENA_ABSTRACT_FINAL)	e16
8. Project Narrative Form	e17
Attachment - 1 (1241-PASADENA_PROGRAM_NARRATIVE_FINAL)	e18
Attachment - 2 (1242-PASADENA LETTERS OF SUPPORT)	e117
Attachment - 3 (1243-PASADENA RESUMES)	e140
Attachment - 4 (1244-Magnet Schools Assistance Program Assurances)	e143
9. Other Narrative Form	e144
Attachment - 1 (1240-PASADENA MANDATORY PLAN AND TABLES)	e145
10. Budget Narrative Form	e167
Attachment - 1 (1237-PASADENA BUDGET NARRATIVE FINAL)	e168
Attachment - 2 (1238-Pasadena Indirect Cost Rates)	e183
Attachment - 3 (1239-Pasadena Benefit Schedule)	e184
11. Form ED_524_Budget_1_2-V1.2.pdf	e185

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 03/01/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Pasadena Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN): 956002372

* c. Organizational DUNS: 0381856820000

d. Address:

* Street1: 351 S. Hudson Ave.
Street2:
* City: Pasadena
County/Parish: Los Angeles
* State: CA: California
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 91101-3507

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.
* First Name: Kathy
Middle Name:
* Last Name: Onoye
Suffix:

Title: Executive Director

Organizational Affiliation: Elementary

* Telephone Number: 626-396-3600 ext 88217
Fax Number: 626-795-1191

* Email: onoye.kathy@pusd.us

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by Pasadena MSAP.pdf

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Pasadena Magnet School Assistance Programs will support the implementation of four magnet schools within the Pasadena Unified School District

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 27

b. Program/Project: 27, 28

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013

* b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	7,896,898.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	7,896,898.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ____.

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr.

* First Name: Jon

Middle Name: R.

* Last Name: Gundry

Suffix:

* Title: Superintendent

* Telephone Number: 626-396-3619

Fax Number: 626-795-5309

* Email: gundry.jon@pusd.us

* Signature of Authorized Representative: Jon Gundry

* Date Signed: 03/01/2013

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will-

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

2-26-13
Date

Attachment for Magnet Schools Assistance Program CFDA #84.165A
Applicant: Pasadena Unified School District

14. Areas Affected by Project (Cities, Counties, States, etc.):

City of Pasadena
City of Sierra Madre
Altadena (an unincorporated area of county)
In Los Angeles County, State of California

Note regarding Congressional Districts: Almost all of the Pasadena Unified School District now lies within the newly redrawn Congressional District #27, represented by Representative Judy Chu, with a small portion of its western section within district #28 represented by Representative Adam Schiff.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Jon Gundry	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Pasadena Unified School District	03/01/2013

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Pasadena Unified School District

** Street 1* 351 S. Hudson Ave. *Street 2*

** City* Pasadena *State* CA: California *Zip* 91101

Congressional District, if known: 27

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
US Department of Education

7. * Federal Program Name/Description:
Magnet Schools Assistance

CFDA Number, *if applicable:* 84.165

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Jon Gundry

***Name:** *Prefix* ** First Name* Not Applicable *Middle Name*

** Last Name* Not Applicable *Suffix*

Title: Superintendent **Telephone No.:** Not Applicable **Date:** 03/01/2013

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Pasadena GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

General Education Provisions Act (GEPA) Requirement

How Pasadena Unified School District will address the GEPA requirements in this MSAP Grant

The steps that Pasadena Unified School District plans to take to ensure equitable access to, and participation in, this Magnet School Assistance Program Grant for students, parents, and teachers with special needs will include:

1. All communication sent to parents of MSAP students will be sent in Spanish and English. Translators will be available at project-related parent meetings for Spanish-speaking parents for them to be able to provide input into the project and benefit fully from project services. All parent education, outreach, and services provided by the project will be provided in Spanish and English.

2. All public relations, marketing, and recruitment materials will be published in Spanish and English.

3. This project will serve **all** identified students at the selected elementary sites who are accepted according to conditions delineated in the Voluntary Desegregation Plan at the MSAP sites. Project participants will be selected without regard to race, color, national origin, gender, age, or handicapping condition.

4. Students with disabilities will receive supplemental support or services as needed to access all project activities, such as assistance from an instructional aide, large print materials, sign language interpreters, computers, or other assistive technology as needed.

5. Underrepresented groups – girls in STEM and minority students in STEM and VAPA - will receive curriculum designed to increase equity and access and support to fully engage and participate in rigorous instruction and learning.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Pasadena Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Jon Middle Name: R.

* Last Name: Gundry Suffix:

* Title: Superintendent

* SIGNATURE: Jon Gundry * DATE: 03/01/2013

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Kathy	J.	Onoye	

Address:

* Street1: 351 S. Hudson Ave.
Street2:
* City: Pasadena
County: Los Angeles
* State: CA: California
* Zip Code: 91101
* Country: USA: UNITED STATES

* Phone Number (give area code): (626)396-3600
Fax Number (give area code): (626)795-119

Email Address: onoye.kathy@pusd.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

PROJECT ABSTRACT

Project Title: Pasadena Magnet School Assistance Programs

Goals and Objectives: By the end of the project funding cycle, we expect to meet project objectives in the following goal areas:

- Recruitment: that draws students to magnet sites reflective of district ethnic distribution.
- Hispanic minority group isolation: reduction of isolation at the magnet and feeder schools
- Academic achievement—English language arts and mathematics
- Integrated theme-based content and skills—mastery
- Positive interactions among students of different social, economic, ethnic/racial groups
- Parent empowerment and increased parental involvement in decision making
- Fully developed magnet themes and courses of instruction —integrated, articulated curriculum, lessons, assessments
- Capacity building to continue magnet programs after funding—professional development; purchased equipment and supplies; documented policies, procedures, and other project artifacts; sustainability plans

Magnet Schools: Jackson Elementary, Washington Accelerated Elementary, and Washington Middle Schools will implement STEM. The three schools will have articulated and integrated curriculum to provide a smooth transition from elementary to middle school. As well, Jackson will implement its STEM in a Spanish-English dual language immersion setting. Eliot Middle School will implement a Visual and Performing Arts magnet drawing on the rich and diverse arts community in Pasadena and surrounding areas. All magnet schools with team will significant partners to ensure that students have real-world, well-rounded exposure to the themes. All four magnet schools will use project-based learning based on the Buck Institute for Education.

Number of Student Participants: Pasadena expects to serve 6,943 students in the four magnet schools over the three-year funded timeframe. We expect the number of students enrolled to increase each year as more children are drawn to the magnet schools.

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Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** PASADENA_PROGRAM_NARRATIVE_FINAL.pdf

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Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

TABLE OF CONTENTS

Priority 1 - Need for assistance (10 points)……1

Priority 4 – Promoting Science, Technology, Engineering, and Mathematics (STEM) Education (10 Points)……12

A. Plan of Operation (30 points)……22

B. Quality of personnel (15 points)……42

C. Quality of project design (30 points)……50

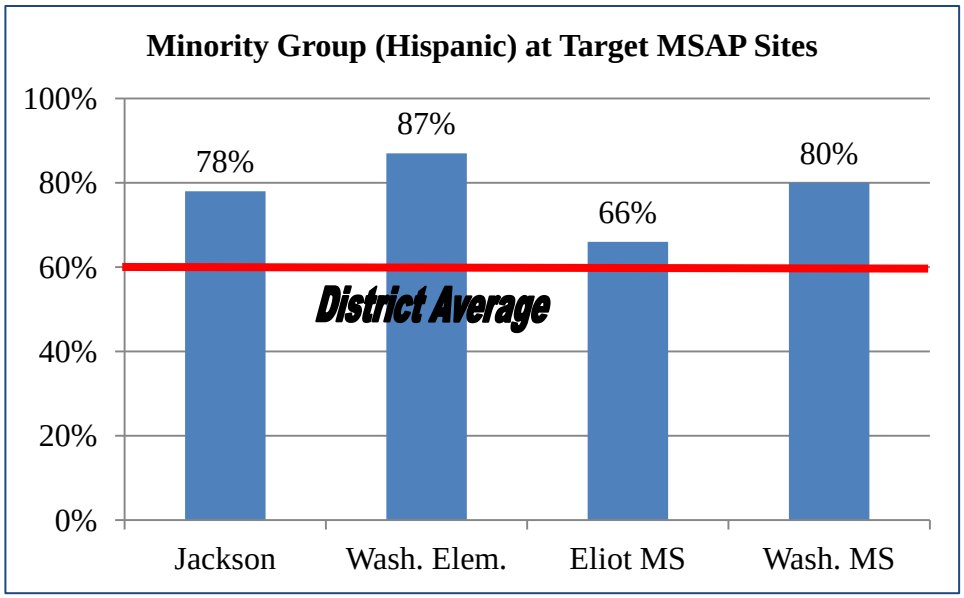
D. Budget and resources (5 points)……72

E. Evaluation Plan (10 points)……...79

F. Commitment and Capacity (10 points)……..92

PRIORITY 1 - NEED FOR ASSISTANCE (10 POINTS)

Minority group isolation: There is a compelling need for Pasadena's magnet school project. Jackson Elementary, Washington Accelerated Elementary, Washington Middle, and Eliot Middle Schools have the highest readiness to participate and the highest concentration of minority group (Hispanic) students in Pasadena Unified School District, shown in this chart. MSAP funding

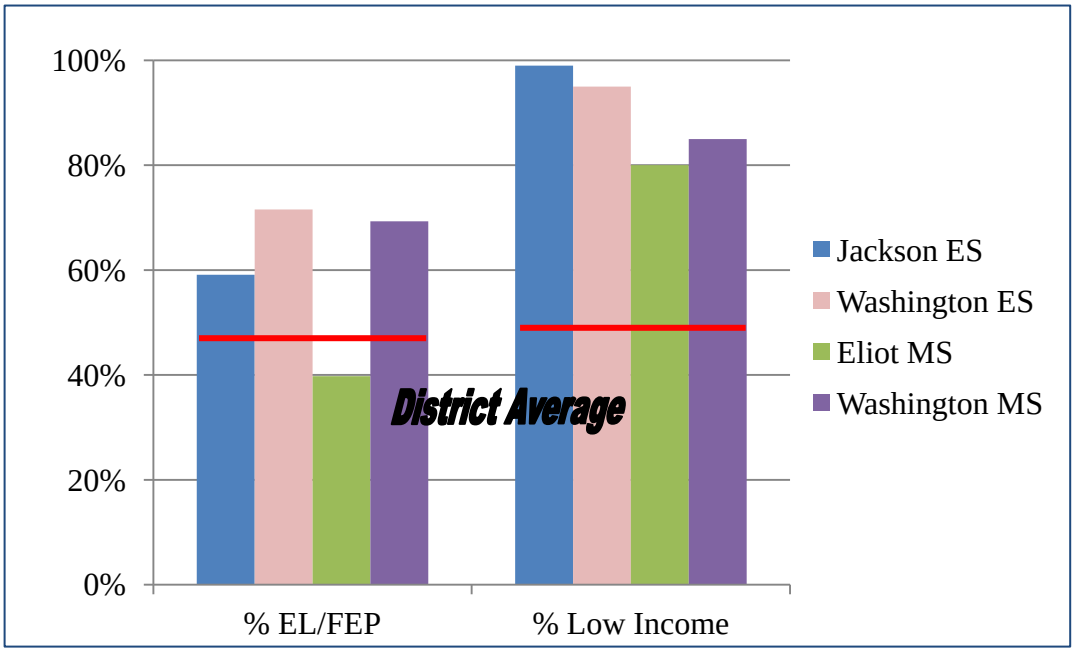


will be used to create four magnet schools to reduce minority group (Hispanic) isolation at these sites. The MSAP project will also allow us to create unique learning environments—two Science, Technology, Engineering, Mathematics (STEM) elementary schools, one STEM middle school, and one Visual and Performing Arts (VAPA) middle school. These themes will attract and retain students, while schools make significant system-wide improvements that will ensure students succeed in mastering challenging academic content. MSAP funding will allow us to fully implement STEM and VAPA themes and provide the rigorous, creative, and motivational instructional programs described in this application.

Academic needs: Our needs assessment determined that the current students at the four prospective magnet sites have academic needs in English Language Arts (ELA) and mathematics. All four schools have a lower percentage of students scoring at or above the District overall in ELA and both middle schools are well below the District in the percentage of

students who are proficient in Mathematics, as measured by the California Standards Tests, the performance measure used for both State and Federal Accountability systems. This table shows that students at these sites are scoring between 1% and 16% lower in ELA and that the two middle schools are scoring 14 to 17% lower than the District overall. The MSAP themes and strategies selected for this project were chosen to help students close this gap and reach high levels of proficiency in all content areas. Other factors that affect these four schools are a high number of second language learners (English Learners and students who were formerly EL) and rates of low income students that exceed the District average, shown here. MSAP funding will be used to help English Learners achieve high levels of English proficiency and will give children living in poverty opportunities to explore careers in STEM and the arts and build the skills and knowledge based needed for them to gain

	% Proficient ELA	% Proficient Math
District	51%	45%
Jackson ES	42%	62%
Washington ES	50%	68%
Eliot MS	40%	28%
Washington MS	35%	31%

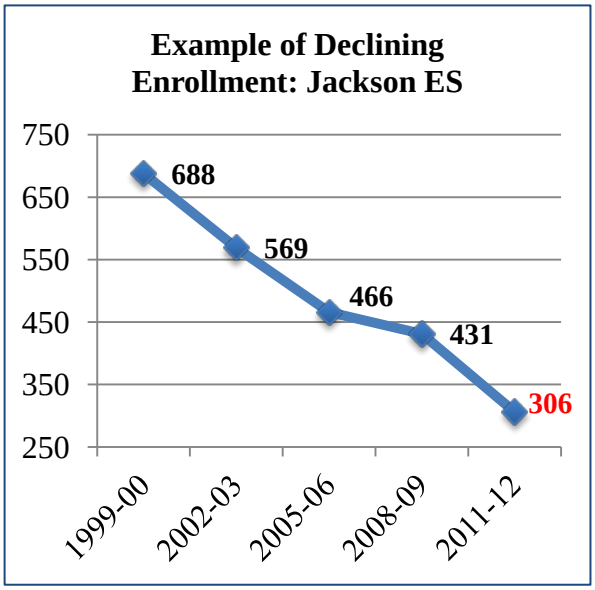


access to college and well-compensated careers in these areas.

School climate, truancy, and discipline: All four sites have identified issues related to school climate, absenteeism and truancy, and discipline. The table that follows shows that all four schools have high truancy rates (the percentage of students having three or more unexcused absences) and three of the four are above the District average. Both middle schools have suspension/expulsion rates that exceed the District average. Teachers and administrators are concerned about school climate and safety and want to partner proactively with parents to improve student and family connection to school. The MSAP grant will allow us to provide staff additional strategies for systemic change that will foster inclusive, safe, welcoming, and academically successful learning environment for all students.

	Truancy	Suspensions/Expulsions
District Average	47%	15%
Jackson ES	59%	9%
Washington ES	72%	12%
Eliot MS	40%	52%
Washington MS	69%	22%

Declining enrollment: Many families have moved their students to private schools or have left these schools on inter-District transfers. The development of VAPA and STEM themes will boost academic rigor and attractiveness to parents who have left. The improvements in school climate, safety, and inclusion made as the magnet program is implemented will restore community confidence and help these four sites grow and flourish.



(a) The costs of fully implementing the magnet schools project as proposed.

Magnet school funding is needed to transform the four sites from ordinary elementary and middle schools into three STEM and one VAPA magnet. MSAP funding will provide leadership, intensive professional development and follow-up coaching, curriculum integration and development, public relations support for recruitment and community outreach, technology and equipment, and close monitoring and evaluation to ensure that our implementation is faithful to and consistent with our dreams for these four schools.

This table summarizes the projected three year funding needed to implement the magnet schools proposed by this project.

	Year 1	Year 2	Year 3	Totals
Personnel	$1,288,049	$1,184,076	$1,185,891	$3,657,948
Benefits	$356,444	$343,126	$343,367	S1,042,937
Travel	$24,000	$24,000	$24,000	$72,000
Supplies	$959,389	$396,698	$339,478	$1,695,565
Other	$405,008	$373,338	$376,428	$1,154,774
Total Direct Costs	$3,032,890	$2,321,170	$2,269,164	$7,623,224

We have almost no local or state resources to bring the magnet school themes to life. Even before the economic crisis decimated state-level funding for schools, California's K-12 spending on education was already substantially lower than the national average. California currently ranks 49th out of the 50 states in terms of per-pupil state funding for education (EdSource, January 2013). With the continuing economic forecast predicted for the state, this picture is unlikely to improve in the immediate future. Our students need educational opportunities *now* during the thirteen years they will spend with us and cannot wait until there is an economic upturn or change in the state educational funding structure.

With MSAP funds, we will be able to reduce minority group (Hispanic) isolation at four proposed magnet schools and provide students with a high quality educational alternative

designed to promote access to and success in a high quality, rigorous academic program. The costs of initiating four new magnet schools exceed the District's current capacity to fund a project of this scope and importance. MSAP funding is needed to provide training, develop curriculum, build capacity, provide parent and community outreach, design and implement a comprehensive marketing and recruitment plan, and purchase materials and equipment that can continue to be used following the funded period and allow us to sustain the magnet schools.

(b) The resources available to carry out the project if funds were not provided.

The District will only be able to provide the project the basic infrastructure of facilities, furniture, and equipment, the salaries and benefits of classroom teachers, principal, and support staff. The District has no additional resources to initiate four new magnets. The budget deficit at the district level last year was $9 million dollars, this year that shortfall is expected to be over $7 million, and next year for this number to swell to almost $13 million. We have had to reduce staff, eliminate administrative and support positions, freeze salaries, and take furlough days. There is no longer any paid afterschool or release time available to us to pay teachers to attend training, meet collaboratively as Professional Learning Communities, develop curriculum, share instructional strategies, plan or reflect.

(c) The extent to which the costs of the project exceed resources.

Given the actual and project multi-million dollar deficits above, the costs of the proposed MSAP project exceeds district resources. MSAP funds will assist us by providing the following essential services to the project:

- **Professional development:** While classroom and other project staff have been selected for their curriculum expertise and commitment to the magnet school themes for their sites, they will need additional, high quality, intensive training to be able to implement the innovative instructional programs proposed. Grant funds will help us build the capacity of teachers and other staff to continue project activities past the funded period. Teachers, resource staff, and administrators will participate in extensive professional development activities specific to their magnet theme. All project teachers will also be provided training in magnet school purposes:

inclusion and desegregation strategies and effective parent communication.

Local resources available: Partner agencies providing scientists, artists, professors to train teachers as part of this project. Without release or paid summer/afterschool time, we will not be able to use these services.	**MSAP $ needed:** $1,564,473 over 3 years

▪ **Developing a course of study, curriculum, assessments, and instructional approaches:** The creation of the distinctive instructional approaches required to implement the selected magnet themes will require teacher training and time to plan, develop, and try out new curriculum and ways of teaching. Teachers will need time to make the necessary cross-curricular connections needed for Project Based Learning, integrate STEM and VAPA into core academic topics, create new electives and afterschool enrichment to extend student learning, design new performance-based assessments, and write down lessons, assessments, and effective strategies so they can be shared and will provide ongoing sustainable support for others after MSAP funding ends. A Data Analyst Specialist will be hired to assist teachers as they develop new assessments, help them learn to access and analyze their data, and use this analysis to drive and improve instruction.

Local resources available: $0	**MSAP $ needed:** $853,953 over three years

▪ **Recruitment, outreach, public relations:** A comprehensive media and marketing campaign is planned to support this project. MSAP funds will be used to develop consistent, positive messages about the four magnets, increase awareness of and support for the magnet schools, implement an ambitious recruitment plan, and build District capacity to get the word out about the good things that are happening in our magnet schools.

Local resources available: $0	**MSAP $ needed:** $263,360 over three years

▪ **Enrichment, electives, extended learning:** Providing opportunities for our students to have more time and support so they will acquire the rigorous standards and high level skills means that we will need to extend the school day at the elementary level and weave in new electives at the two middle schools. After school enrichment and electives will offer students more

opportunities to engage in diverse and enriching experiences. Parents indicated that afterschool enrichment classes would be a major factor in their decision to choose a magnet school.

Local resources available: Donated services from partner agencies	**MSAP $ needed:** $299,631 over three years

▪ **Equipment, materials, and supplies:** Additional supplies and materials will be needed to make our vision come to life. Both STEM and VAPA programs require new tools, materials, informational text, and software that the District cannot afford to purchase for these sites. MSAP funds will be used to make many one-time, non-consumable purchases that will build the District's ongoing capacity to implement these programs. MSAP funds will ensure that classrooms are supplied with cutting-edge technology tools that will support Project Based Learning, provide teachers the tools they need to change their teaching methods, motivate students, and attract families to the magnets.

Local resources available: 5,600/year is allocated for consumable supplies, and $2,000/year for intervention materials per site, funding for textbooks and some basic materials.	**MSAP $ needed:** 1,652,501 over three years

▪ **Monitoring and evaluation:** Having a formal, carefully crafted evaluation plan and providing the leadership and buy-in by forming an MSAP Evaluation Team will greatly increase the project's chance of maximum impact and positive effect. The team will help monitor project implementation; determine impacts on teachers, students, and parents; and determine which strategies and components are effective and which activities need to be adjusted or improved.

Local resources available: $0	**MSAP $ needed:** $300,000 over three years

▪ **Project management and coordination:** The project director and site level coordinators positions will be critical to the success of four new magnet sites and provide the leadership needed to develop clear, inspiring visions for each site and implement each project theme completely. In addition, the director will guide the implementation of all project activities; plan, schedule, coordinate, and evaluate professional development; collect, organize, and provide data

for evaluation; ensure communication between the sites and the District; keep track of project accomplishments and outcomes; problem-solve obstacles and celebrate successes.

Local resources available: $50,534, 5 hours/week from the four site principals	**MSAP $ needed:** $2,406,533 (salary/benefits) over three years

(d) The difficulty of effectively carrying out the approved plan.

While the District will be providing all the basic personnel, facilities, and materials needed, without grant funding we will be unable to afford the program design components that will make these magnet schools unique and attractive to the community. The following examples demonstrate the difficulties we would face if we were to carry out the plan without additional support and resources.

▪ **Type of program proposed:** Implementation of STEM and VAPA magnet themes will be an expensive and challenging undertaking. To implement the Project Based Learning that is fundamental to both themes, we will be casting off our old test-heavy, textbook-driven, lecture-oriented model to develop each child as a thinking, creative person. In the words of Sir Ken Robinson, noted educator and futurist, "If we are serious about educational transformation, we must understand the times and catch the ride. We can be overwhelmed and sink back into the past, or ride the wave into the future." The themes and the program we have designed to implement *are* that ride into the future. This table serves to describe our break from the past and our path to the development of creativity and high levels of academic success.

Our STEM /VAPA will NOT be:	Our STEM and VAPA program WILL look like:
New names for traditional approaches based on lecture, textbooks, and worksheets	An approach that emphasizes process and design, increases student engagement and motivation to learn, and develops problem solving, critical thinking, and creativity

Our STEM /VAPA will NOT be:	Our STEM and VAPA program WILL look like:
Grafting engineering onto our traditional math/science curriculum or the adding an arts class to the traditional middle school day	Rigorous interdisciplinary curriculum that encompasses all core academic subjects, links to real world challenges and performances, and provides personal experiences that challenge students to learn on a deeper level. STEM and VAPA electives at middle school level, afterschool activities at the elementary that enrich and extend student learning.
A program for already high achieving or gifted students	An inclusive program, with unlimited challenge for students who are bored or have outpaced instruction, yet where all students feel welcome, attention is paid to equity and access, supports are in place to ensure the success for all.

These two magnet themes will involve a level of training and time for original (not textbook-based) curriculum development not ordinarily found on the average elementary and middle school campuses. Additional release time and training will be required to have project teachers thoroughly understand the theoretical framework for their project themes, learn new content and dramatically different teaching strategies, and time to turn the new content and instructional approach into practical, daily classroom practices. There are no existing resources or infrastructure within the District to support this. We will be adopting, purchasing, or creating curriculum and assessments, enrichment and extensions "from scratch."

▪ **Timeliness of implementation:** The selected sites have been gearing up for this transition for some time. Teachers have attended positive behavior and intervention support training already being offered by the District. Parent involvement is a recent focus of the District strategic plan and parent outreach and inclusion activities have begun. The STEM sites have started offering afterschool robotics clubs and have been using their limited instructional supply funding to purchase hands-on STEM learning materials. Eliot Middle School that will adopt a VAPA theme has already initiated partnerships with local arts institutions. The targeted sites have been

scrambling to obtain "pieces of the puzzle" but lack the time, funding, and training to turn these into a comprehensive, system-wide whole. MSAP funds will be used strategically to speed up this process, and help sites pull separate initiatives and innovations into a seamless package that engages and challenges students, that teachers feel confident and capable of implementing, and that parents recognize and choose as a promising and nurturing environment for their children. Building a coherent program from our initial pieces, making systemic changes as opposed to "tinkering around the edges" of reform will take time and other resources.

▪ **Location of program:** All four proposed schools are located in the northwest quadrant of the District. The project schools plan to recruit from four distinct populations to reduce minority group (Hispanic) isolation: 1) families of students who live in the northwest quadrant, but who attend private schools, 2) families of students who live in the northwest quadrant, but choose to attend a district school outside of the quadrant, 3) families of students who live within district boundaries, but outside of the northwest quadrant, and 4) families of students in nearby communities, but outside of district boundaries. Over time, parents and community members have come to view schools in the northwest quadrant as less desirable educational alternatives. The schools, however, have much to offer: lovely, well-maintained campuses; dedicated teachers and administrators; and a vision for school improvement through their new themes. We selected STEM and VAPA themes specifically to interest and attract the groups we are targeting for recruitment. These themes, combined with innovative new teaching approaches, subsequent increases in overall student achievement, and successful public relations and marketing practices will reverse this perception and bring families who have left and new families back to these sites. Transportation will likely not be an issue for any of the groups we are trying to recruit as their parents currently provide transportation to alternate sites.

▪ **Professional development requirements:** A time-intensive, three-year course of study is needed to provide the foundation for the success of these four magnet schools. It will have a direct and positive impact on how teachers view and teach all students, as well as a positive impact on student achievement. We will be asking for teachers to participate in four major

professional development components: 1) Desegregation strategies: Training to create culturally responsive and inclusive classrooms and build staff capacity to implement specific desegregation strategies designed to increase student interaction will be essential to our success. 2) Training in the area of home/school communication will increase the capacity of each site to partner with, recruit and involve parents. 3) Project Based Learning: Both VAPA and STEM teachers will be transforming their teaching practices, moving from lectures to inquiry, teacher-center to student-centered, discrete subjects to interdisciplinary, integrated instruction. Teachers will need additional time to learn and practice new strategies, reflect on elements that worked well and areas in need of improvement, receive coaching, and incorporate feedback and suggestions into subsequent instruction. 4) STEM and VAPA content: Only a handful of math and science teachers, mostly at the secondary level, have sufficient degrees, qualifications, or experience to teach all the content required in a STEM program. While our teachers have been initiating this process, signing up for summer workshops, taking extra coursework, adding subject matter expertise to their credentials, we recognize that the challenge of learning the STEM content is great, particularly for teachers at the elementary level and for social studies and English middle school teachers who we will call on to collaborate with the math and science team. Therefore considerable time is needed for the three STEM sites to learn STEM content and concepts. Likewise, at the VAPA site, the middle school teachers who are unaccustomed to integrating the arts into their content area and creating interdisciplinary units of study will need time to learn more about dance and drama, painting and sculpture, orchestra and opera.

PRIORITY 4 – PROMOTING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) EDUCATION (10 POINTS)

Pasadena Unified proposes that three of the four new magnet schools adopt STEM education as their magnet theme. The three are two feeder elementary schools and one middle school that will provide integrated and articulated STEM curriculum and activities from kindergarten through eighth grade. The overall approach we will use to implement STEM is described here.

(a) Providing students with increased access to rigorous and engaging coursework in STEM

STEM was selected as the theme for three MSAP schools because of parent and student interest, its relevance to potential future careers for students, and the research linking positive increases academic and other skills to well designed, high quality STEM programs, summarized here.

- **Improved overall academic achievement:** STEM programs allow underrepresented students to overcome issues linked to educational underachievement, including socioeconomic status (Alvarez, Edwards, & Harris, 2010). Integrating the STEM disciplines has been shown to improve students' understanding not only in science and math but also in reading and English language arts (Pearson, Moje, and Greenleaf, 2010).
- **Increases in valuable non-cognitive skills:** The STEM disciplines require students to undertake multiple attempts before obtaining results or solving problems. Students who engage in STEM disciplines have opportunities to develop patience, self-discipline, and perseverance, skills that are valued by employers and highly correlated with adult success (Duckworth, 2010).

We will be introducing STEM education at the two elementary schools because early exposure to STEM supports children's overall academic growth, develops early critical thinking and reasoning skills, and enhances later interest in STEM study and careers (National Research Council, 2011). Research has also found that girls and underrepresented minorities benefit from being identified, encouraged, and nurtured to pursue STEM studies from as early an age as possible (Bayer, 2010). By offering students a seamless transition into a STEM-themed middle school, we will continue to build on this foundation. During middle school many students,

especially girls, turn away from math and science. It is critical for students to have access to quality STEM programming before they reach high school to provide the foundation for continued interest in STEM disciplines and avoid learning gaps (Kahler & Valentine, 2010).

Each key element of the comprehensive K-8 STEM program planned for the three STEM magnet schools is based on research and effective practice. This table summarizes elements of project design and the research demonstrating how these elements have been shown to increase access and provide rigor and engagement for students.

Key element	**Research demonstrating effectiveness for access, rigor, engagement**
▪ **Interdisciplinary study**	Activities that blend science, English language arts, social studies, fine arts, engineering, and math, are designed to transcend the school environment increase relevance and promote student engagement (Taylor and Parsons, 2011).
▪ **Project Based Learning, that are relevant, real-world experiences**	Students report finding Project Based Learning more engaging than traditional instructional techniques (Geier, 2008; Yazzie-Mintz, 2010). Activities that are student-centered, use inquiry-based method of addressing and solving problems, and connect to real world problems increase student engagement (Howard-Brown & Martinez, 2012).
▪ **Challenging goals with support for success & multiple opportunities/means of demonstrating learning**	The combination of challenging goals, high expectations, and adequate support has been shown to positively impact academic achievement (Hattie, 2009). For goals to be effective, activities need to be structured so that students can achieve them. Students must receive frequent feedback and be offered varied opportunities and allowed to use different methods to demonstrate and develop their learning (Hattie, 2011).

Key element	Research demonstrating effectiveness for access, rigor, engagement
▪ **Infusion of technology as learning tool in all subjects**	The infusion of technology hardware, software, and online resources in the classroom can significantly increase the potential for learning, especially when it is used to support collaboration, access, and the expression and representation of students' thoughts and ideas (Sandholtz, Ringstaff, Dwyer, 1997).
▪ **Community partnerships**	STEM presentations from businesses and IHEs, internships, apprenticeships, and community service positively impact academic achievement and engagement when these experiences are closely connected with curricular objectives (Billig, 2007). Increased student interest in and ability to pursue STEM careers has positive impacts on the STEM literacy of the workforce (NSF, 2010).
▪ **Classroom practices that foster equity**	Increased access occurs when instruction uses an inclusive approach to ensure that *all* students feel comfortable with the materials. Encouragement and supportive direct instruction in problem-solving strategies increase student persistence when activities are difficult and challenging (Chun & Harris, 2011).

The adoption of a STEM education theme will transform classrooms in the three STEM-themed MSAPS schools into places of wonder and discovery where collaboration and communication are emphasized, problem-solving and exploratory learning are commonplace. Here is what our key elements making up the program design will look like in action.

▪ **Interdisciplinary study:** At the elementary level, curriculum integration will be supported by identifying "Big Ideas" or "Cross Cutting-Concepts," key concepts that will used to organize and infuse science, technology, engineering, and math into the curriculum throughout the school day. Each school day will be organized into three segments or blocks of time: Reading, Math, and Hands-On Application with selected Cross Cutting Concepts integrated into each block. For

example, our first Kindergarten Cross Cutting Concept is Patterns. During the Reading Block, the teacher reads *Pattern Bug* to the class and discusses patterns found in the book and in the classroom. During independent reading, students continue to explore fiction and non-fiction passages related to this concept selected for them from the District-adopted basal reader, as well as the Science, Social Studies, and Health textbooks. During the Mathematics, students have time to create their own patterns with hands-on materials. They string buttons or pasta shells into pattern necklaces, allowing time for students to discuss their patterns and opportunities to share and display their work. In the Hands-on Application Block, students will have extended time to apply and build upon the concepts read during Reading Block and explore further activities started in the Mathematics Block. They will identify, match, copy, extend, or create patterns with manipulatives such as tiles, pattern blocks, links, string beads, colored lids, plastic animals, crayons, blocks, Fruit Loops, etc.; stamp a pattern, glue a pattern using precut shapes, pictures, wallpaper samples, etc.; or draw patterns found in the classroom (on a shirt, rug, etc.).

At the middle school level, each grade level's core academic teachers will team to integrate STEM learning across all core subject areas. For example in science, 7th graders will begin a unit of study by watching a video of a common amusement park ride, the "Pirate Ship." In this ride, passengers sit in a ship while it swings back and forth until it comes to a stop. They will have the opportunity to create a model that addresses the question of how to make an amusement park ride go faster. Each group will formulate a hypothesis and use experimental data to support or refute their hypothesis. Then they will design and conduct an experiment using a pendulum to analyze the impact that other variables may have on the speed of a pendulum. That day in Math class, they will explore the math behind their experiments. They will graph their findings from science into a simple spreadsheet using the different variables they tried out (length of pendulum, weight of bob, starting angle of swing). They will discuss any problems they had measuring or calculating speed and the importance of accuracy. In English, they will

explain their findings in a clear and compelling PowerPoint presentation using text, video clips, photos, drawings, and clipart to be shared orally and with parents on the school website.

