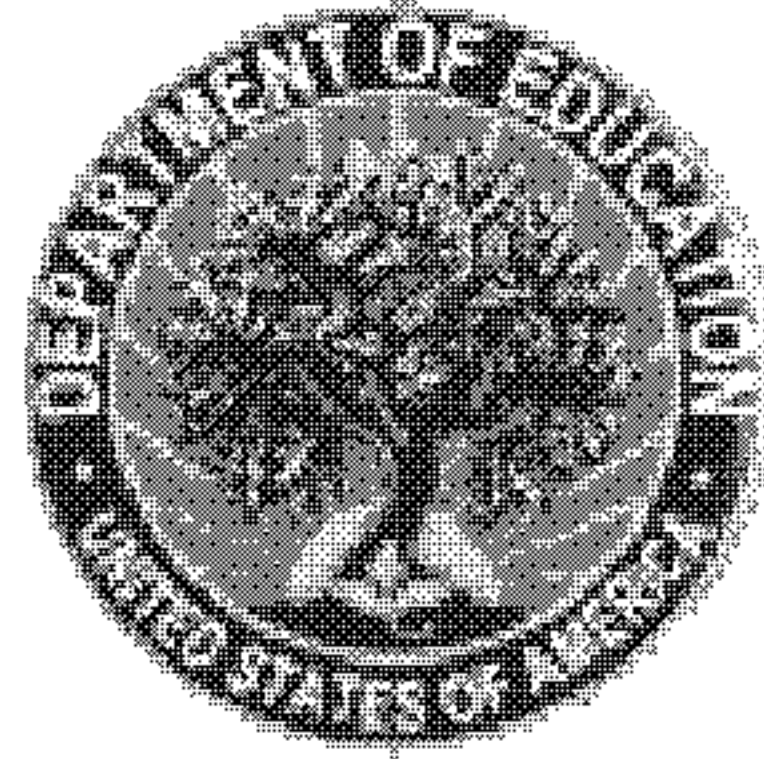


# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE**  
**CFDA # 84.165A**  
**PR/Award # U165A100083**

OMB No. 1855-0011, Expiration Date: 05/31/2010  
Closing Date: MAY 03, 2010

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
GEPA MSAP	e13
7. Dept of Education Supplemental Information for SF-424	e14

## **Narratives**

1. Project Narrative - (Project Narrative-Project Abstract...)	e15
MSAP AW CC Abstract	e16
2. Project Narrative - (Project-Narrative-Table of Contents...)	e17
MSAP Table of Contents	e18
3. Project Narrative - (Project Narrative-Competitive Preference Priori.....)	e20
Priority 1	e21
4. Project Narrative - (Project Narrative-Competitive Preference Priori.....)	e29
Priority 4	e30
5. Project Narrative - (Project Narrative-Selection Criteria-Quality of.....)	e32
A. Quality of Services	e33
6. Project Narrative - (Project Narrative-Selection Criteria-Quality of.....)	e53
B. Quality of Personnel	e54
7. Project Narrative - (Project Narrative-Selection Criteria-Quality of.....)	e61
A. Quality of project design	e62
8. Project Narrative - (Project Narrative-Selection Criteria-Budget and.....)	e78
D. Budget and resources	e79
9. Project Narrative - (Project Narrative-Selection Criteria-Evaluation.....)	e84
E. Evaluation plan	e85
10. Project Narrative - (Project Narrative-Selection Criteria-Commitment.....)	e94
F. Commitment and capacity	e95
11. Project Narrative - (Project Narrative-Desegregation Plan Informatio.....)	e100
Voluntary Desegregation Plan	e101

12. Project Narrative - (Project Narrative-Table 1 and 2 Information-LEA.....)	e106
13. Project Narrative - (Project Narrative-Table 3 Information-Magnet Sc.....)	e107
14. Project Narrative - (Project Narrative-Table 5 Information-Feeder Sc.....)	e108
15. Project Narrative - (Project Narrative-Table 7 and 8 Information-LEA.....)	e109
Table 7 and 8	e110
16. Project Narrative - (Project Narrative-Table 9 Information-Magnet Sc.....)	e115
Table 9	e116
17. Project Narrative - (Project Narrative-Table 11 Information-Feeder-(.....)	e124
Table 11	e125
18. Project Narrative - (Project Narrative-Table 13 Information-Selectio.....)	e127
Table 13	e128
19. Project Narrative - (Project Narrative-Table 14 Information-Revised .....	e130
Table 14	e131
20. Project Narrative - (Project Narrative-Magnet Schools Assistance Pro.....)	e132
MSAP Assurances	e133
21. Project Narrative - (Project Narrative-Resumes-Refer to: Instruction.....)	e134
Resumes Key Personnel	e135
22. Project Narrative - (Project Narrative-Letters of Support (Optional) ...)	e144
Letters of Support	e145
23. Project Narrative - (Project Narrative-Joint Application Information.....)	e148
24. Budget Narrative - (Project Narrative-Budget Narrative...)	e149
MSAP Budget Narrative	e150

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.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
5/3/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Moorpark Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
953586102	095628715

**d. Address:**

* Street1:	5297 Maureen Lane
Street2:	
* City:	Moorpark
County:	Ventura
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	93021

**e. Organizational Unit:**

Department Name:	Division Name:

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

Prefix:	* First Name:	Marilyn
Middle Name:		



\* Last Name: Green

Suffix:

Title: Director of Assessment and Special Projects

Organizational Affiliation:

Moorpark Unified School District

\* Telephone Number: (805)531-6420 Fax Number: (805)531-6641

\* Email: MGREEN@MRPK.ORG

**Application for Federal Assistance SF-424**

Version 02

**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:**

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

**\* 12. Funding Opportunity Number:**

030410-001

Title:

Magnet School Assistance Program

**13. Competition Identification Number:**

Title:

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

Moorpark

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

Arroyo West Active Learning Academy and Campus Canyon College Preparatory Academy

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 24

\* b. Program/Project: 24

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 8/1/2010

\* b. End Date: 7/31/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 2282696
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 2282696

**\* 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.)**

Yes  No

**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: \* First Name: Anna

Middle Name:

\* Last Name: Merriman

Suffix:

Title: Assistant Superintendent

\* Telephone Number: (805)531-6427 Fax Number: (805)531-6641

\* Email: AMERRIMAN@MRPK.ORG

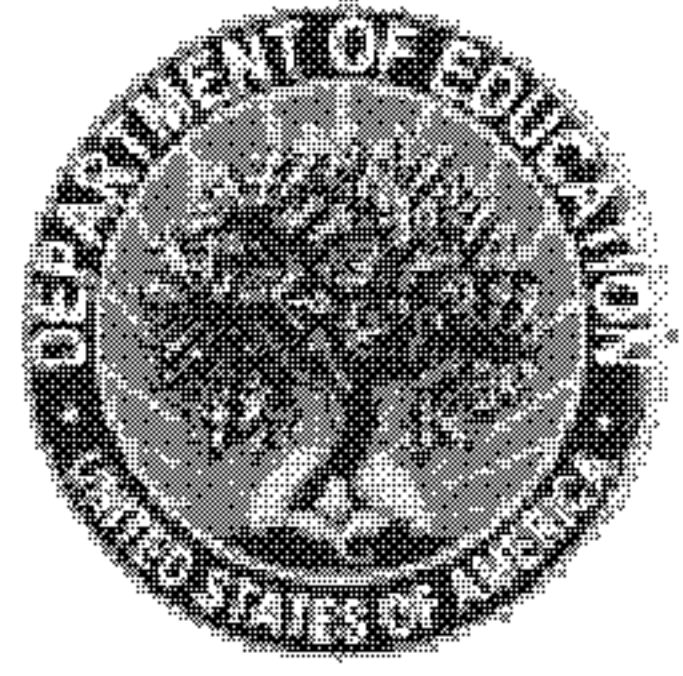
\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Moorpark 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	\$ 417,285	\$ 414,126	\$ 422,577	\$ 0	\$ 0	\$ 1,253,988
2. Fringe Benefits	\$ 120,843	\$ 120,401	\$ 121,585	\$ 0	\$ 0	\$ 362,829
3. Travel	\$ 16,000	\$ 16,000	\$ 16,000	\$ 0	\$ 0	\$ 48,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 179,400	\$ 50,360	\$ 44,300	\$ 0	\$ 0	\$ 274,060
6. Contractual	\$ 30,000	\$ 30,000	\$ 30,000	\$ 0	\$ 0	\$ 90,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 33,000	\$ 43,000	\$ 38,500	\$ 0	\$ 0	\$ 114,500
9. Total Direct Costs (lines 1-8)	\$ 796,528	\$ 673,887	\$ 672,962	\$ 0	\$ 0	\$ 2,143,377
10. Indirect Costs*	\$ 51,774	\$ 43,803	\$ 43,742	\$ 0	\$ 0	\$ 139,319
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 848,302	\$ 717,690	\$ 716,704	\$ 0	\$ 0	\$ 2,282,696

**\*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

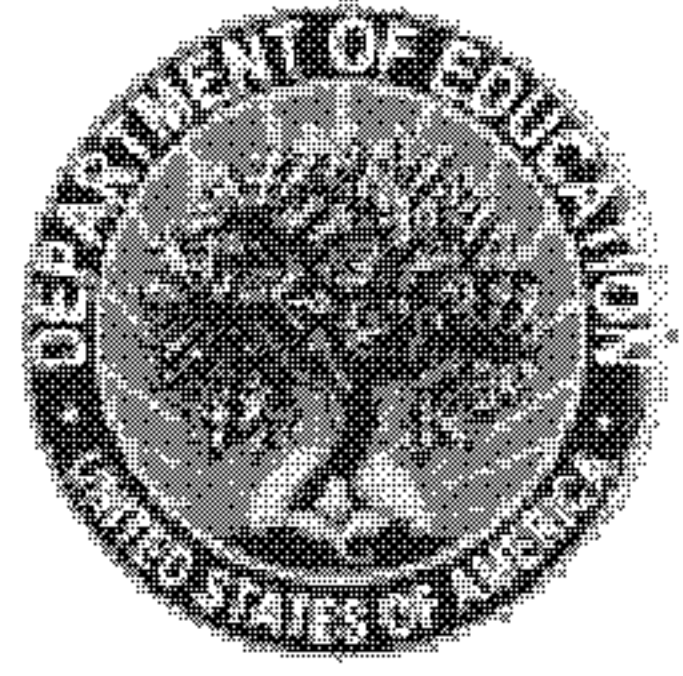
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): California Department of Education The Indirect Cost Rate is 6.5%

(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 0%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Moorpark 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 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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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 the 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.

