

Comprehensive Magnet Plan Update

Governing Board Meeting

June 10, 2014

1. Development Timeline

2. Plan Outline

3. Preliminary Feedback

- Community Forums
- Plaintiff and Special Master
- Boundary Review Committee
- Expert

Comprehensive Magnet Plan Update

DATES	ACTIONS
May 14	Submit draft Comprehensive Magnet Plan (CMP) to Special Master and Plaintiffs (SMP)
May 21	Share SMP feedback with the Boundary Review Committee
May 28 – 30	Conduct Community Magnet Forums
Tues May 27	Governing Board update on CMP and Boundary Review
Tues June 10	Governing Board update on CMP outline and preliminary feedback
May 15 – June 11	Boundary Review Committee evaluates/refines CMP-related options
May 15 – June 13	Review and consider SMP comments
June 17 – 26	Develop the revised CMP (including meeting w/SMP on June 18)
Tues June 24	Governing Board presentation of the Revised CMP
Friday June 27	Submit Revised CMP to the Governing Board, the SMP, and the Boundary Review Committee
Tues July 8	Present revised CMP to the Governing Board for study/action
Tues July 15	Present revised CMP to the Governing Board for approval
July 16 – Aug 1	Report and Recommendation from the Special Master (if necessary)

Development Timeline

Communicating With Our Community

- * Magnet Committee
- * Boundary Committee
- * Magnet Coordinators
- * Principals
- * Superintendent's Leadership Team
- * Our Greater Community
 - * Mailer
 - * Flyers in Report Cards
 - * Postings
 - * District-Web Site
 - * Robo-Calls (2)
 - * Public Service Messages

Access To The Comprehensive Magnet Plan

1. Plan posted on-line in English and Spanish
2. Hard copies available an hour before each forum
3. Copies given out from the Magnet Department (e-mail and hard copy)

Recap and Review

- * Interim Plan
- * Proposed a strategy to geographically locate magnet schools
- * Created an evaluation system
- * Created 5 year improvement cycles (Successful, Approaches, Improvement, Elimination)
- * Named new magnets for 2015-16 and 2016-17
- * Created a professional development plan
- * Individual school improvement strategies

Comprehensive Magnet Plan

Organizational Structure

- * Criteria
- * Guidelines
- * Timelines
- * Decision Making Strategies
- * Processes

Action Plan

- * District actions, year to year
- * Site specific actions
- * Professional Development
- * Research
- * Implementation Plans
- * Sustainability Plans

Specific Criteria

- * Adding New Magnets (Page 21)
- * Revising Magnets (Page 21)
- * Relocating Magnets (Page 22)
- * Improving Magnets (Page 16)
- * Eliminating Magnets (Page 23)

Evaluating Magnet Programs

- 3 year evaluation for district trends

- Annual evaluation for each site

- Integration
- Standards Rubrics
- Student Test Scores

- Formalized Improvement Plans

- Checks and Balances

- Monthly Reports

Labels

- * Excelling-
- * Meets-
- * Improvement- 2 enrollment cycles
- * Falls Far Below- 1 enrollment cycle

Action Plan for 2014-15

- * TUSD will not consider new magnets for 2014-2015
- * Drachman will return to a K-5
- * Carrillo will research Communication Arts as a theme
- * Pueblo will research Dual Language as a theme

Preliminary Feedback

* Genevieve Siegel-Hawley (Expert)

- * Consider magnets without a preference area
- * Consider new programs with geographic locations in mind, but should be racially concentrated schools
- * Reconsider the 50% rule for oversubscribed schools
- * Reconsider continuing a program until the highest grade is attained
- * Include more specific information about:
 - * Magnet application process
 - * Weighted lottery
 - * Out-of district applications

Preliminary Feedback

* Special Master

- * Keeps the status quo in not eliminating magnets
- * Integration and student achievement should be the only factors considered (reference to the standards)
- * The standards should be weighted
- * The plan does not detail how themes are going to support the Common Core
- * Culturally responsive pedagogy needs have more emphasis
- * Clearer explanation of the role of central office in recruitment and marketing

Preliminary Feedback

* Fisher Plaintiffs

- * The CMP does not challenge the status quo
- * Model schools after successful programs
- * Tailor programs to the demographics that need to be attracted
- * CMP should establish new magnets with a central location
- * CMP should address the optimum number of magnets

Preliminary Feedback

* Mendoza Plaintiffs

- * Revise the goals (more inclusive of district)
- * Evaluation should include achievement levels compared by ethnicity
- * Academic support for students in racially concentrated magnet schools
- * Designate more magnet schools to have no boundary
- * Look more closely at the retention of enrolled students
- * CMP does not address increasing Dual Language offerings

Preliminary Feedback

- * Boundary Review Committee
- * Dodge should stay without a home attendance boundary
- * Keep preferred attendance areas and do not move neighborhood students out of magnet schools
- * Carrillo and Drachman should continue to share attendance area

Preliminary Feedback

* Community Feedback

- * More explicit descriptions of job responsibilities
- * Increase the time for improvement to five years
- * Parents should be included in the decision making process
- * The enrollment cycle needs to be more clearly defined
- * Consider adding criteria that includes leadership commitment to the theme
- * Consider doing a bi-annual survey to determine
- * Marketing and recruitment should be the responsibility of the Magnet Department and should include multiple methods of communication
- * Babysitting, Interpreters, Locations

Next Steps

- * June 24th-Governing Board presentation of the Revised CMP
- * June 11th – 26th - Incorporate agreed upon feedback and develop the revised CMP (including meeting w/SMP on June 18)
- * July 8th - Present revised CMP to the Governing Board for study/action
- * July 15th - Present revised CMP to the Governing Board for approval