▪ **Project Based Learning that is relevant and related to the real world**: Simply teaching a science unit or two or adding a robotics elective won't add up to a high quality STEM program. Students need to be provided opportunities, instruction, and time to build and design things, using applied science and math and technology tools. At the heart of any STEM program students need time to design and create products. Our engaging, rigorous STEM curriculum will start with questions, not memorization, lectures, textbook readings, or worksheets. Important endeavors in science, engineering, or technology all start with interesting, meaningful questions - with potential answers that matter to the world. How do we create this product? What will fix this problem? Why is this design better? Through Project Based Learning (PBL), students will experience an extended process of inquiry in response to a complex question, problem, or challenge. Students will learn the necessary facts and information as they are needed to solve real-life problems. Their products will be exhibited to and critiqued by peers, teachers, parents, and experts from our community partners. This will require instruction about the design process, practice time for public speaking, spaces around the schools where students can display and present their work, and design rubrics and reflection forms for evaluating and improving the products. While allowing for student "voice and choice," relevant projects will be carefully planned, managed, and assessed to help students learn key academic content. Students will practice 21st Century Skills such as collaboration, communication, creativity and critical thinking, while creating high-quality, authentic products, making presentations to authentic audiences, and finding solutions to real world problems. PBL will ensure that students do much more than remember information as they use higher order thinking skills, collaborate as a team, practice effective listening skills, express ideas clearly, read at advanced levels, and ultimately become competitive in the 21st Century workplace.

Elementary PBL: An example of the kind of PBL project to be introduced at the two STEM elementary sites, Washington and Jackson is the "Ultimate Recycling Invention" that is part of

the Trash 4 Teaching (T4T) Project for which teachers will receive training. Using re-purposed materials, our budding engineers will combine the functional and the imaginative into a device that transports a can into a recycling bin. This collaborative experience will allow our students to explore the design process, use math and science knowledge as well as collaboration and communication skills, tap into their creativity while increasing their motivation to learn.

Middle School PBL: Washington Middle School has selected the Project Lead The Way - Gateway to Technology curriculum that is designed to challenge and engage the natural curiosity and imagination of middle school students. The program is divided into seven, nine-week independent units, with 45-minute class periods. In year one, students will take two courses, Automation and Robotics and Design Modeling. In the Automation and Robotics course, students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an existing problem. In subsequent years, middle schools students will be able to choose from electives such as an Energy and the Environment course where students investigate the impact of energy on our lives and the environment. They will design and model alternative energy sources and participate in an energy expo to demonstrate energy concepts and innovative ideas. Other courses will include Flight and Space, Green Architecture and Magic of Electrons.

- **Challenging goals with support for success and multiple opportunities/means of demonstrating learning:** Students at all three MSAP sites will have multiple and varied opportunities to experiment and demonstrate their understanding. Participating in the engineering design process will allow students to develop persistence and teach them that "once is not enough" as they perfect and refine their projects. In addition to collaborating and thinking critically, students brainstorm ideas, plan their designs, work together to build and test their planned design or object, record what happened, evaluate its success, and start all over again, re-planning, creating and testing, as part of the improvement step of the process. Project teachers

will learn how to formulate a wide variety of ways for students to "show what they know" from 2-dimensional sketches, to 3-D representations of concepts, or kinesthetic demonstrations such as skits and/or dance. All of these will give students of many backgrounds and abilities multiple opportunities to demonstrate and deepen their understanding and to progress academically.

▪ **Infusion of technology as learning tool throughout the curriculum**: Although we cannot predict the future for which we are preparing our students, it is clear that it will be a place that is governed by information, and that information will be digital. Accessing, processing, building, and communicating digital information is how our students and we will continue to learn and work. All students will master technology benchmarks, demonstrating proficiency in keyboarding, digital videography and photography, Internet usage, online research, spreadsheets, presentation software, word processing, and electronic portfolios. Students will have routine, daily opportunities to select and use digital learning resources. Every classroom will be equipped with multimedia computers and have both scheduled and free time for students to use these work stations for research, writing, practice of skills, conceptual development, problem solving, and data analysis. Students will interact daily with materials from LCD projected text, websites, and other online resources. Students and teachers will be able to share and model writing pieces, labeling and highlighting key parts of writing as it is projected on the interactive whiteboard. Portable wireless devices (iPads, tablets) will be available for students and teachers to check out and use as needed, providing students with "anytime, anywhere" learning. Wireless network connectivity will allow the deployment of technology to non-traditional learning spaces and opening of classroom doors to collaborative projects that flow to wherever students are learning.

▪ **Community partnerships:** Partnerships with business, industry, and local universities are a key component of STEM. Interaction and support from real-world partners will strengthen our program by providing speakers to spark interest in careers and awareness of the relevance of STEM; internships and job shadowing opportunities; mentoring of students; feedback to students on products, presentations, and capstone projects; and ongoing support and training for teachers on content, practices, and real-world applications. To that end our STEM sites have forged

strong partnerships with Jet Propulsion Laboratory (JPL), the University of California at Los Angeles (UCLA) Center X, WestEd K-12 Alliance, and California Institute of Technology (CalTech) to receive training, speakers, judges for competitions and projects, settings for our students to visit, and networking opportunities with actual STEM practitioners and researchers.

▪ **Classroom practices that foster equity:** High standards of behavior, schoolwide appreciation of cultural diversity, and team effort will contribute to making the magnet sites safe and nurturing places where all students experience inclusion and belonging. The consistent implementation of conflict resolution techniques with an emphasis on justice and equity will help us decrease classroom and playground discipline incidents and ensure all students feel safe at school and ready to learn. Teachers, administrators, paraprofessionals, and playground supervisors will be trained how to set and enforce rules collaboratively with students, reduce bullying, and increase positive student interactions both in the classroom and on the playground. For additional detail on ways the MSAP sites will foster access and equity in the classroom please see the Plan of Operation.

We are confident that, in embracing the six key elements of a comprehensive K-8 STEM program, our programs – well implemented - will provide our diverse students with increased access to rigorous and engaging coursework in STEM.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Implementing a high-quality STEM program for students will require high-quality professional development for both elementary and middle school teachers. A comprehensive professional development plan has been developed to increase teachers' capacity to implement STEM strategies and curriculum as it increases content knowledge, confidence, and familiarity with new curriculum and materials.

At our first Summer Institute in August, 2014, all four MSAP sites will participate in project wide training setting the framework and foundation for Project Based Learning presented by the Los Angeles County Office of Education (LACOE). To address the need to make our campuses

beacons of inclusion and access, all four sites will participate in training on culturally responsive education offered by award-winning diversity and equity consultant, William D. Howe, former president of the National Association of Multicultural Education (NAME). The third summer institute topic will be parent communication by 2INSPIRE (For more detail on this part of the professional development plan, see the Plan of Operations section).

The following table demonstrates the quality, intensity, and duration of the STEM-specific professional development planned for at the MSAP sites. This comprehensive professional development plan will combine the use of external STEM experts and professional development organizations as well as peer modeling, lesson demonstration, peer coaching, and time for self-assessment and reflection. Over the course of the project, teachers will have a total of 146 hours of intensive, STEM-related training that will spiral upward and build each year. Training will cover Project Based Learning and STEM content for all as well as magnet school specific training in STEM. All project teachers will be provided time to meet with teachers in their grade levels/departments as professional learning communities (PLCs) – which are teams of educators "sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive learning-oriented and growth-promoting way" (McREL, 2003). Teams will meet during time set-aside during the school months to develop curriculum, discuss project implementation, reflect on best practices, and assess students' progress in a collaborative environment with the goal of improving student learning.

STEM-specific Professional Development: Topics include STEM content, hands-on inquiry, curriculum integration, integration with Common Core Standards, new materials orientation

Target participants	Topic - Presenter	Time
All MSAP staff: Classroom teachers, support staff, administration	Project Based Learning - Los Angeles County	5 hrs x 3 days - School Yr 13-14 5 hrs x 2 days – Summer 2014
	PBL collaboration - Learning coaches	1hr/month, all three years

Target participants	Topic - Presenter	Time
All STEM MSAP staff	Technology integration - Technology specialists available during lunch, after school, classroom demos, approx 1hr/week	
All classroom teachers at Jackson and Washington ES	Training to use Engineering is Elementary and FOSS K-12 Alliance/West Ed	5 hrs x 2 days – Summer 2015
	UCLA Center X, Cal Tech Science and Engineering, EcoSySTEM	5 hrs x 2 days – Summer 2015 5 hrs x 4 days – Summer 2016
All classroom teachers, support staff, administration from Washington MS	University of California Los Angeles Center X K-12 Alliance/West Ed	3 hrs x 1 day – Fall 2014 5 hrs x 4 days – Summer 2015 and 2016
All STEM MSAP staff	STEM Learning Coaches at each site	2 hours x 10 days– all 3 yrs, during school yr
STAFF TRAINING FOR SPECIFIC GRADE LEVELS OR TEACHERS		
3 4-5 grade teachers at Jackson ES, 8 4-5 grade teachers at Washington ES	*Trash 4 Schools*	*2 hours x 10 days, school year 2014-15 and 2015-16*
3 STEM elective teachers Washington MS	*Project Lead The Way – Gateway to Technology (PLTW-GTT)*	*5 hours x 10 days – all three years*
1 Robotics teacher Washington MS	*Carnegie Mellon University*	*5 hours x 5 days – Summer '15*
5 core academic teachers Washington MS	*Envision Learning Partners*	*5 hrs x 3 days – all 3 yrs, during school yr*

A. PLAN OF OPERATION (30 POINTS)

(1) The Secretary reviews each application to determine the quality of the plan of operation for the project.

(2) The Secretary determines the extent to which the applicant demonstrates—

(i) The effectiveness of its management plan to ensure proper and efficient administration of the project; – 5 points

District Oversight: The Chief Academic Officer who reports to the Superintendent of Schools and the Executive Directors of Elementary and Secondary Education will perform an oversight function with regard to project implementation and effectiveness.

Project-Level Steering Committee (SC): The Pasadena MSAP Steering Committee will provide guidance for the grant and monitor progress towards full and effective implementation of each magnet school and associated component. The Steering Committee will meet monthly during all three project years to monitor project implementation, review progress toward outcomes, and monitor budget expenditures in a synergistic manner. The committee will include the District oversight personnel indicated above, the MSAP project director, site principals and school site coordinators, representative educators (teachers and administrators), parent representatives from each school, the independent project evaluator, and representatives from major partner organizations. Major partner organizations include Pasadena Education Foundation, the Pasadena Education Network, Jet Propulsion Laboratory, the Los Angeles Music Center and Art Center College of Design. A representative from the district budget office will attend as needed.

- Project implementation. The committee will support, monitor, and document that individuals and organizations fulfill their roles and responsibilities, activities are implemented, and milestones are achieved.

- Progress toward outcomes. The committee members will review data regarding advancement toward project objectives as it becomes available, match those data with what they know about implementation, and use project data to make informed decisions about future efforts.
- Budget. The Steering Committee will review actual versus proposed budget expenditures tied to project goals, activities, and outcomes.

When concerns arise regarding implementation or outcomes, committee members will review the allocation of resources, including budgeted items to ensure that resources needed to achieve objectives are expended as planned or that adjustments are made to improve implementation and subsequent outcomes.

Program implementation, outcomes, and budget will be regular meeting agenda items and the agenda will be planned jointly by the committee members, the evaluator, and the business office.. All participants will have a voice and decisions will be based on the multiple perspectives represented. We will apply Kevin Wolf's, "The Making of a Good Meeting" principles to ensure that meetings are effective and efficient.

- A strategically designed agenda with commonly understood goals and objectives.
- A clear, agreed upon process for reaching those goals and running the meeting.
- An awareness that people come with their personal preoccupations and feelings, as well as an interest in the subject at hand.
- A sense of involvement and empowerment; people feeling that the decisions are <u>their</u> decisions; that they are able to do what needs doing.
- A skilled facilitator.

All meetings will end with Action Plans for the period between present and next meeting to include activities, milestones, roles and responsibilities, and inputs need to accomplish outcomes. The committee will be guided by detailed management timelines that include ends (ultimate outcomes), milestones to achievement, activities to support attainment of milestones, timelines, responsibilities, resources needed to accomplish, and method of verification that milestones have been achieved. A sample of what our management plan will look like is included later in this

section for our recruitment efforts. MSAP schools and the overall project will develop a detailed plan for all areas during the first two months of the project.

School-Level MSAP Governance: School-level MSAP program governance will be modeled after the program level model described above. Members of the school-level committees will include principal, the MSAP site coordinator, elected teacher representatives, elected parent representatives, major partner representatives for that site, and a staff member designated as the school-level evaluation team member. Meetings will be held monthly and will follow the agenda and process described for the project above. The school-level governance teams will be linked directly to the project-level Steering Committee through representation on that committee and through exchange of minutes of each meeting with the other groups using postings on the project website as well as other electronic means of transparent management.

ii) The effectiveness of its plan to attain specific outcomes that—(A) Will accomplish the purposes of the program; (B) Are attainable within the project period; (C) Are measurable and quantifiable; and (D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes – 5 points

To meet the needs we identified, we set the following goals and objectives.

Magnet School Purpose (a) Reduce minority group (Hispanic) isolation

Goal 1: The District will reduce minority group (Hispanic) isolation at project magnet schools.

1a. New enrollees at magnet schools: Pasadena Unified School District's MSAP will reduce minority group (Hispanic) isolation at each of the four designated magnet schools (Jackson Elementary, Washington Accelerated Elementary, Eliot Middle, and Washington Middle). Annually starting with year 2 enrollment, the newly enrolled Hispanic minority enrollment will decrease in percentage (not necessarily in numbers). The decrease will come, not because we are lower the number of Hispanic students we serve, but because we expect our non-Hispanic population to grow. The annual decrease toward the district average will be 25% for new enrollees. By the end of the project, all four schools will enroll new students within 2% of the district Hispanic group average.

Percentage of New Hispanic Enrollees by School Year

School	Jackson	Wash. Elem.	Eliot MS	Wash. MS	District
2012-2013	78%	87%	66%	80%	60%
2013-2014	Not affected. Application and lottery system applies first to 2014-15 enrollees.				
2014-2015	72	78%	64%	73%	60%
2015-2016	66%	69%	62%	67%	60%
2016-2017	60%	60%	60%	60%	60%

1b. Overall student enrollment at magnet schools: Pasadena Unified School District's MSAP schools will show a reduction in overall minority (Hispanic) group isolation as shown on the table below. We fully expect that elementary schools will achieve the district minority (Hispanic) average percent enrollment within 7 years maximum and that middle schools will achieve minority (Hispanic) balance in four years maximum after the recruitment and application process is implemented.

Overall Change in Hispanic Enrollment by School Year

School	Jackson	Wash. Elem.	Eliot MS	Wash. MS	District
2012-2013	78%	87%	66%	80%	60%
2013-2014	Not affected. Application and lottery system applies first to 2014-15 enrollees.				
2014-2015	76%	85%	65%	77%	60%
2015-2016	74%	82%	64%	74%	60%
2016-2017	72%	78%	63%	71%	60%

We will use the District's official enrollment figures reported each October on the California Department of Education's California Department of Education's California Longitudinal Pupil Achievement Data System (CALPADS).

Magnet School Purposes (b) reading/language arts and (c) mathematics-percent scoring proficient or above in academic achievement

Goal 2: Magnet school students will demonstrate achievement of high academic standards by

meeting state designated academic growth targets in reading/language arts and mathematics.

2a. Reading/Language Arts. The percentage of students from major racial and ethnic groups (Hispanic/Latinos) who meet or exceed State annual progress standards in reading/language arts at each of the four magnet schools will increase annually over the 2013 baseline so that each magnet school meets its AYP target through Safe Harbor calculations. Safe Harbor is an alternate method of determining adequate yearly progress and is approximately equal to 10% change in the percentage of children at or above proficient. It is used for school populations that are well below AYP percentage targets and shows significant and meaningful growth in lieu of meeting a percentage target. This objective will use student performance on the California Standards Test in English Language Arts reported on Accountability Progress Reports released each August. **2b. Mathematics.** The percentage of students from major racial and ethnic groups (Hispanic/Latinos) who meet or exceed State annual progress standards in mathematics at each of the four magnet schools will increase annually over the 2013 baseline such that each magnet school meets its AYP target through Safe Harbor calculations. See definition for Safe Harbor above. This objective will use student performance on the California Standards Test in mathematics reported on Accountability Progress Reports released each August.

Note that we expect the State and Federal accountability system to change during the course of the grant application in response to the use of Common Core standards and the reauthorization of No Child Left Behind and, if funded, will be required to modify the ELA and math objectives at some point to reflect the changes in State and Federal guidelines.

Goal 3 - Theme Related Proficiency. Magnet school students will demonstrate achievement of and proficiency in theme-based skills and knowledge. We propose to use both trimester tests and capstone projects in all four of the proposed magnet schools. The trimester tests are locally made common summative assessments, designed to measure student proficiency at the trimester, identify programmatic concerns, and plan intervention efforts. The capstone projects are performance assessments that integrate the magnet theme with non-magnet content and require students to plan, implement, and produce a final project or performance designed to show

mastery of content and skills.

3a1. STEM Integrated—Students who participate at STEM schools will demonstrate proficiency in STEM content and skills as evidenced by (a) 75% mastery of trimester integrated tests, and (b) 75% of students will achieve proficient rubric-based scores on annual STEM capstone projects.

3a2. STEM Science—Annually, students enrolled at STEM schools will improve their academic achievement in science as evidenced by increases of 10% per year in the percentage of students at or above proficient on the California Standards Test—Science (see above for Mathematics).

3b1. Visual and Performing Arts for Dance, Music, Drama, Arts— Students who participate at Eliot Middle School Visual and Performing Arts magnet school will demonstrate proficiency in dance, music, drama, or art content and skills (as separate subjects) as evidenced by (a) 75% mastery of trimester specific arts-domain tests

3b2. 75% of students achieving proficient rubric-based scores on annual VAPA Project Based Learning capstone projects.

Goal 4: Increased positive interactions among students of different social, economic, ethnic/racial groups. The MSAP project will develop a school climate at both magnet sites that embraces and fosters inclusion and diversity.

4a. Cultural competence – Students: Students of different social, economic, and ethnic/racial groups will show improvement in their acceptance and ability to positively interact with other students as evidenced by (a) 70% of students in year 2 of implementation and 80% in year 3 indicate on project-developed surveys administered in spring that project activities have helped them to understand and appreciate diversity, speak out against prejudice, and participate in a school environment of mutual respect and inclusiveness, and (b) decreases in incidents of expulsion, suspension, and truancy toward the district average of 15% for the grade span annually starting in year 2.

4b. Cultural competence – Teachers and administrators: By the end of the project, 80% of teachers and administrators will routinely implement the skills and knowledge needed to build a

safe and respectful learning environment for all students. Annual progress will be as follows and will be documented through staff surveys, and documentation of achievement of diversity program milestones through self-assessment and principal/administrator observation.

Levels of Use[1] of Teacher Behaviors -Diversity	Diversity milestones by program year		
	Year 1	Year 2	Year 3
Do not use. No plans.	10%	5%	0%
Do not use. More info needed.	15%	10%	0%
Do not use. Have start date.	15%	10%	0%
Use, but not comfortably.	50%	25%	15%
Use routinely, comfortably.	10%	50%	85%

Goal 5: Capacity Building, Trained staff (see also Cultural Competence above and Parent Empowerment below)

5. Professional Development: Teachers and support staff will implement theme-based instruction routinely and well by the end of the project (Jackson, Washington Accelerated Elementary, and Washington Middle = STEM; Eliot Middle = Visual and Performing Arts; All = Project Based Learning using Buck Institute model). Annually, each project school will achieve the following percentage of teachers at different Levels of Use (Concerns Based Adoption Model) of their school's theme-based behaviors.

Levels of Use of Theme-Based Teacher Behaviors	MSAP program year		
	Year 1	Year 2	Year 3
Do not use. No plans.	10%	0%	0%
Do not use. More info needed.	15%	10%	0%
Do not use. Have start date.	15%	15%	0%
Use, but not comfortably.	50%	25%	20%

[1] Based on the Concerns-Based Adoption Tools for School Improvement.

Use routinely, comfortably.	10%	50%	80%

We will use project-created Instructional Practice Profiles (rubrics) for teacher self-assessment and principal/administration, site coordinator or Learning Coach observations.

Goal 6: Capacity Building, Empowered Parents

6a. Parent Empowerment, Involvement in Decision Making: 80% of all parents, and 80% of minority (Hispanic) parents, will indicate on a project-developed survey administered in the spring of each year that they support the MSAP, have had opportunities to be involved in their child's education, and that the MSAP activities provided them with information or skills to help their children at home.

6b. Parent Empowerment: 80% of parents will indicate that parent empowerment training has been offered to them. Of those who participate, 90% will complete training, 80% will indicate that the training empowered them to be advocates for their children.

6c. Parent Participation in Decision Making: Each project year, the number and percentage of parents who believe that they are decision makers in the education of their children will increase from baseline and ¼ of the gap between pre-project results and 100%.

6d. Teacher capacity to work with parents: After attending parent empowerment training, teachers will implement behaviors that support parent empowerment and decision making in the education of their children. Teachers will self-assess their behaviors on a project-developed survey. As well, 70% of the parents after year 1, 80% of parents after year 2, and 85% of parents after year 3 will indicate on a project-developed survey that teachers and other school personnel interacted with them in a way that promoted parent engagement and decision making with respect to their children and to the programs offered at the school.

Goal 7: Capacity Building, Recruitment, Application, and Selection

7a. By the end of the project, the finalized system for recruitment, application, and selection of students for the magnet programs will be fully implemented.

7b. By the end of the project, the district will have built the capacity to continue magnet school

recruitment, application, and student selection using its own resources.

Goal 8: Capacity Building, Sustainability Plans

8. Sustainability: By the middle of the third project year, each school and the district will have finalized their sustainability plans to include lists of components to be sustained and have identified concrete, committed sources of funding and support for continuation.

Goal 9: Capacity Building, Theme-Based Rigorous Courses of Instruction. The MSAP project will develop a course of study for each magnet school's theme.

9a. Curriculum completion: Each year of implementation, teachers will develop and refine the theme-based course of study and associated lessons to create a course of instruction for each grade level to implement their site's theme. By year 3, both sites will have completed and posted electronic curriculum handbooks and videos of model lessons on project/site websites.

9b. Curriculum quality: The course of study developed at each magnet will meet criteria for rigor, ability to strengthen academic knowledge, and inclusion of 21st Century career and college skills, using a project-developed rubric based on the Association for Supervision and Curriculum Development's Quality Curriculum Evaluation Rubric.

(iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project – 2 points

Pasadena's MSAP program has plans to use resources and personnel specifically to address the objectives of the project. The table below shows the manner in which we resourced three years of MSAP funds to align to goals and objectives.

Pasadena Three-Year Resource and Personnel Allocation by Area

Area	District	Eliot MS	Jackson ES	Wash ES	Wash MS
All objectives	$914,214	$447,336	$383,160	$450,653	$444,165
Prof. Dev.	$355,076	$310,885	$251,465	$367,312	$279,735
Curric.DevAssess.		$175,347	$125,492	$153,146	$166,973

Extended day			$77,231	$72,603	$ 245,160
Equip/Supplies		$584,881	$139,346	$449,005	$492,811
Evaluation	$300,000				
Parents	$173,868				
Recruitment	$263,360				
Total Direct	$2,006,518	$1,518,449	$976,694	$1,492,719	$1,628,844

Our budgets are closely tied to outcomes. See our budget narrative, which shows every budgeted line item and its association to an objective/goal of the program.

We were strategic in planning all resources and personnel as capacity building entities. We anticipate that all required resources would be in place for each school by the end of the project. In addition, we expect all funded personnel to work themselves out of their jobs by building capacity during funding years for programs to continue without them—through strong professional development efforts, time aimed at solidifying units of study and associated assessments, efforts put into developing structures like committees and teacher teams working together. We plan to develop detailed management plans within two months of start date to ensure that we have clear ends or outcomes in mind to drive development of our milestones, activities to achieve milestones, responsibilities, timelines, and verification methods.

Project- and site-level steering committees will have oversight responsibilities related to effective utilization of resources and personnel. They will use project management plans and grant application to monitor effective use of resource and personnel. See evaluation section for more detail.

(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students – 3 points

It is the intent of the Pasadena Unified School District to comply with both the letter and spirit of our policy to ensure that discrimination does not exist in our policies, regulations, and operation of our schools. The District has established a compliant uniform complaint procedure available to parents and the community.

> *Teachers' attitudes and expectations, as well as their knowledge of how to incorporate the cultures, experiences, and needs of their students into their teaching, significantly influence what students learn and the quality of their learning opportunities.*
>
> - Darling-Hammond & Bransford, 2005

Professional development in culturally responsive instruction: The professional development plan for staff at the four MSAP sites will include a strand to ensure teacher effectiveness and build staff capacity for providing access and equity for all students. This training will directly address the changing demographics in our schools and guide teachers to come to terms with their own unconscious stereotyping and the damage it can do. All MSAP staff will have the opportunity to learn and practice skills that enable them to deal with issues of bias and bigotry in schools and society. Teachers will explore the connection between culture and learning as they learn the essential components of cultural proficiency: valuing diversity, assessing one's own culture, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge (Nuri-Robins, Lindsey, & Terrell, 2007). The training will increase teacher understanding of and skill in making their classrooms more inclusive and responsive to students. It will provide teachers with the skills and dispositions to better prepare and teach students – leading to success in a multicultural society.

The culturally responsive education training will start with three days of a foundational course and a framework for the staff to develop a better understanding of the culture of the students, conducted by a former president of National Association for Multicultural Education (NAME). will receive assignments to complete that would include development of multicultural lesson planning and curriculum. A follow-up two-day instructional retreat will be conducted that includes specific instruction on culturally competent literacy. Local trainers will be identified to

provide ongoing mentoring and coaching, and sustain this training in future years. The VAPA magnet site, Elliot Middle School began a comparable program in the 2012-13 school year. Teachers have attended 3 days of *Unconscious Bias* training provided by the California Teachers Association. They will complete this work in summer 2013 with three days of follow-up training.

Use of increased number and variation of instructional strategies: Research has revealed that the average teacher uses only three to five teaching strategies, with lecture meeting the primary method (Raffini, 1993). The research on how students actually learn and how the brain works clearly shows that teachers need to be using on average fifteen to thirty different teaching strategies (Zadina, 2010). By doing so, they can greatly enhance the possibility of students succeeding. Therefore all of the professional development provided to MSAP staff will emphasize the need for teachers to acquire and use new teaching strategies. Whether a VAPA or STEM site, teachers will be learning to incorporate Project Based Learning, offer more hands-on experiences for students, and break down the hierarchy of subjects and teach in an interdisciplinary style that provides all students, and in particular underrepresented students renewed relevance and motivation.

Inclusive strategies, materials, and equipment to increase access: Examples of the materials or strategies the project will use to increase access include:

Girls and students with disabilities in STEM - Diverse learners initially need to have exposure to various STEM opportunities. The MSAP STEM sites will follow recommendations from the Alliance for Students with Disabilities in Science, Technology, Engineering, and Mathematics which guide schools in their efforts to increase the number of people with disabilities in STEM careers by encouraging students with disabilities to pursue STEM fields and then supporting those who show an interest and aptitude in STEM. Likewise the STEM sites will be guided by the National Girls Collaborative Project's recommendations for informing and encouraging girls to pursue careers in STEM. Both organizations have found that student interest and participation in STEM experiences improve when projects are specifically

designed and materials selected so that they connect students to real-world experiences and when projects relate to the actual lives of the students, their ages, and their interests. One example of materials the two elementary STEM-themed sites will use to increase access for girls in STEM is *GoldieBlox*. Created by Debbie Sterling, a Stanford engineer who always wanted a toy like this for her, *GoldieBlox* is a storybook and problem-solving challenge that is designed to engage girls in building simple machines. It uses colors, materials, and shapes designed to draw girls into the project immediately and challenge them gradually. As students solve each problem by creating a moving contraption, they gain confidence to take on the next level of engineering fun. Both elementary sites have already established afterschool robotics clubs for girls designed to increase the interest of the girls at their site in the STEM projects.

English Learners: The STEM school, Jackson, will use its Dual Language Immersion program and core instruction in Spanish as a vehicle to provide access to rigorous content for English Learners. The other MSAP sites will provide teachers with training in sheltering content. Strategies to shelter content and ensure English Learners have access include cooperative groups, appropriate wait time, assessing and building on prior knowledge, checking for understanding, explicit vocabulary development, use of realia, graphic organizers, and visual clues, etc.

Students with disabilities: Students with special needs will receive the accommodations selected by their Individualized Education Plan (IEP) team. Examples of accommodations used to ensure students have full access to academic content include specialized notepad or other assistive technologies, electronic texts, screen-reading software, sign language interpreters, use of study guides, extended time to complete assignments, etc.

Eliminating barriers to access for students will also be accomplished by educating the entire school community about the types of problems students are having and how staff and students can proactively reduce and eliminate barriers. Creating an inclusive school climate will be a shared responsibility and one that students and staff will gain capacity to develop through MSAP training, use of new strategies, and the addition of new materials.

(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools. – 15 points

Our proposed magnet schools have a problem—bad publicity. Every school weakness is well known in the community and beyond, and few, if any, of our strengths are public knowledge. Some of the reputation is deserved, at least at present lower academic achievement and higher truancies and suspensions.. The proposed magnet approaches will address those weakness quickly and from a variety of fronts – diversity training for students and staff, parent empowerment training for parents, skills training for teachers, accelerated curriculum for students, and implementation of an enticing magnet theme. Other aspects of our reputation are overblown, exaggerated or more urban legend than reality and are likely to persist without strong, ongoing, and immediate intervention.

We want to be able to build capacity to effectively recruit diverse students to the selected magnet schools. We have attended recruitment webinars and other training. We have read the literature and research. We have revisited the district's grim statistics on enrollment declines, eleven thousand students from 1970 to present (from 29,000 to 18,000). Our school attendance area statistics tell us that we have many more school age students living in our area than attend our schools. We know then that we need help.

The U.S. Department of Education, in its online booklet, "Creating Successful Magnet School Programs." details marketing campaigns including partnering with an outside firm to create brochures, creating promotional videos and paid advertising, training principals on creating surveys, conducting focus groups, and learning how to market their program at trade shows or fairs and shopping malls, anywhere prospective parents might be found.

As well, the authors mentioned the importance of ensuring magnet school staff and teachers are well-versed in the components of the program so that they are able to communicate their excitement through word of mouth, a powerful tool for spreading the word about one's program. The authors make clear that such promotional strategies are effective. (U.S. Dept. of Education, 2004).

Our four schools are already taking actions to recruit families and students and we have many methods of doing so. We know what to do, but not necessarily how to do it in the most effective way. Teachers, administrators, our current parents, and the school community strongly support the implementation of magnet schools at the sites and have put in countless hours to bring this application to fruition. The district supports school choice and the proposed magnet school program and has also put effort into recruit students for the schools. Thus, we have a base to start – many activities, enthusiastic staff, and supportive communities and district support.

Our plan is to (1) Hire a full-time Marketing/Recruitment Specialist, (2) Enlist the assistance of a marketing company experienced at working with magnet schools for branding, messaging, and targeted marketing, (4) Develop and implement marketing plans. (4) Monitor successful and unsuccessful recruitment efforts continuously and use the data to make informed decisions about the plan, (5) Leverage and train the entire school communities in recruitment procedures and marketing messages and target communities. As well, we will work with district personnel to take full advantage of the expanded services that they will offer.

We believe that our overall approach will help us make our own headlines like this one:

Magnet school attracts campouts

Parents have set up a 'headquarters' for campers on Corbly Street in front of Sands Montessori School (a magnet school) in Mount Washington on November 9, 2012. Parents started camping out Nov. 2 to make sure they get their children in when enrollments begins November 14. (Cincinnati.com, November 10, 2012)

"Marketing is the activity of creating and communicating offerings that have value for customers, clients, partners, and society at large." (David Gregory, G&D Associates, 2012).

Marketing/Recruitment Specialist: This district-level MSAP position will have full time responsibility for leading the marketing effort. When hired, this person will work with and be mentored by an experienced external marketing consultant, will coordinate efforts between the consultant and school staff to develop branding, messaging, and to identify target populations

and strategies for meeting. The marketing specialist will be responsible for providing support to and leading implement of the school-level marketing plans, will leverage district-level efforts, working with the District Director of Communications, and will be responsible for purchases and distribution of resources to schools (marques, banners, brochures, and other branding products). Once the marketing plan is finalized (3 months after program start date), the marketing specialist will have overall responsibility for implementing the plan and for supporting schools in their implementation effort.

The MSAP marketing specialist will coordinate services and collaborate with the several district-level resources including the district communications department, television and video department, and Welcome Center. The latter is an intake point for the district, and will be responsible for distributing STEM and VAPA school literature, making DVDs available to parents, and educating parents about the choices they have. The marketing specialist will also be tasked with training others in understanding how to implement the marketing and recruitment plan, including collecting data that will be helpful in assessing efforts. At the end of the project, we will have monitored implementation, collected data on effectiveness, and revised the message and marketing plan. We will have built the capacity to continue marketing and recruiting because we have a plan that has been honed, we have marketing tools, and we have the experience and skills to continue.

Marketing Agency. Whisenhut is a marketing agency with dozens of years of experience assisting schools and school districts with public relations and marketing efforts. We will use the agency for the following purposes:

• **Branding.** Branding is a name, term, design, symbol, or any other feature that identifies one provider's goods or services as distinct from those of others. Each school will refresh their brand for maximum effect based on the input from the consultant.

• **Targeting:** Targeting will help us to identify the families that we can recruit and their needs, values, and desires for their children's education. We know from the 2010 Census that our schools are not attracting all of the school age children we could. We'll need help in discovering

more about the families that are sending their children elsewhere, like demographics and location as well as what they value, need, and desire for their children.

• **Messaging:** "Whoever tells the best story wins." John Quincy Adams Messaging is four to six unique selling propositions and stories that connect with a family value and needs. Messaging describes the words that we will use to portray ourselves to different audiences. Its goal is to create "talking points" that resonate with potential families and empower our marketers (teachers, students, parents, partners) to have meaningful, focused, and tailor-made conversations with those potential families. Too often, messages focus on what we offer, not what families want for their children. Messaging characteristics that we will strive for are 1) does our message offer anything different from our competitors 2) is our message short, simple, and clear, 3) do our messages reflect reality and believability, and 4) does our message resonate with our target families. The consultant will assist us in identifying and crafting messages for the various target audiences. We will test and evaluate the messages until we get the results that we desire.