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.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Anna Merriman

**Title:** Assistant Superintendent of Instruction

**Date Submitted:** 04/15/2010



### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Moorpark Unified School District Address: 5297 Maureen Lane City: Moorpark State: CA Zip Code + 4: 93021-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	
<b>6. Federal Department/Agency:</b> U.S. DEPARTMENT OF EDUCATION	<b>7. Federal Program Name/Description:</b> MSAP  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Form is NA - no lobbying Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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 this 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.	Name: Anna Merriman Title: Assistant Superintendent of Instruction Applicant: Moorpark Unified School District Date: 04/15/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## 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 any 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 \$10,000 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 or 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 subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>APPLICANT'S ORGANIZATION</b>
---------------------------------

Moorpark Unified School District
----------------------------------

<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix:	First Name: Anna	Middle Name:
Last Name: Merriman		Suffix:
Title: Assistant Superintendent of Instruction		

Signature:	Date:
_____	04/15/2010

## Section 427 of GEPA

### 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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA MSAP

File : H:\2010 MSAP\GEPA MSAP.doc

# General Education Provisions Act (GEPA) Requirement

## ***How Moorpark Unified School District will address the GEPA requirements in this MSAP Grant***

The steps that Moorpark 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 any 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 invitations to participate in MSAP activities will be made in Spanish and English. All parent education, outreach, and services provided by the project will be provided in Spanish and English.
2. This project will serve **all** identified students at the selected elementary sites, Arroyo West and Campus Canyon Elementary Schools. Project participants will be selected without regard to race, color, national origin, gender, age, or handicapping condition.
3. Students with disabilities will receive supplemental support or services as needed to access all project activities, such as assistant from an instructional aide, large print materials, sign language interpreters, computers, or other assistive technology as needed.
4. All project activities and all project meetings will be held in accessible facilities.
5. All staff and students that might face barriers due to gender, race, national origin, color, disability or age, will be informed about and provided access to opportunities offered by this project. We will also follow, in hiring and all other activities, all required non-discriminatory practices and procedures.
6. English learner participants will be provided full access to project activities through the use of bilingual instructional assistants, bilingual classroom teachers, and specially designed English instruction with content sheltered to allow for access.





# **Project Narrative**

## **Project Narrative-Project Abstract**

Attachment 1:

Title: **MSAP AW CC Abstract Pages: 1** Uploaded File: **H:\2010 MSAP\MSAP AW CC Abstract.doc**



## ***PROJECT ABSTRACT***

---

**Project Title:** Arroyo West Active Learning Academy and Campus Canyon Preparatory Academy

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

- Reduction of Hispanic minority group isolation at the magnet school and feeder schools.
- Increased academic achievement. Students will increase proficiency in Math and English Language Arts; the achievement gap between significant racial/ethnic groups (Hispanic) will decrease.
- Development of a school climate that embraces and fosters diversity and multiculturalism and contributes to the development and growth of all students.
- Development of magnet themes and courses of instruction.
- Increased District capacity for systematic reform; including trained teachers, equipment and supplies purchased, curriculum created, parent involvement strengthened, and successful components identified.

**Magnet Schools:** Arroyo West will be a K-5 Active Learning Academy that will provide a non-traditional, child-centered educational option to parents and children with emphasis on inquiry and project-based learning in a multi-graded classroom setting. Campus Canyon will be a K-8 College Preparatory Academy offering enriched learning opportunities throughout the day. They will partner with Moorpark College to raise student awareness of higher education and provide students with authentic opportunities to interact with and learn from college professors and students.

**Number of Student Participants:**

Arroyo West: Year One 346, Year Two 364, Year Three 387

Campus Canyon: Year One 394, Year Two 478, Year Three 559

# Project Narrative

## Project-Narrative-Table of Contents

Attachment 1:

Title: **MSAP Table of Contents** Pages: **2** Uploaded File: **H:\2010 MSAP\Table of Contents MSAP.doc**

## **TABLE OF CONTENTS**

---

<b>INTRODUCTION</b>	<b>1</b>
<b>PRIORITY 1 – NEED FOR ASSISTANCE</b>	<b>2</b>
(a) <i>The costs of fully implementing the magnet schools project as proposed.</i>	<b>3</b>
(b) <i>The resources available to carry out the project if funds were not provided.</i>	<b>4</b>
(c) <i>The extent to which the costs of the project exceed resources.</i>	<b>4</b>
(d) <i>The difficulty of effectively carrying out the approved plan.</i>	<b>7</b>
<b>PRIORITY 4 – EXPANDING CAPACITY TO PROVIDE CHOICE</b>	<b>9</b>
(1) <i>Help parents whose children attend low performing schools by: (a) Selecting schools identified for school improvement under Title I as magnet schools.</i>	<b>9</b>
(b) <i>Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools.</i>	<b>9</b>
(2) <i>Effectively inform parents about choices that are available to them in the magnet schools.</i>	<b>9</b>
<b>A. QUALITY OF PROJECT SERVICES</b>	<b>11</b>
1) <i>Services to be provided by the proposed project.</i>	<b>13</b>
(2) <i>The quality and sufficiency of strategies for ensuring equal access and treatment for participants who are members of groups that have traditionally been underrepresented.</i>	<b>14</b>
(3) <i>Other factors: (i) Services are appropriate to the needs of the intended recipients.</i>	<b>16</b>
(iii) <i>Services reflect up-to-date knowledge from research and effective practice.</i>	<b>23</b>
(iv) <i>The likely impact of the services.</i>	<b>25</b>
(v) <i>Quality, intensity, and duration of professional development services.</i>	<b>25</b>
(ix) <i>Collaboration of appropriate partners for maximizing the effectiveness of services.</i>	<b>30</b>
<b>B. QUALITY OF PERSONNEL</b>	<b>31</b>
1) <i>Qualifications of project personnel.</i>	<b>31</b>
2) <i>Extent of (3) Experience and training in fields related to project objectives, including knowledge of and experience in curriculum development and desegregation strategies.</i>	<b>31</b>
(i) <i>Qualifications of the project director.</i>	<b>31</b>
(ii) <i>Qualifications of other key personnel.</i>	<b>33</b>

<i>(iii) Qualifications of teachers to implement the special curriculum of the magnet schools.</i>	<b>34</b>
<i>iv) Nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.</i>	<b>36</b>
<b>C. QUALITY OF PROJECT DESIGN</b>	<b>38</b>
<i>(2) Extent to which magnet school will: (i) Promote desegregation, including increase interaction among students of different social, economic, ethnic and racial backgrounds.</i>	<b>48</b>
<i>(ii) Improve academic achievement, including the manner and extent to which each magnet school program will increase academic achievement. And (iii) Implement high-quality activities directly related to improving academic achievement based on the State's challenging academic content standards.</i>	<b>50</b>
<i>(iv) Parental decision-making and involvement.</i>	<b>51</b>
<b>D. BUDGET AND RESOURCES</b>	<b>52</b>
<i>(1) Adequate facilities.</i>	<b>54</b>
<i>(2) Adequate equipment and supplies.</i>	<b>55</b>
<i>(3) Adequate and reasonable budget in relation to the objectives of the project</i>	<b>57</b>
<b>E. EVALUATION PLAN</b>	<b>59</b>
<i>(1) Includes methods that are appropriate to the project.</i>	<b>59</b>
<i>(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement</i>	<b>63</b>
<i>(3) Includes methods that are objective, will produce data that are quantifiable.</i>	<b>64</b>
<b>F. COMMITMENT AND CAPACITY</b>	<b>68</b>
<i>(1) Magnet school activities continued after assistance is no longer available.</i>	<b>68</b>
<i>(2) Extent of: (i) Commitment to magnet schools.</i>	<b>70</b>
<i>(ii) Identification of resources to continue support for magnet school activities.</i>	<b>71</b>

---

# Project Narrative

## Project Narrative-Competitive Preference Priority 1-Need for Assistance

Attachment 1:

Title: **Priority 1** Pages: **8** Uploaded File: **H:\2010 MSAP\Priority 1.doc**

## ***INTRODUCTION***

---

A 1980s housing boom dramatically increased Moorpark Unified School District's enrollment from a few hundred students to over seven thousand. Moorpark earned the title of fastest growing city in the state. In a short amount of time this once small, rural agricultural town was transformed into a large suburban bedroom community. Almost 100% of the Hispanic students and 97% of the District's low-income and English Learner populations still lived in the downtown area. The pattern of new, more expensive housing built on the hills away from the town center resulted in the isolation of low income, second language, and immigrant children.

The impact of the growth and location of new housing in the community outside of the downtown area, the increasing geographic isolation of the poorest children who resided in the District, and the need to build many new schools, prompted the District to examine the configuration and attendance areas of all schools. If all schools were neighborhood schools and housed grades Kindergarten through fifth, some elementary schools would be almost entirely comprised of poor, non-English speaking Hispanic children, while others would be primarily white and affluent. The District adopted as an absolute priority a commitment to serve all children in the District in integrated schools. Equal educational opportunities would be provided for every child who resided within Moorpark, regardless of ethnicity, language proficiency, neighborhood, or economic status. Therefore, the District configured the new schools, which were being built in more affluent neighborhoods, as primary schools (K-2), and configured schools in the downtown area as upper elementary schools (3-5). Attendance areas were drawn in the downtown area, and these areas were assigned to each of the new primary schools, so that all sites would remain integrated. Each primary school fed into a downtown, upper elementary school. Because children were assigned to schools outside of their local neighborhoods, the District provided transportation.