Marketing Plans: Marketing plans will be developed to identify our target market, prepare short and long-term strategies, allocate limited resources to create the greatest return, guide us in measuring progress and outcome, and provide clarity to responsibilities and timelines. A strong marketing plan will help our magnet schools to recruit students and families back to the sites. Our research into marketing indicates that most successful schools of choice have strong branding and messaging. Their marketing plans include: (a) clear vision for the school, (b) personnel goals, growth targets, tactical goals, and strategic goals, (c) purpose, (d) picture of the school as a success, (e) plan of action including gap between current situation and goals, (e) description of the ideal 'customer,' including demographic characteristics (age, location, SES, etc.) Our site teams will work with the marketing agency and MSAP Marketing/Recruitment Specialist that encompasses these elements and builds a successful, sustainable marketing plan that includes branding, messaging, and targeting.

Marketing and Recruiting Milestones	Resp.[2]	Year 1	Year 2	Year 3
Project recruitment/marketing specialist hired	Proj	√		
Marketing agency agreement finalized	Proj. Dtr.	√		
Schools involvement begun	Site Coord.	√		
Marketing plan completed	Recruit Spec.	drafted	reviewed	finalized
School staffs briefed on plan/revised plan	Recruit Spec.	√	√	√
Branding completed	Agency	√		
Target families identified (globally)	Agency	√		
Messaging completed (draft)	Agency	initial draft	revised	finalized
Staff, community, partners trained	Agency	√	new √	new √
Site marketing plans developed (target audience, effective messages, marketing tools, responsibilities, deadlines, etc.)	Site Coord (SC)	sound draft	revised	finalized
Marketing tools purchased or developed and distributed (marques, banners, brochures, updated websites, etc.)	Recruit. Spec. (RS)	√	Additional as needed	Additional as needed
Tracking tools in place. Revisions made using results.	Recruit. Spec.	√	Continue	Continue
Marketing, recruitment efforts started	RS and SC	√	Improved	Best
Marketing and recruitment plan revised	RS and SC	End of year	√	√

[2] Parents, partners, and school staff will be involved in all steps to ensure that their input and advice is included.

Monitor successful and unsuccessful recruitment efforts continuously and use the data to make informed decisions about the plan. We want to be successful and we know that we can if we have a sound marketing and recruitment plan that is implemented well. We will work with the marketing person and external evaluators to determine how best to collect data about our efforts from recruiters (our staff and school community) and from those we successfully or unsuccessfully recruit. We will survey each family that we contact to determine what worked and what could be changed. We will collect data on marketing technique used and number and type of family that either applies for enrollment or decides not to apply. The data we gain will be used to answer the question: How successful are the techniques we used? Linked to costs of time and resources, we will use this data to make better decisions about the techniques, time, and resources used.. Our plan is to accumulate the data and summarize in February and September each year.

Leverage and train the entire school communities in recruitment procedures and marketing messages and target communities.

> *We're all marketers now.*
>
> McKinsey&Company

Because recruitment efforts depend ultimately on positive word of mouth, we will recruit our entire community to become school ambassadors. We will involve all members of our school community in recruitment efforts—parents, students, teachers, classified personnel, principals, partners, anyone who might be an advocate for our schools. Andy Sernovitz calls this word of mouth advertising, one of the most effective means of gaining attention and loyalty. Each individual associated with the school is a walking advertisement for it. We will actively recruit and regularly remind people to promote our magnet schools. We will provide them with messaging and materials to do so. PTAs and other parent groups will be invited to assist. All students, including student councils and student groups will be taught the simple messages of the school and how to communicate to others the benefits and joys of involvement at our magnets. Partnerships have been established and will continue to be sought out to attract community involvement and interaction,

volunteerism, and financial support. Through education of the school community we will create recruitment partners that can help sustain the program.

Our discussions have revealed that our middle schools have extra work to do to market themselves. Eliot's VAPA program, for example, plans to partner with local feeder elementary schools by encouraging elementary students to take short field trips to the campus to view a performance, walk through an art exhibit, to participate in an art lesson or dance, to learn something about art from older students. Eliot will target elementary schools when they advertise their school's community arts events. Teachers and parents from other schools who sometimes have a less-than-positive vision of Eliot will be able to visit Eliot with their students and experience a positive side of Eliot that they may not have encountered previously. This kind of connection between feeder elementary schools and the middle schools is essential to increased enrollment at that level. If elementary school children and their families have positive dispositions toward Eliot and Washington Middle Schools before matriculation, they are more likely to apply and enroll.

Prepping for Lottery: The magnet schools will be open enrollment, boundary-less schools with an application process and lottery. The project director will contract with Smart Choice to use is software in the application, selection, and enrolment process. Smart Choice is a complete software system that allows parents to apply online, incorporates letters and other communications to parents, and provides application and enrollment results that are required by magnet school programs. The project director, in conjunction with open enrollment specialists at the district level will develop a parallel application and lottery timeline with roles and responsibilities and will work with Smart Choice to modify the software to meet its needs.

Starting with what we have and building from there: Our informal study of 2010 Census figures and data on the number of students in private schools and who selected schools of choice other than our magnets leads us to believe that our three groups to target for recruitment are: (a) students who attend private schools, (b) students who live in current attendance area, but transfer out to other schools, (c) students in neighboring school districts. Our efforts to improve our

schools and to increase academic achievement will work perfectly in concert with the new marketing campaigns to recruit more students. Our plans will include both continuing and new activities with a different branding, with messaging that can be modified for different audiences, and with targeted markets.

• Tools: Develop tools that will help us better market our schools (flyers, brochures, vinyl banners, electronic billboards, folder handouts, local radio, cinemas, video).

• Venues: Identify venues that would be more likely to target parents with diverse backgrounds (local establishments and events, churches, sports venues, churches, etc.)

• School events: Use school tours, student showcase events, trained student and parent ambassadors. For STEM schools, hold student showcases. For VAPA, develop school as a community arts center, hold community art events at the site.

• Social Media, Electronic Media: Become presences on Facebook, Twitter, and other social media. Review and redevelop websites, as needed. Consider on-hold messaging.

• Visibility: Target and implement a visibility campaign with new school signs and banners, clean and attractive campuses, and outside venue for advertising (buses, billboards, local retail outlets, community agencies, etc.).

We will leverage existing resources and build local capacity to continue marketing. Our efforts will include all staff members, parents and community members, partners, students, and parents.

B. QUALITY OF PERSONNEL (15 POINTS)

(1) Qualifications of project personnel. (1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project. (2) The Secretary determines the extent to which—

Research on successful magnet programs shows that one of the most critical factors is the "conviction, enthusiasm, and readiness to contribute" of the project teachers and administrators (Dentler, 1991). The students, parents, and staff of Jackson Elementary, Washington Accelerated

Elementary, Eliot Middle School, and Washington Middle School are committed to their themes and full implementation of the new MSAP projects. Surveys showed that all or nearly all are committed. All team members will sign a written pledge that commits staff, teachers, parents, and partners to work together to ensure the success of all students in a rigorous, standards-based curriculum. The teaching staffs for each site were selected based on high-degree of interest in working at the magnet site, skills and training specific to the magnet themes, experience in curriculum development, flexibility and willingness to take on new challenges.

> *A quality staff is at the core of the solution to the challenge of making a meaningful difference for all students.*
> – The Center for the Future of Teaching and Learning, 1997

(2) Extent of (3) Experience and training in fields related to project objectives, including knowledge of and experience in curriculum development and desegregation strategies.

The District will follow normal recruitment, hiring, and posting of all MSAP positions when the grant is awarded. Sample resumes of highly qualified staff are summarized in this section and provided in detail in the attachments to demonstrate that the District has the internal capacity in personnel to provide the leadership necessary for full project implementation.

(i) The project director is qualified to manage the project – 5 points

The project director will be full time in the project, 1.0 FTE for 11 months, and will be responsible for coordinating project planning, implementation, and sustainability efforts. The job qualifications and level of experience required for this position include:

Project Director (1.0 FTE) qualifications and experience:

- Budget: developing budgets, monitoring expenditures according to objectives and timelines to ensure project activities are on track, and completing all reporting requirements related to complex state and federal categorical program budgets.
- Legal compliance: keeping time accounting records, completing self study, leading staff and district analysis of compliance, and facilitating the validation review.

- Leadership: administrative credential and 5+ years successful leadership experience at site and district levels, proven track record of ability to facilitate the change process and communicate effectively with all stakeholders.
- Curriculum and assessment development: has led and completed complex, comprehensive curriculum design projects
- Planning and evaluation: planning, writing, and evaluating school-level and/or district-level improvement plans based on student achievement data. Able to present data to staff and parents, use data to collaboratively set school goals; lead both internal and external, formative and summative evaluation processes; submit all required state and federal reports.
- Familiar with desegregation goals and strategies, experience at site or district level with magnet school implementation
- %+ years experience working with diverse student and families, experience with parent recruitment and planning inclusive campuses
- Able to communicate effectively with parents and support parent partnership (Bilingual in Spanish/English desirable)
- Experience in leading curriculum and professional development efforts
- Training in/experience implementing VAPA and STEM
- Trained in use of data-driven decision making, PLCs, effective strategies for working with traditionally underrepresented students: girls in STEM, English learners, low income, and special needs students

(ii) Other key personnel are qualified to manage the project – 4 points

The qualifications of other key personnel, as they relate to the implementation of the proposed project are summarized here. Each position is paid for 11 months. A public relations specialist with marketing skills and a background in education will be identified to fill this position and the District has the internal capacity to fill the Site Coordinator, Data Analyst, and Learning Coach

positions from within existing staff. Sample resumes for each key personnel are in the attachments to this proposal.

Program level personnel - Marketing specialist (1.0 FTE) qualifications and experience:

- 3+ years effective marketing, communications and community outreach strategies, including use of social media, print, radio, and television
- Ethnic, cultural, geographic, and socio-economic diversity of the populations served by the District
- Fundamentals of writing, editing, composition, layout, and production of employee publications, news magazines, and educational publications
- Desktop publishing
- Presentation techniques
- Quantitative and multi-faceted market research
- Statistical analysis and data gathering techniques
- Concepts, methods, and techniques used in planning and implementing effective marketing and information programs
- Strategic marketing
- Current social media tools, trends, and techniques (i.e., Facebook, Twitter, LinkedIn, YouTube, Blogs, etc.) and social listening tools such as TweetDeck and Google Alerts
- Experience in designing comprehensive public relations campaigns involving press, television, radio, web.
- Demonstrated ability to create and obtain input from focus groups, develop and implement ad campaign, create free and paid media spots, write press releases and other communication.
- Background in graphic design and development of brochures, posters, and websites.
- Has education background–marketing work with an educational focus, has worked with K-12 education

Program level personnel – Data Analyst (1.0 FTE) qualifications and experience:

- At least 3 years experience in assessment development, 3 years working with teachers at site or District level
- Proficiency in the use of the district's online data management system.

- Training in Professional Learning Communities, organizing agenda, setting norms, presenting and analyzing data
- Training and experience in Project Based Learning, STEM, VAPA, or both
- Able to develop and analyze schoolwide formative assessments and performance task to assess STEM /VAPA concepts
- Able to facilitate teachers in development of classroom formative and performance assessments
- Thorough understanding of using data to make appropriate instructional decisions designed to support and enrich learning

Site level personnel – MSAP Site Coordinator (1.0 FTE at each MSAP site):

- 3+ years experience in the teaching and coaching of STEM or VAPA and/or the disciplines within STEM and VAPA
- Ability to and experience facilitating grade level meetings to ensure that cohesive instruction and work with vertical teams to ensure a seamless transition between grades.
- Training in Professional Learning Communities, organizing agenda, setting norms, presenting and analyzing data
- Training related to the theme of STEM or VAPA
- At least 5 years of successful experience in education, 3 years as a professional development facilitator, 2 years working closely with parents and community
- Excellent organization skills
- Experience or training with diversity in education, positive parent communication, promoting school climate and positive student interactions

Site level personnel – Learning Coach (1.0 FTE at each MSAP site):

- 3+ years facilitation and coaching skills and experience
- Training in Project Based Learning
- Credential, advanced coursework, and 3+ years experience in VAPA or STEM

(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools – 5 points.

There will be a total of 108 classroom and resource teachers who will provide instruction at the

four MSAP sites in the first year of the project. All project teachers selected met the following essential criteria for participation in the magnet project:

- Highly qualified per No Child Left Behind criteria.
- Have completed coursework or testing for state English Learner authorization, qualified to provide English language development and sheltered content for English Learners.
- Demonstrated interest and commitment to the purposes of the magnet school program: inclusion and diversity, high standards for all students.
- Experience in curriculum development or interest in developing magnet curriculum.
- Willingness to attend professional development and implement new strategies.
- Flexibility and ability to collaborate, work as a team, and support the concept of shared decision-making.
- Knowledgeable about analysis of student achievement data and how to make instructional decisions based on assessment data.

Their qualifications, training, and experiences of project teachers, which will enable them to implement these magnet school projects, are summarized here.

	Jackson	**Wash. El.**	**Wash. MS**	**Eliot MS**
Highly qualified/NCLB	13 of 13	23 of 23	28 of 28	32 of 32
Masters degrees/ post credential graduate coursework in education	13 of 13	11 of 23	16 of 28	19 of 32
Teaching experience, experience working with English Learners/minority students	Range: 6 to 35 years Average: 11 years	Range: 9 to 16 years Average: 12 years	Range: 2 to 31 years Average: 13 years	Range: 6 to 24 years Average: 14 years
State English Learner authorization	13 of 13, 5 of 13 have bilingual	23 of 23	28 of 28	32 of 32

	Jackson	Wash. El.	Wash. MS	Eliot MS
Curriculum development experience (piloting, assessment, department or grade level team work)	6 of 13	8 of 23	9 of 28	21 of 32
Training in differentiation for special needs students	13 of 13	23 of 23	28 of 28	32 of 32
Special training in STEM	8 of 13	9 of 23	9 of 28	N/A
Special training VAPA	N/A	N/A	N/A	6 of 32
Special training in diversity	1 of 13	2 of 23	0 of 28	18 of 32

As the magnet schools attract more students, we will add additional teachers to each site. Teachers from within the District will apply to move to the magnet and will be selected for participation based on their experience in curriculum development, interest in and commitment to the magnet themes, and willingness to participate in project training. Once the project ends, teacher requirements will include 1+ years of theme-based teaching experience.

(iv) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability. – 1 point

Pasadena Unified School District is an equal opportunity employer, and complies with all applicable federal and state non-discrimination laws. Board Policy 5145.3, adopted in 2011 is based on Federal requirements including the Civil Rights Act of 1964, Title IX, and Americans with Disabilities Act states that, "The District shall not unlawfully discriminate against or tolerate the harassment of employees or job applicants on the basis of their sex, race, color, religious creed, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, or actual or perceived sexual orientation. An Equal

Opportunity Affirmative Action Title IX Employer encourages qualified men and women including those with disabilities to apply for positions." This policy is posted at all school sites, on all job announcements and applications, in all employee handbooks and is strictly enforced by the Personnel Department.

Pasadena Unified School District's Personnel Department has long-established recruitment practices designed to reach and attract candidates from diverse backgrounds for all levels of the organization: teaching, classified, and administrative employees. These practices include:

- Writing an inclusive job advertisement, selecting appropriate media outlets for advertising the position, including local newspapers.
- Recruitment ads on the EDJOIN, the most well-known and widely used education job website in California, and the use of digital advertisement, including web page postings.
- Postings in newsletters or websites of statewide associations such as the Council for Exceptional Children's Educators with Disabilities, CA Association of Latino Superintendents/Administrators, CA Association African American School Educators, etc.
- Participation in recruitment fairs at the County Office and five local colleges and universities.
- One of the most promising strategies has been the recruitment of current paraprofessionals and former students who want to come back to their home community. We have, over time, successfully hired seventy-five minority teachers and sixteen administrators from this group.
- Promoting teacher retention and support. New teachers receive mentoring from a more experienced staff member, coaching, and ongoing support to stay in the profession.

C. Quality of Project Design (30 Points)

The STEM and VAPA themes were selected in response to parent interest and support. While there are common elements throughout the MSAP schools, each site will offer families a unique and exciting learning environment.

Eliot Middle School—VAPA: The VAPA theme will be visible and apparent throughout the school and classrooms. The school will become a focal point for the arts for the entire community with galleries of student art work showcased throughout the school, concerts held on the front lawn, and dance recitals and plays presented to audiences of feeder elementary school students. Classical music will play softly in the office and student-created rock videos will be broadcast in the cafeteria while students are eating lunch. Walking through the school, we will find our students performing improvisation, giving a violin concert, singing before an audience, animating in the Media Lab, playing scales in the keyboard class, demonstrating their tap skills in Dance Lab, constructing a coil pot. The arts will be woven into the fabric of daily classroom work, as English classes identify rhythms in poetry, math classes use linear equations to create a picture, science classes studying the properties of metals while using them to sculpt, and social science classes create a video montage with student dramatic readings as major historical figures, complete with costumes.

Because engaging, hands-on projects won't always fit neatly into a 50-minute class period, Eliot will revamp its master schedule to add VAPA electives over the course of the project and create blocks of time during the day and flexibility in scheduling more conducive to performances, practicing, and creativity. At end of three years, Eliot's schedule will be transformed to include:

Electives: Introduction to the Arts, Visual Arts 1 and 2, Beginning and Advanced Band, Orchestra, Choir, Theatre Arts 1 and 2, Dance 1 and 2, Stagecraft

Required grade level electives: Through study of visual arts, music, theatre, and dance students will:

6th – Learn the tools	Learn basic tools, vocabulary, design, and composition elements in all four areas; explore one and two dimensional representation; read music, play instruments, sing; study the history of all four domains.
7th – Express with tools	Use different media and substrates to express creativity; create and perform musical, theatre and dance arrangements; choreograph, use the arts to communicate meaning.
8th – Apply tools in personal and global context	Recognize cultural contributions, learn aesthetic evaluation, perceive both self-identity and world connections; write music, respond to and evaluate different genres and styles; learn cultural dimensions; put on full-scale theatre, music and dance productions; explore careers in the arts.
Block schedule: 3 days week dedicated block for recording studio, animation and film, and video projects; music, dance, and theater performance	

Washington Elementary—STEM: Integrated, interdisciplinary curriculum; hands-on, active, inquiry based projects; real world problems and applications; use of technology resources and tools will be the hallmarks of the STEM program at the elementary level. Specific reading, writing, and math skills will be taught through inquiry-based projects. Looking into a typical Washington classroom, we will see students preparing to build towers out of drinking straws and twist-ties. The teacher awards points go to the highest tower, the most stable, and the one that uses the most equilateral triangles. The students sketch out their plans on a whiteboard and then try and recreate them in 3-D. While motivating and fun, this activity is also a challenging engineering task, carefully planned to familiarize students with design, materials, and geometry. A scientist-in-residence will work side-by-side with classroom teachers to provide exciting experiments, pose interesting questions, challenge students to think more deeply, instruct both students and teachers in the methods of scientific research and analysis.

Jackson Elementary—STEM: Unique to Jackson is a Spanish Dual language Immersion Program (Sp-DLIP). The program follows the 90/10 maintenance model and is expected to grow by one grade each year. Each subsequent grade experiences an increase of 10% in English instruction until both languages are equally used by the 4th grade. Originally founded to increase the achievement levels of our English learners, the Sp-DLIP class has already started to foster economic and ethnic diversity by attracting English only parents who want their children to become bilingual. STEM activities will be taught in both English and Spanish starting in Kindergarten, adding a unique twist to the school focus: STEM instruction in two languages.

Washington Middle School—STEM: Scientists and local business and industry leaders will be invited into to middle school classrooms to discuss their careers, critique student work, and explain the real-world applications of what students are learning. STEM activities and teaching strategies will be integrated into all core academic areas. The history teacher might begin a unit with a guiding question such as, what were the implications of the Great Wall of China for immigration and border security? Students develop a process to research this question and go on to their English class to write essays contrasting their findings with current US immigration laws and measures to secure the US borders and debate immigration issues. In science and math, students will design scale drawings of the wall and use computer assisted drafting and design (CAD) to create models. Additional STEM related electives will be laboratories where students apply lessons learned in the classroom that allow students to delve into more in depth projects and advanced concepts, and have time to build, explore, experiment, collaborate, and present.

Electives: Automation and Robotics and Design Modeling, Energy and the Environment, Flight and Space, Green Architecture and Magic of Electrons
Block schedule: Periods will be blocked to allow for extended time and exploration.

For additional detail on STEM, please see Priority 4.

Common Design Elements: The design elements ***common*** to all sites will include:

Common Design Elements: common elements are indicated with ⇨	
⇨ Project Based Learning ⇨Transformation of learning space ⇨ Strategies for positive student interaction ⇨Support to improve academic achievement	⇨Partnership with parents for student success ⇨Extended learning time ⇨Intensive professional development for staff, parents, students

⇨**Project Based Learning:** On a daily basis, students will engage in rigorous projects with real-world impact, from building a fish pen to protect fish from avian predators to creating an educational video to benefit the local blood bank. The essential components of PBL - high expectations, presentations and critiques, and student choice and voice about how and what they learn, when and how they demonstrate learning - will be evident in all classrooms. Students will collaborate, create, build, investigate, problem-solve, reflect, communicate, and present. Technology will be integrated into all curriculum and notepads, interactive whiteboards, *iPads*, digital cameras will be visible as tools for student inquiry.

Another aspect of PBL common to all four sites will be the use of our partnerships. Scientists and research assistants, graduate students and inventors, local business and industry leaders will come into our STEM classrooms to talk to students about their work, to provide students with expert feedback on their work, and to make STEM come alive for students. Visiting sculptors and weavers, composers and conductors, performance artists and animators, museum designers and curators will provide our VAPA students with insight and experience into the world of work and the many dimensions of design and creativity.

⇨**Transformation of learning space:** All four sites will be making adjustments and repurposing current classrooms and common areas to facilitate new instructional methods and hands-on, inquiry based learning. Classroom space will be re-arranged with larger spaces for class meetings, whole class instruction and discussion, and smaller places for individuals and teams of students or partners to build, experiment, and learn. There will be no “front” or “back” of the room as we create space for students to build simple machines or test out ramp designs in STEM

classrooms, create sets for plays or film rock videos in the VAPA setting.

What this looks likes at the elementary level: At Jackson, students designed and parents and staff helped them create a community garden. Class activities allow students of all grade levels to observe nature at work, gaining a deeper understanding of the life sciences. It is inspirational to see our students actively engaged in physical activity while experiencing the wonders of the natural world. Second graders planted butterfly-attracting plants and are now observing the arrival of caterpillars and chrysalises. When butterflies emerge so will our students' excitement and understanding of the life cycles of the insects. This "living classroom" space has become and will serve the STEM site as an interactive tool to learn about nutrition and plant life.

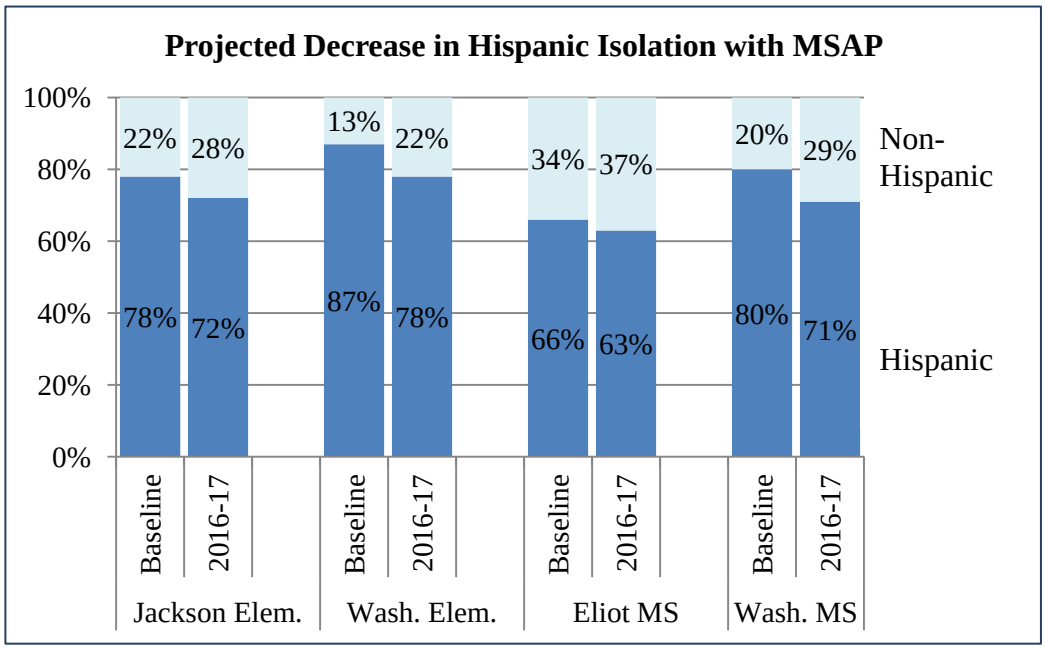
What this looks like at Middle school: Eliot MS plans to transform four existing traditional classrooms into four VAPA learning labs. The labs would be used during the block scheduled "lab days" on Wednesdays and Thursdays with 100 minute-long classes and would include: **Hands-on lab -** a place for students to physically construct and build, resembling a traditional art studio, and providing the necessary space, tools, storage, and materials for students to be able to successfully create two-dimensional and three-dimensional PBL projects. Students would have access to wood and wood tools (wood glue, saws, clamps, drills, sanders), cardboard, foam core, paint, materials for papier-mâché, and screen printing supplies. **Multimedia Lab - A** Mac-based computer laboratory intended for use in the creating of multi-media based projects with 40 iMacs and software that are suited for graphic design (*Adobe Photoshop, Illustrator*), digital video production (*iMovie, Final Cut Pro*), music recording and production (*Pro Tools, Garage Band*) and animation (*Toon Boom Studio, Flash, 3D Studio Max*). There would also be various types of printers and scanners for graphic design (including laser printers, color ink-jet printers, and a 3-D printer), and 10 high pixel cameras. Connected rooms will house a green room and sound studio complete with cameras, mixers, recorders, mics, and boom stand. Students will use these spaces to experience recording, mixing, and producing video broadcasts – from live coverage of assemblies, to student-run news programs, dance performances, concerts, or poetry recitals. **Dance Studio -** A beautiful room in

the back of the current gymnasium will add stretch bars, mirrors and video recording system to existing smooth wooden floors to create a space for choreography and dance to be experienced. **Outdoor Lab -** A common outdoor work area for exhibition and performance space has been designated for building and exhibiting large-scale projects. The ceramics kiln and clay will be housed here and an existing school garden will be used to provide the raw resources for projects based on nature. Students can create their own fiber dyes and pigments; the resulting dyes can be used to stain fibers or cloth for things as diverse as fiber sculpture, play costumes, or wall hangings.

(2) Extent to which magnet school will:

(i) Promote desegregation, including increase interaction among students of different social, economic, ethnic and racial backgrounds – 10 points

Desegregation will be promoted by reducing minority group (Hispanic) isolation, training teachers, staff, and students on strategies that promote equity and appreciation of diversity; providing meaningful interactions for students of different backgrounds; and creating positive, inclusive, welcoming, and peaceful school campuses. This graph shows how conversion to magnet school status promises to decrease minority isolation and bring all four schools into closer alignment with the projected District percentage of 60% Hispanic.



Because the two selected themes were identified as the most likely to attract applications from

students from throughout the District, there is confidence that they can attract an applicant pool that will allow us to enroll a diverse student body at each site. The four magnet sites' enrollment will be comprised of children from different social, economic, ethnic, linguistic, and racial backgrounds and this distribution will be maintained in classroom activities, extracurricular activities, electives, and afterschool enrichment classes.

⇨ **Strategies for increasing positive interactions between students:** Simply placing students together will not be sufficient to increasing positive interactions and building friendships. The foundation for positive interactions will be high standards of behavior, safety, and schoolwide appreciation of cultural diversity. MSAP funds will help us implement schoolwide structures, practices, and behaviors that will make our schools safe and nurturing places where all students experience inclusion and belonging. The staffs at the four magnets have been trained in the Olweus Bullying Prevention Program. Fall of the first project year all staff will attend an evening "refresher" course to revisit this training and begin planning for more systematic implementation of this program at their sites. Backed by thirty-five years of research and successful, worldwide implementation, the *Olweus Bullying Prevention Program* is a long-term, system-wide program for change involving program components at four levels:

1. School-Level	**3. Individual-Level**	**4. Community-Level**
Hold staff discussion.	Supervise activities.	Involve community members.
Introduce the school rules.	Intervene on the spot.	Develop partnerships to support your school's program.
Review and refine the school's supervision.	Hold meetings with students.	Help to spread anti-bullying messages and principles of best practice in the community.
Involve parents.	Hold meetings with parents of involved students.	
2. Classroom-Level	Develop individual intervention plans.	
Post and enforce schoolwide rules.		
Hold regular class meetings.		

This program has been proven effective at involving students in setting boundaries, increasing student connection to school, and decreasing discipline issues. The consistent implementation of conflict resolution techniques with an emphasis on justice and equity will help us decrease classroom and playground discipline incidents and ensure all students feel safe at school and ready to learn. Teachers, administrators, paraprofessionals, and playground supervisors will be trained how to set and enforce rules collaboratively with students, reduce bullying, and increase positive student interactions both in the classroom and on the playground.

In year two, staff will attend training from the Anti Defamation League entitled *A Classroom of Difference*. In this program, interdisciplinary, standards-based curricular materials are used in the classroom as teachers integrate anti-bias education into existing curriculum throughout the school year. Teachers will use these materials to train students in effective strategies they can use to address bias, name-calling and bullying, face-to-face and online.

The intentional instructional groupings that are basic to Project Based Learning – small groups, partners, teams of students – will be used to provide students with multiple opportunities to interact with one another, work together, and form cross-cultural friendships.

(ii) Improve academic achievement for all students, including the manner and extent to which each magnet school program will increase academic achievement in the instructional area or areas offered by the school – 10 points

The program design was chosen for its potential positive impact on the academic growth and achievement of all students. The student outcomes that will result from those services will be increased proficiency in English language arts and mathematics. Rigorous curriculum and structures to support struggling students will be used to ensure academic success for all.

Curriculum: At the elementary level we will be using math, science, and technology materials that were for selected for this project for their rigor, emphasis on Project Based Learning, and appropriateness for interesting girls and Hispanics in STEM. As an example, Engineering is Elementary

(EiE) is set of multicultural, integrated units that will support the elementary STEM program. In the Designing Bridges unit, students learn about civil engineering and the Engineering Design Process through a storybook that integrates literacy and social studies and illustrates for students the relevance of the STEM topic. Students then examine several different structures and review pushes and pulls in trying to determine the forces acting upon the structures. Students create three different types of bridges out of index cards and test them to see how much weight they can support. Students use all of this knowledge gained to design and test their own bridges using design criteria and constraints. Students are called on to collaborate and communicate throughout the unit, reinforcing science, math, and literacy skills as they learn about design, problem-solving, and engineering. At the middle school level, we are adopting Project Lead The Way – Gateway to Technology. In this program, students are introduced to and use the design process to solve problems and understand the influence that innovative design has on life. Students envision, design and test their ideas with the same advanced modeling design software used by companies such as Lockheed Martin (an aeronautics company that builds military aircraft), Intel, (computer chipmaker), and Sprint (telecommunications). Students acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore STEM careers while they apply and practice their math, science, language arts skills. Additional detail on materials selected to build our capacity to offer rigorous curriculum through STEM and VAPA can be found in the budget section of this proposal.

⇨ **Structures and supports for success:** At all four MSAP sites students will be provided the structures and support they need to succeed in challenging studies. Intervention will be provided to prepare underachieving students to access the STEM or VAPA curriculum at the same rate as their peers. Intervention will be provided by locally paid intervention teachers, as well as school resource staff. English Language Development instruction at the elementary level and English Language Development classes at middle school will be provided to students who are learning English, with an emphasis on vocabulary development, articulation of ideas in a structured environment, and opportunities to express arguments in carefully crafted written paragraphs and

essays. In-class small group intervention, before and afterschool tutoring, help with homework at lunch and in the afterschool classes, mentoring by parents and local community members will provide students the extra support and encouragement they will need to be successful.

(iv) Encourage greater parental decision-making and involvement – 10 points

⇨ **Forging a strong partnership with parents:** Pasadena Unified and the four targeted MSAP sites in particular have a clear and compelling need to improve our parent involvement efforts. The alienation and disconnect of families from the schools has contributed to absenteeism, truancy, bullying, and safety issues. It is urgent that we address these issues and involve parents in a mutually respectful and constructive relationship for the improvement of school climate, increased safety, and creation of a learning environment where our new magnet themes can flourish.

The research regarding the effect of parental involvement on their child's education is well known and unequivocal. The National PTA found that the most accurate predictor of student achievement is not income or social status, but the extent to which the family creates a home environment that encourages learning and is involved in their child's education. Our plan is aligned to the components identified in the National Standards for Parent/Family involvement developed by the National PTA. These components of our plan to increase parental decision-making and involvement are summarized here.

Parent involvement component	**Research on which component is based**
Leadership development for parent involvement in decision making and collaboration	Empowering parents to lead other parents and educators increases student engagement and raises student achievement, connects parents to the school, gives them access to opportunities for contribution and collaboration. (Henderson & Mapp, 2002)

Parent involvement component	Research on which component is based
Parent education to support student learning	Students with involved parents, regardless of income, background, or English proficiency, were more likely to earn higher grades/tests scores, be promoted, attend school regularly, have better social skills and behaviors, adapt well to school, graduate, go on to postsecondary education. (Henderson & Berla, 1997)
Volunteering	Schools that have more parent volunteers are safer, have fewer suspensions, provide more individual attention to students, and increase communication between staff and parents. (Arete, 2003)
Parents as advocates	School reform efforts are strengthened when parents become full partners with schools and advocate for their school as well as their child. (NCREL, 1995)
Open, ongoing communication	Parents reported increased comfort with the school and commitment to involvement in the children's learning when provided frequent and effective communication from teachers and other staff. (Ames, 1993)
Staff training to communicate and collaborate with parents	Parent involvement efforts with diverse families succeed when they focus on building trusting relationships; recognize and respect families' needs, class, and cultural differences; and embrace partnership where responsibility is shared. (National PTA, 2005)

Parent leadership development: Our leadership development plan is based on a multi-year initiative the District began in the 2011 school year as a crucial part of the District's strategic plan. The District developed an "Engaged Parent Profile" as a way to visualize the knowledge, skills, and actions that parents can take to support their children's education and forge a strong partnership with the District for student success. As part of the initiative, parent needs, interests, and expectations were surveyed at the prospective magnet school. These survey results showed

that MSAP site parents were interested in increased participation and leadership at their sites. Based on this identified need, the project selected Project 2INSPIRE, a parent leadership development program, funded by a U.S. Department of Education, Office of Innovation and Improvement Grant in partnership with the California Association of Bilingual Education, the San Bernardino County Superintendent of School, and Alameda County Office of Education. The goals of Project 2INSPIRE are:

- Building the capacity of schools and districts serving disadvantaged students to maintain high quality parent education and leadership programs.
- Providing high quality parent education and leadership development to parents so they become effective participants and leaders in local school reform efforts.