After twenty years with this configuration, parents began requesting, and the District conceded that it was time, to move to a more conventional K-5 configuration. In response to



parent input, the District commissioned a parent and community-led committee to study enrollment and demographic trends and make recommendations on how to change grade level configurations while maintaining ethnic, linguistic, and socio-economic balance. At this time the School Board also adopted a voluntary desegregation plan. This committee worked with a demographic consultant and used focus groups and parent surveys to gather information on school choice, possible magnet themes, and attendance boundaries. In 2004, based on the committee's recommendation, our first magnet school (with a math, science, and technology theme) was created in the older of the two downtown schools. In 2007, a second magnet school (visual and performing arts) was opened.

Throughout this reconfiguration process, Moorpark Unified has kept a consistent focus on maintaining diversity at all sites. Through careful adjustment of school boundaries and increasing school choice options for families, the District has been comparatively successful. As careful as the planning and implementation of grade level reconfiguration has been, the final steps in the reconfiguration process resulted in declining enrollment and increased minority group isolation at two schools. Therefore, the transformation of these two sites, Campus Canyon and Arroyo West, as new magnet schools is the essential next step in our efforts to maintain diversity at all Moorpark schools.

### ***PRIORITY 1 - NEED FOR ASSISTANCE***

---

There is a compelling need for this magnet school project. Campus Canyon and Arroyo West Elementary Schools are the two elementary schools with the highest concentration of minority students in the District, as well as the highest percentage of low-income students and English Learners. MSAP funding will be used to create two magnet schools and reduce minority group isolation at both sites. The MSAP project will also allow us to create the unique learning environments needed to attract and retain students, while ensuring that they succeed in mastering challenging academic content. MSAP funding will allow us to fully implement innovative magnet school themes at the two sites and provide the rigorous, creative, and motivational



instructional programs described in this application.

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

Magnet school funding is needed to transform the two sites from ordinary elementary schools into a College Preparatory Academy and an Active Learning Academy. MSAP funding will provide leadership, professional development and follow-up coaching, curriculum 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 two 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	\$ 417,285	\$ 414,126	\$ 422,577	\$ 1,253,988
Benefits	\$ 120,843	\$ 120,401	\$ 121,585	\$ 362,829
Travel	\$ 16,000	\$ 16,000	\$ 16,000	\$ 48,000
Supplies	\$ 179,400	\$ 50,360	\$ 44,300	\$ 274,060
Contractual	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000
Other	\$ 33,000	\$ 43,000	\$ 38,500	\$ 114,500
Sub-total	\$ 796,528	\$ 673,887	\$ 672,962	\$ 2,143,377
Indirect costs (@ 6.5%)	\$ 51,774	\$ 43,803	\$ 43,742	\$ 139,319
Totals	\$ 848,302	\$ 717,690	\$ 716,704	\$ 2,282,696

We have almost no local or state resources to bring these two ambitious 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 49<sup>th</sup> out of the 50 states in terms of per-pupil state funding for education. Adjusting for regional cost differences, the research finds that Texas spends 12% more per pupil than California; Florida, 18%; New York, 75%; and the rest of the country, 30%

(SchoolNet, 2009). Anti-tax initiative campaigns have hampered local school districts' abilities to raise taxes to support local educational efforts. With the continuing bleak 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 isolation at two proposed magnet schools and provide participating students with a high quality educational alternative designed to close the academic achievement gap between minority and non-minority students. The costs of initiating two 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, and purchase materials and equipment that can continue to be used following the funded period and allow us to sustain both magnet schools.

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

The District will be able to provide the project only the basic infrastructure of facilities, furniture, and equipment, and the salaries and benefits of classroom teachers, principal, and support staff. The District will have no additional resources to initiate this project. We formerly offered teachers five inservice days per school year; these were reduced to two. This year those days were taken as furlough days and next year, we are anticipating that staff will be asked to take a total of ten 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.***

MSAP funds will assist us by providing the following essential services to the project:

- **Project management and coordination:** The project director position will be critical to the success of two 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: \$7,011, 2-3 hours/week from the two site principals

MSAP funding needed: \$349,963 (salary/benefits) over three years

▪ **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. Both magnet sites will provide their teachers with professional development activities specific to their magnet theme. All project teachers will also be provided training in magnet school purposes: diversity and desegregation strategies, high expectations, and positive behavior support.

Local resources available: \$0

MSAP funding needed: \$502,320 over three years

▪ **Developing a course of study, curriculum, and instructional approaches:** The creation of the distinctive instructional approaches proposed for both magnet sites will require teacher training and time to plan, develop, and try out new curriculum and ways of teaching. The Active Learning Academy (Arroyo West) will require time for teachers to review existing curriculum and resources; identify topics of authenticity, relevance, significance, and rigor; identify ways to offer students choice and responsibility; adapt assessments and create rubrics; and adopt appropriate instructional strategies to promote active learning. Teachers will need time to make the necessary cross-curricular connections needed for project-based learning. For the College Preparatory Academy (Campus Canyon), teachers will need time to compact existing curriculum in order to accelerate, extend, and enrich instruction for all grade levels. This Academy will work with Moorpark College to establish motivational lessons designed to teach students and parents about post-secondary learning opportunities, the college acceptance process, scholarships

and financial aid, and what constitutes being “college-ready”.

Local resources available: \$0

MSAP funding needed: \$495,629 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 messages about the two magnets, increase awareness of the magnet schools and support recruitment, positively impact choice for students at Program Improvement sites, 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 funding needed: \$164,812 (salary/benefits) over three years

- **Enrichment and extended learning:** Providing an extended learning day will give students more time and support to acquire the rigorous standards and high level skills that are the goals of these two magnets. After school enrichment will also offer all magnet school students more opportunities to engage in diverse and enriching experiences. When surveyed, parents indicated that afterschool enrichment classes would be a major factor in their decision to choose one of the magnet schools.

Local resources available: \$0

MSAP funding needed: \$266,593 over three years

- **Equipment, materials, and supplies:** Additional supplies and materials will be needed to make our vision come to life. MSAP funds will be used to make many one-time, non-consumable purchases that will build the District’s ongoing capacity to offer exciting and enriching experiences at both sites. MSAP funds will ensure that all project classrooms are supplied with cutting-edge technology tools that will motivate students, attract families to the magnets, provide additional enrichment opportunities, and support student learning.

Specifically we will need to purchase classroom and library level books to support the Active Learning Academy. To support student projects and student choice, this site will need a large variety of books in all genres, as well as multicultural titles for a diverse student



population. This site also plans to purchase class sets of *iPads*, *Flip* cameras, and digital cameras. They plan to infuse the use of these digital tools into students' daily use for research, expression, information procession and presentation, and communication.

Campus Canyon College Preparatory will also purchase materials and equipment needed for the reconfiguration to K-8 as well as additional enrichment and intervention software to differentiate instruction for students in their Schoolwide Enrichment Model.

Local resources available: \$125,000 has been allocated for retrofitting Campus Canyon to add three grade levels and become a K-8 school; \$5,600/year is allocated for consumable supplies, and \$2000/year for intervention materials.

MSAP funding needed: \$274,060 over three years

▪ **Monitoring and evaluation:** Having an external and independent evaluation team will greatly increase the project's chance of maximum impact and positive effect. This external evaluation team will collaborate with our District MSAP Evaluation Team to monitor project implementation; determine impacts on teachers, students, and parents; and find out which strategies and components are effective and which activities need to be adjusted or improved.

Local resources available: \$0

MSAP funding needed: \$90,000 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 two magnet themes will be an expensive and challenging undertaking. Both magnets will involve a level of training and time for original (not textbook-based) curriculum development not ordinarily found on the average elementary school campus. Additional release time and training will be required to have project teachers

thoroughly understand the theoretical framework for their project themes, as well as time to turn the philosophical underpinnings into practical, daily classroom practices. There are no existing resources or infrastructure within the District to support these two magnet themes. We will be creating curriculum and assessments, enrichment and extensions “from scratch.”

▪ **Location of program:** Campus Canyon and Arroyo West are the least centrally located of all elementary sites; one is located on the far eastern and the other on the far western boundary of the District. Because of their locations, the District will need to provide transportation for students to the site. The District plans to support the magnet schools through the assumption of all transportation-related costs. This will decrease the amount of local funding available to us for other activities such as purchasing technology and providing professional development.

▪ **Expansion of grade levels:** Because we plan to reconfigure Campus Canyon as a K-8 school as an additional way to attract families to that magnet site, we will be incurring additional costs as middle school students are added to the campus. The elementary campus will need to be retrofitted with lockers, lab and physical education equipment for the added grade levels.

▪ **Additional professional development requirements:** This project will require us to develop two distinct and cohesive school communities. Each school will need time to work with parents and teachers to develop a common understanding and vision for student success. We will need funding to provide consistent, high quality, intensive training to support each of the magnet themes. We also need to provide teachers time to 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. Also essential to both sites will be training on desegregation strategies and cultural competence. Each magnet site has planned a time-intensive course of study which will have a direct and positive impact on how teachers view and teach all students, as well as a positive impact on student achievement consistent with the goals of *No Child Left Behind*.

# Project Narrative

## Project Narrative-Competitive Preference Priority 4-Expanding Capacity to Provide Choice

Attachment 1:

Title: **Priority 4** Pages: **2** Uploaded File: **H:\2010 MSAP\Priority 4.doc**



#### ***PRIORITY 4 - EXPANDING CAPACITY TO PROVIDE CHOICE***

---

Moorpark Unified will use the creation of two new magnet schools to expand our capacity to provide public school choice.

***(1) Help parents whose children attend low performing schools by: (a) Selecting schools identified for school improvement under Title I as magnet schools.***

One of the target sites, Arroyo West Elementary, has been identified as being in need of improvement under Title I. Converting Arroyo West to a magnet school will provide us with an opportunity and the resources needed to improve quality of instruction at this site.

***(b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools.***

The second target site, Campus Canyon Elementary, is not in program improvement and so developing this site as a magnet school will increase the choice options available to families. Currently neither of the potential feeder schools is in program improvement or corrective action status. If one or more of the feeder schools do not make their federal accountability targets in future years, families from these sites will be given priority for enrollment in the magnet schools. Both schools have sufficient space to accommodate up to 200 additional students.