The program consists of twelve modules including topics ranging from "Helping your child achieve academic success" to "Using Technology", and "Goal Setting". The school system in the U.S., programs and reform efforts, ESEA, and the accountability systems are demystified so that parents have knowledge to participate more fully in their child's education, through a set of structured, research-based experiences. The modules focus on leadership development so parents develop the voice and confidence needed to become involved leaders at both the site and district level. Each participating MSAP school will offer this training to parents annually. The training will take place over a six-week period, with two hours each session. To be able to implement and later sustain the leadership training, each site will identify a training team, including staff and parents, who will attend 2INSPIRE training of trainers. Each school will develop a nucleus of highly trained parent educators and advocates who are skilled in effective communication with parents and will be able to continue to provide this important component past the funded period.

Decision making and collaboration opportunities—project-level governance: The project management structure includes parent-elected representatives as a strong voice on the MSAP steering committee, which will play a critical role in successful program implementation. The 2INSPIRE parent leadership development training will prepare parents with the knowledge and skills needed to be full participants in these meetings. The steering committee will meet monthly

throughout the implementation of the project.

Decision making and collaboration opportunities—site level governance: Parents will be invited to and encouraged to participate in decision making capacities at all four MSAP sites. Every site has an existing School Site Councils (SSC). These Councils are responsible for budget oversight and school site decisions and are made up of community members, parents, and staff, all of whom are elected by their various constituencies (teachers elect teachers, parents elect parents, etc.). Each School Site Council will be expanded to meet the need for parent participation in our MSAP projects. In addition to advisement and input into other state and local reform efforts, the School Site Council will also serve as the site level MSAP steering committee. The implementation of the MSAP theme and related milestones and activities, VAPA, STEM, or STEM/SP-DLIP, will be a standing item on the monthly agenda. Parents will participate in monitoring project implementation, learning about the outcomes, and reviewing budget expenditures. Through this committee, all parents will have a voice and the perspective they bring will be integral to program review and improvement.

Parent education: Each MSAP site will offer parent education activities on how to work with the school and help children at home. To include as many parents as possible, these offerings will be presented in many contexts (Back to School Night, parent conferences, site websites, and parent education offerings). To harness the benefits of parental support and motivation, we will teach parents to read to their children, check their children's homework, and ask for their children's assignments. Project-created parent surveys will be used to determine parent interest and need for topics such as: academic standards, student needs, and how parents can help at home, reading at home, help with homework, Internet safety and cyber-bullying, using the daily routines (cooking, eating, cleaning, shopping, etc.) as time for family communication, ways to encourage resilience and encourage persistence.

Each MSAP school will also offer theme-specific parent workshops. These workshops will be presented as hands-on learning opportunities in order to engage parents and create a low anxiety learning environment, where all parents, regardless of English language ability, can participate

and increase their knowledge of STEM or VAPA subjects. MSAP staff will organize and facilitate these theme-specific workshops four times during the school year. The workshops will familiarize parents with the innovations at the MSAP sites and provide parents with materials and activities they can use at home to support their children's learning every day. The parent workshops will also serve as a networking opportunity for parents to facilitate the creation a positive and cohesive school community.

Volunteers: Parents will be welcomed as volunteers and partners in creating and supporting the MSAP themes. They will lend their expertise to student projects and Project Based Learning, act as resources for student research, collect recycled supplies for student projects, and provide students real life STEM and VAPA experiences in and outside of school. At the STEM sites, parents will be invited to volunteer in the school garden providing general maintenance. Parents will be encouraged to come into the classrooms and teach hands-on science lessons on topics of their interest and knowledge: the importance of bees in polarization; the impact of water retention, permeability, drainage, and aeration on the soil; different planting techniques; or healthy cooking and nutrition using the garden harvest. Parents who are scientists, engineers, and architects will be invited to demonstrate experiments, present guest lectures, help guide student projects, mentor budding scientists, provide job-shadowing and internship opportunities, judge competitions, and critique capstone projects.

At the VAPA site, parent volunteers will help us with play and musical productions, assist with lighting or sound, cue students on stage, make costumes and props, or help backstage. We will train parents to serve as art docents to provide additional, enriching art instruction. Other parents may act as "curators" and help students learn how to display and showcase student artwork throughout the campus. There will be volunteer opportunities for parents whose schedules allow them to work in classrooms, theater, or music room during the day, but there will also be volunteer opportunities for working parents. For

example, parents with limited resources, who both work during the day, will be offered volunteer opportunities to assist at Crafts Night or collect recyclable items from home for use in an environmental education/collage or sculpture project.

A diverse group of parents will be recruited to participate in PTA. The volunteers and fundraising efforts this group provides will be crucial to our ability to sustain the MSAP themes and successful components past the funded period. All parents will be welcomed at the magnet sites, encouraged to attend meetings and other school functions and encouraged to share their concerns or ask questions.

Parents will be a tremendous resource in helping us create a culturally pluralistic school environment. At the classroom level, parents will be invited to share their cultural heritage – volunteering to teach dance or music, share traditional food or story, and familiarize students with their language or an aspect of history. On a schoolwide level, parents will help translate MSAP newsletters, making sure that our notices, bulletin boards and other signs are multilingual and multicultural. Families will be encouraged to share their culture through schoolwide assemblies and classroom performances.

Parent advocacy: MSAP parents will join together with teachers, custodial, grounds, and office staff to be advocates and cheerleaders for their schools. This role will be a key component of the recruitment plan because one of the most powerful method of recruitment of new parents is word-of-mouth and face-to-face enthusiasm for the magnet theme and instructional program. Parents will be provided formal training for their role as recruiters, taught appropriate use of social media, and have opportunities to role play and refine their recruitment pitches. Parents will work with staff to create parent-friendly recruitment handouts, co-present with staff at MSAP information nights, and lead school tours.

Communication: Print and electronic communication, phone calls and face-to-face presentations will be used to make sure parents are informed about school activities, MSAP goals and objectives, student achievement, ways to help at home, and involvement opportunities. Prior to the beginning of the school year, parents will receive a magnet school welcome package

that includes the principal's newsletter, teacher and room assignment, the Home-School compact, and an invitation for parents to participate in the school, starting with the first day welcoming assembly and reception. Ongoing communication with parents will be maintained through the school site websites, Back-to-School Night, monthly newsletters, teacher/staff phone calls and e-mails, and parent-teacher conferences. The principal's monthly newsletter will include a home-school connection feature with suggestions and ideas for helping students at home. Electronic communication will include site and teacher websites, email, classroom blogs, Facebook, Twitter, and other digital forms of communication for maintaining open and accessible communication with parents. Students will also email their parents, to personally invite them and encourage participation in school functions parent education and leadership development opportunities.

> *In the past teachers treated parents like second-class citizens but not anymore. What we see is that parents and the teachers treat each other as equals.*
>
> - A principal following 2INSPIRE

Staff training to communicate effectively with parents: Project 2INSPIRE includes a staff training component that trains principals and teachers in positive engagement strategies and enhances respectful relationships between parents and staff. All four of our magnet school will implement the staff training component of Project 2INSIRE. As well, the project wide training on culturally responsive education will increase site and district capacity to develop respectful relationships and build trust with parents. The first step in improving home/school communication will be to help staff understand and appreciate the class, language, and cultural differences of the families in their school community.

Infrastructure to support parent involvement efforts: Support for 2INSPIRE leadership development training, as well as all other parent outreach and education efforts will be sufficient to increase the success of our efforts. To that end we will widely publicize Project 2INSPIRE training, and offer meetings and parent training in both Spanish and English, childcare, refreshments, and transportation (paid locally). We will explore scheduling meetings at non-

traditional times when the most parents can attend and will ask and listen to parent input on ways to make meetings and school functions more welcoming, less threatening, and easier to attend.

The implementation timeline for parent decision making and involvement is summarized here.

Leadership development	Year 1: Tier 1 of 2INSPIRE, Year 2: Tier 2 of 2INSPIRE, Year 3: Tier 3 of 2INSPIRE, conducted by trained parents. In subsequent years, trained cadre of parents will continue training for new parents at each site.
Parent education	Annually, offerings to based on assessed needs/interests of parents
Volunteering	Ongoing
Parents as advocates	Training as school recruiters and advocates provided annually before the application process. Parents act as recruiters throughout school year.
Communication	Ongoing
Staff training	Year 1: Culturally responsive education training, including a parent outreach component, for all school staff (to be monitored, coached, and reviewed on an ongoing basis) & three-hour introduction and overview by Project 2INSPIRE Year 3: Project 2INSPIRE for all staff

The combination of these leadership development, communication, volunteer, and education activities will increase parent presence on campus, forge a strong partnership between school and parents, and positively impact student learning. The MSAP schools will use the following 2INSPIRE project rubric to guide and assess their progress in the area of parent involvement.

2INSPIRE RUBRIC FOR SCHOOL GROWTH: Which are you?

❑ **Fortress School** - Parents belong at home, not at school. If students don't do well, it's because their "Families don't give them enough support."

❑ **Come-if-We-Call School** - Parents are welcome when asked, but there's "Only so much they can offer."

❑**Open-Door School** - Parents can be involved at the school in many ways – "We're working hard to get an even bigger turnout for our activities."

❑**Partnership School** - All families have something great to offer – "We do whatever it takes to work

closely together to make sure every single student succeeds."

Our goal will be for all four MSAP sites to become Partnership Schools, where parents become integral, trusted, and valuable partners in our school reform efforts.

⇨ **Enrichment and intervention in extended learning time STEM MS:** Afterschool classes will allow us to extend the day adding time for all students to complete capstone, presentations, or community service projects. STEM related-offerings will include: **Robotics** – students learn how to build and program robotic systems that incorporate sensors and motors to accomplish a variety of complex tasks. Students practice and reinforce key concepts in engineering, computer programming, and mathematics, all while strengthening problem solving skills. The class culminates in a Robotics Competition in Spring. **Summit of Learning** – a Junior Youth Empowerment Program. Students attend this afterschool program to increase their leadership and study skills and plan and carry out community service projects. **Youth of Promise Mentoring** – a volunteer firefighters mentor program. Each mentor commits to a full year and meets with the mentees twice a month to teach mentees responsibility, accountability, integrity, academic support, building self-esteem, goal setting and achievement. **VAPA MS:** Eliot will offer VAPA-related afterschool classes including crafts, Jazz Band, orchestra. All students will be offered afterschool time for collaboration on performances and showcases. **Elementary:** Both MSAP elementary schools will offer a variety of afterschool programming including afterschool cross-age tutoring, robotics classes funded by the Pasadena Education Foundation, reading partners, Science and Math clubs, and a Girls Robotics Club.

While our project will make use of technology to allow our students to travel to museums or attend concerts, visit NASA or watch the webcam on our local Channel Islands, we feel that it is important for students to have plenty of real-life, real-time experiences in the arts and in STEM. Through support from our parent group fundraising and grants from partner agencies, MSAP students will be able to visit art museums, dance performances, plays, or concerts. Our students

will see the brushstrokes in a famous masterpiece, view a statute from all angles, shake hands with the prima ballerina following her performance, and applaud the local symphony. They will learn appropriate audience behavior in a theatre, what to do and what not to do in museums, and how to appreciate a variety of displays and performances. Our STEM students will be able to attend PALI Outdoor School and Catalina Marine Institute to see dolphins, conduct research outdoors, meet field biologists and learn what they do, develop awareness of ecological systems and the urgency of conservation efforts. Students will be able to study integrated design and science in local museums, aquarium, and local outdoor learning labs.

⇨**Professional development (PD) for staff, parents, students:** A detailed, comprehensive, and intensive professional development plan has been developed to build capacity to implement the proposed project design. Many of our partnerships are in support of this area of our project and these partners have committed to providing in-kind services in the training area or providing support to the project past the funded period. Jet Propulsion Laboratory, West Ed K-12 Alliance, UCLA's Center X, and CalTech will play an active role in our STEM professional development and A Noise With, the Armory, the Art Center, Lineage Dance, the Music Center, and Pasadena Community College have committed to providing training for the VAPA site.

A total of 56 hours is planned for Year 1 of the project and 45 per year in Years 2 and 3. In addition to Summer Institutes, release time during the school year, and afterschool training sessions, teachers will have paid time to develop curriculum and assessments, meet in Professional Learning Communities, and share successes and challenges. The Learning Coaches, MSAP site coordinators, Technology Specialists, and training partners will provide teachers with follow-up coaching and feedback throughout the year to provide strategic support to teachers as they try on new teaching strategies.

The training strands are color-coded to show the interwoven and ambitious nature of the professional development plan. To fully implement the new MSAP themes and programs, staff will need to develop new skills in all four areas.

Teaching strategies	Culturally responsive education - positive interactions for staff and students
STEM or VAPA content	Parent communication

Year 1 Project-wide Professional Development

Topic	Target participants	Presenter	Time
School Year 1 Culturally Responsive Education /Unconscious Bias Positive school climate **Foundational PD Component**	Classroom teachers, support staff, administration from all 4 sites.	W. Howe, CTA, Learning coaches	5 hrs x 2 days = 10 hrs
		Olweus Bullying Prevention Positive Behavior Intervention	3 hrs x 1 day
Parent leadership	Parents from all 4 sites	Project 2INSPIRE	1.5 hr x 12 days
Effective parent communication **Foundational PD Component**	Classroom teachers, support staff, administration all 4 sites		3 hrs x 1 day
Project Based Learning (PBL) Foundation – using STEM and VAPA content **Foundational PD Component**	Classroom teachers, support staff, administration all 4 sites	STEM - Los Angeles County (LACOE)/VAPA - Art Center College of Design for Eliot MS	5 hrs x 3 days = 15 hrs
CRE collaboration and PBL collaboration	Classroom teachers, support staff, administration all 4 sites	W. Howe + co-presenter, local trainers trained by W. Howe	1hr/month = 10 hrs
Technology integration/		Technology specialists available during lunch, after	

Topic	Target participants	Presenter	Time
infusion, use of digital resources		school, classroom demos, approx 1hr/week	
MSAP purposes, best practices, parents, student interactions	2 staff representatives from all 4 sites, Project Director	MSA Annual conference, when scheduled by Magnet Schools of America	
Year 1 : Summer Institute Project Based Learning (PBL) – using STEM and VAPA content	Classroom teachers, support staff, administration from all 4 sites	STEM - Los Angeles County (LACOE) /VAPA - Art Center College of Design for Eliot MS	5 hrs x 2 days = 10 hrs
Culturally Responsive Education (CRE) Bias	All staff from all 3 STEM sites VAPA site	NAME CA Teachers Association	5 hrs x 3 days = 15 hrs

Year 2 and 3 Project-wide Professional Development

Topic	Target participants	Presenter	Time
A Classroom of Difference	Classroom teachers, support staff, administration all 4 sites	Anti Defamation League	5 hrs x 1 day at Summer 2015
Effective parent communication		Project 2INSPIRE	5 hrs x 1 day Summer 2016
CRE collaboration		STEM and VAPA Learning Coaches, Arts partners	1hr/month at PLC meetings = 20 hours
PBL collaboration			
Technology infusion/		Technology specialists available during lunch, after school, classroom demos	

VAPA-specific Professional Development

Topic	Target Participant	Presenter	Time
Arts Integration and Project Based Learning	All teachers, admin, support staff at Eliot MS	Art Center College of Design	5 hours x 5 days = 25 hours Yr 1: Summer Institute 2013
VAPA and Common Core curriculum integration		Arts Partners: Huntington Library, Armory Center for the Arts, Art Center College of Design, Los Angeles Music Center, Lineage Dance, and A Noise Within Theatre	5 hours x 4 days = 20 hours Yr 2 & Yr 3: Summer Institute 2014 and 2015
Arts Integration collaboration and lesson development		VAPA Learning coach and Arts Partners	2 hours/week at monthly (10) PLC meetings all three years = 20 hours
Positive Behavioral Intervention System Training and Cultural Competency Training (to support positive interactions between students)		Positive Behavioral Intervention System Trainers California Teachers Association Trainers	5 hours x 3 days = 15 hours Yr 1 Summer Institute 2013
			5 hours x 1 day = 5 hours Yr 2 & Yr 3: Summer Institute 2015 and 2016

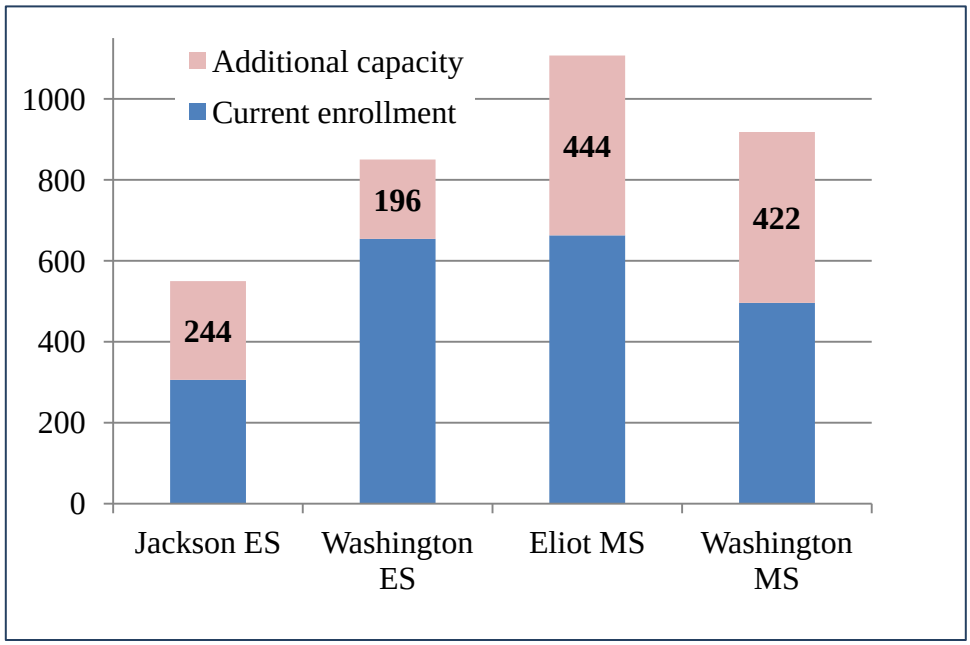
For STEM specific content and pedagogy professional development plan, please see Priority 4.

D. BUDGET AND RESOURCES

(1) Adequate facilities – 1 point

The facilities at all four schools are both adequate for project implementation and offer the following benefits to the project:

▪ **Space for new students:** Because of declining enrollment both sites have empty classrooms and can readily accommodate new students. This chart shows the number of additional students who could potentially enroll at each of the four magnet sites.



▪ **Adequate buildings and grounds:** All four sites have evaluated their facilities and identified space they will re-purpose in support of their new theme. Eliot Middle School is an extraordinarily beautiful campus, built in 1931, with art deco influence well suited to the implementation of the VAPA. The auditorium is being remodeled with community funds to become the largest performing arts center in the city, seating 800 and able to provide the needed performance venue for our VAPA theme. A room adjacent to the auditorium and at the entrance of the school has been identified for use as an Art Gallery, an appropriate setting for student projects, community art fairs, gallery showings and concerts. Jackson and Washington Elementary Schools have already converted empty classrooms into STEM laboratories where

students can be messy, explore new concepts, design and build, hypothesize and experiment. With a small grant from a local hardware store and help from a local Boy Scout troop, the interior classroom wall of the lab and an exterior patio at Jackson are now homes – complete with a pond - to hermit crabs, guppies, insects, aquatic turtles, and desert tortoises. Project schools have established school gardens, as shown here, as part of their movement to create a hands-on, inquiry based learning environment.

▪ **Accessibility:** The location of the four sites is accessible to both minority and non-minority families through walking or District-provided transportation. The 1997 Report of the Citizen's Commission on Civil Rights, *Do Magnet Schools Serve Children in Need?*, recommended locating magnet schools in areas accessible to low-income families and providing free transportation. The project will adhere to both recommendations.

▪ **Technology infrastructure:** All project classrooms have at least one computer (although many are out of date) and are wired for Internet access. Each site has a computer laboratory and library/ media with enough workstations to house an entire class. The labs house a variety of educational software that will be used to reinforce skills in math and reading, provide Internet access for student research, and help students meet technology benchmarks for their grade levels. There are a handful of notepads/iPads and laptops at each site that will be able to be used in project activities.

• **Proposed facilities enhancements:** The District is committed to using School Bond funding to provide the MSAP sites with any needed infrastructure and building related to the project. For example the District is planning to design and build the labs necessary for the STEM electives at Washington Middle School. This District will support Eliot's VAPA implementation by providing the construction needed to install mirrors and bars for the Dance Studio and re-purpose space for the Video and Sound rooms. Bond money is being used to refurbish the auditorium and turn it into a state-of-the-art performance venue.

(2) Adequate equipment and supplies – 2 points

While local and state resources are extremely limited, the District will use those limited resources for consumable supplies and ongoing needs (state-adopted textbooks and materials, consumable materials, maintenance and technology support, etc.) so the project can be sustained. MSAP funds will be concentrated on one-time purchases that can continue to be used past the funded period. The table is a list locally funded equipment and supplies that will be used to support objectives and activities.

Equipment	Supplies
District funded:	Materials needed for Common Core Standards implementation
Furniture/equipment set ups for classrooms – desks, chairs, tables, cubbies, etc.	Library books – the basic library collection, core textbooks for all academic content areas, standards-based supplementary materials
Playground equipment at the elementary level, sports equipment and fields at MS	Classroom libraries and textbooks
	Intervention materials
Existing desktop computers, laptops, tablets (iPads or notepads), projection systems, internet wiring, computer lab, library/media center at each site	Intervention and enrichment software in math, reading and English language development: *Let's Go Learn*, *Accelerated Reader* and *Math*
	Classroom maps and globes
	Consumable supplies for academic subjects and magnet themes
	Manipulatives to support math integration into the Arts and STEM
File cabinets, storage units, bookshelves	

MSAP funds will be used to supplement District equipment and supplies through the purchase of the following equipment and supplies:

Technology: MSAP funds will be used to create STEM computer labs, replace outdated desktops with state-of-the-art mobile devices, and outfit classrooms for 21st Century learning – with an interactive whiteboard, projection system, and document camera. 3D printers in both the STEM and VAPA programs will provide students with first-hand experience with this new technology that is poised to significantly impact the future of design and manufacturing. At the VAPA site technology will be purchased to outfit a sound studio and green room and create a multimedia lab to be used for graphic design, video production, music recording, and animation.

Software: VAPA software purchases, *Adobe Photoshop, Illustrator, iMovie, Final Cut Pro, Pro Tools, Garage Band, Toon Boom Studio, Flash, 3D Studio Max,* will provide Eliot MS students with the tools need to create, share, and showcase the visual and performing arts in the 21st Century. For STEM, software from *Learning.com*, *Accelerated Math Enterprise*, and *Project Lead the Way* will be purchased to provide students with integrated STEM curriculum and problem-solving skill development. *Smart Choice Technologies* student application and lottery management software will support our recruitment and student selection process.

Supplies: The elementary STEM sites will purchase integrated curriculum so that teachers with limited STEM training and background can begin implementation with this support. These materials will include *Engineering is Elementary*, *FOSS* science kits, *Math Out of the Box*, *LEGOS* and *GoldieBlox*. The VAPA MS site will purchase supplies needed to fully implement all 4 domains in the arts – a ceramics kiln, bars and mirrors, tools for set design. A school marquee and banners will be use to support recruitment and parent outreach efforts.

(3) Adequate and reasonable budget in relation to the objectives of the project - 2 points

We are requesting $3,141,770 for the first year and $2,404,500 and $2,350,627 in years two and three. Between MSAP funding and resources allocated by the District, we will have adequate funding to address project objectives and complete the proposed activities. The project will serve over 2,000 students each year of the grant, increasing to a total of 6,943 over the life of

the grant, and will train a project team total of at least 108 teachers (the number of teachers is anticipated to grow as the magnet schools attract more students). The per-pupil costs, an average of approximately $1,137 over the three years of the project, will be sufficient to implement a high quality program design and are reasonable for a project of this size and importance. Benefits of receiving MSAP funding will include the reduction of minority group (Hispanic) isolation at the four magnet sites, development of a cadre of trained teachers, parents who are committed to the project, increases in academic success for participating students, additional educational alternatives and increased choice for parents, and increased District capacity to sustain innovative magnet school programs.

The salaries of project personnel are in the average range for comparable positions within our County and below the state average. All project expenditures will be monitored by the fiscal services department of the District to ensure that purchases meet purchasing guidelines for both quality and economy. All project expenditures, whether in the area of training or equipment, personnel or supplies, are directly related to project objectives and outcomes, and this relationship is indicated by goal in every line item in our multi-year budget narrative section.

This table provides a summary of how all grant expenditures support MSAP goals.

Goals	Equipment/Supplies	Personnel	Training
Goal 1: Reduce minority group (Hispanic) isolation	Magnet brochures, school banners and marquee, parent-to-parent handouts, DVDs of themes in action, copy for press on magnet success	Project director, site coordinators, marketing specialist, trained parent recruiters	Training for parents to be actively involved in the recruitment process

Goals	Equipment/Supplies	Personnel	Training
Goals 2 and 3: Student proficiency in math, language arts, STEM/ VAPA	Supplementary STEM and VAPA materials, digital learning resources (*iPads*, cameras, software), informational text, software	Project director, STEM and VAPA Learning Coaches	Training on magnet school theme-related strategies: Project Based Learning, STEM and VAPA integration
Goal 4: Positive interactions among students	Training materials to support culturally responsive education, Olweus	Project director, site coordinators, Learning Coaches outside PD providers	Staff training on culturally responsive ed, Olweus anti- bullying training to create positive school climate Student training
Goal 5: Capacity Building, Trained staff	Teacher training videos, handbooks	Project director, Learning Coaches, teachers	Training on magnet school theme-related strategies: PBL, STEM, VAPA
Goal 6: Capacity Building, Empowered Parents	Parent training videos, handbooks, parent education and leadership development curriculum	Project director, community liaison, trained parent leaders	All project parent training
Goal 7: Capacity Building, Recruitment	Marketing and recruitment plan completed, magnet brochures	Project director, marketing specialist, trained parent recruiters	Training for parents to be actively involved in the recruitment process
Goal 8:	Identified funding sources	Partners, District,	

Goals	Equipment/Supplies	Personnel	Training
Sustainability	and resources for project	Education Foundation, PTA	
Goal 9: Capacity Building, Theme-Based Rigorous Courses of Study	Project-created STEM and VAPA curriculum Videos of Best Practices Purchased STEM/VAPA instructional materials	Learning coaches, teachers, outside PD providers	Training in lesson development, curriculum integration

E. EVALUATION PLAN

Evaluation as "a field that applies systematic inquiry to help improve programs, products, and personnel, as well as the human actions associated with them. The common ground for all evaluators is that they aspire to achieve accountability and learning by providing the best possible information that might bear on the value of whatever is being evaluated." (American Evaluation Association)

Pasadena's magnet program will hire qualified, objective, outside evaluators to conduct the MSAP evaluation. The evaluators will work as a team to bring consistency to the evaluation process, to coordinate common evaluation activities, and to collaborate to ensure that schools and the district receive the input they require to monitor program implementation effectively and to make wise data based program decisions. As well, the team will work together to ensure that required data are collected and mandatory reports submitted.

AEA identifies the basic types of evaluation: formative, process, outcome and impact. The table below includes a brief description of each and the Pasadena MSAP's use of the framework in its evaluation.

Activities	Effect
Formative—evaluates a program during development *Pasadena*— Management plan to track achievement of milestones	*Outcome*—evaluates effectiveness in meeting outcomes *Pasadena*—Objective-based evaluation plan and logic model
Process—evaluates implementation compared to the design (fidelity) *Pasadena*— Concerns-Based Adoption Model Tools for School Improvement and logic model to assess fidelity of implementation to design.	*Impact*—evaluates effect on community and other institutions *Pasadena*— MSAP performance measures

• ***Formative evaluation—MSAP management plans*:** Full and timely program implementation is critical to the production of desired outcomes. During the first two project months, the evaluators and project and site level steering committee members will work together to develop detailed management plans to guide implementation. Management plans will include desired long-term outcomes, milestones to be reached to meet those outcomes, activities required to achieve milestones, responsibilities, timelines, and methods for verifying attainment of milestones and implementation of activities for each project component. The evaluator's role is to ensure that evaluation is embedded in the management plan process via verifications. The evaluators will use the verification methods to provide feedback on implementation.

• ***Process evaluation—Concerns-Based Adoption Model (CBAM), Tools for School Improvement:*** to assess fidelity of implementation to design and to project logic models. The Concerns-Based Adoption Model will be used to assess *Stages of Concern* and *Levels of Use* and as a framework for developing *Innovation Configurations* or profiles of instructional practices, rubrics for rating the degree that innovative project-identified features are being implemented in the classroom and elsewhere. Teachers and other key personnel will complete the Stages of Concern Questionnaire as a monitor of concerns, attitudes, feelings, and thoughts about the programs. Evaluators will use the Levels of Use structure to develop surveys and interview teachers regarding classroom implementation. Evaluators and school site teams will work together to develop *Innovation Configurations.*

• ***Process and outcome evaluations—MSAP logic models:*** The program logic model is defined (Kellogg Foundation, 2004) as a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program. The external evaluators and program- and site-level steering committees will collaborate to develop program- and site-level logic models. Logic models include and show the links between inputs, processes (or activities, strategies, methods), outputs, and short-, intermediate- and long-range outcomes. The Logic models will serve as a visual representation

that helps all stakeholders understand the impact that varying levels of effort/resource allocation will have on the ultimate program outcomes and relationship between the evaluation and implementation processes.

• ***Outcome evaluation—Pasadena MSAP objective-based evaluation plan*:** Determining whether objectives have been achieved is an important information piece for decision makers. The external evaluators have responsibility for providing input to decision makers to determine the degree of achievement of program outcomes and objectives. Pasadena's program goals and objectives will guide this effort.

• ***Impact evaluation—MSAP reporting requirements:*** The evaluation team will ensure that all MSAP performance reporting requirements and data collection requirements are addressed and reported.

(1) Includes methods that are appropriate to the project - 2 points

Pasadena's proposed methods are appropriate to the project as follows:

Formative evaluation—methods appropriate to program implementation: *Degree and timeliness of implementation.*

Monitoring of all aspects of program implementation is critical to project success. Are activities implemented within the expected timeframe and at the level proposed? Are milestones achieved by deadlines? Are project personnel fulfilling their MSAP responsibilities? A critical aspect of program implementation is the development of management plans both for the project overall and each magnet school.

Process evaluation—methods appropriate to program design elements. The evaluation team will develop Concerns-Based Adoption Model Innovation Configurations, tools that are composed of word picture descriptions of the different operational forms of an innovation or change. The project evaluation will use the Innovation Configurations as teachers self assess and as principals and other monitor implementation. Teachers and others will indicate their level of implementation on the Innovation Configuration annually. A relevant example of an Innovation

Configuration is included below for the behavior: “Daily instruction is informed through teacher discussion of student work and analysis of student achievement data.”

❑	Ideal:	Teacher collaborates weekly with grade-level colleagues, shares student work and achievement data, and uses suggested instructional strategy with fidelity.
❑	Acceptable:	Teacher attends grade level meetings more than twice per month. She shares student work and achievement data; inconsistently uses the suggested instructional strategy.
❑	Unacceptable:	Teacher uses team time for lesson planning and evaluating student work.

Process and outcome evaluation—methods linking inputs to outcomes (logic models)

Each project will develop and refine a logic model for its themed program and associated with its desired outcomes. Staff will produce draft logic models during the first year of the project and review and revise each year thereafter. The logic models will include the elements depicted below.

Resources/ Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Needed to operate program	…to accomplish planned activities	…and deliver services or products	…for participant benefit		…and systemic changes
Assumptions			External Factors		

Because logic models provide a road map, or sequence of related events to the desired results, the program decision makers will use the models to tie program implementation and resources to outcomes and to modify the resources/inputs or activities to improve services or outcomes.

Outcome evaluation—methods appropriate to MSAP objectives. The methods of evaluation are aligned to project outcomes and objectives as follows:

Project Goals	Method of Evaluation
Goal 1: Reduce minority group (Hispanic) isolation	1a. Smart Choice demographic statistics on enrolled applicants 1b. Official enrollment data from California Department of Education, California Longitudinal Pupil Achievement Data System – CALPADS compared to proposed changes in enrollment demographics on Tables 1, 3, and 4 of this application.
Goal 2: Increase Academic Achievement	2a. California Standards Test of English Language Arts 2b. California Standards Test of Mathematics Both. Subgroup performance on Adequate Yearly Progress (NCLB compliant academic accountability system for assessing overall academic achievement and performance)
Goal 3: Theme Related Proficiency	3a1. STEM—Trimester integrated tests 3a2. STEM—rubric-based scores on annual STEM capstone projects 3a3. STEM Science—California Standards Test, Science 3b1. VAPA—Visual and Performing Arts for Dance, Music, Drama, Arts: Trimester specific arts-domain tests 3b2. VAPA—Rubric-based scores on annual VAPA capstone projects
Goal 4: Increased positive interactions among students of different social, economic, ethnic/racial groups.	4a. Project-developed student surveys with items based on desired outcomes 4b. Project-developed teacher surveys and self-assessment and principal/administration observations using Concerns-Based Adoption Model Levels of Use practice profiles

Project Goals	Method of Evaluation
Goal 5: Capacity Building, Trained staff	5. Self-assessment surveys using Concerns-Based Adoption Model Levels of Use and principal/administrator observations using Concerns-Based Adoption Model Innovation Configurations
Goal 6: Capacity Building, Empowered Parents	6a., 6b., 6c. Project-developed parent and teacher surveys 6.d Teacher surveys self-assessing behaviors supportive of parent empowerment and decision making
Goal 7: Capacity Building, Recruitment, Application, and Selection	7a. Documented system for recruitment, application, and selection of students 7b. Resources/funding are identified to sustain recruitment, application, and selection processes
Goal 8: Capacity Building, Sustainability Plans	8. Documented sustainability plans including component to be sustained, funding plan and written letters of commitment
Goal 9: Capacity Building, Theme-Based Rigorous Courses of Instruction Related to Magnet Theme	9a. Curriculum completion – document review of artifacts: digital handbooks, pacing guides, rubrics and assessments, model lesson videos 9b. Curriculum quality – ratings on rigor, knowledge strengthened, and 21st century career/college skills on project-developed rubric based on Association for Supervision and Curriculum Development's Quality Curriculum Evaluation Rubric

Impact evaluation—methods appropriate to MSAP performance measures and reporting requirements: *Meeting funding source requirements.*

Evaluators for Pasadena's MSAP project will provide the following MSAP performance measure information to the funding source each year. Methods in parentheses below are appropriate to the MSAP performance measures.