***(2) Effectively inform parents about choices that are available to them in the magnet schools.***

The project will develop a comprehensive plan to inform parents of students at the program improvement site about the benefits of attending the magnet schools. This communication about school choice and parent options will be ongoing and offered to parents in a language and through an avenue they can understand. We will make use of direct mail and electronic communication, presentations at existing meetings, and wherever possible, face-to-face contact. Prior to the beginning of the school year, all parents of students at any school identified for improvement will be informed about their options, the benefits to their child of participation in the magnet schools, and their priority for enrollment through the following methods:

- **Comprehensive marketing and recruitment campaign:** The public relations/marketing

specialist will prepare a detailed, comprehensive marketing and recruitment effort. The specialist will help both magnet sites develop a clear and concise message about their theme, benefits, and vision. The campaign will use free and paid publicity; print, digital, and video media; and will encompass multiple events throughout the year.

- **Print materials:** Each site will create a brochure to highlight the magnet. The marketing specialist will write frequent press releases for all local newspapers, radio, and television stations to keep the community informed and create interest in the schools. Students will help design posters to provide visual representations of the magnet themes and heighten awareness of the program and activities throughout the community.

- **Websites:** The Campus Canyon and Arroyo West websites will contain descriptive information and photographs to inform parents about the theme, vision, and application process.

- **Face-to-face presentations:** Annual presentations, including school tours and evening Choice Nights will be used to inform and recruit parents, a method which is especially important in communicating with non-literate parents. Students and parents from the magnet sites will participate in the presentations to give potential students and parents their perspectives on the magnet school experience. To provide an alternative to written information, the project will create magnet-specific DVDs highlighting student accomplishments and magnet activities. These will be used at informational presentations, posted to the websites, and made available for checkout. Appointments for counseling and placement recommendations will be available for parents with individual concerns or additional questions.

All informational meetings, the DVDs, brochures, and other written information will be provided in Spanish and English. Parent outreach meetings will be held in churches, community based organizations, and social services agencies that are easily accessible to low-income families who may not have transportation to other sites. Bilingual staff members and currently enrolled minority parents have volunteered to help with outreach to ensure that prospective parents understand project goals and activities and feel included and welcomed.

# Project Narrative

**Project Narrative-Selection Criteria-Quality of project services (25 points)-Refer to Federal Notice for content.**

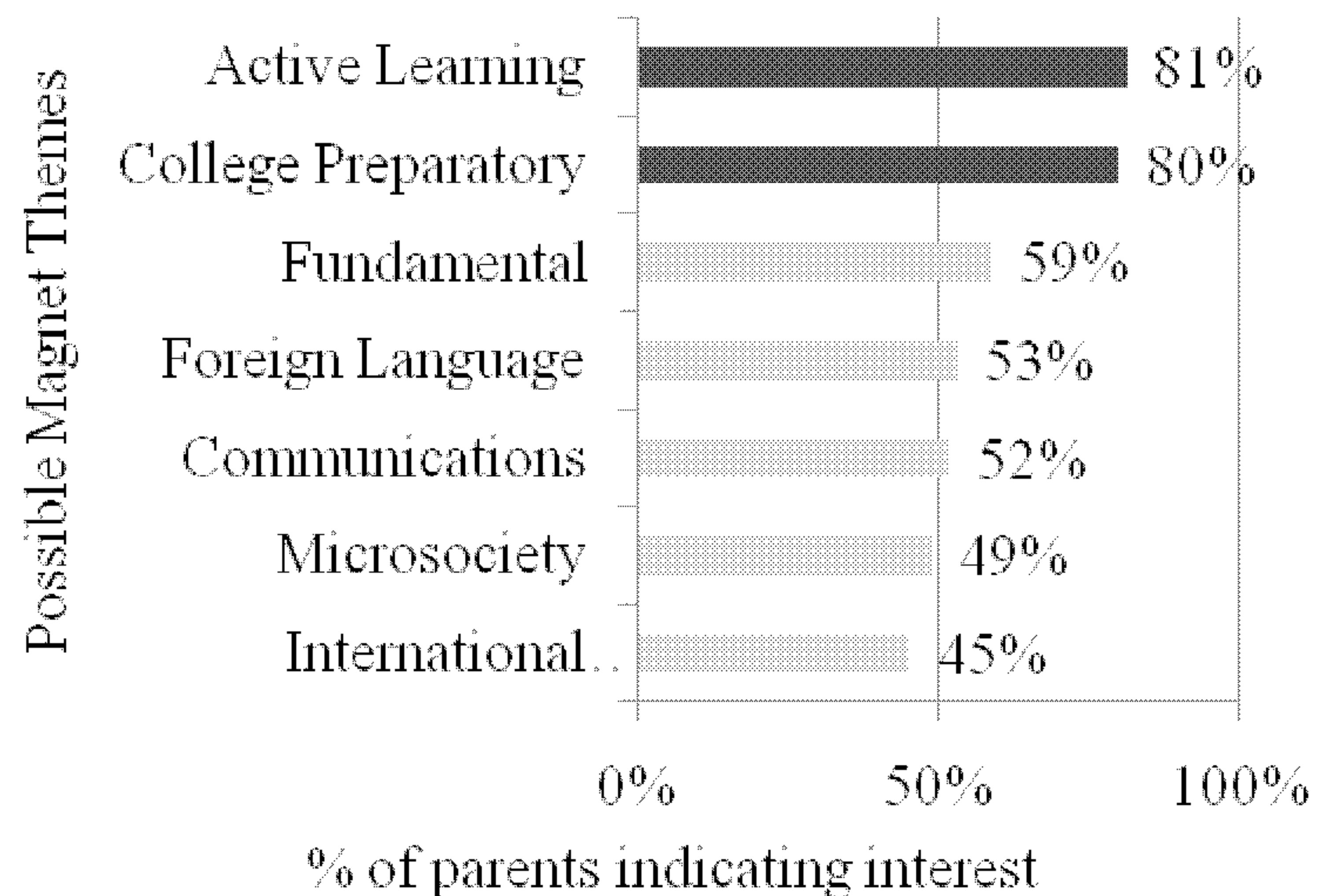
Attachment 1:

**Title: A. Quality of Services Pages: 20 Uploaded File: H:\2010 MSAPA. Quality of Services.doc**

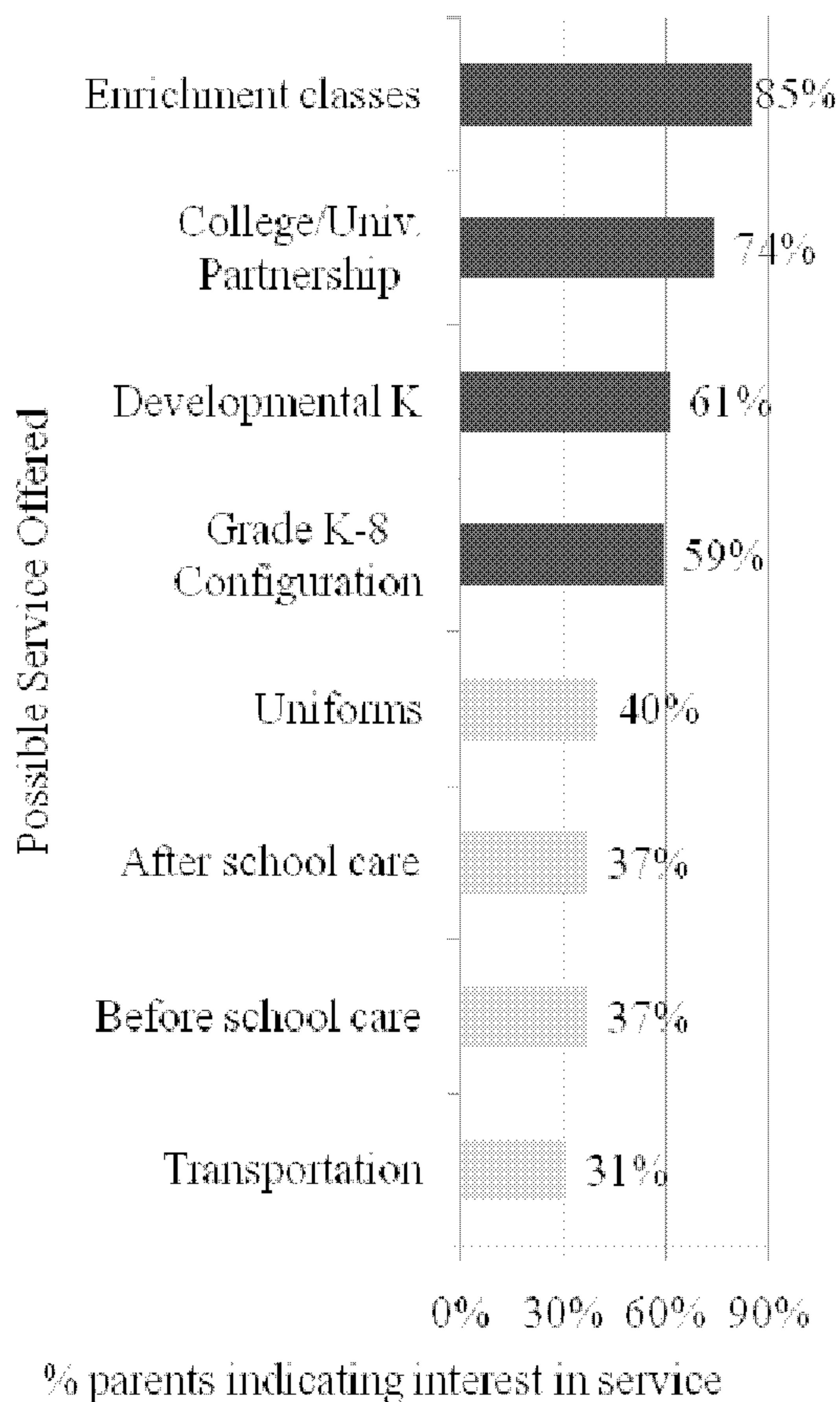
## A. QUALITY OF PROJECT SERVICES

In preparation for the development of new magnet schools, the District surveyed currently enrolled parents, as well as parents from the two potential feeder sites, to identify magnet themes that would attract families to the proposed sites. This chart shows the themes in which parents expressed interest, and identifies active learning and college

**Parent Survey Results - Magnet Themes**



**Parent Survey Results - Services**



preparatory as the two most popular options. Arroyo West decided to adopt Active Learning Academy as its magnet theme based on parent interest and prior staff training and commitment to active learning principles. Campus Canyon selected College Preparatory because of parent interest and its established, ongoing connection with Moorpark College.