(a) The percentage of magnet schools whose student enrollment reduces, eliminates, or prevents minority group (Hispanic) isolation (source: CALPADS)

(b) Percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts (Source: California Department of Education, AYP statistics)

(c) Percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics (Source: California Department of Education, AYP statistics)

(d) The cost per student in a magnet school receiving assistance (source: CALPADS and official records of expenditures provided by the District business office)

(e) The percentage of magnet schools that received assistance that are still operating magnet school programs three years after funding (source: school brochures and websites)

(f) The percentage of magnet schools that received assistance that meet the State's annual measurable objectives at least three years after Federal funding ends (Source: California Department of Education, AYP statistics)

The evaluators will also comply with all APR and Ad Hoc reporting requirements, such as reporting objective status, Title I status, applicant enrollees and cost per student participant.

Methods appropriate to decision makers and constituents

The MSAP evaluation team will review evaluation plans, instruments, and methods with program and site-level steering committees that have responsibility for monitoring the implementation of the evaluation plan. The dialogue between committee members and evaluators will focus on ensuring that methods are objective, valid, reliable, and appropriate and that data collected using those methods will yield answers to evaluative questions that decision makers pose.

(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement – 6 points

Central to the evaluation plan are the MSAP and project outcomes of desegregation and increasing student achievement. Keys to **desegregation** are a clear marketing plan, vigorous recruitment, application of approved lottery procedures, early notification, and encouragement to enroll after lottery selection. In determining how successful the project is in meeting its intended desegregation outcomes, the evaluator will address numerical data collection according to CALPADS, will work with MSAP project- and site-level steering committees to establish milestones and quality indicators for recruitment and enrollment, and will monitor implementation accordingly.

For **student achievement**, the evaluation in itself is relatively straightforward, and project-level data are made available to the district and schools annually. As well, the schools can control the inputs identified in the logic model that affect student achievement. The evaluation will focus time and effort to monitor the extent and timeliness of implementation of those 'inputs' that affect student academic and theme-based achievement, professional development, classroom implementation of themed-instruction, and so forth.

We will track progress over time and, where available, compare project data year to year and with outside sources. For example, in collecting and reporting magnet school academic progress, we will (a) compare current data with historical school data, and (b) compare magnet school data with district and/or feeder school data. In this manner, we will try to isolate effects due to the project versus those outside of the project's control.

We will also analyze data by sub-groups to determine whether effects are isolated or widespread. The initial plan for this level of analysis is:

- **Students:** Significant ethnic/racial sub-groups, English Learners, socio-economically disadvantaged students, and students with disabilities
- **Parents:** Parents based on student ethnic/racial demographic
- **Teachers:** Teachers, by years of participation in professional development and prior training

Where possible, data will also be presented by grade and school. This disaggregation will give decision makers detailed and specific information regarding program impact on grade levels, schools, and significant sub-groups.

(3) Includes methods that are objective, will produce data that are quantifiable – 2 points

Each method of evaluation is objective – tests, surveys, profiles of practices, etc. Each will produce data that are quantifiable as follows. Please also see methods of evaluation above.

Project Goals	**Quantifiable Data**
Goal 1: Reduce minority group (Hispanic) isolation	Number and percentage of new and continuing students enrolled by numerically significant groups, school, grade, and magnet/feeder/district.
Goal 2: Increase Academic Achievement	Number and percentage of students from major racial and ethnic groups who score at or above proficient on State assessments in reading/language arts and mathematics (California Standards Tests) AYP calculated by California Department of Education.
Goal 3: Theme Related Proficiency	Scores on STEM and VAPA trimester tests Rubric-based scores on annual STEM and VAPA capstone projects Number and percentage of students scoring at the proficient or above level in science on State assessments (California Standards Tests)
Goal 4: Increased positive interactions	Number and percentage of students and teachers per response type (Likert-type, yes/no, checklist, etc.) Number and percentage of teachers at various levels of implementation
Goal 5: Trained staff	Number and percentage of teachers at various levels of implementation

Project Goals	Quantifiable Data
Goal 6: Empowered Parents	Number and percentage of parents participating and supportive of program Number and percentage of teachers reporting use of parent empowerment strategies
Goal 7: Recruitment, Application, and Selection	List of resources and official board and/or superintendent commitment to financial support recruitment, application, and selection procedures after funding
Goal 8: Sustainability Plans	Number of complete plans. Number and percentage of support resources formally committed to continuing support. List of identified resources and funding
Goal 9: Theme-Based Rigorous Courses of Instruction Related to Magnet Theme	List and number of developed curriculum (units, lessons, etc.) Ratings on Quality Curriculum Evaluation Rubric

This table provides the timeline for evaluation activities:

Activity (in conjunction with named entity)	Timeframe
Evaluation Plan: Develop detailed Evaluation Plan. Review and revise based on MSAP steering committee and input.	Within 2 months of award
Interaction between evaluators and project staff • Meetings with project or site coordinator • Attendance at meetings of project or site-level advisory committees	 Monthly As scheduled
Management plans: Assist in development of detailed management plans for each school and the project overall (Steering committees)	Within 2 months of award. Updated annually.
CBAM—Innovation Configurations	

Activity (in conjunction with named entity)	Timeframe
• Draft innovation configurations for each key program behavior and/or component (Project steering committee) • Revise as project matures • Administer to teachers	Within 6 months Annually by June Annually, spring
Logic models: Assist in development of logic models for each school and the project overall (Project- and site-level steering committees)	Draft end of Year 1. Finalization by end.
CBAM—Levels of Use*:* Administer to school staff	Annually, spring
Other Instruments: Draft all required instruments—verification methods in management plans, teacher and student surveys, parent survey, program implementation survey, curriculum evaluation rubric, etc.	Year 1 within required timeframe, revisions as needed
Data Collection: Collect data according to approved Evaluation Plan	Continuous
Data Analysis: Analyze data according to approved Evaluation Plan	As data are available
MSAP Evaluator Meetings: Provide input regarding outcomes and implementation as available.	As scheduled with minimum 3 x year.
Annual Performance Report: Gather data, summarize, analyze, and report	April 2014, 2015, 2016
Surveys: Administer surveys to teachers, parents, students	Annually, spring
Ad Hoc: Gather data, summarize, analyze, and report	October 2014, 2015
Final Performance Report: Gather data, summarize, analyze, and report	December 2016

"Evaluations prepared by professional, independent evaluators help prevent information gaps by: improving knowledge and understanding of how programs work, strengthening public accountability, assessing program effectiveness and efficiency, and identifying

opportunities and pathways to achieving objectives, outcomes, and efficiencies." (American Evaluation Association)

The district will hire an experienced and independent external evaluation team for the important effort of evaluating the MSAP program.

The district will hire an outside evaluation team to lead the evaluation. The external evaluation team will have the following members.

▪ **Lynne C. Aoki (lead),** external evaluation consultant: 30+ years experience evaluating state and federally funded education programs. Recent relevant evaluation experience: four MSAP grants, four technology grants, six foreign language grants, two visual and performing arts grants. Three grants encompassed two or more school sites. Extensive training and background in multicultural/anti-bias education, change facilitation in schools, and in use of assessment and evaluation tools associated with District Assistance and Intervention Teams (DAIT) and the Concerns-Based Adoption Model. Extensive work with the California Department of Education (evaluation training, new project director orientation). Consultant for regional DAIT and Title III/Year 4 teams providing support services to state-monitored schools.

▪ **Jacqueline B. Rojas, Ph.D. (*STEM middle school evaluator*).** Award-winning teacher, researcher, professional developer, and community partner with nearly 30 years of educational experience. Member, *STEM Task Force for State Superintendent of Public Instruction*, California Department of Education, charged with "exploring the status of STEM education in California schools in keeping with the state's future needs to find ways to expand and strengthen the curriculum so students are better prepared to meet the challenges of the new economy." External Evaluation Consultant of STEM, Science, and Bilingual programs in Grades Pre-K through Graduate level. Expertise in formative assessment, curriculum development, professional development, parent engagement, community service learning, pre- and in-teacher research experience, and community partnerships. Specialized background as six-year Peace Corps Math/Science Teacher Trainer with credentials in bilingual education and teaching of English Learners.

▪ **Suzanne Stiegelbauer, Ph.D. (VAPA evaluator)** professor and research associate, University of Toronto, Ontario Institute for Studies in Education: 30 years of experience in research, evaluation, and program development in visual arts education, education and community leadership studies, school reform, change issues, and others. Former art teacher, museum curator, and anthropologist, original research for nationally recognized Concerns-Based Adoption Model (CBAM) educational change project. Recently developed a web-based resource in the arts sponsored by the US Department of Education and evaluated a web-based technology project. Recent experience as lead evaluator for a Visual and Performing Arts (VAPA) magnet school.

▪ **Marilyn Green (STEM dual language immersion evaluator)** evaluation consultant with 30+ years experience as State and Federal Project Director. Director of three MSAP projects, expertise in project management, program implementation, professional development, and parent engagement. Wrote district Voluntary Desegregation Plan and implemented recruitment, application, and lottery process from 2004 to 2012. Headed the district's MSAP compliance review team during which no major negative findings were found. Oversaw evaluations of multiple State and Federal Projects including magnet programs, educational technology grants, and bilingual education programs. Specialized background and credentials in bilingual education and the education of English learners.

The lead evaluator will serve as formal member of the District MSAP steering committee and will present data as it becomes available. The lead will assist committee members to process the data and will collaborate for program improvement purposes. The project and site steering committees will receive formal written reports in May and October of each project year. Additionally, the evaluator(s) will have a regular item on committee agendas to report findings at other times. The evaluation team and the steering committees will be integral partners in evaluation. Committee members will review and approve the overall evaluation design and instruments. They will work with the evaluators to review data and use information to guide the program. Between meetings, e-mail forums will be used to communicate to members as needed.

Committee members will function as co-constructors of the evaluation instruments and processes, data gatherers and input givers, and of users of evaluative data, and will collaborate with the external evaluators to ensure both full program implementation and attainment of objectives.

F. COMMITMENT AND CAPACITY (10 POINTS)

(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the program is no longer available.

(2) The secretary determines the extent to which the applicant—

(i) Is committed to the magnet school project – 5 points

The Pasadena Unified Board of Directors has granted their full support to the creation of STEM and VAPA magnet schools in the Northwest Pasadena to attract new students and reduce minority group isolation. The Board, District and site administration, teachers, and parents are fully committed to the implementation of these themes. The District's track record of support for magnet schools is amply demonstrated by the continued functioning and success of three current International Baccalaureate magnet sites established in 2001. The District sustained these magnet school programs through local funding for the past eleven years. In addition, out of entirely local funding, the District has established and maintained three Dual Immersion Program elementary school programs as another avenue for increasing parent school choice and reducing minority group isolation.

This MSAP project will build internal capacity to continue magnet school activities past the funded period through careful use of professional development, acquisition of materials, expansion of parent and community support, and development of curriculum and assessments. Starting in first year of the grant, we will begin implementing a plan for sustaining grant activities at the conclusion of the grant.

Activities to build capacity	Plan for project continuation
Funds will be used to provide teachers time to write integrated, theme-related curriculum, assessments all of which will continue to be used.	Curriculum handbooks (digital and/or hard copy) for every grade level, for both VAPA and STEM, will be developed for all four sites and will serve to institutionalize and guide instruction for any teachers hired after the funded period.
Training efforts will build each teacher's capacity to continue project activities. In addition, the "trainer of trainers" model will be implemented, with lead teachers and parents identified to receive additional training in each relevant professional development component. These teachers and parents will be responsible for the ongoing and future training.	All magnet school classroom teachers will have received intensive, high quality training; once their training has been completed over the three-year period, teachers will continue past the funded period to use the effective instructional strategies they have been taught. Local resources will be used to train any staff who are hired past the funded period. Use of digital film of model lessons and training sessions, training project staff as trainers, and the development of training manuals for key project-funded training will help institutionalize professional development and assist with future training. Many of our partner agencies (WestEd, Jet Propulsion Laboratories, UCLA, CalTech, the Music and Art Centers) are committed to help us maintain project services by supporting our teachers with ongoing training.
Project funds will be used to purchase supplemental materials and technology to support the STEM and VAPA themes.	Project-purchased and developed materials and technology will continue to be used by teachers and students at the magnet schools after grant funding ends. Maintenance, updates, and replacement costs will be assumed through local resources.

Activities to build capacity	Plan for project continuation
Outreach to parents and community, parent leadership development, a comprehensive recruitment plan, project visibility, and communication with the media will build advocacy for expanding and maintaining services.	Parents and community will advocate for magnet school services and activities. Parent leaders will be identified, trained, and will continue to train new parents. They will support and provide future funding for project activities through Parent Teacher Association (PTA) and Pasadena Education Foundation. The Pasadena Education Network is committed to continuing support for the project through parent outreach and education.
Use of grant funds for one-time expenses and *local* resources for ongoing needs, so that project sustainability is built in.	The District is committed to absorbing the project-funded positions following the funded period through local resources.

(2) The Secretary determines the extent to which the applicant

(i) Is committed to the magnet schools – 5 points

Pasadena Unified School District has a long and consistent history of supporting desegregation and providing educational choices for students and families.

District History of Desegregation Efforts. In 1970 Pasadena became the first city outside the South to be placed under court order to desegregate its schools as a result of a lawsuit filed in 1967 on behalf of three high school students. District efforts to comply with the court order and to integrate all District schools included use of busing and the creation of three locally funded magnet schools. These efforts were successful and the District was released from court supervision in 1979. The District wrote a Voluntary Desegregation Plan, which was updated in 2000 and is reviewed annually. In 2000, the District secured an MSAP grant to implement three International Baccalaureate schools, and the programs have been sustained through local funding.

Open Enrollment and School Choice. Pasadena Unified School District has an open enrollment policy and school of choice program first developed in the 1980s and modified in 2012 that offers families the opportunity to attend schools outside of their neighborhood school's attendance boundaries. Each year, schools project student enrollment based on previous year's enrollment and demographic data about the number of school-age children residing within a campus' attendance boundaries and all seats not occupied by neighborhood students are made available for Open Enrollment using a random lottery. The four magnets do not have attendance zones and are all made available for Open Enrollment using random lottery as per capacity.

Previously funded MSAP Programs. Our previously awarded 2000 MSAPs are an elementary, middle, and a high school International Baccalaureate (IB) magnet school. The K-12 IB programs have been sustained by the District for eight years using of local funding. They have continued to offer rigorous academics through an integrated approach to thinking, learning and teaching that emphasizes a global perspective and responsible citizenship. All timelines and goals for the formerly funded MSAP projects were accomplished and successful project components are now supported through local resources. The transition to local funding proceeded smoothly because of attention to planning for sustainability during the funded period.

Dual Language Immersion Schools: Not formally designated as magnet schools, and not funded by MSAP, PUSD has also created three elementary school Dual Immersion programs for English Learners and English Only students wishing to master English and Spanish or Mandarin Chinese, using local funding sources. The goal is to develop academic proficiency in both languages, beginning in Kindergarten. English learners and English speakers are mixed in the same classroom to promote oral and written fluency in two languages.

Proposed MSAP Programs. The District is equally committed to sustaining the new proposed magnet schools. There is a comprehensive plan for cost assumption at the conclusion of the grant. This commitment has been demonstrated by the involvement of District administration, along with site leadership and parents, in the planning and writing of this application and a philosophical commitment to increasing our voluntary desegregation efforts through increased

school choice from the School Board, Superintendent, and District management team.

- **Before implementation:** The Board of Education provided its approval and enthusiastic support for the voluntary desegregation plan and provided funding and time for planning and development of the project during the 2012-2013 school year. Staff members were released to survey parents, develop project themes, and work as a writing team to create this application. Bond funding was allocated to refurbish the auditorium at the proposed VAPA site and to provide infrastructure (cabling, wireless access points, etc.) needed prior to the installation of new technology at all sites.
- **During the funded period:** The District will be providing basic support for the project through staff, facilities, and any ongoing costs such as consumable materials. Construction of labs for the new electives at Washington Middle School will be completed through bond funding, as well as any other building costs associated with transforming classroom and common space for Project Based Learning.

(ii) Has identified other resources to continue support for magnet school activities when assistance under this program is no longer available – 5 points

The District has a plan to assume program costs and grant funded personnel. The table that follows summarizes this plan and the resources that have been identified as to support magnet school activities following the funded period.

Activities to be supported	Post-grant funding plan	Post-grant funding sources
Maintenance, repair, replacement of technology	The District has committed to maintaining and repairing all project-purchased equipment.	Local: General fund will be used to maintain and repair technology. Grants, such as the Microsoft Settlement funds, will be designated to update technology as needed.

Activities to be supported	Post-grant funding plan	Post-grant funding sources
STEM materials and activities	Local partners have committed to continue to support STEM implementation through purchase of materials, in-classroom presentations, mentoring and internships.	Local: MSAP site PTAs, the Education Foundation will provide resources for teachers and principals to purchase STEM and VAPA equipment and materials.
VAPA materials and activities	Local partners have committed to continue to support VAPA implementation through purchase of materials, in-classroom presentations, enriching arts experiences.	
Professional development	Because all project teachers will have participated in an intensive three-year training program, internal capacity will be sufficient to sustain project activities. For any new training or ongoing support needs, the District will use project-developed materials and internal expertise.	Local: Trained trainers will provide coaching and support to sustain project strategies. Community partners including IHEs, WestEd, Music and Arts Center have committed to providing ongoing training services. Federal: Title II and Title I professional development funds will be used to fund any needed MSAP training.
After school enrichment classes	Extended learning time will be supported by partners. If the State resumes after school intervention funding, we will use this to support this component.	Local: Support from partners including Education Foundation, Flintridge, Empowering Youth

Activities to be supported	Post-grant funding plan	Post-grant funding sources
Marketing, recruitment	We will continue to use project-created materials for marketing and recruitment (brochures, DVDs, etc.) past the funding period. The site principals and trained parent leaders will take over marketing responsibilities and continue recruitment efforts using materials and planning completed during the funded period.	Local: Principals and trained parent leaders will sustain all recruitment efforts. The District has committed general fund for lottery software and printing of recruitment materials and ongoing marketing efforts.
Assumption of grant-funded personnel	The positions supported by the MSAP funds will be dedicated from year 1 to systemic reform, establishing routines and practices, providing training, and creating curriculum and materials that will stay with us past the funding period. Personnel will be absorbed as administrative or classroom staff at the end of the grant.	Local: General fund will be allocated to place and support formerly-grant funded staff.
Partnerships	We will use the three years of MSAP funding to develop and deepen our partnerships with a variety of IHEs, research, and arts organizations. The letters attached to this application describe our current and projected relationship and the commitments partners are making to sustain this project	Local: Please see our letters of support for the commitments from our identified partners.

LETTERS OF COMMITMENT AND SUPPORT FROM PARTNERS

	Parent-related support
	VAPA
	STEM

	Jackson	WAES	Eliot	WMS
A Noise Within			x	
Armory			x	
Art Center College of Design			x	
Huntington Library			x	
Lineage Dance			x	
Little Kids Rock			x	
Los Angeles Music Center			x	
Pasadena Community College			x	
Cal Tech	x	x		x
Jet Propulsion Laboratory	x	x		
UCLA Center X	x	x		x
WestEd/K12 Alliance	x	x		x
Kidspace Children's Museum	x			
Flintridge				x
Empowering Youth				x
Pasadena Education Foundation (PEF)	x	x		x
Pasadena Education Network (PEN)	x	x	x	x
PTA	x		x	
Judy Chu, U.S. representative	x	x	x	x

3352 E Foothill Blvd
Pasadena, CA 91107
tel: 626.356.3100
fax: 626.356.3120
www.anoisewithin.org

aNoiseWithin
California's Home for the Classics

February 25, 2013

United States Department of Education
Magnet School Assistance Program
400 Maryland Ave, S.W.
Washington D.C. 20202

Letter of Support: Eliot Middle School, Application for Magnet School Assistance Project

To Whom It May Concern:

On behalf of A Noise Within, I would like to express our strong support for Eliot Middle School to become a Visual and Performing Arts Magnet.

A Noise Within's mission is to educate and inspire the public through programs that foster an understanding and appreciation of history's great plays and playwrights as an essential means for our community to confront the universal human experience, expand personal awareness, and challenge individual perspectives. A Noise Within views accessibility to live theatrical productions and arts education as intrinsic to the theatre's mission, and dedicates 30% of its resources to programs that have served more than 200,000 students from 240 schools over the past 20 years. The theatre offers an array of programs and services to reduce barriers to the experience of live theatre for educators and learners of all ages. To accomplish this, A Noise Within seeks to develop sustainable and mutually beneficial relationships with Pasadena Unified School District schools, including Eliot Middle School. We affirm our commitment to the following activities:

1) Classics Live! offers a contemporary context for classical literature through student attendance at performances; teaching artist pre-performance workshops in the classroom; fully subsidized tickets with transportation to and from the theatre; post-performance discussions with resident artists; and standards-based study guides.

2) Study Guides: A Noise Within's State of California standards-compliant study guides aid teachers in the preparation of accessible and engaging lesson plans that bring the classics to life. Study guides highlight themes, context, and character analysis, while integrating music, visual arts, and history components.

3) Tickets for Teachers, offers preview performances at no charge so that Eliot Middle School teachers may better prepare their students for the experience of live theatre

4) Professional Development Workshops equip Eliot Middle School teachers with the knowledge, skills, and tools to engage their students in the study of Shakespeare's plays

It is the hope of A Noise Within that funding from the Magnet School Project will support engagement in these activities, fostering a strong connection between Eliot Middle School and A Noise Within.

Sincerely,

[redacted]

Claire Marie Mannle
Director of Education & Community Outreach

armory center for the ARTS

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Scott Ward
Executive Director

United States Department of Education
Magnet School Assistance Program
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Letter of Support: Pasadena Unified School District
Application Magnet School Assistance Project

The Armory Center for the Arts enthusiastically supports the Pasadena Unified School District (PUSD) application for funding under the Magnet School Assistance Program. A leader in the field of arts education, the Armory, based in Pasadena, California, is known for its development of integrated visual arts instruction that supports learning across the curriculum, with a focus on engaging underachieving students attending Title I schools.

The Armory's goal in supporting this application is to extend the benefits of visual arts education to all students at all grade levels in the district, a goal which is advanced by the establishment of Eliot Middle School as a Visual and Performing Arts magnet. As part of a close partnership over the past 25-years, the Armory and the PUSD have collaborated on a number of initiatives that advance arts education primarily through artist residencies in middle and elementary schools; development of curriculum that integrates the visual arts across the curriculum with the goal of increasing student achievement and engagement; and professional development in arts education pedagogy and instruction for generalist classroom teachers, art educators, and arts administrators.

The Armory will be advising Eliot Middle School during the planning phase, and as a service provider, will offer the following programming for their consideration:

- Artist residencies at the middle school level in specialized media such as printmaking, ceramics, digital photography, painting and drawing;
- Professional development in development of arts integration pedagogy, curriculum development, and instructional delivery;
- A fieldtrip program for students to the Armory galleries that includes a guided walkthrough by Armory Teaching Artists followed by an art making project in the studios;
- Sequential visual arts instruction in the LEARNS (after school) and PUSD summer programs.

These visual arts programs, led by a talented and experienced team of Armory arts education administrators and specially trained teaching artists, work to develop habits of mind and transferable skills that support other disciplines specifically involving critical thinking and problem solving. Through art education courses and professional development training of faculty, the Armory seeks to promote within each student: a passion for the arts; development of artistic skills; technology

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fax: 626.449.0139
www.armoryarts.org

skills; creative self-expression; initiative and self-direction; critical thinking and problem solving; effective communication; and collaborative skills. Of particular relevance to middle school aged youth, art courses cultivate an understanding of the power of art as a means for self-expression and social interaction. Moreover, students discover a creative voice that empowers them to convey their viewpoints and feelings in nonviolent, effective, and socially appropriate forms.

The Pasadena school community will benefit from the development of the proposed magnet school programs, which are supportive of truly excellent education for all children. Drawing a diverse student population to our schools will have the added impact of strengthening the social fabric of our community. The Armory if committed to building on our longtime partnership with the Pasadena Unified School District to further these goals through the arts. We thank you for your consideration of this project and the welfare of our children.

Sincerely,

[redacted]

Scott Ward
Executive Director

THE HUNTINGTON
Library, Art Collections, and Botanical Gardens

Catherine Allgor, Ph.D.
Nadine and Robert A. Skotheim Director of Education

United States Department of Education
Magnet School Assistance Program
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Letter of Support: Pasadena Unified School District, Application for Magnet Schools Assistance Program

The Huntington Library, Art Collections, and Botanical Gardens expresses its strong support for the Pasadena Unified School District application for funding under the Magnet School Assistance Program, submitted on behalf of Pasadena Unified School District.

The goal of The Huntington in supporting this application is to continue building our partnership with Pasadena schools, particularly at the middle school level. We will commit to partnering with Eliot Middle School as it implements a Visual and Performing Arts program. The primary connections for this partnership would include:

- General support through existing education programs such as multiple field trips to our Library, Art Galleries, and Botanical Gardens.
- Provide opportunities unique to partner schools such as family days, free admission for students with ID, and special behind-the-scenes visits to areas such as our Conservation Laboratory.
- Professional development for teachers to teach integrated arts instruction, particularly through the strengths of the collections in art history and science as well as participation in the Shakespeare Summer Workshop for Teachers and future trainings in the Common Core Standards as it applies to the arts.
- Outreach and training for Eliot Middle School students to contribute as Huntington Teen Volunteers by age 14.

We hope to expand this list of opportunities and activities for Eliot Middle School students as we continue to work together in coming years. It is the hope of The Huntington that the funding from the Magnet School Project will further enhance and support this new partnership with Eliot Middle School.

Sincerely,

[redacted]

Catherine Allgor, Ph.D.
Nadine and Robert Skotheim Director of Education

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1151 Oxford Road • San Marino, California 91108 | www.huntington.org

LINEAGE
DANCE COMPANY

Lineage Performing Arts Center
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www.lineagedance.org

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United States Department of Education
Magnet School Assistance Program
400 Maryland Avenue, S.W.
Washington D,C. 20202

Letter of Support: Pasadena Unified School District
Application for Magnet School Assistance Program

To Whom It May Concern:

Lineage Dance Company expresses its strongest support for the Pasadena Unified School District (PUSD) application for funding under the Magnet School Assistance Program (MSPA). As a community arts provider, Lineage has had a longstanding working relationship with PUSD. We have been a member of the Community Arts Team and assisted in the creation and implementation of a district-wide arts policy and plan, delivered professional development for classroom teachers and provided residencies, workshops and performances for students at various schools within the district. We are fully prepared to use the resources and expertise of Lineage Dance to help PUSD in its vision of implementing a Visual and Performing Arts Magnet at 'Eliot Middle School.

Lineage looks forward to supporting PUSD's efforts to substantially increase students' participation in the arts and deepen their arts experience. We are excited to collaborate with the district in expanding their work in the Visual and Performing Arts at Eliot Middle School by providing experiential and instructional opportunities to students and staff by way of the following:

- Hesidencies, specialized instruction on units in specific dance forms, jazz, ballet, hip-hop, etc.
- General support through guest artists visits, student scholarships or reduced rates to attend Lineage classes, performances and/or the Pasadena Dance Festival
- Artists to instruct through LEARNS after school programs, or through the Pasadena Educational Foundation sponsored summer camps
- Professional development for Physical Education teachers to teach dance elective(s)

Lineage Dance Company is dedicated to the making the experience of dance and the arts accessible to all. We affirm our commitment to conduct these and other activities to enrich the experiences of both teachers and students alike at Eliot Middle School. We strongly endorse PUSD's application for the Magnet School Assistance Program and look forward to supporting their activities.

Sincerely,

[redacted]

Hilary Thomas
Artistic Director

Little Kids Rock
632 Pompton Avenue
Cedar Grove, NJ 07009

Letter of Support: Pasadena Unified School District
Application Magnet School Assistance Project

Little Kids Rock, a national music education nonprofit, enthusiastically supports the Pasadena Unified School District (PUSD) application for funding under the Magnet School Assistance Program. Little Kids Rock is a national leader in music education that supports music by partnering with school districts, training public school teachers in our innovative curriculum, and donating all of the instruments and resources necessary to run modern band music programs.

Little Kids Rock's goal in supporting this application is to increase the kind and amount of music offerings that will be available to all students at all grade levels at Eliot Middle School as a Visual and Performing Arts magnet. Little Kids Rock has been supporting PUSD since 2009 and has been involved in the county of Los Angeles since 2004. They have and will continue to be part of our national movement that has served well over 200,000 students since our inception in 2002.

Our partnership will include advisement during the planning phase as well as offering the following programming:

- Training teachers in our innovative pedagogy and curriculum
- Supplying teachers with instruments and resources (both in print and online)
- Continuous and on-going professional development both from our headquarters as well as through our Little Kids Rock Los Angeles County Program Director

Through our partnerships with schools, funders and corporations, Little Kids Rock leverages each affiliation to maximize the per teacher benefits of said relationships. The students from the Eliot Middle School will benefit by receiving a curriculum that focuses on Arts integration allowing them to maximize their critical thinking, creative abilities and increase their self-efficacy.

The key to creating a strong and viable community is making a sustainable connection between the leaders of tomorrow and those of today. An Arts integrated school allows that connection to become a reality.

Sincerely,

[redacted]

Ryan M. Zellner

National Program Director

Little Kids Rock
ryan@littlekidsrock.org

Restoring and revitalizing music education in low-income communities across the country!

www.littlekidsrock.org▪632 Pompton Ave., Suite 2▪Cedar Grove, NJ 07009 ▪Phone: (973)746-8248 ▪Fax: (973)746-8240

THE MUSIC CENTER

135 N. Grand Avenue
Los Angeles, CA 90012
musiccenter.org

United States Department of Education
Magnet School Assistance Program
400 Maryland Ave, S.W.
Washington, D.C. 20202

Letter of Support: Pasadena Magnet School Assistance Programs
Eliot Middle School, Visual and Performing Arts magnet

The Music Center supports the Pasadena Magnet School Assistance Programs' application for funding under the Magnet School Assistance Program.

The goal of The Music Center's support of this application is to build on our partnership with one of the four proposed magnet schools, Eliot Middle School. We are committed to continue and strengthen our programming for Eliot Middle School which currently includes:

- Multi-week teaching artist residencies that provide classroom teachers with modeling and coaching on best practices in and strategies for arts integration across disciplines
- Music Center On Tour performance assemblies that provide students exposure to and interaction with an internationally acclaimed roster of performing artists
- Professional Development for staff that builds greater capacity for classroom teachers to integrate and build knowledge around Visual and Performing Arts

The Music Center affirms its commitment to conduct these and other activities to strengthen our partnership with Pasadena Unified School district and Eliot Middle School, in particular. It is the hope of The Music Center that the funding from the Magnet School Project will further enhance our work together. [redacted]

[redacted] 2/20/13

Mark Slavkin Vice President, Education Date

PASADENA CITY COLLEGE

Performing and
Communication Arts Division

February 27, 2013

Untied State Department of Education
Magnet School Assistance Program
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Letter of Support: Pasadena Unified School District
Application for the Magnet School Assistance Project

Pasadena City College strongly supports the Pasadena Unified School District application for funding through the Magnet School Assistance Program. The arts programs at Pasadena City College currently collaborate with PUSD, and Eliot Middle School in particular, in a number of important ways:

- College courses (open to both current high school students and college students) are offered on PUSD campuses in the areas of Art History, Film History, Sketching for Design, and various studio arts.
- PCC college students serve as mentors and coach PUSD music students throughout the district as a part of their requirements for our Introduction to Music Education course.
- PCC Music faculty members have served as clinicians and guest artists for PUSD Music ensembles.
- PUSD ensembles have regularly participated, along with college faculty and students, in educational events and music festivals, such as PCC Jazz Day and All City Honor groups.
- Eliot Middle School performing ensembles are invited to the college campus to visit, observe and join with their college peers.
- The Media Arts areas (including Television, Radio, Cinema, and Digital Design) are developing pathway opportunities in order to provide students a seamless transition from High School to College in order to improve high school graduation rates, college readiness and academic and career preparation success.

Pasadena City College faculty members in the Visual and Performing Arts look forward to continuing these activities and to further developing opportunities for collaboration with our local school arts programs (such as those at Eliot Middle School). A local magnet school devoted to the arts will be a great benefit to arts education in the schools and to the community at large.

Sincerely,

[redacted]

Dr. James Arnwine
Dean, Performing and Communication Arts Division
jaarnwine@pasadena.edu

CALIFORNIA INSTITUTE OF TECHNOLOGY
1200 E. California Boulevard, MC 104-31
Pasadena, CA 91125-3100

February 25, 2013

Dr. Merian Stewart
Washington Middle School
1505 N. Marengo Ave.
Pasadena, CA 91103

Dear Dr. Stewart,

Thank you for approaching Caltech to be included among your partners as you develop your Magnet Schools Assistance Program (MSAP) grant application to the US Department of Education. We would be happy to continue and enhance our support for Washington Middle School in your efforts to develop and launch your STEM magnet school program.

Subject to scheduling and capacity, we can offer resources including hosting field trips to Caltech's campus and providing guest speakers to deliver curriculum-relevant presentations in your classrooms. Among recent programs provided for Pasadena public schools and specifically Washington Middle School are:

- Caltech graduate student led hands-on activities at a Family STEAM Night at Washington - students and their families explored the mechanism of earthquakes with an earthquake machine, and experimented with the main factor driving the motion of tectonic plates, density.

- Caltech representatives participated in several of PUSD's curriculum revision workshops for teachers, helping with 6th grade Earth Science units, with both curriculum revision (incorporating Next Generation Science Standards) and project-based learning ideas (such as having the students design and build a hot air balloon to learn about density, convection, and the forces driving tectonic plate motion).

- Caltech students act as advisors at Washington for the development and creation of student science fair projects.

Phone: 626.395.4641 Website: www.outreach.caltech.edu

- Over the past year, four graduate students visited eight sixth-grade classes at Washington, giving presentations and leading hands-on activities:

    - Using fossil evidence to reconstruct the "super-continent" Pangaea, students learned about how scientists discovered Plate Tectonics
    - Using Legos and Play-Doh to construct models of the earthquake fault at Wallace Creek, students learned about earthquakes and plate tectonics.
    - In a presentation on a grad student's recent field trip to Antarctica, students saw what field work can be like, and learned how scientists use paleomagnetism to figure out where different land masses were located millions of years ago.
    - In a virtual reality trip to Mars, students actively panned a (virtual-reality) mosaic of a rock outcrop to make observations and develop geological hypotheses; they learned how geologists use clues like bedforms and structure to unlock stories.

- Caltech conducts free workshops for local science teachers on topics ranging from Plate Tectonics and the geology of Southern California to Solar Energy: Juice from Juice.

Caltech also hosts a number of ongoing events on campus including the Reel Science Series, Science Saturdays Series, Introduce a Girl to Engineering Day, Innoworks Summer Academy, RISE Afterschool Tutoring Program, and the School-Day Show Series. We will keep you informed of these opportunities and invite your schools to register and participate in these events. http://www.outreach.caltech.edu/events

We look forward to our continued partnership.

Thank you,

[redacted]

Mitch Aiken
Associate Director for Educational Outreach
Teaching and Learning Programs
aiken@caltech.edu

Phone: 626.395.4641 Website: www.outreach.caltech.edu

February 28, 2012

United States Department of Education
Magnet School Assistance Program
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: Letter of Support for Pasadena Unified School District's Magnet Schools Assistance Program (CFDA #84.165A).

To Whom It May Concern:

I would like to express my enthusiastic intention to continue collaborating with the Pasadena Unified School District (PUSD), building on our STEM outreach experiences over the past 9 years with our Caltech Classroom Connection (CCC) and Summer Research Connection (SRC) programs. I wholeheartedly support this outreach collaboration with the PUSD as the Coordinator of the Caltech Classroom Connection (CCC) for the past 6 years and Caltech Co-Director of the Summer Research Connection (SRC) for 5 years.

Through collaborating with the PUSD teachers and administrators over the past 6 years, we have developed teaching pedagogy strategies, incorporated scientific research content into K-12 classrooms; provided classroom based teaching experiences for our community's scientists; and conducted professional development for K-12 teachers and Caltech scientists (graduate students, postdoctoral scholars, faculty, staff, and alumni). We have also benefited from collaborating with teachers and students from the PUSD that have worked together in Caltech research laboratories to conduct hands-on research, which the teachers have used to develop classroom based lessons (www.src.caltech.edu) and students have entered into competitions such as the Siemens Competition in Math, Science, and Technology.

The student-teacher research projects have supported PUSD high school chemistry teachers, and middle school robotics and physical-science teachers, which have simulated chemical reactions on Saturn's moon, Titan, and engineered an optical array for a telescope (2011). We are currently partnered with the Washington Middle School teacher that carried out this optical research, and are excited over the potential for an increased STEM focus that the Magnet School Assistance Program would bring to this school as well as others in which we are partnered. We have worked with elementary, middle, and high schools in the PUSD and plan to continue collaborating with teachers and their classrooms to provide opportunities for teaching, STEM research, career mentorship, and awareness of contemporary research.

Sincerely,

[redacted]

James Maloney
Caltech Classroom Connection Coordinator
Caltech Summer Research Connection Co-Director

Jet Propulsion Laboratory
California Institute of Technology

4800 Oak Grove Drive
Pasadena, California 91109-8099

(818) 354-4321

February 27, 2013

Jon R. Gundry
Superintendent
Pasadena Unified School District
351 S. Hudson Ave.
Pasadena, CA 91101

Dear Mr. Gundry:

The Imagine Mars Project is a STEM-based project that asks students to work with NASA scientists and engineers to imagine and to design a community on the planet Mars. In so doing, students have to learn a great deal about Mars and Earth science, social and cultural elements that make communities thrive, as well as practical 21st century skills (computer literacy, cooperative teamwork in principles of technical design) that they can use beyond the end of the project into their future education and careers.

I acknowledge that the Imagine Mars Project is described in your proposal entitled, "Magnet Schools Assistance Program," to become a STEM magnet school for submission to the federal government being submitted by the Pasadena Unified School District. We appreciate the leverage that comes through your proposed work in expanding NASA's Imagine Mars Project to Jackson and Washington elementary schools and look forward to your results in how Imagine Mars can impact student STEM learning.

We are happy to provide the following supports at no cost:

NASA Connections: Connect the educators at Jackson and Washington to Imagine Mars staff and resources, to local Solar System Ambassadors trained to support Imagine Mars, and to the Mars Student Imaging Project for follow-on work.

Customer Needs: Per needs identified by your Jackson and Washington elementary school educators, provide educator PD through on-site and/or distance learning and provide supplementary Imagine Mars classroom resources (multimedia, Earth/Mars comparison posters) for use as teaching tools.

Content: Provide Jackson and Washington elementary school educators with Imagine Mars Project Lesson Plans and access to a tour of the Jet Propulsion Laboratory.

Relevance: Supply students with scientist and engineering career role models/Imagine Mars Project mentors either through face-to-face or distance-learning connections. Supply Imagine Mars evaluation resources for assessing students' acquisition of STEM skills, a key outcome in the Imagine Mars logic model.

Sincerely,

[redacted]

Michelle Viotti
Manager, NASA Mars Public Engagement Program

TRANSFORMING PUBLIC SCHOOLS
UCLA CENTER X

February 25, 2013

Jon R. Gundry
Superintendent
Pasadena Unified School District
351 S. Hudson Ave.
Pasadena, CA 91101

Dear Mr. Gundry:

During the last two years, the UCLA Science Project has had a large presence in supporting science endeavors in the Pasadena Unified School District (PUSD). At the high school level, the UCLA Science Project has been working closely with the Science Department at John Muir High School to increase the use of research and inquiry-based pedagogical strategies. At the elementary school level, the UCLA Science Project has supported Washington Accelerated Elementary School to increase content knowledge and collaboration among teachers. Currently, we are supporting Washington Middle School's vision of STEM across the curriculum.

I am writing this letter of support of the Pasadena Unified School District's application being submitted to the Office of Innovation and Improvement's Magnet Schools Assistance Program (CFDA #84.165A), as it is aligned with UCLA Science Project's vision of developing a K-12 STEM learning progression that prepares and inspires students to pursue STEM-related post-secondary pursuits.

The UCLA Science Project is committed to partnering with PUSD's leadership and teachers for the duration of the three-year grant in order to build teacher capacity in STEM content areas. The three-year professional development plan will increase articulation between the elementary and middle schools while increasing collaboration across the curriculum in order to develop interdisciplinary experiences for students.

In order to increase student outcomes aligned to 21st century learning, the professional development will focus on an inquiry-based approach to STEM--aligned to the Common Core and the Next Generation Science Standards. Teachers will engage in strategic hand's-on experiences that require the use of research-based strategies and collaboration that we want our own students to experience. In addition, the deconstruction of lessons through various content and pedagogical lenses will support teacher planning and implementation of the professional development goals.

I whole-heartedly support this proposal and hope you will give it your full consideration.

Sincerely,

[redacted]

Lynn John
Director, UCLA Science Project
UCLA Center X, Graduate School of Education and Information Studies
ljohn@gseis.ucla.edu

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February 20, 2013

U.S. Department of Education
Office of Innovation and Improvement
Washington, D. C.

To Whom It May Concern:

This letter is in support of the Pasadena Unified School District application for the Magnet School Assistance Program (MSAP), which will support the development and implementation of four magnet schools with the purpose of reducing, eliminating, or preventing minority group isolation. Three of these schools will focus on the theme of Science, Technology, Engineering and Mathematics (STEM) and one incorporate Visual and Performing Arts. I am impressed with the high quality of the professional development being proposed and view it as one that will make a strong impact on teacher efficacy and ultimately the quality of education PUSD students.

I am pleased that WestEd's K-12 Alliance will continue their collaborative professional development work with you that, in the past, has included: PUSD teachers, academic coaches and principals in the areas of STEM via the California Math Science Partnership (CaMSP) program, Engineering is Elementary (EiE) , Using Data Project (UDP), and technical assistance for the academic coaches as they design a project-based learning curriculum for the district. The K-12 Alliance is also providing science content training to the Pasadena Armory Center for the Arts teaching artists as they incorporate science into their arts curriculum.

Our collaboration with the school district and its partners has given us a lens on the need for teachers, administrators, students and parents to understand the diverse community in which they live. Through the MSAP the K-12 Alliance will provide specific professional development aimed at preventing minority group isolation via science project-based learning engineering professional development and integrated lesson design.

I look forward to working with the Pasadena MSAP and its other partners on this project.

Sincerely,

[redacted]

Steven A. Schneider, Ph.D.
Director, Mathematics, Science and Technology Program

400 Seaport Court, Suite 222, Redwood City, California 94063-2767 Tel: 650-381-6400
Fax: 650-381-6401www.WestEd.org Headquarters

kidspace
children's museum

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February 26, 2013

Jim Shelton
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Shelton:

Kidspace Children's Museum is pleased to offer its support of the Pasadena Unified School District's application to the Office of Innovation and Improvement's Magnet Schools Assistance Program. The district's plans to transform itself and create three magnet schools focusing on STEM and one new Visual and Performing Arts magnet school is an elegant solution that will offer the students of Pasadena access to the vibrant resources and rich history of both the local science and engineering industries and artists communities that have made our city part of the national conversation in their respective fields.

For over 30 years, Kidspace has partnered with PUSD and provided a variety of programming for multiple grade levels. We look forward to continuing that work and transforming it to meet the new needs presented by the magnet school model. Part of the Kidspace philosophy has always been the integration of disciplines – the discovery of scientific facts through artistic practice and vice versa – that ignites students own interests regardless of ethnicity or income level, and we will be pleased to continue to share this methodology. Furthermore, we are very excited about our professional development programs for teachers that we launched in the last year, and would be happy to work with PUSD and the faculty from the new magnet schools on developing programs to meet their specific needs for developing their skills, themes, and courses of instruction.

We at Kidspace believe there is great passion, skill, and potential in the PUSD, and we are proud to work with you. We offer our strong support of their efforts, and hope that the Department of Education looks favorably upon this proposal.

Sincerely,

[redacted]

Michael Shanklin, CEO

480 N. Arroyo Boulevard, Pasadena, CA 91103 Phone: 626.449.9144 Fax: 626.449.9955 www.kidspacemuseum.org

Flintridge Center
236 West Mountain Street, Suite 106, Pasadena, CA 91103

Building Community Together

February 20, 2013

RE: Letter of Support/Washington Middle School STEM Magnet Academy

To Whom It May Concern:

It is with great pleasure that the Flintridge Center provides this letter in support for Washington Middle School's STEM Magnet Academy.

Since 2010, Washington Middle School has been partnering with Flintridge Center to provide mentoring for low performing and behaviorally disruptive students. Through Flintridge's Youth of Promise Mentoring program, students are matched with caring adult mentors from the Pasadena Police Department and the Pasadena Fire Department. The mentored students have shown significant improvement in their classroom attitudes, social behavior, peer interactions, and overall academic performance. Students matched with mentors during the last year had a 52% reduction in truancy and a 70% reduction in discipline reports. The mentoring program has helped students overcome life challenges that might otherwise lead them to drop out of school and/or engage in negative activities. This success is attributed to providing students with the support of caring adults before, during and after school hours.

Pasadena Police Chief Sanchez states, "The impact of the mentoring program has been phenomenal! Grades have improved and our young mentees feel more empowered and confident about themselves."

Flintridge Center's mission is to create profound and lasting change in Northwest Pasadena and West Altadena through innovative programs that combat the effects of poverty and violence. As Washington Middle School becomes a STEM Magnet Academy in Northwest Pasadena, it is pivotal that our partnership continue. Washington STEM Magnet Academy staff members are enthusiastically developing curriculum and school-wide practices to equip students with the necessary skills and tools to successfully move on to high school and beyond with a passion for learning and extensive experience in discovery, invention, and designing. Flintridge Center will continue to provide evidence-based mentoring to Youth of Promise, with the goal of helping our students focus on learning and meeting the school's academic achievement goals.

We look forward to continuing our partnership Washington STEM Magnet Academy and providing caring adult mentors to support student success.

Sincerely,

[redacted]

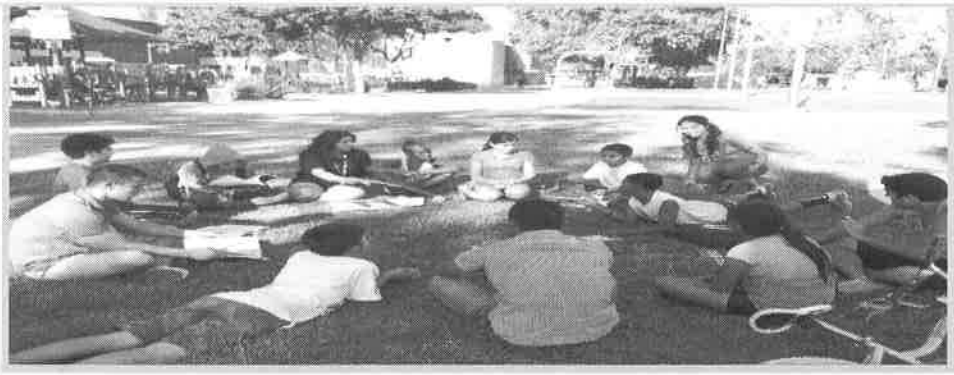
Jaylene L. Moseley
President

tel. 626.449.4556

www.Flintridge.org

Junior Youth Empowerment Program

• Washington Middle School Jackie Robinson Center



Phone number: (323)245-1686 E-mail: icc.summitoflearning@gmail.com

February 22, 2013

To the School Administration,

Among the young ones in the community are those known as junior youth, who fall between the ages of 11 and 14. They represent a special group with particular needs as they are somewhat in between childhood and youth when many changes are occurring within them. While global trends project an image of this age group as problematic, lost in the throes of tumultuous physical and emotional change, unresponsive and self-consumed, the Junior Youth Empowerment Program—in the language it employs and the approaches it adopts—is moving decidedly in the opposite direction, seeing in junior youth instead altruism, an acute sense of justice, eagerness to learn about the universe and a desire to contribute to the construction of a better world. Creative attention is then devoted to involving them in activities that will engage their interests, mold their capacities for service to humanity, and involve them in social interaction with older youth.

The merit of the junior youth empowerment program lies, first and foremost, in its effectiveness at enhancing the power of expression and the quality of moral perception within its participants and in assisting them to develop the capabilities necessary for a life of meaningful service to their communities.

We are committed and look forward to collaborating with Washington Middle School officials to impart the program and continue empowering students throughout the academic years to come.

Warm regards,

Summit of Learning Club

[redacted]

PASADENA
EDUCATIONAL
FOUNDATION

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EXECUTIVE DIRECTOR
Patrick J. Conyers

February 27, 2013

Jon R. Gundry, Superintendent
Pasadena Unified School District
351 S. Hudson Ave.
Pasadena, CA 91101

SUBJECT: **Support for Pasadena Unified School District's Submission of a Magnet School Assistance Program Grant and Expression of Commitment to Partner in the Project**

Dear Superintendent Gundry:

The letter serves to express our support for your application for funding under the Magnet School Assistance Program (MSAP) and also to set forth the specifics of the collaborative relationship between the Pasadena Educational Foundation (PEF) and Pasadena Unified School District.

PEF was founded in 1971 and has a mission to support, enhance and supplement the programs, initiatives and priorities of the PUSD. Last year, PEF worked with the school district to raise nearly $11 million to support programs and services ranging from STEM and robotics to school nurses.

PEF raises funds from grants and individual donors. PEF is prepared to continue supporting the following activities both during the funding period and as a partner in sustainability after funding:

- Organize and support Robotics Classes during the school year and an annual Robotics Competition for PUSD middle school students;
- Present a STEM Expo for K-12 students who are all invited from throughout the district to participate and be exposed to cutting edge STEM exhibitors, employers and demonstrations;
- Developed App Academy Pathway at the high school level, so that graduating eighth grade students from PUSD middle schools could enroll to pursue more advanced courses and opportunities for computer science and software development;
- Provide enrichment opportunities for STEM and arts through Summer Enrichment Program, offering scholarships to students with financial hardship; and,
- Provide grant writing, fundraising and technical assistance for district and schools.

We support the goals of this magnet school project and are enthusiastic about the benefit it will bring to our students.

Sincerely,

[redacted]

Patrick J. Conyers
Executive Director

Supporting Excellence in the Public Schools of Altadena, Pasadena and Sierra Madre for 40 years
351 South Hudson, Pasadena, California 91109 ▪ Telephone 626 396 3600 x 88350 ▪ Fax 626 577 6733
Email: pef@pasedfoundation.org ▪ Website: www.pasedfoundation.org

PASADENA EDUCATION NETWORK
Promoting family participation in public education

February 25, 2013

SUBJECT: **Support for Pasadena Unified School District's Submission of a Magnet School Assistance Program Grant and Expression of Commitment to Partner for the Project**

Dear Superintendent Gundry,

This letter serves to support your application for funding under the Magnet School Assistance Program (MSAP) and also to set forth the specifics of the collaborative relationship between the Pasadena Education Network (PEN) and Pasadena Unified School District (PUSD) to be established through the MSAP project.

PEN is a nonprofit grassroots organization founded in 2006 by parents in PUSD's service area. Our mission is to promote family participation in public education and based on a belief that all children benefit from an education that is culturally, socio-economically, and racially diverse. We have been effective organizing broadly marketed programs for parents from throughout the community to encourage them to explore, evaluate, and engage with PUSD schools. We enthusiastically support magnet schools and would invite the four newly awarded MSAP schools to participate and be a special focus for PEN events held prior to PUSD's Open Enrollment period. PEN will also partner with the PUSD Welcome Center which is responsible for Parent Engagement activities under the supervision of the Communications Department to provide *Parents as Leaders* workshops for the MSAP project. These workshops provide parents with the knowledge, skills, and confidence they need to effectively engage with their schools, increase their leadership skills, and work collaboratively with diverse groups of parents and school site staff.

PEN is prepared to support the proposed project through the following activities:

- **Sustaining the parent education and staff training on effective home/school partnership components of the grant:** The parents of participating students and project staff will be provided formal training in this area from Project 2INSPIRE during the grant. We will send parent leaders to the trainer of trainers so that both parent and staff training can be sustained following the funded period.

- **Parent education and leadership development:** We will support the project's parent leadership development efforts by advertising them to parents, and providing parent education and leadership development to the participating parents at the four new MSAP sites.

- **Recruitment:** We understand how important face-to-face and parent-to-parent recruitment efforts are to "getting the word out" about the STEM and VAPA themes. These will be vital for informing parents who live out of the District and may be attracted in because of interest in these two specialized programs. We are also interested in talking to, and attracting back into PUSD, the families who have chosen private school options or transfers out of the District. We will commit time, training, and ongoing support to these efforts during the project implementation and will help sustain these efforts through trained parent volunteers after the grant funding ends.

We are excited to partner with PUSD. We hope this relationship will make a significant and positive impact on the project, as it benefits our families and our children. We are ready to contribute our enthusiastic support and practical assistance with the implementation and achievement of the goals of this magnet school project.

Sincerely,

[redacted]

Nancy Rose Dufford
Executive Director

Jackson Elementary School PTA

Dear Grant Committee,

Jackson PTA fully supports Jackson as a STEM Magnet school with a Spanish Dual Language Immersion Program (DLIP) overlay. We believe that both STEM and Spanish language skills are important components to a successful future for our students and we will mobilize our many volunteers and resources to make sure they remain an important part of Jackson.

For the past few years, the PTA has been very active in organizing school-wide fundraisers, contacting local businesses for donations, and tabling at local events to recruit new families and community volunteers. Through the many hours that our dedicated PTA volunteers have put in, we have been able to pay for classroom supplies, Spanish language books, science field trips and a touch tank visit from a local aquarium.

With the implementation of our DLIP and science program, we have received an influx of professional parents with resources and science connections to add to our school community. As we continue to expand these programs we will be able to connect these parents to STEM volunteer opportunities in the classroom and to have larger fundraisers like auctions, carnivals, parent socials, and classroom/field trip sponsorship.

In the past year and a half the PTA has also transformed a 3,400 sq. ft. site on the side of campus into a school/community garden in order to enhance our hands-on science curriculum and engage outside community involvement in Jackson. We have a part-time PTA volunteer to coordinate the garden projects, organize our hundreds of parent and community volunteers and connect with local businesses and organizations for donations. The garden has brought a lot of visibility to Jackson, and the PTA will continue to support and expand the garden by pursuing grants, collaborating with other garden programs in the district, and creating community with our Spanish and English speaking parents through work projects and volunteering. We plan that in the near future the garden can be used for science fair projects, as a site for community events, and as an area to demonstrate innovative garden techniques to our parents and community. We also plan to teach our students and their parents about healthier nutritional and cooking choices. Business skills can also be taught as the students market the fruits and vegetables, process the citrus fruit (sell lemonade), and donate to charity.

We look forward to the exciting opportunities that are coming to benefit Jackson and hope that you will support us in this endeavor.

Thank you for your consideration,

[redacted]

Wilbert Sampson

PTA President

Eliot Middle School PTA
2184 Lake Avenue
Altadena, CA 91001
(626) 396-5680
(626) 794-7238 fax
eliot.ms.pta@gmail.com
http://eliot.pasadenausd.org/
TAX ID No. 95-6204320

United States Department of Education
Magnet School Assistance Program
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Letter of Support: Pasadena Unified School District Application,
Magnet School Assistance Program

Charles W. Eliot Middle School PTA passionately supports the Pasadena Unified School District (PUSD) application for funding under the Magnet School Assistance Program.

The Eliot Middle School PTA has an 80-year-old tradition of service to Eliot and the Altadena community, and actively encourages development of the arts in our school and community. In 2012, the Eliot PTA hosted a Community Arts Showcase inviting local musical organizations to our campus to perform, and organized a visual art exhibit and musical performance at a local business establishment, highlighting our students' artistic creativity and musical achievements. This semester the PTA is inviting Eliot students on an artistic self-reflection of *'What Freedom Means to Me'*, as a commemoration of the 150th year anniversary of the Emancipation Proclamation. Students are encouraged to submit their reflections in prose, poetry, music, art and performance. The PTA will host a series of contests and assemblies for students to share their 'Freedom' Art.

The Eliot Middle School PTA, through its fundraising efforts, has supported and will continue to support our students by funding student activities such as the *'Freedom Art Project'*, student art galleries, music concerts and showcases, as well as field trips and on-campus assemblies.

The PTA's goals in supporting this application are many: diversification of the student population as we hope to draw students from the greater Pasadena/Altadena community; an increase of elective offerings to our students; integration of the arts into core academic classes; and most importantly we envision Eliot as a true community school of high-achieving students, engaged families, within a supportive local community.

Altadena is an arts-rich community. There are numerous arts-rich histories, traditions and opportunities to found here. This is a wonderful opportunity for Eliot to become a hub in Altadena's arts culture, and for our students to develop a passion and understanding for the arts as a venue for self-expression, critical thinking and problem solving.

Sincerely,

[redacted]

Gwendolyn Logan, President
Charles W. Eliot Middle School PTA

JUDY CHU
27TH DISTRICT, CALIFORNIA

Congress of the United States
House of Representatives

WASHINGTON, DC 20515-0527
(202) 225-5464

February 25, 2013

Jim Shelton
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Assistant Deputy Secretary Shelton;

I am pleased to provide this letter to show my full support for Pasadena Unified School District's (PUSD) effort to obtain funding from the Office of Innovation and Improvement's 2013-2016 Magnet Schools Assistance Program (MSAP) grant (CFDA #84.165A).

This proposal aims to attract a diverse body of students to four new magnet schools within Pasadena and Altadena whose themes reflect the strong interest of parents and students in our community for Science, Technology, Engineering and Mathematics (STEM) and the arts. Jackson Elementary, Washington Accelerated Elementary, and Washington Middle School will implement STEM, while Eliot Middle School will develop as a Visual and Performing Arts magnet, drawing on the rich and diverse arts community in Pasadena and surrounding areas. The schools will partner with the tremendous businesses and higher education resources in our area to ensure that students have real-world, well-rounded exposure to the themes.

On behalf of the students and families in my District, I would like to express my complete support for the District's Magnet Schools Assistance Program (MSAP) grant application. I am excited about the opportunity this grant will provide the Pasadena Unified School District. Please do not hesitate to contact Anthony Duarte in my District Office at (626) 304-0110 if you have any questions about my support for this project.

Sincerely,

Judy Chu

JUDY CHU, Ph.D.
Member of Congress, 27th District, California

PRINTED ON RECYCLED PAPER

SAMPLE RESUMES DEMONSTRATING THE CAPACITY AND QUALIFICATIONS OF PASADENA UNIFIED STAFF TO IMPLEMENT MSAP PROJECT

POSITION TITLE: DISTRICT PROJECT DIRECTOR

MSAP EXPERIENCE & QUALIFICATIONS

JOB SPECIFIC EXPERIENCE & QUALIFICATIONS

EDUCATION

M.Ed. in Educational Administration, Boston College Lynch School of Education, Social Justice emphasis in Masters Degree program
B.A. in Political Science, UCLA
CA Multiple Subject Teaching Credential
CA Administrative Services Credential
CLAD (Cross Cultural, Language, Academic Development) Certificate – ENGLISH LEARNER AUTHORIZATION

PROFESSIONAL EXPERIENCES

-has both site and district level experience with directing Federal projects, managing budgets, developing timelines for completion, analyzing program data, using data to make informed decisions, coordinating efforts with school and district staff, monitoring project implementation, participating in and reporting on evaluation results

- experience in magnet school purposes – has worked with diverse populations; experienced in parent education, involvement , and recruitment efforts; at Title I schools successfully led reform measures that improved student achievement in math and language arts

- has led curriculum and assessment development projects as site principal and at the district level, including piloting instructional materials, aligning instruction to state standards

- has training in both STEM and Project Based Learning

District- Level Coordinator of Intervention and Innovative Programs

12 years: Teacher Specialist, Assistant Principal, Principal of a Magnet School

15 years, Teacher and Administrator at Title I Schools

Director of Title VII Districtwide grant

2.5 years, Consultant for Academic Support Services Program- MA Dept. of Education, Teacher Specialist for Title VII districtwide grant – Project SUCCESS

MSAP-Related training

- Understanding by Design (Authentic Education) – 3 years
- Project Based Learning (Buck Institute for Education) – 1 year
- Genocide Education Project: Facing History and Ourselves– 1 year
- STEM Smart: Lessons Learned from Successful Schools - National Science Foundation Conference
- California School Leadership Academy – 2 years
- Facilitative Leadership – 2 years

POSITION TITLE: SITE-LEVEL MSAP COORDINATOR

STEM EXPERIENCE & QUALIFICATIONS

JOB SPECIFIC EXPERIENCE & QUALIFICATIONS

EDUCATION

Masters of Arts, Humanities June 2002
California State University, Dominguez Hills
Bachelor of Arts (Cum Laude), Literature Spring 1994
Claremont McKenna College, Claremont

ADDITIONAL EDUCATION/TRAINING

National Board Certified teacher - Middle Childhood Mathematics 2004
Certified Gifted and Talented Education

Earth Science, Biology, Chemistry, Physics, Health, and Nutrition – fourteen courses

Mathematics courses in various topics - eight classes

TEACHING EXPERIENCE

Science Laboratory Teacher/Coach 2005-Present
● Coordinator and teacher of all K-5 science activities
● developed curriculum and assessments for all grade levels
● Brought in scientists, graduate students, engineers and volunteers for curriculum units
● Established partnership with California Institute of Technology to place science mentors in classrooms for annual science fair
● Presentation to district resource teachers on how to fund and stock an elementary science laboratory
● Created the first dedicated elementary science laboratory in the school district
● Created school and district science formative and summative assessments
● Experienced at creating performance-based assessments
● Experienced at curriculum integration

Math-Coach 2005-2010
● coordinated use of district math curriculum and trained teaches on its use
● supported classroom teachers in implementation of standards-based curriculum
● created school and district-wide math formative and summative assessments

NES Team Lead/Math and Science Teacher 2003-2006
NASA Explorer School, Washington Middle and Accelerated Elementary Schools
● coordinated NASA Explorer School activities, implementing various NASA programs
● acted as liaison between NASA's Jet Proportional Laboratory and teachers
● coordinated professional development activities
● prepared financial reports of use of grant funds

Mathematics and Science Teacher 1999-2004
Washington Middle School, Pasadena

Professional Development – S.T.E.M.

NASA Aerospace Education Services STEM Webinar	April 2012
California State University Northridge VEX Robotics Workshop	May 2012
Engineering is Elementary training	August 2012

POSITION TITLE: DISTRICT MSAP DATA ANALYST

STEM EXPERIENCE & QUALIFICATIONS
JOB SPECIFIC EXPERIENCE & QUALIFICATIONS

EDUCATION

Masters of Arts, Multicultural Education June 1995
California State University, Dominguez Hills
Law and Political Science December 1986
S. M. U. Lima, Peru

Professional Development

- California Common Core Training 2012 - 2013
- Smarter Balance Training (Common Core Assessments) 2012 - 2013
- STEM Training 2012 – 2013
- Engineering is Elementary training August 2012
- Assessment Training and Development 2005 - 2009
  Pasadena Unified School District
- Training on techniques and procedures to upload District and School wide assessments 2005 - 2009
- Direct Training on utilizing and navigating through the District wide Data System 2005 - 2009

Assessment & Data Experience 2000-Present

- Trained all Grade Levels on District Data System
- Coordinator ELA Assessments & Data Review
- Developed Assessments to support California State Testing Preparedness for all grade levels
- Created school wide Assessments for English Language Arts and Writing
- District ELD Standards Alignment Coach 2000 - 2001

ADMINISTRATIVE EXPERIENCE

- Administrative Designee 2006-present
  Administer all school activities when principal is not present
- Literacy Coach 2001 - 2004
- Curriculum Resource Teacher 2004 - 2008
- Language Development Resource Teacher 2007 - 2008

COACHING EXPERIENCE

- Literacy Coach / Curriculum Resource Teacher 2001-2008

  - Coordinator of all K-5 Reading activities
  - Developed curriculum for all grade levels
  - Brought in District Coaches for PLC curriculum units
  - Modeled Reading and Writing Lessons for K – 5 Teachers
  - Established and conducted 1 to 1 Teacher Conferences
  - Conducted Grade Level Meetings to discuss data and learning trends
  - Weekly Classroom Walk Through
  - Development of Instruction to support Specific Reading Skills
  - Developed and Implemented school wide Daily Reading Skills Workshop
  - Created Quarterly Benchmark Assessments for Reading and Writing 2nd – 5th
  - Monitored Reading Assessments
  - Conducted Data Chats with teachers and Grade levels
  - Conducted Data Chats with Principal and Resource Team
  - Implementation of the literacy programs adopted by the District
  - Creation and implementation of curriculum related to Language Arts
  - Teacher coaching and conferencing
  - Presenter at School workshops

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will-

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

2-26-13
Date

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** PASADENA MANDATORY PLAN AND TABLES.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed by June 1, 2013 to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm. 4W229 Washington, DC 20202-5970	☒ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

Voluntary Desegregation Plan
Pasadena Unified School District

Meeting the purpose specified in section 5301(b) of the Act: The purpose of this voluntary desegregation plan is to provide all students served in the Pasadena Unified School District the opportunity to learn in a desegregated environment. This plan proposes to:

- Prevent, reduce, or eliminate racial or ethnic isolation
- Foster student integration and diversity
- Ensure equal educational opportunity and access for all students

Non-discrimination policies: The Pasadena Unified School District ensures that its programs and activities are available to all persons without regard to race, ancestry, ethnic group identification, national origin, religion, creed, age, actual or perceived sex, sexual orientation, color, physical or mental disability, marital or parental status. The District is committed to the law of equal educational opportunity.

Definition of schools in danger of becoming segregated: This plan defines schools as in danger of becoming segregated if their enrollment of any racial/ethnic group is eight or more percent higher or lower than the district average for schools at the same grade configuration.

Plans to prevent, eliminate, or reduce racial/ethnic group isolation: The Pasadena Unified School District defines racial/ethnic group isolation as occurring at those schools that have a larger racial/ethnic percentage for a significant subgroup of eight percent or greater when compared to the District averages. The principal strategies used by the District to prevent, eliminate, or reduce the racial/ethnic group isolation of students will be the establishment of magnet schools. Magnet school programs may be established at sites that exceed the District averages for racial/ethnic groups of students by more than eight percent.

The District has approved two elementary and two middle school magnet school programs, which it will implement pending funding pursuant to the MSAP Magnet Project. All magnet schools will use race-neutral selection methods and will offer viable and popular choices to students in order to reduce racial/ethnic group isolation and insure quality, innovative educational offerings for students regardless of where they live in the District. The new magnet schools would help the District assure that every student has the option of attending a school that is racially and socio-economically diverse.

Magnet schools are defined as schools that:

- Prevent, eliminate, or reduce racial/ethnic group isolation
- Develop a theme with specialized, rigorous curriculum
- Provide instruction and experiences that foster understanding and students of difference backgrounds together
- Provide all students the opportunity to meet challenging State content and performance standards
- Have no attendance boundaries

Student selection and equitable consideration for participation in the magnet schools:

Student Selection Plan: Process and Procedures

Applications for enrollment at magnet schools are made available to all Pasadena residents annually. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet site. In order to be considered for admission, each prospective student will complete and turn in an application by a District-set deadline.