We also assessed the needs and interests of prospective families to determine services to be offered at each magnet. This graph represents the survey results.

- **Extended learning:** Afterschool enrichment classes will be offered at both magnet sites. Magnet school students will be invited to attend after school enrichment classes in technology, the arts, and physical education

that extend their learning and allow them to explore new interests. Extended learning time will be especially important for students who need more time or need extra support to meet and exceed grade level standards. Enrichment will be especially important for students who may not have access to additional art, music, physical education opportunities.

- **College partnership:** Arroyo West Active Learning Academy will partner with California State University Channel Islands (CSUCI). This partnership will support the learning of K-5 students, preparation of pre-service teachers, and continuing professional development of veteran teachers. Arroyo West will house classes for student teachers and place them in project classrooms; CSUCI will train both student and master teachers in co-teaching strategies for collaboratively working in an active learning classroom.

Because of its location adjacent to the college campus, Campus Canyon students have always enjoyed a special relationship with Moorpark College. This relationship will take on a new dimension and importance as a component of that school's magnet theme. The connection will provide our students immersion in a college atmosphere, the chance to interact with college students, and learn from college professors, all while reinforcing the message that we expect *all* Campus Canyon students to go to college.

- **Developmental K:** In addition to a more traditional all day kindergarten program, we will offer a two-year developmental Kindergarten program at Arroyo West. This special program will provide students extra time to develop and mature over a two year period, giving children a chance to learn and express themselves at their own pace. This child-centered, active learning program will not center on learning discrete skills, but will seek to help each child explore and grow at his or her own rate. The program will emphasize daily routines; expression through painting, drawing, and other art forms; singing and movement; and time for unstructured play.

- **K-8 grade configuration:** Campus Canyon will offer a distinct, rigorous, and developmentally appropriate middle grades program in a K-8 setting. The transition to a K-8 school will provide teachers opportunities for increased collaboration and articulation within and across grade levels



and will provide families an alternative to the larger middle school campus. Students and parents will be able to build relationships with staff over the course of nine years. With all K-8 siblings at one site, parent involvement will be strengthened. Parents and staff will have more time to get to know each other and develop a strong working relationship. Another benefit of this configuration is that middle grades students frequently behave differently in a K-8 school than in a middle school, taking on the role of protector and role model.

▪ **Technology tools:** Technological tools support learning by providing the ideal venue for engaging students who live in a fast paced technological world. Both sites will provide students digital resources and tools to support academic achievement. Students will use digital tools like *iPads* and cameras as they investigate or communicate: recording a public service announcement, illustrating a bibliography using photos of cited authors, or collecting and sharing local climate data with NASA scientists. Students will use Twitter, Wikis, blogs, Google Docs, concept mapping tools, productivity applications, and podcasts to share their projects and knowledge with others. Students in need of extra exposure to a concept will receive intervention targeted to their needs in the classroom or lab setting using project software. Enrichment software will also be available to extend and accelerate learning.

Although transportation did not surface as a need for most parents, we will offer transportation from any site in program improvement status to the magnet sites.

***(1) Services to be provided by the proposed project.***

The Arroyo West Active Learning Academy will use a constructivist learning approach and will provide a non-traditional, child-centered educational option. The emphasis will be on inquiry and project-based learning, literacy used for authentic purposes, and challenging, high level learning built on student interests. Classes will be multi-graded and a special developmental two-year kindergarten program will be offered at this site. A partnership with a local university will benefit students by lowering the adult/student ratio and providing additional adult facilitators for student inquiry and exploration.



The Campus Canyon College Preparatory Academy will base its instructional delivery on Renzulli's Schoolwide Enrichment Model and offer enriched learning opportunities throughout the day in a K-8 setting. Moorpark College is collaborating with Campus Canyon to ensure all students gain awareness of post-secondary learning opportunities, learn the importance of going to college, envision themselves as college students, and become motivated to gain the knowledge and skills necessary to be successful in college.

Both sites will provide students with extended learning time and after school enrichment opportunities.

***(2) The quality and sufficiency of strategies for ensuring equal access and treatment for participants who are members of groups that have traditionally been underrepresented.***

▪ **Non-discrimination policy:** Our student non-discrimination policy was adopted by the Board of Education in 2001 and reads as follows: *“The District shall not illegally discriminate against a pupil because of the pupil’s race, sex, sexual orientation, color, religion, disability, national origin or ancestry. The District is committed to the law of equal educational opportunity. No teacher shall give any instruction nor shall there be any activity which reflects adversely upon persons because of their race, sex, color, religion, disability, national origin or ancestry. No textbook or other instructional materials shall be adopted by the Board that contains any matter reflecting adversely upon persons because of the race, sex, color, religion, disability, national origin, or ancestry. It is the policy of the District to provide to every person equal opportunity to receive an education as required by federal and/or state law. The Superintendent is designated as the Equal Educational Opportunity Title IX management employee directly responsible for coordinating efforts to ensure compliance with all non-discrimination laws.”*

It is the intent of the Moorpark 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. The District has never been the subject of any

discrimination complaints.

One of the essential goals of the project will be to ensure that students from diverse backgrounds have access to and success in rigorous curriculum. The professional development plan has a strand that directly addresses this goal. This cultural diversity and anti-bias training will explore the changing demographics in our schools and guide teachers to come to terms with their own unconscious stereotyping and the damage it can do. Teachers will 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. Some of the strategies the teachers will learn and practice include:

- Create a learning environment where all students feel comfortable expressing differing opinions, beliefs and viewpoints.
- Monitor interactions to ensure students are called on and participate equitably.
- Dispel myths and stereotypes.
- Insist on classroom language and behavior that values differences.
- Teach appropriate language for asking about other cultures and sharing about theirs.
- Involve families by having them present or participate in project activities related to their cultural backgrounds.
- Work with students and parents to develop fair and equitable school and classroom rules and procedures for respectful conduct.

*I believe that ALL of my students have the intellectual ability to do rigorous work and meet high standards. It is my job to help them come to believe this. Therefore, in our minute-to-minute interactions I communicate to students in every way that I can the message:*

*This is important. You can do it.*

*I won't give up on you.*

– Jonathan Saphier

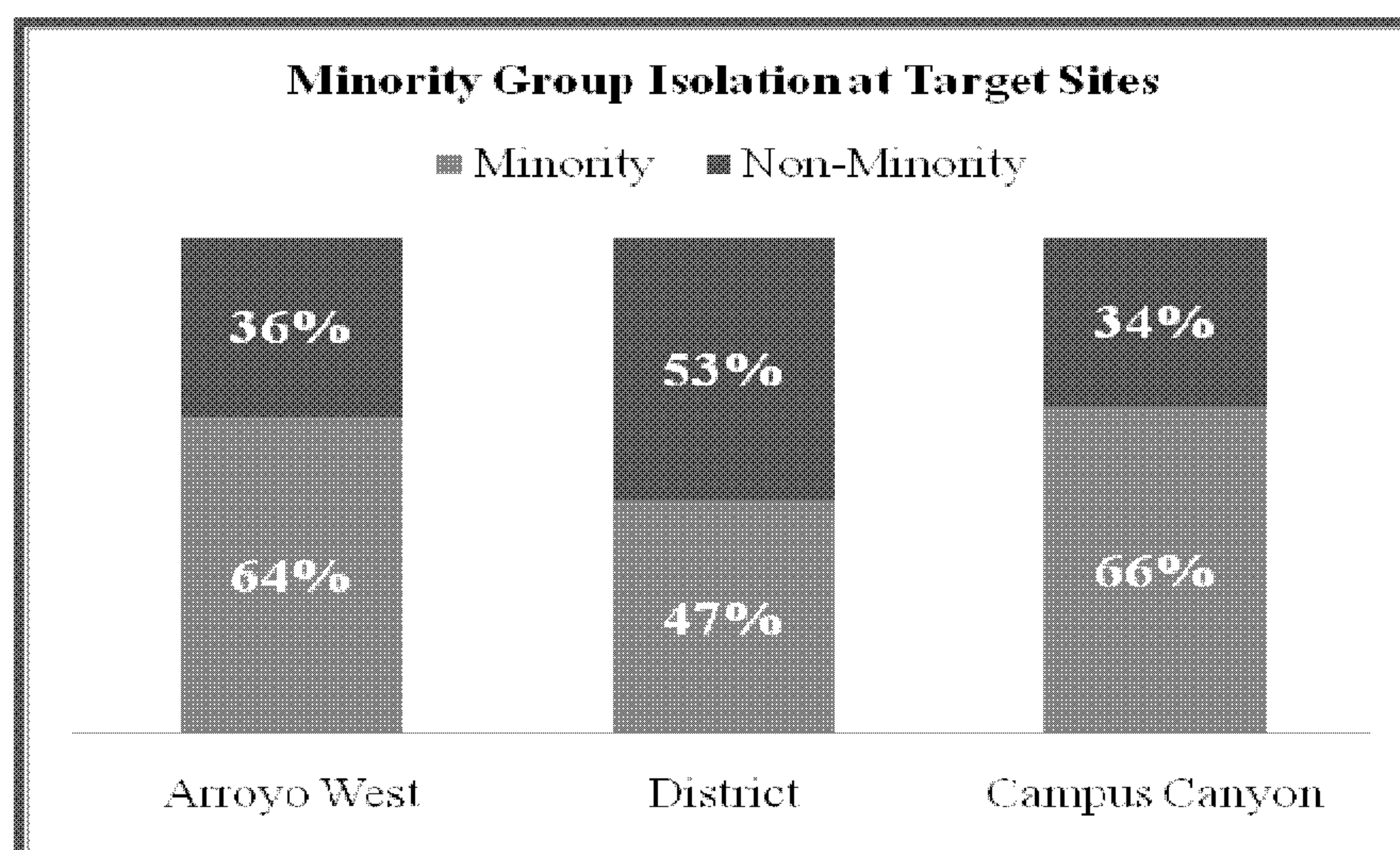
- Teach that effective effort, not innate ability, is the key to success. Explaining what is meant by effective effort – that is, explicitly teaching students and modeling the belief that excellence requires time, effort, focus, resourcefulness, and commitment.
- Reinforce the message that student work at Campus Canyon and Arroyo West is important, that all students can succeed, and that Campus Canyon and Arroyo West staff will not give up on any students.