1. Enrollment information and the deadline for submitting magnet school and other choice applications are made available to all students via articles in the local newspapers, PTA and school newsletters, districtwide phone messages, and a posting on the District website.
2. Following the deadline (end of January) the Director of Student Support Programs and the Open Enrollment Office will convene to select and assign students from the applicants.
3. Students currently enrolled at the site will be given priority to remain at the magnet site. They will be notified that they are assigned to the magnet site and are eligible to remain through grade five (in the case of Jackson and Washington Elementary schools) or grade eight (in the case of Eliot and Washington Middle schools).
4. Students that reside within the District's boundaries will be placed first and then other available seats will be opened up to applicants from other school districts.
5. All siblings of students currently attending the school will be given the next priority and will be assigned to any remaining seats at the magnet site.
6. Students from any identified program improvement schools will be given priority to attend the magnet site. Through the Program Improvement process, all requests to transfer from a Program Improvement site will be honored and these students would have the next priority for seats at the magnet site.
7. If undersubscribed, the magnet schools will accept ALL applications.
8. If oversubscribed, there will be a lottery to determine placement of students in any remaining seats at the magnet sites.
9. 25% of the available seats will be allotted to students who live within .5 miles of the school. All applications from students who meet this criterion will be placed in a lottery and will be randomly selected for participation from the established pool of students who meet the geographic proximity criteria.
10. All remaining seats will be filled using a random lottery from all remaining applicants.
11. When the school enrollment is complete, a Waiting Pool of applicants will be established.
12. If openings occur, names will be drawn from the pool of applicants who met application deadlines.
13. If new enrollees are not obtained from this group, names will be drawn from those who completed applications after the initial deadline for submission of applications.

Process for selection of Magnet School Participation Using Race Neutral Selection Factors:

The factors used to select students for the magnet school programs include:

Selection Criteria	Student Consideration	Lottery Procedure
Dual Language Immersion Program	Student is applying to participate in the dual language immersion program at the magnet site	Priority will be given up to the target percentage for language dominance (up to 50% Spanish dominant speakers in the Spanish Dual Language Immersion program for example). A separate lottery will be used to fill the seats in these programs.
Prior Enrollment	Student is currently enrolled	Priority to stay at the magnet site
Siblings	Student has siblings at the site	Priority to enroll at the magnet site
Program Improvement/ Choice	Students attend a feeder school that has been identified as Program Improvement (PI).	Priority to enroll at the magnet site. All students who attend a PI site will be allowed to attend a non-PI site.
Geographic	Student lives within .5 miles of the school	Priority for up to 25% of available seats. Students to fill these seats will be selected by establishing a pool of students from the immediate neighborhood of the school from available applicants and randomly selecting from those applicants.
All other seats	All other students	All other students will be selected for remaining seats, via random lottery. Students that reside within the District's boundaries will be placed first and then other available seats will be opened up to applicants from other school districts.

General school choice: The District will advise parents of all current statutory attendance options and local attendance options available in the District Open Enrollment Policy. This notification will include a description of all options and a description of the procedure for application for alternative attendance options (magnet schools, dual immersion programs).

Dual immersion school choice (non-magnet school sites): Parents may enroll their child in a dual immersion program at a non-magnet school based on interest. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet schools. In order to be considered for admission, each prospective student will complete and turn in an application. Race neutral factors will be used to select a diverse student population for the dual language immersion schools. Students are enrolled in these programs in the order that applications are received and students are enrolled with attention given to balance the student

population between native-speakers of the target language and all other students interested in participating.

Magnet school choice (and dual immersion programs at magnet schools): Applications for enrollment at the magnet sites will be made available to all Pasadena Unified School District residents annually. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet schools. In order to be considered for admission, each prospective student will complete and turn in an application by the stated deadline. Race neutral factors will be used to select a diverse magnet student population for the magnet schools.

Monitoring: The District will annually monitor and assess the effectiveness of its efforts to attain diversity at all sites and efforts to avoid racial/ethnic group isolation. This will include an analysis of:

- The percentage of students from each ethnic sub-group at each school
- The percentage of socio-economically disadvantaged students at each school
- The effectiveness of the District's choice program at schools with immersion programs
- The effectiveness of the District's magnet programs

The District will continue to collect and maintain data necessary for such analysis and will take any necessary corrective action through race-neutral outreach and recruitment.

The Pasadena Unified School District Board of Education initially adopted a Voluntary Desegregation Plan in March 24, 1998. The new plan is adopted February 12, 2013. Any changes required by OCR will be approved as needed.

BOARD OF EDUCATION
PASADENA UNIFIED SCHOOL DISTRICT
PASADENA, CALIFORNIA

RESOLUTION NO. 2227

RESOLUTION TO AUTHORIZE SUBMISSION OF THE DISTRICT'S APPLICATION FOR FUNDING UNDER THE FEDERAL MAGNET SCHOOLS ASSISTANCE PROGRAM AND TO CERTIFY THE DISTRICT VOLUNTARY DESEGREGATION PLAN

WHEREAS, the Pasadena Unified School District's desegregation plan includes a variety of carefully planned voluntary programs, procedures, and activities to reduce a minority-group isolation in district schools; and

WHEREAS, these desegregation programs, procedures, and activities have enabled thousands of children to attend school in desegregated settings; and

WHEREAS, district programs, procedures and activities intended to achieve the primary goal of the district's desegregation plan, which is to reduce minority group isolation in all schools operated by the district, are reviewed annually to determine their effectives; and

WHEREAS, the elimination of such minority-group isolation in district schools continues to be a paramount district priority; and

WHEREAS, district efforts to achieve the fullest degree of voluntary desegregation possible have been costly in terms of student transportation, personnel, equipment, and materials, which efforts without supplemental funding require substantial and increasing expenditures from the general fund; and

WHEREAS, funds are available to local educational agencies as reauthorized under Title V, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), to support the development and implementation of magnet schools to reduce, eliminate or prevent minority group isolation, to assist in the achievement of systemic reforms, and to provide all students with the opportunity to meet challenging academic content and student academic achievement standards.

THEREFORE, BE IT RESOLVED this 12th day of February, 2013, that the Board of Education authorize submission of a Magnet Schools Assistance Program application and the implementation, should federal funding be made available, of the programs, procedures, and activities described therein, to include establishment of magnet schools at Charles Eliot Middle School (6-8), Jackson Elementary School (K-5), Washington Accelerated Elementary School (K-5), and Washington Middle School (6-8).

BOARD OF EDUCATION
PASADENA UNIFIED SCHOOL DISTRICT
PASADENA, CALIFORNIA

RESOLUTION NO. 2227

RESOLUTION TO AUTHORIZE SUBMISSION OF THE DISTRICT'S APPLICATION FOR FUNDING UNDER THE FEDERAL MAGNET SCHOOLS ASSISTANCE PROGRAM AND TO CERTIFY THE DISTRICT VOLUNTARY DESEGREGATION PLAN

WHEREAS, the Pasadena Unified School District's desegregation plan includes a variety of carefully planned voluntary programs, procedures, and activities to reduce a minority-group isolation in district schools; and

WHEREAS, these desegregation programs, procedures, and activities have enabled thousands of children to attend school in desegregated settings; and

WHEREAS, district programs, procedures and activities intended to achieve the primary goal of the district's desegregation plan, which is to reduce minority group isolation in all schools operated by the district, are reviewed annually to determine their effectives; and

WHEREAS, the elimination of such minority-group isolation in district schools continues to be a paramount district priority; and

WHEREAS, district efforts to achieve the fullest degree of voluntary desegregation possible have been costly in terms of student transportation, personnel, equipment, and materials, which efforts without supplemental funding require substantial and increasing expenditures from the general fund; and

WHEREAS, funds are available to local educational agencies as reauthorized under Title V, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), to support the development and implementation of magnet schools to reduce, eliminate or prevent minority group isolation, to assist in the achievement of systemic reforms, and to provide all students with the opportunity to meet challenging academic content and student academic achievement standards.

THEREFORE, BE IT RESOLVED this 12th day of February, 2013, that the Board of Education authorize submission of a Magnet Schools Assistance Program application and the implementation, should federal funding be made available, of the programs, procedures, and activities described therein, to include establishment of magnet schools at Charles Eliot Middle School (6-8), Jackson Elementary School (K-5), Washington Accelerated Elementary School (K-5), and Washington Middle School (6-8).

BE IT FURTHER RESOLVED that since changes in the programs, procedures, and activities intended to reduce minority-group isolation in district schools may be required by shifts in minority enrollment and organizational restructuring of district schools since the March 24, 1998, recertification of the district of the district's plan to be ratified, and the amended plan to be certified, as the district's modified desegregation plan.

BE IT FURTHER RESOLVED that the Superintendent authorized to sign and transmit the district's Magnet Schools Assistance Program application and modified desegregation plan to the U.S. Department of Education and to the U.S. Office of Civil Rights for consideration.

ADOPTED this 12th day of February, 2013, by the Pasadena Unified School District Board of Education in Los Angeles County, California.

Renatta Cooper, President

Ed Honowitz, Vice President

Kim Kenne, Member

Ramon Miramontes, Member

Scott Phelps, Member

Elizabeth Pomeroy, Member

Tom Selinske, Member

LEA Name: **Pasadena Unified School District**

Table 1: Enrollment Data-LEA **OMB-1855-0011 Expires 06/30/2013**

☒ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	5	0.4%	137	6.7%	170	12.5%	880	60.7%	4	0.3%	304	17.3%	28	1.5%	1539
1	5	0.4%	137	6.7%	170	12.5%	880	60.7%	4	0.3%	304	17.3%	28	1.5%	1539
2	2	0.1%	154	7.6%	203	12.6%	939	57.9%	4	0.2%	271	19.3%	37	1.8%	1619
3	6	0.4%	98	5.5%	203	14.9%	871	61.0%	2	0.1%	277	16.0%	27	1.7%	1489
4	5	0.4%	85	4.7%	180	14.3%	808	58.0%	2	0.1%	256	14.5%	41	2.5%	1383
5	2	0.1%	85	4.9%	190	19.3%	857	60.4%	5	0.4%	227	12.4%	38	2.4%	1407
6	0	0.0%	76	4.3%	179	19.1%	833	60.6%	5	0.4%	194	11.8%	37	2.3%	1331
7	3	0.2%	59	4.0%	208	16.0%	828	55.9%	2	0.1%	188	20.5%	39	2.8%	1334
8	2	0.1%	62	3.6%	222	28.8%	781	51.2%	1	0.0%	162	10.3%	37	1.9%	1282
9	4	0.3%	55	4.4%	227	14.7%	826	59.2%	2	0.1%	169	16.0%	36	2.2%	1331
10	3	0.2%	57	3.0%	216	18.2%	826	65.5%	2	0.1%	160	10.7%	28	1.5%	1300
11	2	0.1%	67	2.3%	239	25.2%	769	58.6%	2	0.1%	174	10.6%	34	1.6%	1295
12	1	0.0%	65	3.8%	229	15.7%	844	69.7%	1	1.6%	163	8.0%	22	1.0%	1328
Total	40	0.2%	1137	4.7%	2636	17.2%	10942	60.0%	36	0.3%	2849	14.2%	432	1.9%	18177

Table 1 (continued): Enrollment Data-LEA Level **OMB-1855-0011**

☒ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment
(Year 2 of Project- October 1, 2014)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	5	0.3%	139	8.8%	179	11.3%	909	57.3%	4	0.3%	311	19.6%	29	1.8%	1587
1	5	0.4%	137	6.7%	170	12.5%	880	60.7%	4	0.3%	304	17.3%	28	1.5%	1539
2	5	0.4%	137	6.7%	170	12.5%	880	60.7%	4	0.3%	304	17.3%	28	1.5%	1539
3	2	0.1%	154	7.6%	203	12.6%	939	57.9%	4	0.2%	271	19.3%	37	1.8%	1619
4	6	0.4%	98	5.5%	203	14.9%	871	61.0%	2	0.1%	277	16.0%	27	1.7%	1489
5	5	0.4%	85	4.7%	180	14.3%	808	58.0%	2	0.1%	256	14.5%	41	2.5%	1383
6	2	0.1%	92	6.0%	214	13.9%	938	60.8%	5	0.3%	247	16.0%	41	2.6%	1542
7	0	0.0%	76	4.3%	179	19.1%	833	60.6%	5	0.4%	194	11.8%	37	2.3%	1331
8	3	0.2%	59	4.0%	208	16.0%	828	55.9%	2	0.1%	188	20.5%	39	2.8%	1334
9	2	0.1%	62	3.6%	222	28.8%	781	51.2%	1	0.0%	162	10.3%	37	1.9%	1282
10	4	0.3%	55	4.4%	227	14.7%	826	59.2%	2	0.1%	169	16.0%	36	2.2%	1331
11	3	0.2%	57	3.0%	216	18.2%	826	65.5%	2	0.1%	160	10.7%	28	1.5%	1300
12	2	0.1%	67	2.3%	239	25.2%	769	58.6%	2	0.1%	174	10.6%	34	1.6%	1295
Total	44	0.2%	1218	6.6%	2610	14.1%	11088	59.7%	39	0.2%	3017	16.2%	442	2.4%	18571

Projected Enrollment
(Year 3 of Project - October 1, 2015)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	5	0.3%	142	8.7%	187	11.5%	938	57.3%	4	0.2%	318	19.5%	30	1.8%	1635
1	5	0.3%	139	8.8%	179	11.3%	909	57.3%	4	0.3%	311	19.6%	29	1.8%	1587
2	5	0.4%	137	6.7%	170	12.5%	880	60.7%	4	0.3%	304	17.3%	28	1.5%	1539
3	5	0.4%	137	6.7%	170	12.5%	880	60.7%	4	0.3%	304	17.3%	28	1.5%	1539
4	2	0.1%	154	7.6%	203	12.6%	939	57.9%	4	0.2%	271	19.3%	37	1.8%	1619
5	6	0.4%	98	5.5%	203	14.9%	871	61.0%	2	0.1%	277	16.0%	27	1.7%	1489
6	2	0.1%	99	5.9%	239	14.2%	1020	60.8%	5	0.3%	268	16.0%	43	2.6%	1678
7	2	0.1%	92	6.0%	214	13.9%	938	60.8%	5	0.3%	247	16.0%	41	2.6%	1542
8	0	0.0%	76	4.3%	179	19.1%	833	60.6%	5	0.4%	194	11.8%	37	2.3%	1331
9	3	0.2%	59	4.0%	208	16.0%	828	55.9%	2	0.1%	188	20.5%	39	2.8%	1334
10	2	0.1%	62	3.6%	222	28.8%	781	51.2%	1	0.0%	162	10.3%	37	1.9%	1282
11	4	0.3%	55	4.4%	227	14.7%	826	59.2%	2	0.1%	169	16.0%	36	2.2%	1331
12	3	0.2%	57	3.0%	216	18.2%	826	65.5%	2	0.1%	160	10.7%	28	1.5%	1300
Total	44	0.2%	1307	6.8%	2617	13.6%	11468	59.7%	44	0.2%	3174	16.5%	440	2.3%	19206

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	1		2		3		4	
First Year as a Magnet School	1		2		3		4	
School Name	5		6		7		8	
First Year as a Magnet School	5		6		7		8	

PR/Award # U165A130094
Page e154

Table 3: Enrollment Data-Magnet Schools **OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: Pasadena Unified School District

School Name Jackson Elementary School

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			0	0.0%	6	9.8%	50	82.0%			5	8.2%			61
1			0	0.0%	6	9.8%	50	82.0%			5	8.2%			61
2			0	0.0%	10	18.9%	41	77.4%			2	3.8%			53
3			0	0.0%	10	14.9%	56	83.6%			1	1.5%			67
4			0	0.0%	8	19.0%	30	71.4%			4	9.5%			42
5			1	2.2%	9	19.6%	34	73.9%			2	4.3%			46
6															
7															
8															
9															
10															
11															
12															
Total			1	0.3%	49	14.8%	261	79.1%			19	5.8%			330

Table 3 (continued): Enrollment Data-Magnet Schools **OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: **Pasadena Unified School District**

School Name **Jackson Elementary School**

Projected Enrollment (Year 2 of Project - October 1, 2014)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			3	5.0%	11	18.0%	37	60.0%			9	15.0%	1	2.0%	61
1			0	0.0%	6	9.8%	50	82.0%			5	8.2%	0	0.0%	61
2			0	0.0%	6	9.8%	50	82.0%			5	8.2%	0	0.0%	61
3			0	0.0%	10	18.9%	41	77.4%			2	3.8%	0	0.0%	53
4			0	0.0%	10	14.9%	56	83.6%			1	1.5%	0	0.0%	67
5			0	0.0%	8	19.0%	30	71.4%			4	9.5%	0	0.0%	42
6															
7															
8															
9															
10															
11															
12															
Total			3	0.8%	51	15.1%	264	76.1%			26	7.7%	1	0.3%	345

Projected Enrollment (Year 3 of Project - October 1, 2015)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			3	5.0%	11	18.0%	36	60.0%			9	15.0%	1	2.0%	60
1			4	6.0%	10	16.0%	37	60.0%			9	15.0%	2	3.0%	61
2			0	0.0%	6	9.8%	50	82.0%			5	8.2%	0	0.0%	61
3			0	0.0%	6	9.8%	50	82.0%			5	8.2%	0	0.0%	61
4			0	0.0%	10	18.9%	41	77.4%			2	3.8%	0	0.0%	53
5			0	0.0%	10	14.9%	56	83.6%			1	1.5%	0	0.0%	67
6															
7															
8															
9															
10															
11															
12															
Total			6.66	1.8%	52.56	14.6%	269.6	74.1%			31.15	8.6%	3	0.8%	363

PR/Award # U165A130094
Page e156

Table 3: Enrollment Data-Magnet Schools **OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: **Pasadena Unified School District**

School Name **Washington Accelerated Elementary School**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	lack or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			0	0.0%	11	11.0%	85	86.0%			2	2.0%	1	3.0%	109
1			0	0.0%	11	11.0%	85	86.0%			2	2.0%	1	3.0%	99
2			4	3.0%	23	20.0%	87	74.0%			3	3.0%	0	0.0%	117
3			0	0.0%	6	6.0%	101	94.0%			0	0.0%	0	0.0%	107
4			1	1.0%	6	6.0%	91	90.0%			2	2.0%	0	0.0%	101
5			0	0.0%	11	9.0%	109	90.0%			1	1.0%	0	0.0%	121
6															
7															
8															
9															
10															
11															
12															
Total			5	0.7%	68	10.5%	558	86.7%	0	0	10	1.7%	2	1.0%	654

Table 3 (continued): Enrollment Data-Magnet Schools **OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: Pasadena Unified School District

School Name Washington Accelerated Elementary School

Projected Enrollment (Year 2 of Project - October 1, 2014)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			6	5.0%	23	18.0%	76	60.0%			19	15.0%	3	2.0%	127
1			1	1.0%	12	11.5%	87	83.7%			2	1.9%	2	1.9%	104
2			1	1.0%	12	11.5%	87	83.7%			2	1.9%	2	1.9%	104
3			4	3.3%	24	20.0%	89	74.2%			3	2.5%	0	0.0%	120
4			2	1.8%	8	7.0%	102	89.5%			2	1.8%	0	0.0%	114
5			1	1.0%	8	7.7%	93	89.4%			2	1.9%	0	0.0%	104
6															
7															
8															
9															
10															
11															
12															
Total			15	2.3%	87	12.9%	534	79.4%			30	4.5%	7	1.0%	673

Projected Enrollment (Year 3 of Project - October 1, 2015)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K			6	5.0%	22	18.0%	72	60.0%			18	15.0%	2	2.0%	120
1			6	5.0%	23	18.0%	76	60.0%			19	15.0%	3	2.0%	127
2			2	1.9%	13	12.3%	87	82.1%			2	1.9%	2	1.9%	106
3			2	1.9%	13	12.3%	87	82.1%			2	1.9%	2	1.9%	106
4			4	3.3%	24	20.0%	89	74.2%			3	2.5%	0	0.0%	120
5			2	1.8%	8	7.0%	102	89.5%			2	1.8%	0	0.0%	114
6															
7															
8															
9															
10															
11															
12															
Total			22	3.2%	102	14.8%	513	74.1%			46	6.6%	9	1.3%	693

PR/Award # U165A130094
Page e158

Table 3: Enrollment Data-Magnet Schools **OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name:	**Pasadena Unified School District**
School Name	**Washington Middle School**

Actual Enrollment

(Current School Year - October 1, 2012)

Grade Level	merican Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	ative Hawaiian or Other Pacific Islander (Number)	ative Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment

(Year 1 of Project - October 1, 2013)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6			0	0.0%	32	18.0%	145	81.0%			2	1.0%			179
7			0	0.0%	29	18.0%	132	81.0%			2	1.0%			163
8			2	1.0%	28	18.0%	123	80.0%			0	0.0%			154
9															
10															
11															
12															
Total			2	0.4%	89	18.0%	400	80.6%			4	0.8%			496

Table 3 (continued): Enrollment Data-Magnet Schools **OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: **Pasadena Unified School District**

School Name **Washington Middle School**

Projected Enrollment (Year 2 of Project - October 1, 2014)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6			11	5.0%	40	18.0%	134	60.0%			33	15.0%	4	2.0%	223
7			0	0.0%	32	18.0%	145	81.0%			2	1.0%	0	0.0%	179
8			0	0.0%	29	18.0%	132	81.0%			2	1.0%	0	0.0%	163
9															
10															
11															
12															
Total			11	1.7%	101	18.0%	411	74.0%	0	0	37	5.7%	4	0.7%	565

Projected Enrollment (Year 3 of Project - October 1, 2015)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6			11.60	5.0%	42	18.0%	139	60.0%			35	15.0%	5	2.0%	232
7			13	6.0%	36	16.0%	134	60.0%			33	15.0%	7	3.0%	223
8			0	0.0%	32	18.0%	145	81.0%			2	1.0%	0	0.0%	179
9															
10															
11															
12															
Total			25	3.7%	110	17.3%	418	67.0%	0	0	70	10.3%	11	1.7%	634

PR/Award # U165A130094
Page e160

Table 3: Enrollment Data-Magnet Schools **OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: Pasadena Unified School District

School Name Eliot Middle School

Actual Enrollment (Current School Year - October 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
[redacted]															

Projected Enrollment (Year 1 of Project - October 1, 2013)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6			0	0.0%	56	24.0%	159	69.0%			12	5.0%	2	1.0%	229
7			0	0.0%	56	24.0%	159	69.0%			12	5.0%	2	1.0%	229
8			5	2.0%	57	27.0%	132	63.0%			8	4.0%	3	1.0%	209
9															
10															
11															
12															
Total			5	0.7%	169	25.0%	450	67.0%			32	4.7%	7	1.0%	667

Table 3 (continued): Enrollment Data-Magnet Schools **OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project. ·
- Provide data for all students in each grade for which the school enrolls students. ·
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name: **Pasadena Unified School District**

School Name **Eliot Middle School**

Projected Enrollment (Year 2 of Project - October 1, 2014)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6			14	5.0%	49	18.0%	162	60.0%			41	15.0%	5	2.0%	270
7			0	0.0%	56	24.0%	159	69.0%			12	5.0%	2	1.0%	229
8			0	0.0%	56	24.0%	159	69.0%			12	5.0%	2	1.0%	229
9															
10															
11															
12															
Total			13.5	1.7%	160.6	22.0%	480	66.0%			64.5	8.3%	9.4	1.3%	728

Projected Enrollment (Year 3 of Project - October 1, 2015)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6			15	5.0%	53	18.0%	178	60.0%			44	15.0%	6	2.0%	296
7			4	1.5%	63	23.3%	175	64.8%			24	8.9%	4	1.5%	270
8			0	0.0%	56	24.0%	159	69.0%			12	5.0%	2	1.0%	229
9															
10															
11															
12															
Total			19	2.2%	172	21.8%	512	64.6%			80	9.6%	12	1.5%	795

PR/Award # U165A130094
Page e102

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name: Pasadena Unified School District

Schools		Actual Enrollment as of October 1, 2012 (Current School Year)															Projected Enrollment as of October 1, 2013 (Year 1 of Project)														
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Wilson	Eliot/WMS	[redacted]															1	0.2%	42	6.3%	79	11.9%	455	68.3%	2	0.0%	69	10.4%	14	2.1%	666
Marshall	Eliot/WMS																4	0.2%	86	4.7%	206	11.2%	1167	63.2%	4	0.2%	305	16.5%	65	3.5%	1848
Blair	Eliot/WMS																3	0.3%	95	8.3%	282	24.8%	632	55.5%	3	0.3%	90	7.9%	27	2.4%	1139
McKinley	ALL																8	0.7%	213	17.8%	192	16.0%	619	51.6%	1	0.1%	146	12.2%	16	1.3%	1200
Amadeo	WAE/Jackson																0	0.0%	2	0.6%	106	30.9%	217	63.3%	1	0.3%	5	1.5%	10	2.9%	343
Cleveland	WAE/Jackson																1	0.4%	3	1.2%	66	26.0%	181	71.3%	0	0.0%	3	1.2%	0	0.0%	254
Don Benito	WAE/Jackson																2	0.3%	75	11.7%	97	15.2%	221	34.5%	1	0.2%	210	32.8%	33	5.2%	640
Field	WAE/Jackson																2	0.4%	104	20.3%	59	11.5%	209	40.8%	1	0.2%	76	14.8%	48	9.4%	512
Franklin	WAE/Jackson																0	0.0%	4	1.1%	91	26.0%	235	67.1%	2	0.6%	13	3.7%	4	1.1%	350
Hamilton	WAE/Jackson																1	0.2%	71	12.6%	59	10.5%	281	49.8%	2	0.4%	122	21.6%	28	5.0%	564
Jefferson	WAE/Jackson																0	0.0%	9	1.9%	28	5.9%	405	86.0%	1	0.2%	20	4.3%	8	1.7%	471
Longfellow	WAE/Jackson																1	0.2%	19	3.7%	79	15.2%	364	70.1%	1	0.2%	38	7.3%	13	2.5%	519
Madison	WAE/Jackson																0	0.0%	5	1.1%	19	4.0%	443	94.3%	0	0.0%	3	0.6%	0	0.0%	470
Norma	WAE/Jackson																2	0.5%	33	7.9%	125	29.8%	168	40.0%	2	0.5%	81	19.3%	6	1.4%	420
Roosevelt	WAE/Jackson																3	1.2%	7	2.7%	22	8.5%	220	85.3%	0	0.0%	6	2.3%	0	0.0%	258
San Rafael	WAE/Jackson																1	0.3%	17	4.5%	33	8.7%	244	64.0%	3	0.0079	80	21.0%	3	0.8%	381
Sierra Madre	ALL																3	0.3%	47	4.4%	58	5.4%	316	29.5%	2	0.0019	600	56.0%	45	4.2%	1071
Webster	WAE/Jackson																1	0.2%	21	4.2%	43	8.6%	189	37.7%	6	0.012	226	45.1%	15	3.0%	501
Willard	WAE/Jackson																1	0.2%	48	7.5%	37	5.8%	446	69.8%	0	0	91	14.2%	16	2.5%	639
TOTALS																	34	0.3%	901	7.4%	1681	13.7%	7012	57.3%	32	0.3%	2184	17.8%	351	2.9%	12246

PR/Award # U165A130094
Page 163

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name: Pasadena Unified School District

Schools		Projected Enrollment (Year 2 of Project - October 1, 2014)															Projected Enrollment (Year 3 of Project - October 1, 2015)														
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Wilson	Eliot/WMS	1	0.2%	42	6.3%	79	11.9%	455	68.3%	2	0.0%	69	10.4%	14	2.1%	666	1	0.2%	42	6.3%	79	11.9%	455	68.3%	2	0.0%	69	10.4%	14	2.1%	666
Marshall	Eliot/WMS	4	0.2%	84	4.7%	201	11.2%	1137	63.2%	4	0.2%	297	16.5%	63	3.5%	1800	4	0.2%	84	4.7%	201	11.2%	1137	63.2%	4	0.2%	297	16.5%	63	3.5%	1800
Blair	Eliot/WMS	3	0.3%	95	8.3%	282	24.8%	632	55.5%	3	0.3%	90	7.9%	27	2.4%	1139	3	0.3%	95	8.3%	282	24.8%	632	55.5%	3	0.3%	90	7.9%	27	2.4%	1139
McKinley	ALL	8	0.7%	204	17.8%	184	16.0%	593	51.6%	1	0.1%	140	12.2%	15	1.3%	1150	8	0.7%	204	17.8%	184	16.0%	593	51.6%	1	0.1%	140	12.2%	15	1.3%	1150
Arradondo	WAE/Jackson	0	0.0%	2	0.6%	106	30.9%	217	63.3%	1	0.3%	5	1.5%	10	2.9%	343	0	0.0%	2	0.6%	106	30.9%	217	63.3%	1	0.3%	5	1.5%	10	2.9%	343
Cleveland	WAE/Jackson	1	0.4%	3	1.2%	66	26.0%	181	71.3%	0	0.0%	3	1.2%	0	0.0%	254	1	0.4%	3	1.2%	66	26.0%	181	71.3%	0	0.0%	3	1.2%	0	0.0%	254
Don Benito	WAE/Jackson	2	0.3%	75	11.7%	97	15.2%	221	34.5%	1	0.2%	210	32.8%	33	5.2%	640	2	0.3%	75	11.7%	97	15.2%	221	34.5%	1	0.2%	210	32.8%	33	5.2%	640
Field	WAE/Jackson	2	0.4%	104	20.3%	59	11.5%	209	40.8%	1	0.2%	76	14.8%	48	9.4%	512	2	0.4%	104	20.3%	59	11.5%	209	40.8%	1	0.2%	76	14.8%	48	9.4%	512
Franklin	WAE/Jackson	0	0.0%	4	1.1%	91	26.0%	235	67.1%	2	0.6%	13	3.7%	4	1.1%	350	0	0.0%	4	1.1%	91	26.0%	235	67.1%	2	0.6%	13	3.7%	4	1.1%	350
Hamilton	WAE/Jackson	1	0.2%	71	12.6%	59	10.5%	281	49.8%	2	0.4%	122	21.6%	28	5.0%	564	1	0.2%	71	12.6%	59	10.5%	281	49.8%	2	0.4%	122	21.6%	28	5.0%	564
Jefferson	WAE/Jackson	0	0.0%	9	1.9%	28	5.9%	405	86.0%	1	0.2%	20	4.3%	8	1.7%	471	0	0.0%	9	1.9%	28	5.9%	405	86.0%	1	0.2%	20	4.3%	8	1.7%	471
Longfellow	WAE/Jackson	1	0.2%	19	3.7%	79	15.2%	364	70.1%	1	0.2%	38	7.3%	13	2.5%	519	1	0.2%	19	3.7%	79	15.2%	364	70.1%	1	0.2%	38	7.3%	13	2.5%	519
Madison	WAE/Jackson	0	0.0%	5	1.1%	19	4.0%	443	94.3%	0	0.0%	3	0.6%	0	0.0%	470	0	0.0%	5	1.1%	19	4.0%	443	94.3%	0	0.0%	3	0.6%	0	0.0%	470
Norma Coombs	WAE/Jackson	2	0.5%	33	7.9%	125	29.8%	168	40.0%	2	0.5%	81	19.3%	6	1.4%	420	2	0.5%	33	7.9%	125	29.8%	168	40.0%	2	0.5%	81	19.3%	6	1.4%	420
Roosevelt	WAE/Jackson	3	1.2%	7	2.7%	22	8.5%	220	85.3%	0	0.0%	6	2.3%	0	0.0%	258	3	1.2%	7	2.7%	22	8.5%	220	85.3%	0	0.0%	6	2.3%	0	0.0%	258
San Rafael	WAE/Jackson	1	0.3%	17	4.5%	33	8.7%	244	64.0%	3	0.0079	80	21.0%	3	0.8%	381	1	0.3%	17	4.5%	33	8.7%	244	64.0%	3	0.0079	80	21.0%	3	0.8%	381
Sierra Madre	ALL	3	0.3%	47	4.4%	58	5.4%	316	29.5%	2	0.0019	600	56.0%	45	4.2%	1071	3	0.3%	47	4.4%	58	5.4%	316	29.5%	2	0.0019	600	56.0%	45	4.2%	1071
Webster	WAE/Jackson	1	0.2%	21	4.2%	43	8.6%	189	37.7%	6	0.012	226	45.1%	15	3.0%	501	1	0.2%	21	4.2%	43	8.6%	189	37.7%	6	0.012	226	45.1%	15	3.0%	501
Willard	WAE/Jackson	1	0.2%	48	7.5%	37	5.8%	446	69.8%	0	0	91	14.2%	16	2.5%	639	1	0.2%	48	7.5%	37	5.8%	446	69.8%	0	0	91	14.2%	16	2.5%	639
		34	0.3%	890	7.3%	1668	0.1	6956	57.3%	32	0.3%	2170	17.9%	349	0	12148	34	0.3%	890	7.3%	1668	13.7%	6956	57.3%	32	0.3%	2170	17.9%	349	2.9%	12148

PR/Award # U165A130094
Page 164

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School (s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	Pasadena Unified School District
Magnet School(s):	Jackson Elementary, Washington Accelerated Elementary, Charles W. Eliot Middle, Washington Middle School

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

All continue students have the right to continue to enroll. All new students are selected using a random selection lottery when there are more applicants than openings. Student selection criteria are (a) residence within district boundaries, (b) siblings in program, (c) residence in district program improvement school attendance zone, and (d) residence closer than,5 miles from school.

In addition, for students applying to Jackson's dual language immersion program, priority will be given to the target percentage for language dominance (up to 50% Spanish dominant speakers. A separate lottery will be used to fill the sets in the dual immersion program classrooms. Please see Voluntary Desegregation Plan for detail.

Magnet School(s):	

Check the appropriate box

☐ Academic examination is a criterion in the magnet school student selection process.

☐ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Table 6: New or Revised Magnet School Projects-Competitive Preference 2
Instructions: For each magnet school identified in Tables 1 – 5: ▪ Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc. ▪ If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box. • Use additional sheets, if necessary.
Magnet School:
Nature of Revision or Change to the Magnet School: No Revised Magnet Schools Participating in the Project
Explanation of How or Why the Revision is Significant: Not applicable.

Budget Narrative File(s)

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Pasadena Unified School District

Pasadena Unified Magnet School Assistance Project

MSAP BUDGET NARRATIVE SUMMARY

	Year 1	Year 2	Year 3	Totals
1. Personnel	$ 1,288,049	$ 1,184,009	$ 1,185,891	$ 3,657,948
2. Fringe Benefits	$ 356,444	$ 343,126	$ 343,367	$ 1,042,937
3. Travel	$ 24,000	$ 24,000	$ 24,000	$ 72,000
4. Equipment	$ -	$ -	$ -	$ -
5. Supplies	$ 959,389	$ 396,698	$ 339,478	$ 1,695,565
6. Contractual	$ -	$ -	$ -	$ -
7. Construction	$ -	$ -	$ -	$ -
8. Other	$ 405,008	$ 373,338	$ 376,428	$ 1,154,774
9. Total Direct Costs (lines 1-8)	$ 3,032,890	$ 2,321,170	$ 2,269,164	$ 7,623,224
10. Indirect Costs*	$ 108,881	$ 83,330	$ 81,463	$ 273,674
11. Training Stipends	$ -	$ -	$ -	$ -
12. Total Costs (lines 9-11)	$ 3,141,770	$ 2,404,500	$ 2,350,627	$ 7,896,898

* calculated at 3.59% as per attached schedule from California Department of Education

	Relationship of Budget Items to MSAP Goals	Year 1	Year 2	Year 3
1. Personnel				
Project Director 1.0 FTE, 11 months	All	[redacted]		
Project PR, Marketing, Recruitment @ 1.0 FTE, 11 months	Recruit			
Project clerk @ 1.0 FTE, 11 months	All			
Data analyst and assessment specialist 1.0 FTE, 11 months - to work with teachers to develop schoolwide assessments for STEM and VAPA; present data to staff, parents, community: assist staff in analyzing data, guide teachers in data-driven instructional decision making	Curric, Assess, Prof Dev STEM and VAPA			
2 MSAP Parent/Community Liaisons, each .4 FTE - to assist with parent communication and facilitate parent education and outreach activities, organize STEM or VAPA themed parent information, help recruit parents, provide translation services	Parents			
Release time during school year or hourly time during summer for teachers to attend Project Based Learning by the Los Angeles County Office of Education for STEM sites and Art Center College of Design for VAPA site: 5 days training	Prof. Dev.			
5 days x 93 classroom teachers @[redacted] substitute	Prof. Dev.			
Release time during school year or hourly time during summer to attend *Becoming a Culturally Responsive Teacher* presented by W. Howe for STEM site, *Unconscious Bias* for VAPA site: 5 days training	Prof. Dev., Diversity Staff			
5 days x 93 classroom teachers @[redacted]/substitute	Prof. Dev.			
Training on parent communication 2INSPIRE training	Prof. Dev., Parents			
Introduction - overview and foundation 3 hours afterschool Fall 2014 - 108 classroom/resource teachers @[redacted]	Prof. Dev., Parents			
Effective Parent Communication training: Project 2INSPIRE - 108 staff x 5 hours x 1 day @[redacted]	Prof. Dev., Parents			
Positive student interaction training: Olweus refresher Fall 2014 - staff @[redacted]	Prof. Dev.			
Positive student interaction training: A Classroom of Difference - 108 staff x 5 hours x 1 day @[redacted]	Prof. Dev.			
TOTAL PERSONNEL				
2. Fringe Benefits				
[redacted]	All	$ 48,623	$ 29,557	$ 29,557
Healthcare package $12,758	All	$ 25,570	$ 25,570	$ 25,570
[redacted]	All	$ 16,045	$ 16,045	$ 16,045
Healthcare package $8,418	All	$ 15,152	$ 15,152	$ 15,152
TOTAL BENEFITS		**$ 105,391**	**$ 86,325**	**$ 86,325**
3. Travel				
Attendance at Federally required MSAP conference for 2 staff members (Project Director and Evaluator) @ $2000/each for flight, hotel, misc.	Prof. Dev.	$ 4,000	$ 4,000	$ 4,000
Attendance at Magnet Schools of America Conferences, 1 conference x 10 staff members (Project Director, Project PR, and 2 site representatives from each site) @ $2000/each for flight, hotel, misc.	Prof. Dev.	$ 20,000	$ 20,000	$ 20,000
TOTAL TRAVEL		**$ 24,000**	**$ 24,000**	**$ 24,000**
4. Equipment				
5. Supplies				
Vinyl Banners (2 per MSAP site @ $150/each)	Recruit	$ 1,200	$ 1,200	$ 1,200
Marquee for school/parent information 2 @ $10,000	Recruit	$ 20,000		

Computers for project director, PR/marketing position, clerk - 3 @ $1500 + office software - 3 @ $140	Admin	$ 4,920		
General office supplies	Admin	$ 1,000	$ 1,000	$ 1,000
TOTAL SUPPLIES		**$ 27,120**	**$ 2,200**	**$ 2,200**
6. Contractual				
7. Construction				
8. Other				
Application and Lottery Management Solution				
Smart Choice Technologies student application and lottery management software	Recruit	$ 22,000	$ 2,500	$ 2,500
Project evaluation				
$20,000 per 4 sites + $20,000 for District level participation and reporting	Eval	$ 100,000	$ 100,000	$ 100,000
PR, marketing and recruitment				
Marketing agency for branding, messaging, plan; monies for brochures and other products	Recruit	$ 24,000	$ 16,000	$ 8,000
Printing and publication of marketing efforts: brochures, handouts, website design, ads in newspapers	Recruit	$ 6,000	$ 6,000	$ 6,000
Professional development				
Project Based Learning Training LACOE/STEM and Art Center/VAPA - 108 participants (administrators, resource teachers, classroom teachers) @ $245/participant	Prof. Dev. VAPA, STEM	$ 26,460		
Culturally responsive education training/Unconscious Bias training				
Trainer from National Association of Multicultural Education to provide 5 days at middle school, 5 days elementary, for a total: 10 days @ $1,500/day, 1 day follow-up in Year 2, plus expenses @ 4 trips @ $1,500	Prof. Dev. Diversity Staff	$ 21,000	$ 3,000	
Co-trainer 10 days @ $1,200/day, plus expenses of 3 trips @ $1,200	Prof. Dev.Diversity Staff	$ 15,600		
Unconscious Bias - California Teachers Association	Prof. Dev. Diversity Staff	partner contribution		
Olweus Training - refresher training for MS and ES @ $500/day	Prof. Dev. Diversity Student	$ 500		
Anti-defamation League - A Classroom of Difference Training 1 day summer institute year 2, @ $4000	Prof. Dev. Diversity Student		$ 4,000	
2INSPIRE - two 1 day parent communication training for project staff, 1 for MS, 1 for ES @ $10,000	Prof. Dev. Parents			$ 20,000
Parent empowerment and leadership development				
2INSPIRE parent empowerment Tier 1 training for parents -all four schools, 50 parent minimum per site @ $125/participant) - 12 modules for 1.5 hours	Parents	$ 25,000	$ 25,000	$ 25,000
2INSPIRE parent empowerment Tier 2 - all four schools (15 parent minimum for @ $175/participant) - 12 modules, 3 hours each	Parents		$ 10,500	
2INSPIRE parent empowerment Tier 3 train-the-parent-as-trainer - all four schools (15 parent min for $195)	Parents			$ 11,700
TOTAL OTHER		**$ 240,560**	**$ 167,000**	**$ 173,200**

Pasadena Unified School District Pasadena Unified Magnet School Assistance Project MSAP BUDGET NARRATIVE - Eliot MS Summary				
	Year 1	Year 2	Year 3	Totals
1. Personnel	$ 230,420	$ 229,164	$ 229,164	$ 688,747
2. Fringe Benefits	$ 67,768	$ 67,607	$ 67,607	$ 202,982
3. Travel	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -
5. Supplies	$ 282,520	$ 149,600	$ 152,600	$ 584,720
6. Contractual	$ -	$ -	$ -	$ -
7. Construction	$ -	$ -	$ -	$ -
8. Other	$ 12,000	$ 15,000	$ 15,000	$ 42,000
9. Total Direct Costs (lines 1-8)	$ 592,707	$ 461,371	$ 464,371	$ 1,518,449

Elliot Middle School has following existing and projected staff: 32 classroom teachers, 3 MSAP staff

	Relationship of Budget Items to MSAP Goals	Year 1	Year 2	Year 3
1. Personnel				
MSAP Site Coordinator 1.0 FTE - to manage VAPA program implementation at site level	All	[redacted]		
Technology Specialist 1.0 FTE - to support staff with training on new technology, guide teachers in STEM applications and software, provide staff and student training	Prof. Dev., VAPA			
VAPA Learning Coach 1.0 FTE - to organize and implement professional development plan, provide coaching and feedback, support teachers in development of curriculum and scope and sequence for VAPA	Prof. Dev., Curric, Assess VAPA			
VAPA Summer Institute Year 1 - 35 classroom/resource staff x 5 hours x 5 days @ [redacted]	Prof. Dev., VAPA			
VAPA Summer Institute Year 2 and 3 - 35 classroom/resource staff x 5 hours x 4 days @ [redacted]	Prof. Dev., VAPA			
VAPA site Summer Institute Year 2 and 3 - Follow-up on Positive Behavior and Bias - 1 day x 4 hours x 35 classroom/resource staff @ [redacted]	Prof. Dev., Diversity			
Lesson development: Common Core State Standards, VAPA integration, 2 hours x 10 days x 35 teachers/resource staff @ [redacted]	Prof. Dev., VAPA, Math, ELA			

Roving Subs to provide release time for coaching, feedback, collaboration, PLC team meetings, curriculum development: 32 teachers, 2 teachers/sub for total of 16 subs, x 4 days @ $160	Prof. Dev., VAPA, Math, ELA	[redacted]		
TOTAL PERSONNEL				
2. Fringe Benefits				
[redacted]	All	$ 29,494	$ 29,333	$ 29,333
Healthcare package $12,758 x 3 FTE	All	$ 38,274	$ 38,274	$ 38,274
TOTAL BENEFITS		**$ 67,768**	**$ 67,607**	**$ 67,607**
3. Travel				
4. Equipment				
5. Supplies				
Technology resources:				
Interactive white boards 1 per 32 classrooms, 10-12 classrooms/year @ $2500	Math, ELA, VAPA	$ 25,000	$ 25,000	$ 30,000
iPads, 1 per 32 classrooms @ $600 for teacher/whole class use	Math, ELA, VAPA	$ 19,200		
iPads, 1 per 32 classrooms @ $600 + 2nd and 3rd year we need to add 10 Ipads per classroom	Math, ELA, VAPA	$ 20,000	$ 96,000	$ 96,000
LCD projector, 1 per 32 classrooms @ $700	Math, ELA, VAPA	$ 22,400		
Document cameras, 1 per 32 classrooms @ $700	Math, ELA, VAPA	$ 22,400		
Video monitor, 1 per 32 classrooms @ $535	Math, ELA, VAPA	$ 17,120		
iMac computer lab, 40 computers @ $1500	Math, ELA, VAPA	$ 48,000		
2 laser printers, 2 inkjet printers, 1 3D printer	Math, ELA, VAPA	$ 5,000		
10 high pixel cameras @ $650	Math, ELA, VAPA	$ 6,500		
Site license for Photoshop, Illustrator, Final Cut Pro	Math, ELA, VAPA	$ 45,600	$ 5,000	$ 5,000
VAPA supplies:				
Ceramics kiln, ceramics supplies	VAPA	$ 10,000	$ 5,000	$ 5,000
Shelving for storage	VAPA	$ 6,000	$ 4,000	$ 4,000
Materials for art gallery (matting, frames, display cases)	VAPA	$ 8,000	$ 6,000	$ 4,000
For Dance Studio:	VAPA			
Stretch Bars and installation	VAPA	$ 3,000		
Mirrors and installation	VAPA	$ 3,000		
Sound and video recording system	VAPA	$ 2,000		
For Studio/Green Room:	VAPA			

2 cameras with tripods	VAPA	$ 3,000		
Mixer	VAPA	$ 500		
iMac for studio/green room	VAPA	$ 1,500		
Editing software	VAPA	$ 700	$ 700	$ 700
Microphone and boom stand	VAPA	$ 2,500	$ 600	$ 600
Cabling and accessories	VAPA	$ 500	$ 500	$ 500
For Sound Studio:	VAPA			
iMac for sound studio	VAPA	$ 1,500		
BUNDLE: Sibelius notation software, Pro Tools 10 audio software Ignite song creation/sequencing software M-Audio Axiom Air 49 controller keyboard (designed to work perfectly with all of the software listed) M-Audio M-Track audio interface M-Audio AV40 powered speakers (2) Audio Technical AT 2020 condensor mics (2) Boom mic stands (2) 25' mic cables Dual speaker cables	VAPA	$ 1,300	$ 800	$ 800
For Theater Arts ($400 table saw, $400 band saw, $200 miter saw, $400 lathe, $200 sander, $200 hand tool storage (2 x $100)	VAPA	$ 1,800		
Consumable VAPA supplies (paints, brushes, paper, clay, etc.)	VAPA	$ 6,000	$ 6,000	$ 6,000
TOTAL SUPPLIES		**$ 282,520**	**$ 149,600**	**$ 152,600**
6. Contractual				
7. Construction				
8. Other				
Summer Institute training will be provided by the Art Center @ $1000/day x 2 days in Y1, 5 days in Y2 and Y3	Prof. Dev., VAPA	$ 2,000	$ 5,000	$ 5,000
VAPA and Common Core State Standards integration training to be provided in partnership with A Noise Within Theatre, Art Center, Amory for the Arts, Huntington Library, and LA Music Center. 5 presenters x 20 hours @ $100/hour	Prof. Dev., VAPA	$ 10,000	$ 10,000	$ 10,000
TOTAL OTHER		**$ 12,000**	**$ 15,000**	**$ 15,000**

Pasadena Unified School District Pasadena Unified Magnet School Assistance Project MSAP BUDGET NARRATIVE - Jackson ES Summary				
	Year 1	Year 2	Year 3	Totals
1. Personnel	$ 176,684	$ 186,903	$ 185,289	$ 548,876
2. Fringe Benefits	$ 51,239	$ 52,547	$ 52,341	$ 156,128
3. Travel	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -
5. Supplies	$ 66,480	$ 49,151	$ 36,131	$ 151,761
6. Contractual	$ -	$ -	$ -	$ -
7. Construction	$ -	$ -	$ -	$ -
8. Other	$ 28,643	$ 45,643	$ 45,643	$ 119,929
9. Total Direct Costs (lines 1-8)	$ 323,046	$ 334,243	$ 319,404	$ 976,694

Jackson Elementary School has following existing and projected staff: 11 classroom teachers, 2 resource teachers,

	Relationship of Budget Items to MSAP Goals	Year 1	Year 2	Year 3
1. Personnel				
MSAP Site Coordinator 1.0 FTE - to manage STEM program implementation at site level	All	[redacted]		
STEM Learning Coach 1.0 FTE - to organize and implement professional development plan, provide coaching and feedback, support teachers in development of curriculum and scope and sequence for STEM	Prof. Dev., Curric, Assess STEM			
Technology Specialist .5 FTE - to support staff with training on new technology, guide teachers in STEM applications and software, provide staff and student training	Prof. Dev., STEM			
Supplemental Teacher Hourly for:				
After school STEM enrichment - 100 days x 3 teachers x 1.5 hours @ [redacted]	STEM			
STEM materials training - Summer Institute Year 2 - 2 days x 5 hours x 16 classroom/resource teachers @ [redacted]	Prof. Dev., STEM			
STEM training with California Institute of Technology (Caltech) Science and Engineering, UCLA Center X, EcoSystem Summer Institute - 2 days in Year 2 and 4 days in Year 3 - x 5 hours x 16 classroom/resource teachers @ [redacted] hour	Prof. Dev., STEM			
Trash 4 Teaching training for grades 4-5, Year 2, 2 hours x 10 days x 3 teachers @ [redacted]	Prof. Dev., STEM			
Lesson development: Common Core State Standards, STEM integration, 2 hours x 10 days x 16 teachers @ [redacted]	Prof. Dev., STEM, Math, ELA			

Roving Subs to provide release time for coaching, feedback, collaboration, PLC team meetings, curriculum development: 11 teachers, 2 teachers/sub for total of 6 subs, x 4 days @ $160	Prof. Dev., STEM, Math, ELA	$ [redacted]	[redacted]	[redacted]
TOTAL PERSONNEL		**$** [redacted]		
2. Fringe Benefits				
[redacted]	All	$ 19,344	$ 20,652	$ 20,446
Healthcare package $12,758 x 2.5 FTE	All	$ 31,895	$ 31,895	$ 31,895
TOTAL BENEFITS		**$ 51,239**	**$ 52,547**	**$ 52,341**
3. Travel				
4. Equipment				
5. Supplies				
Technology resources:				
STEM Lab computer	STEM, Math, ELA	$ 1,500		
3D printer	STEM, Math, ELA	$ 2,500		
Color Laser Printers (3) @ $600 and ink 24 cartridges @ $100	STEM, Math, ELA	$ 4,200	$ 2,400	$ 2,400
STEM Software	STEM, Math, ELA	$ 4,000	$ 4,000	$ 4,000
VGA adapters (12 @ $60), Apple TV (12 @$100)	STEM, Math, ELA	$ 1,920	$ 300	$ 300
Apple Apps $1000	STEM, Math, ELA	$ 1,000	$ 1,000	$ 100
iPads (5 @ $600/each)	STEM, Math, ELA	$ 3,000		
STEM materials and supplies:	STEM			
EIE kits	STEM	$ 3,558	$ 1,428	$ 1,428
FOSS kits	STEM	$ 6,813	$ 863	$ 863
GoldieBlox and LEGO sets (1 class set - 30 students @ $30)	STEM	$ 900		
3D printer supplies: Three Dimensional Pen Plastic filament $45 per spool x 72 spools, Three Dimensional Pen @ $75 x 24 pens, Three Dimensional Printer Plastic Polymer @ $1000	STEM	$ 6,040	$ 6,040	$ 6,040
Informational text in leveled readers and math inquiry workbooks in support of STEM theme - $40/student x 300-400 students	STEM, Math, ELA	$ 12,000	$ 14,000	$ 16,000
STEM- related consumable supplies	STEM	$ 7,500	$ 5,000	$ 5,000
STEM Math Out of the Box	STEM, Math			
3rd (3 x $4,934.85) 4th (4 x $1,694.95), 5th (2 x $1611.95)	STEM, Math	$ 11,549		
Kindergarten (3 x 1411.95), 1st (3 x $1291.95), and 2nd (3 x $1335,95)	STEM, Math		$ 12,120	
Additional manipulatives	STEM, Math		$ 2,000	
TOTAL SUPPLIES		**$ 66,480**	**$ 49,151**	**$ 36,131**

6. Contractual				
7. Construction				
8. Other				
Scientist in Residence - 10 hours a week to provide real world guidance on STEM problem solving, critique student work, assist teachers with understanding STEM, provide students with community role model and career awareness	Prof. Dev., STEM	$ 15,000	$ 15,000	$ 15,000
Trash 4 Teaching trainers (10 meetings @ $120)	Prof. Dev., STEM		$ 12,000	$ 12,000
Trainers from Cal Tech Science / Engineering, EcoSystemic Learning, UCLA Center X to provide STEM content and pedagogy training at Summer Institutes Year 2 and 3 - two days each summer @ $2500/day	Prof. Dev., STEM		$ 5,000	$ 5,000
STEM-related presentations and hands-on student experiences:				
Cabrillo Aquarium (3 classes)	STEM	$ 1,140	$ 1,140	$ 1,140
Monrovia Canyon (6 classes)	STEM	$ 540	$ 540	$ 540
Science Center (5 classes)	STEM	$ 1,280	$ 1,280	$ 1,280
Astrocamp (45 students)	STEM	$ 8,955	$ 8,955	$ 8,955
Kidspace (6 classes)	STEM	$ 1,728	$ 1,728	$ 1,728
TOTAL OTHER		**$ 28,643**	**$ 45,643**	**$ 45,643**

Pasadena MSAP Budget Narrative

Pasadena Unified School District Pasadena Unified Magnet School Assistance Project MSAP BUDGET NARRATIVE - Washington ES Summary				
	Year 1	Year 2	Year 3	Totals
1. Personnel	$ 222,117	$ 243,898	$ 247,393	$ 713,408
2. Fringe Benefits	$ 66,705	$ 69,493	$ 69,940	$ 206,138
3. Travel	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -
5. Supplies	$ 217,127	$ 137,913	$ 90,713	$ 445,753
6. Contractual	$ -	$ -	$ -	$ -
7. Construction	$ -	$ -	$ -	$ -
8. Other	$ 31,140	$ 48,140	$ 48,140	$ 127,420
9. Total Direct Costs (lines 1-8)	$ 537,089	$ 499,444	$ 456,187	$ 1,492,719

Washington Elementary School has following existing and projected staff: 23 classroom teachers, 3 MSAP

	Relationship of Budget Items to MSAP Goals	Year 1	Year 2	Year 3
1. Personnel				
MSAP Site Coordinator 1.0 FTE - to manage STEM program implementation at site level	All	[redacted]		
STEM Learning Coach 1.0 FTE - to organize and implement professional development plan, provide coaching and feedback, support teachers in development of curriculum and scope and sequence for STEM	Prof. Dev., Curric, Assess STEM			
Technology Specialist 1.0 FTE - to support staff with training on new technology, guide teachers in STEM applications and software, provide staff and student training	Prof. Dev., STEM			
Supplemental Teacher Hourly for:				
After school STEM enrichment - 100 days x 6 teachers x 1.5 hours @ [redacted]/hour	STEM			
STEM materials training - Summer Institute Year 2 - 2 days x 5 hours x 26 classroom/resource teachers @ [redacted]	Prof. Dev., STEM			
STEM training with California Institute of Technology (Caltech) Science and Engineering, UCLA Center X, EcoSystem Summer Institute - 2 days in Year 2 and 4 days in Year 3 - x 5 hours x 26 classroom/resource teachers @ [redacted]/hour	Prof. Dev., STEM			
Trash 4 Teaching training for grades 4-5, Year 2, 2 hours x 10 days x 8 teachers @ [redacted]	Prof. Dev., STEM			

Lesson development: Common Core State Standards, STEM integration, 2 hours x 10 days x 26 teachers @ $26.89	Prof. Dev., STEM, Math, ELA	$ [redacted]	[redacted]	[redacted]
Roving Subs to provide release time for coaching, feedback, collaboration, PLC team meetings, curriculum development: 23 teachers, 2 teachers/sub for total of 12 subs, x 4 days @ $160	Prof. Dev., STEM, Math, ELA	$ [redacted]	[redacted]	[redacted]
TOTAL PERSONNEL		**$** [redacted]	[redacted]	[redacted]
2. Fringe Benefits				
[redacted]	All	$ 28,431	$ 31,219	$ 31,666
Healthcare package $12,758 x 3 FTE	All	$ 38,274	$ 38,274	$ 38,274
TOTAL BENEFITS		**$ 66,705**	**$ 69,493**	**$ 69,940**
3. Travel				
4. Equipment				
5. Supplies				
Technology resources:				
Interactive White Boards (10 per year @ $2500)	STEM, Math, ELA	$ 25,000	$ 25,000	$ 25,000
Floor Stands @ $270 (10 per year)	STEM, Math, ELA	$ 2,700	$ 2,700	$ 2,700
30 Document Cameras @ $700	STEM, Math, ELA	$ 21,000		
30 LCD Projectors @ $700	STEM, Math, ELA	$ 21,000		
iMac Computers for lab, 40 @ $1500	STEM, Math, ELA		$ 60,000	
Laser Printers	STEM, Math, ELA	$ 3,000		
iPads (15 @ $600/each)	STEM, Math, ELA		$ 9,000	
30 Note Book/ Mac Mini Class Sets @ $600	STEM, Math, ELA			$ 18,000
Note Book Carts (2nd - 3rd)	STEM, Math, ELA			$ 1,800
36 Laptops @ $1000 (Class Set 4th - 5th)	STEM, Math, ELA	$ 36,000		
Laptop Carts (2)	STEM, Math, ELA	$ 4,000		
LCD Mounting	STEM, Math, ELA	$ 24,358		
Teacher iMac Laptops (30 @ $800/each)	STEM, Math, ELA	$ 24,000		
Wi-Fi Access Points and Mounting	STEM, Math, ELA	$ 10,500		
STEM materials:				

Informational text in leveled readers and math inquiry workbooks in support of STEM theme - $40/student x 600-700 students	STEM	$ 24,000	$ 26,000	$ 28,000
Math, Science, and Engineering Software	STEM	$ 4,000	$ 4,000	$ 4,000
EIE kits	STEM	$ 8,956	$ 4,400	$ 4,400
FOSS kits	STEM	$ 6,813	$ 6,813	$ 6,813
GoldieBlox and LEGO sets (2 class sets - 60 students @ $30)	STEM	$ 1,800		
STEM- related consumable supplies	STEM	$ 15,000	$ 10,000	$ 10,000
TOTAL SUPPLIES		**$ 217,127**	**$ 137,913**	**$ 90,713**
6. Contractual				
7. Construction				
8. Other				
Scientist in Residence - 20 hours a week to provide real world guidance on STEM problem solving, critique student work, assist teachers with understanding STEM, provide students with community role model and career awareness	Prof. Dev., STEM	$ 30,000	$ 30,000	$ 30,000
Trainers from Cal Tech Science / Engineering, EcoSystemic Learning, UCLA Center X to provide STEM content and pedagogy training at Summer Institutes Year 2 and 3 - two days each summer @ $2500/day	Prof. Dev., STEM		$ 5,000	$ 5,000
Trash 4 Teaching trainers (10 meetings @ $120)	Prof. Dev., STEM		$ 12,000	$ 12,000
STEM-related presentations and hands-on student experiences:				
Monrovia Canyon (6 classes)	STEM	$ 540	$ 540	$ 540
Science Center (4 classes)	STEM	$ 600	$ 600	$ 600
TOTAL OTHER		**$ 31,140**	**$ 48,140**	**$ 48,140**

Pasadena Unified School District Pasadena Unified Magnet School Assistance Project MSAP BUDGET NARRATIVE - Washington MS Summary				
	Year 1	**Year 2**	**Year 3**	**Totals**
1. Personnel	$ 211,459	$ 225,630	$ 225,630	$ 662,719
2. Fringe Benefits	$ 65,341	$ 67,155	$ 67,155	$ 199,650
3. Travel	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -
5. Supplies	$ 366,142	$ 57,834	$ 57,834	$ 481,810
6. Contractual	$ -	$ -	$ -	$ -
7. Construction	$ -	$ -	$ -	$ -
8. Other	$ 92,665	$ 97,555	$ 94,445	$ 284,665
9. Total Direct Costs (lines 1-8)	$ 735,607	$ 448,174	$ 445,064	$ 1,628,844

Washington Middle School has following existing and projected staff: 27 classroom teachers, 1 resource teacher, 3

	Relationship of Budget Items to MSAP Goals	**Year 1**	**Year 2**	**Year 3**
1. Personnel				
MSAP Site Coordinator 1.0 FTE - to manage STEM program implementation at site level	All	[redacted]		
STEM Learning Coach 1.0 FTE - to organize and implement professional development plan, provide coaching and feedback, support teachers in development of curriculum and scope and sequence for STEM	Prof. Dev., Curric, Assess STEM			
Technology Specialist 1.0 FTE - to support staff with training on new technology, guide teachers in STEM applications and software, provide staff and student training	Prof. Dev., STEM			
Supplemental Teacher Hourly for:				
University of California Los Angeles Center X STEM content, hands-on inquiry and curriculum integration training, overview for all 31 teachers/resource staff x 3 hours @ [redacted] in Year 1. 5 hours x 1day	STEM			
University of California Los Angeles Center X STEM training, curriculum integration, lesson design in Summer Institutes in Year 2 and Year 3: 5 hours x 4 days x [redacted]	Prof. Dev., STEM			
Project Lead the Way - Gateway to Technology (PLTW-GTT) intensive summer preparation for new electives, 3 teachers x 10 days x 5 hours @ [redacted]	Prof. Dev., STEM			
Envision Learning Partners - Integration of STEM and Common Core Standards - 5 Core Academic Teachers x 3 release days @ [redacted]	Prof. Dev., STEM			
Lesson development: Common Core State Standards, STEM integration, 2 hours x 10 days x 31 teachers/resource staff @ [redacted]	Prof. Dev., STEM, Math, ELA			

Roving Subs to provide release time for coaching, feedback, collaboration, PLC team meetings, curriculum development: 29 teachers, 2 teachers/sub for total of 15 subs, x 4 days @ [redacted]	Prof. Dev., STEM, Math, ELA	$ [redacted]	[redacted]	[redacted]
TOTAL PERSONNEL		**$ [redacted]**		
2. Fringe Benefits				
[redacted]	All	$ 27,067	$ 28,881	$ 28,881
Healthcare package $12,758 x 3 FTE	All	$ 38,274	$ 38,274	$ 38,274
TOTAL BENEFITS		**$ 65,341**	**$ 67,155**	**$ 67,155**
3. Travel				
4. Equipment				
5. Supplies				
Technology resources:				
Interactive white boards 1 per 29 classrooms, 10 classrooms/year @ $2500	STEM, Math, ELA	$ 25,000	$ 25,000	$ 25,000
LCD projector, 1 per 29 classrooms @ $700	STEM, Math, ELA	$ 20,300		
Document cameras, 1 per 29 classrooms @ $700	STEM, Math, ELA	$ 20,300		
Video monitor, 1 per 29 classrooms @ $535	STEM, Math, ELA	$ 15,515		
One tablet per student to support GTT programs, 550 students @ $200/each	STEM, Math, ELA	$ 110,000		
3D printers for Engineering Design Modeling class	STEM, Math, ELA	$ 2,000	2000	2000
STEM materials:				
Gateway to Technology Software	STEM	$ 2,000		
Materials for Project Lead The Way Gateway to Technology @$4,265/20 students x 28 to serve 550 students	STEM	$ 119,420		
Accelerated Math Enterprise software	Math	$ 23,285	$ 4,762	$ 4,762
Learning.com Integrated STEM curriculum	STEM	$ 6,322	$ 4,072	$ 4,072
STEM consumable supplies, journals, workbooks - 550 students @ $40	STEM, ELA	$ 22,000	$ 22,000	$ 22,000
TOTAL SUPPLIES		**$ 366,142**	**$ 57,834**	**$ 57,834**
6. Contractual				
7. Construction				
8. Other				
UCLA Center X - content and pedagogy for teaching hands-on, inquiry based STEM lessons and how to integrate STEM into all content areas. One afternoon in Y1, 3 days in Y2 and 5 days in Y3 @ $445/day	Prof. Dev., STEM	$ 445	$ 1,335	$ 2,225
Project Lead the Way - Gateway to Technology (PLTW-GTT) intensive summer preparation for new electives - $3000/3 teachers	Prof. Dev., STEM	$ 9,000	$ 9,000	$ 9,000

Envision Learning Partners	Prof. Dev., STEM	No cost/partner contribution		
Robotics instruction at Carnegie Mellon University, 1 teacher @ $4000	Prof. Dev., STEM		$ 4,000	
College and STEM Career Speakers for presentations to all students	STEM	$ 1,500	$ 1,500	$ 1,500
PALI Science Outdoor School 180 students @ $220	STEM	$ 39,600	$ 39,600	$ 39,600
Catalina Island Marine Institute, 180 students @ $234	STEM	$ 42,120	$ 42,120	$ 42,120
TOTAL OTHER		**$ 92,665**	**$ 97,555**	**$ 94,445**

California Department of Education (CDE) - School Fiscal Services Division

2012-13 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs) - Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 11, 2012

* C = County
D = District

CA= Common Administration
J = Joint Powers Agency

County Code	LEA Code	Type*	LEA Name	---------- APPROVED RATES ---------- For use with state and federal programs, as allowable, in: 2008-09 (based on 2006-07 expenditure data)	2009-10 (based on 2007-08 expenditure data)	2010-11 (based on 2008-09 expenditure data)	2011-12 (based on 2009-10 expenditure data)	2012-13 (based on 2010-11 expenditure data)
19	64881	D	Pasadena Unified	5.79%	4.88%	4.10%	4.97%	3.59%

*Rate revised after original posting.

PASADENA UNIFIED SCHOOL DISTRICT

SALARY BENEFITS FY 2012-2013

Revised 05-10-2012

CERTIFICATED			CLASSIFIED				
						Object 3212	Object 3812
	Object	%	Object 3212/3812	PERS/PERS REDCTN	%	PERS	PERS Redctn
					13.02	11.417	1.603
STRS	3111	8.25	3312	OASDI	6.20		0.00477
MEDI	3331	1.45	3332	MEDI	1.45		use this for budget
SUI	3511	1.10	3512	SUI	1.10		
W/C	3611	0.00	3612	W/C	0.00		
OPEB	3711	2.00	3712	OPEB	2.00		
	Total	12.80		Total	23.77		

If a Certificated staff is under PERS/PERS Reduction, use this %

	Object	%
PERS	3211	11.417
PERS Redctn	3811	1.603
OASDI	3311	6.20

District-wide average is **$ 10,800**

HEALTH & WELFARE ***

Object-Class	Object-Cert.		Single	Two-Party	Family
3412	3411	MANAGEMENT			
		Blue Shield PPO	$ 10,408.00		
		Blue Shield HMO			
		Kaiser HMO			
	3411	CERTIFICATED			
		Blue Shield POS	$ 12,758.00		
		Kaiser HMO			
3412		TEAMSTER			
		PacifiCare	$ 8,977.00		
		Kaiser HMO			
3412		CSEA			
		Blue Shield PPO	$ 8,418.00		
		Blue Shield HMO			
		Kaiser HMO			

CERTIFICATED*		HOURLY	CLASSIFIED**
Object		%	Object
3331	MEDI	1.45	3332
3511	SUI	1.10	3512
3611	W/C	0.00	3612
3711	OPEB	2.00	3712
3341	ARP/SISC	4.10	3342
	Total	8.65	

TEAMSTER - FY 2005-2006 DISTRICT CAP - $5,860.63

* If a certificated staff is already under STRS, use 15% total benefits. Do not include any retirement benefit if the person is a retiree.

** If a classified or non-classified staff is already under PERS, use the 26% total benefits.

*** Amount is an average for the bargaining unit. Prescription, Delta Dental, Administrative Expense and Fort Dearborn included.

For Budget purposes only

Printed 5/10/2012

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Pasadena Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,288,048.00	1,184,009.00	1,185,891.00			3,657,948.00
2. Fringe Benefits	356,444.00	343,126.00	343,367.00			1,042,937.00
3. Travel	24,000.00	24,000.00	24,000.00			72,000.00
4. Equipment						
5. Supplies	959,389.00	396,698.00	339,478.00			1,695,565.00
6. Contractual						
7. Construction						
8. Other	405,008.00	373,338.00	376,428.00			1,154,774.00
9. Total Direct Costs (lines 1-8)	3,032,889.00	2,321,171.00	2,269,164.00			7,623,224.00
10. Indirect Costs*	108,881.00	83,330.00	81,463.00			273,674.00
11. Training Stipends						
12. Total Costs (lines 9-11)	3,141,770.00	2,404,501.00	2,350,627.00			7,896,898.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): California Department of Education

The Indirect Cost Rate is 3.59 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Pasadena Unified School District		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11340246 Funding Opportunity Number:ED-GRANTS-123112-001 Received Date:2013-03-01T15:37:28-04:00