***(3) Other factors: (i) Services are appropriate to the needs of the intended recipients.***

Staff from the proposed magnet sites and District conducted an in-depth needs assessment as part of the process for designing the proposed magnet schools and selecting appropriate services. The teachers, principals, parents, and District staff reviewed and analyzed demographic and academic achievement data. Once magnet themes were selected, we also assessed staff needs for professional development related to the implementation of the themes and desegregation strategies. The results from this assessment and the needs identified follow.

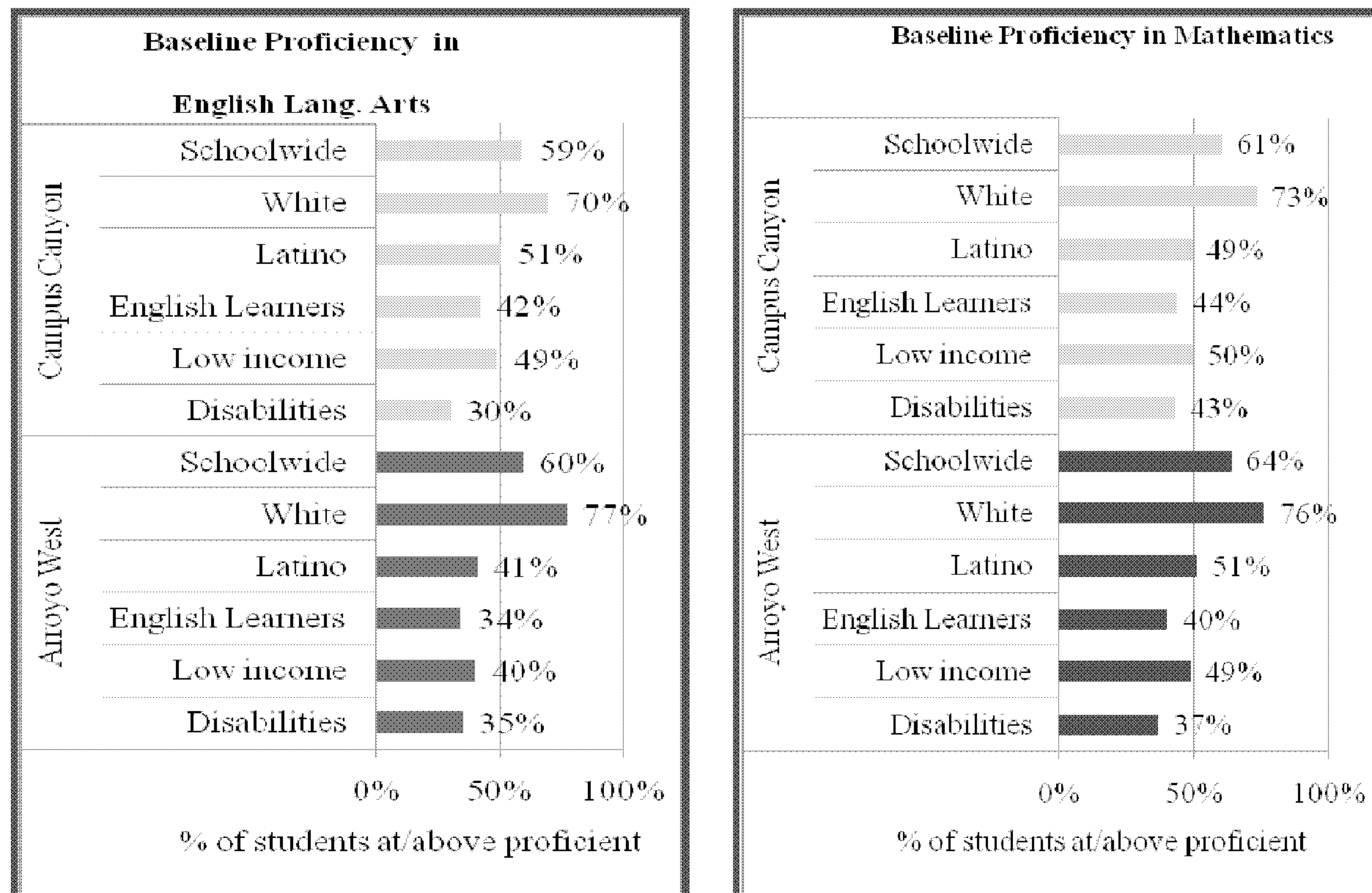
**Need 1 – Minority group isolation:** This graph demonstrates how Arroyo West and Campus Canyon currently exceed the K-5 District average for minority students. Our first identified need was to reduce minority group isolation at these two sites.

**Need 2 – Students not meeting challenging State academic standards:** We reviewed the current levels of academic performance of students currently enrolled at the proposed sites as measured by



Spring 2009 California Standards Tests (CSTs). The CSTs are designed to measure how well each student is acquiring grade level skills and knowledge in English Language Arts and

Mathematics and the goal is for all students to score at or above the proficient level. The results for Arroyo West and Campus Canyon from 2009 are shown here.



These graphs show that 41% of incoming Campus Canyon and 40% of Arroyo West students will need additional assistance in English language arts to reach proficiency, and 39% of Campus Canyon and 36% of Arroyo West students will need additional help in mathematics. Gaps in student performance can also be identified. An average of 26% more white than Hispanic students performed at the proficient or advanced levels on these State tests.

**Need 3 – Diversity and access:** Although we did not formally assess the cultural competence of students and teachers, we have never provided students or project teachers any formal instruction addressing diversity and equity. We believe that it is vitally important that students and teachers increase their skills and knowledge associated with cultural competence. This will contribute to a more peaceful, harmonious, and ultimately learning-conducive, environment. Because the mix



of children at the two schools will be changing, we want to make sure that we have done as much as possible to reduce and prevent prejudice and discrimination and help all participating children move beyond mere tolerance of each other to acceptance and solidarity with those who are different. Our teachers also need cultural competence training to ensure they have the skills needed to create and sustain respectful multicultural learning environments.

**Need 4 – Instruction to strengthen knowledge and skills:** We currently have no curriculum to support the magnet theme. We will need time for teachers to plan, share, collaborate, and refine curriculum handbooks to build capacity to be able to continue the project after funding.

**Need 5 – District capacity:** Professional development needs. To prepare for magnet implementation, Arroyo West teachers have begun studying active learning principles and practices. As part of their commitment to this process, they sent eight teachers to Columbia University Teachers College in New York for training in the Reading/Writing Workshop, which teaches strategies that are essential to the model they plan to implement. They will be sending an additional team of five teachers to the Summer Institute this summer.

Arroyo West teachers have also been participants in two years of training provided by Project ACT: Active Collaborative Teaching. ACT uses “process drama” as a tool for students to construct and demonstrate understanding, utilizing unscripted drama to explore academic concepts and ideas, create meaning and visible mental models for deepening understanding. These active learning strategies will be an additional resource that will contribute to project implementation.

The Arroyo West teachers feel that they are at a basic or beginning level in the use of active learning strategies and have an urgent need for intensive training to take them to the next level to be able to master and implement active learning with proficiency.

Campus Canyon teachers have attended two differentiation symposiums to strengthen their skills at providing individualized challenge and enrichment for students. None of them has had Schoolwide Enrichment Model training and so this training is also a significant need.

This table shows the relationship between the identified needs and proposed services.

Needs	Proposed services	
1. Minority group isolation	Creation of two magnet programs based on parent/staff interest and commitment: Active Learning and College Preparatory Academies, with instructional programs and components designed to attract, retain, and serve students.	
2. Academic proficiency	<b>Arroyo West:</b> Constructivist Learning Approach Collaborative relationship with CA State Channel Islands Developmental Kindergarten Extended learning/enrichment classes	<b>Campus Canyon:</b> Schoolwide Enrichment Model College-readiness, college-connection to Moorpark College K-8 grade configuration Extended learning/enrichment classes
3. Diversity and access	Cultural competence training for magnet school staff, training on access and interaction strategies; cultural competence instruction for students, anti-bias lessons, multicultural books	
4. Instruction to increase knowledge/skills	Development of a “course of study”, curriculum handbooks for both sites, videos of model lessons, designed to formalize and sustain the instructional approaches and adaptation of curriculum for each site	
5. District capacity	Professional development: magnet purpose-related (desegregation and diversity) and theme-related strands Increased parent involvement Recruitment procedures and products developed Identification of effective practices for sustainability	



---

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

**Magnet School Purpose 1: Reduce minority group isolation**

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

**1a. Required annual performance measure (a) MSAP schools:** Moorpark Unified School District's MSAP will reduce minority group (Hispanic) isolation at Campus Canyon and Arroyo West. Minority enrollment will decrease an average of 2% per year over the life of the project at both sites. By the end of the project, both sites' minority enrollment figures will be within 5% of the District percentage of minority students at grades K-5. 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).

**1b. Feeder schools:** Moorpark Unified School District's MSAP will increase diversity at the feeder sites. The gap between the feeders sites' and the District's K-5 minority enrollment will decrease each year by an average of 2%. We will use the District's official enrollment figures reported each October on the CALPADS.

**Magnet School Purpose 2: Provide all students the opportunity to meet challenging State academic content standards.**

Goal 2: Magnet school students will demonstrate achievement of high academic standards by meeting state designated academic growth targets in Mathematics and Reading/Language Arts.

**2a. Required annual performance measure: (b) 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 will increase by 8% over the 2010 baseline each year. This objective will use student performance on the California Standards Test in English Language Arts reported on Accountability Progress Reports released each August.

**2b. Required annual performance measure: (c) Mathematics.** The percentage of students from major racial and ethnic groups (Hispanic/Latinos) who meet or exceed State annual

progress standards in mathematics will increase by 8% over the 2010 baseline each year. This objective will use student performance on the California Standards Test in mathematics reported on Accountability Progress Reports released each August.

**2c. Achievement gap:** Each year of the project, we will reduce the achievement gap between Hispanic and White students by 8%.

**Magnet School Purpose 3: Develop and design innovative practices that promote diversity and increase choice; & 6: Ensure equitable access to high quality education.**

Goal 3: The MSAP project will develop a school climate at both magnet sites that embraces and fosters inclusion and diversity.

**3a. Cultural competence – Students:** 70% of students in year 2 of implementation and 80% in year 3 will indicate on project-developed surveys administered in spring that project activities have increased their appreciation and understanding of other cultures.

**3b. Cultural competence – Teachers:** 70% of teachers in year 2 of implementation and 80% in year 3 will indicate on project-developed surveys administered in spring that they have the skills and understanding to work with cultures represented in the school, and that they are using interactions designed to encourage equitable interaction and equal access for all students.

**3c. Classroom/playground harmony:** By years 2 and 3, classroom/playground harmony will be demonstrated through a 5% decrease from baseline each year in the number of discipline and behavior referrals.

**Magnet School Purpose 4: Develop courses of instruction that substantially strengthen the knowledge of academic subjects and the attainment of 21<sup>st</sup> century learning skills.**

Goal 4: The MSAP project will develop a course of study for each magnet school's theme.

**4a. Curriculum completion:** Each year of implementation, teachers will develop and refine 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.

**4a. 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.

**Magnet School Purpose 5: Improve District capacity, through professional development, to continue operating magnet schools at a high performance level.**

**Goal 5:** The District's capacity to offer parent choice, implement two new successful magnet schools, and sustain magnet school activities will be expanded through MSAP implementation.

**5a. Professional Development:** Teachers and support staff will demonstrate the impact of intensive project professional development through the following objectives:

Each June, teachers indicate on project training surveys that 75% or more attended MSAP training and 75% or more found that training improved their skills, knowledge, and ability to implement project curriculum and strategies.

At the end of the first year, 75% or more indicate that they are at the beginning level of using project-identified curriculum and strategies.

At the end of the second year, 50% or more indicate that they are at the routine level of implementation of their theme's curriculum/strategies and 50% or more demonstrate routine use in implementing project curriculum and strategies as indicated by classroom observation by the evaluator or project staff.

At the end of the third year, 75% or more indicate that they are at the routine level of implementation of their theme's curriculum/strategies; and 75% or more demonstrate proficiency in implementing project curriculum and strategies as indicated by classroom observation by the evaluator or project staff.

**5b. Training impact:** The impact of training will be demonstrated by increases in student achievement as measured each spring by increasing percentages of students who meet or exceed State annual progress standards in reading/language arts and math (see Goal/objectives 2).

**5c. Parent involvement:** 80% of all parents, and 80% of minority 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.

**5d. Sustainability:** Professional development, parent involvement, recruitment procedures and products (DVDs, brochures, posters, flyers, etc.) and curriculum (lessons, assessments, pacing guides) will have been collected in digital (electronic) handbook format and/or videotaped by the end of the three years, so that activities can be replicated following the funded period.

**5e. Effective practices:** Each year, the project will rank components and practices by level of implementation and/or effectiveness. To rank and identify, project staff will review evaluation evidence in the form of survey and observation data, teacher self-reports, and student achievement data. Successful components and practices which need to be sustained will be fully implemented and associated with positive student results.

**5f. Funding:** At the conclusion of the funded period, sources of state, local, or grant funding will be identified to sustain project activities.

**5g. Required annual performance measure (d) Cost per student:** Each year of project implementation, the project cost per student will be calculated and reported.

*(iii) Services reflect up-to-date knowledge from research and effective practice.*

Each element of program design was based on research and effective practice. This table summarizes the research supporting the proposed services the two magnet sites will offer.

Services	Relevant research findings
<ul style="list-style-type: none"> <li>▪ Constructivist learning (Arroyo West)</li> </ul>	<p>Students taught using a student-centered, constructivist approach had better reading comprehension, cognitive strategies, motivation, and retention of knowledge than those who learned through traditional methods.</p> <p>(Dogru &amp; Kalendar, 2007)</p>

Services	Relevant research findings
<ul style="list-style-type: none"> <li>▪ Constructivist learning (Arroyo West)</li> </ul>	<p>When students worked on investigating problems together, learning was more productive. Positive impacts were found in motivation, engagement, depth of understanding, and social skills. (Johnson &amp; Johnson, 1992)</p>
<ul style="list-style-type: none"> <li>▪ Schoolwide Enrichment Model (Campus Canyon)</li> </ul>	<p>SEM implementation increased engagement and enjoyment of learning; students achieve at higher levels with enrichment-based teaching and learning practices vs. traditional methods. (Reis, 2005)</p> <p>Teachers trained in SEM became experts at modifying, differentiating, and enriching curriculum; and had higher expectations for students' work. (Gubbins, et al., 2002)</p>
<ul style="list-style-type: none"> <li>▪ Extended learning (both sites)</li> </ul>	<p>High-quality after-school enrichment programs can improve academic performance, reduce risk-taking behaviors, and provide positive developmental opportunities. (Durlak &amp; Weissberg, 2007).</p>
<ul style="list-style-type: none"> <li>▪ Developmental K (Arroyo West)</li> </ul>	<p>K programs using responsive/developmentally appropriate practices and slower pacing had better attendance and improved school connectedness. (Blum, 2004)</p>
<ul style="list-style-type: none"> <li>▪ K-8 configuration (Campus Canyon)</li> </ul>	<p>Benefits of K-8 include improvements in academic achievement, greater parental involvement, decreased discipline, improved articulation between grades. (McEwin, Dickinson, &amp; Jacobson, 2004)</p>
<ul style="list-style-type: none"> <li>▪ School/University partnership (both sites)</li> </ul>	<p>Benefits of school/college partnership included infusion of new ideas to both organizations, opportunities to conduct research or practice in authentic settings, and increased access to university for students (Center for P-16 Research and Collaboration, 2010)</p>



Services	Relevant research findings
<ul style="list-style-type: none"> <li>▪ Diversity-related training: school climate, equity, and access</li> </ul>	<p>As a comprehensive schoolwide positive behavior program, <i>Safe and Civil Schools</i>, demonstrated statistically significant results: improving academic achievement, decreasing discipline referrals, and increasing attendance, connectedness, and safety. (Madigan, Cross, 2009)</p> <hr/> <p>Cultural competence training improves self-awareness, understanding and appreciation of diversity, and communication. (Cross, Bazron, et al., 1989)</p> <hr/> <p>Teacher Expectation and Student Achievement strategies have been found to maximize the positive effects of expectation and increase equity and access for students in the classroom setting. (Good &amp; Brophy, 1998)</p> <hr/> <p>Implementation of <i>Responsive Classroom</i> strategies resulted in higher levels of social skills, prosocial behavior, positive self-esteem, reduction of stereotyping and appreciation of differences. (Elliot, 1995)</p> <hr/> <p>Cooperative learning benefits include building positive heterogeneous relationships, diversity understanding, ability to view others' perspectives, and helping majority/minority students work well together. (Johnson &amp; Johnson, 1989)</p>
<ul style="list-style-type: none"> <li>▪ Parent involvement</li> </ul>	<p>Deep and meaningful parent involvement contributes to children's learning, development, and school success. (Epstein, 2002).</p>

***(iv) The likely impact of the services.***

See pages 20-23 for complete list of project goals and objectives.

***(v) Quality, intensity, and duration of professional development services.***

The following table demonstrates the quality, intensity, and duration of the professional development planned for the MSAP project. Over the course of the project, teachers will have a total of 143 hours of intensive training for Arroyo West teachers and 133 hours for Campus

Canyon that will spiral upward and build each year. All project teachers will be provided 35 hours per year for coaching and feedback, collaboration, and reflection.

One strand will focus on the magnet school purpose of promoting diversity by increasing the cultural competence of project teachers to be more effective with diverse students. This strand of training will help teachers confront their own cultural assumptions, increase their understanding of their students' cultural backgrounds, and manage diversity in the classroom. It will give teachers tools and support to increase positive, pro-social interactions between students, confront prejudice, and resolve conflicts.

Both sites will start the project with a schoolwide positive behavior support training from *Safe and Civil Schools* which focuses on school climate and respectful interactions. Arroyo West staff will complete all three levels of *Responsive Classrooms* training. *Responsive Classroom* training emphasizes social, emotional, and academic growth in a strong and safe school community. The approach consists of classroom and schoolwide practices that build children's academic and social-emotional competencies.. Campus Canyon teachers have selected Teacher Expectations for Student Achievement (TESA), cooperative learning with Kagan, and cultural competence training for this strand. These three approaches will provide teachers with an arsenal of tools to increase meaningful interactions between students and ensure equity and access for all students.

The second strand is designed to increase teachers' capacity to implement the strategies and curriculum of their magnet theme. Arroyo West teachers will study constructivist learning and receive training from the educational researchers, Harvey and Daniels, preeminent researchers and trainers in the areas of Inquiry-based Learning.

In preparation for project implementation, and out of a strong commitment to the magnet theme, all Arroyo West teachers have gone to one or more of the Summer Institutes offered by Columbia University Teachers College in New York. MSAP funding will allow us to bring Reading/Writing Workshop presenters to the school to provide the entire staff two years of this

research-based training on reading, writing, and content area literacy. The training will emphasize classroom structures that support inquiry and collaboration, and provide demonstration lessons and coaching as teachers refine their use of the structures. A training position we are calling Active Learning Coach will provide daily, on-site support for teachers as they implement active learning strategies. The coach will be able to provide demonstration lessons, co-teach with classroom teachers, and provide immediate feedback and coaching. This will greatly strengthen and support the professional development component.

Campus Canyon teachers will have three years of training in Renzulli's Schoolwide Enrichment Model, learning how to implement all three types of enrichment, as well as how to compact, deepen, and accelerate instruction to challenge all learners. Clark and Kaplan, two national experts and trainers in the field of differentiated instruction will provide intensive five day Summer Institutes each year of the project. Teachers will have time to study the three Types of Enrichment, see each Type demonstrated, learn methods of differentiation, and work with their grade level to develop lessons and instruction based on the model. Campus Canyon teachers will benefit from the support of an Enrichment Specialist. A highly trained teacher with expertise in differentiation and enrichment strategies will support our training efforts with in-classroom training and coaching for teachers.

Professional Development Plan: Topics, Target Audience, Intensity/Duration		
	Arroyo West	Campus Canyon
	<p>Summer 2010: <i>Safe and Civil Schools</i> - positive behavior support and schoolwide positive climate building for entire staff at both magnet schools. 1 day x 7 hours = 7 hours</p> <p>Fall 2010: <i>Responsive Classroom Level 1</i> - creating safe, challenging, and joyful classrooms; setting up rooms to encourage independence, cooperation, and productivity. All teachers and support staff. 1 day x 7 hours = 7 hours</p>	<p>Fall 2010: <i>Teacher Expectations for Student Achievement (TESA)</i> - importance of high expectations, teaching strategies for equitable access for students. All teachers and support staff. 1 day x 7 hours = 7 hours</p>
Year 1	<p>Fall 2010: <i>Co-teaching</i> - how to collaborate with student teachers in Active Learning setting. Master teachers/student teachers. 5 days x 2 hrs = 10 hrs</p> <p>Throughout school year 2010-11: <i>Constructivism as a Paradigm for Teaching and Learning</i> – hourly time to take online workshop, meet to discuss, plan how to put into practice. Entire staff. 10 hours</p> <p>Summer 2011: <i>Inquiry Circles/Project-Based Learning</i> Entire staff. 5 days x 7 hours = 35 hours</p>	<p>Summer 2011: <i>Schoolwide Enrichment Model Training</i> Type 1 and Type 2 whole class enrichment activities. Entire staff. 5 days x 7 hours = 35 hours</p>
	<p>Coaching, feedback, time for collaboration and reflection. 35 hours = coaching will occur during the school day, but feedback, reflection, and collaboration time may occur during release days or after school.</p>	



Year 2	Diversity-related	<p>Fall: 2011: <i>Responsive Classroom Level 2</i> - classroom practices, positive teacher language, guided discovery, academic choice. All teachers and support staff. 1 day x 7 hours = 7 hours</p>	<p>Fall: 2011: <i>Cooperative Learning</i>: structuring instruction and student groups to increase interaction. All teachers and support staff. 1 day x 7 hours = 7 hours</p>
Year 2	Theme-related	<p>Fall 2011: <i>Co-teaching</i> Master teachers/student teachers. 5 days x 2 hrs = 10 hrs Summer 2012: <i>Teachers College Reading and Writing Project</i> with Columbia University. Entire staff. 5 days x 7 hours = 35 hours</p>	<p>Summer 2012: <i>Schoolwide Enrichment Model Training</i>: Type 3 Enrichment activities. Entire staff. 5 days x 7 hrs = 35 hrs</p>
		<p>Throughout school year 2011-12: Coaching, feedback, time for collaboration and reflection: 35 hours</p>	<p>Throughout school year 2011-12: Coaching, feedback, time for collaboration and reflection: 35 hours</p>
Year 3	Diversity-related	<p>Fall: 2012: <i>Responsive Classroom Level 3</i> - collaborative problem-solving, valuing families, and incorporating families' insights Entire staff. 1 day x 7 hours = 7 hours</p>	<p>Fall: 2012: <i>Cultural competence</i> – putting students' culture, language, and experiences at center of learning process. Entire staff. 1 day x 7 hours = 7 hours</p>
Year 3	Theme-related	<p>Fall 2012: <i>Co-teaching</i> Master teachers/student teachers. 5 days x 2 hrs = 10 hrs Summer 2013: <i>Teachers College Reading and Writing Project</i> with Columbia University. Entire staff. 5 days x 7 hours = 35 hours</p>	<p>Summer 2013: <i>Schoolwide Enrichment Model Training</i>: curriculum modification, compaction, and acceleration. Entire staff. 5 days x 7 hours = 35 hours</p>
		<p>Throughout school year 2012-13: Coaching, feedback, time for collaboration and reflection: 35 hours</p>	<p>Throughout school year 2012-13: Coaching, feedback, time for collaboration and reflection: 35 hours</p>



*(ix) Collaboration of appropriate partners for maximizing the effectiveness of services.*

Arroyo West will partner with California State University Channel Islands (CSUCI). CSUCI is committing the time of professors, a student teacher supervisor, student interns, and student teachers to collaborate with this magnet site. CSUCI will provide co-teaching training for student and master teachers which will enable them to work collaboratively all day with individual students and small groups. The presence of student teachers and interns will support project-based learning by providing additional adults to provide extra support to student inquiry. The university supervisor has volunteered to film the best practices of constructivist teaching strategies to be used by both Arroyo West and CSUCI in future training. He will also participate in MSAP training side-by-side with Arroyo West staff to be able to provide additional coaching and support following training.

Campus Canyon's partnership with Moorpark College will provide students with access to their facilities, activities, college students, and professors; and with in depth use of and interaction with the teaching zoo. Through service learning opportunities, college students will provide Campus Canyon students with tutoring, mentoring, and assistance with enrichment projects.

# Project Narrative

**Project Narrative-Selection Criteria-Quality of personnel (15 points)-Refer to Federal Notice for content.**

Attachment 1:

Title: **B. Quality of Personnel** Pages: **7** Uploaded File: **H:\2010 MSAP\B. Personnel.doc**

## ***B. QUALITY OF PERSONNEL***

### ***(1) Qualifications of project personnel.***

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 Campus Canyon and Arroyo West Magnet Schools’ commitment to excellence applies to students, parents, and staff. All team members will sign a written pledge that commits staff, teachers, and parents 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.***

#### ***(i) Qualifications of the project director.***

The project director will be full time in the project, 1.0 FTE and will be responsible for coordinating project planning, implementation, and sustainability efforts. The person proposed for this position is a highly qualified administrator with twenty-one years of experience as a school site coordinator of state and federal projects. She holds an Administration Services Credential, California teaching credential with authorization in mathematics, state English Learners authorization, and has the following relevant training, experience, and qualifications.

#### **Experience in coordination of state and federal programs – twenty-one years:**

- Budget: developed budgets, monitored expenditures to ensure project activities were on

track, and completed all reporting requirements related to an annual budget of over \$500,000 in state and federal categorical programs.

- Legal compliance: kept time accounting records, completed the self study, led staff's analysis of compliance, and facilitated the validation review.
- Leadership: in charge of Leadership Team, Student Study Team, School Site Council, and English Language Advisory Committee.
- Planning and evaluation: planned, wrote, and implemented school-level improvement plans based on student achievement data. Presented data to staff and parents, used data to collaboratively set school goals; led both internal and external, formative and summative evaluation processes; submitted all required state and federal reports.

**Magnet school experience and training – two years:**

- Two years experience as assistant principal/coordinator at magnet school; collaborative development of vision, curriculum, theme with parents and staff.
- Two years experience planning, scheduling, and implementing afterschool enrichment classes at a magnet school.
- Thirty-one years experience working with diverse student and families.
- Trained in use of data-driven decision making, Professional Learning Communities, effective strategies for working with English learners, low income, and special needs students.

**Professional development and curriculum development experience:**

The proposed director has twenty-one years of experience planning, scheduling, and presenting professional development for teachers and support staff on topics ranging from Professional Learning Communities and data-driven decision-making to differentiation strategies for GATE, English Learners, and students with disabilities. She was responsible for providing coaching after training and assigned to work with struggling teachers to develop effective lesson plans and classroom management strategies. She served on the District Strategic Planning Committee, led teachers in the selection of textbooks, and worked with curriculum council representatives to identify essential standards, create pacing guides, and write common and formative assessments.

***(ii) Qualifications of other key personnel.***

The qualifications of other key personnel, as they relate to the implementation of the proposed project are summarized here. Complete resumes for each key personnel can be found in the Resume Section. A public relations specialist with marketing skills and a background in education has been identified to fill this position and the District has the internal capacity to fill all other positions from within existing staff. Complete and more detailed resumes can be found in the attachments to this proposal.

**Program level personnel - Public relations and marketing specialist, .5 FTE**

- Experience in designing comprehensive public relations campaigns (involving press, television, radio, web, or other media outlets).
- Demonstrated ability to create and obtain input from focus groups, develop and implement a successful ad campaign, create free and paid media spots, write press releases and other project communication.
- Background in graphic design and development of brochures, posters, and websites.
- Has combined public relations expertise and education background – extensive marketing work with an educational focus, holds teaching credential, has worked with K-12 education and universities.

**Site level personnel – Arroyo West Active Learning Coach, 1.0 FTE**

- Successful classroom teaching experience and mentoring experience.
- Trained in Reading/Writing Workshop strategies.
- Proficient in modeling student-centered, active learning.
- Peer coaching experience, ability to work well with all teachers.

**Site level personnel – Campus Canyon Enrichment specialist, 1.0 FTE**

- Successful classroom teaching experience.
- Trained in differentiation strategies: curriculum compacting, acceleration, extension, enrichment.
- Proficient in modeling enrichment strategies.



- Peer coaching experience, ability to work well with all teachers.

**Site level personnel – Campus Canyon Enrichment curriculum developer, .5 FTE**

- Trained in differentiation strategies: curriculum compacting, acceleration, extension, enrichment.
- Curriculum development experience: grade level leader, curriculum council representative, experience developing pacing guides, rubrics, assessment, model lessons, curriculum handbooks.
- Facilitation skills to work with groups on curriculum development.

***(iii) Qualifications of teachers to implement the special curriculum of the magnet schools.***

There will be a total of 28 classroom teachers between the two proposed magnet 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, 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.

The qualifications, training, and experiences of project teachers, which will enable them to implement these magnet school projects, are summarized in the table on the next page.

<b>Qualifications, experience and training of classroom teachers</b>		
	<b>Arroyo West</b>	<b>Campus Canyon</b>
Highly qualified/NCLB	13 out of 13	15 out of 15
Masters degrees/ post credential graduate coursework in education	13 out of 13	15 out of 15
Teaching experience, experience working with English Learners/minority students	Range from 5 to 29 yrs, average of 14 yrs	Range from 5 to 34 yrs, average of 19 yrs
State English Learner authorization	13 out of 13, 3 also have bilingual credential	15 out of 15, 4 have bilingual credential
Curriculum development experience (curriculum council, piloting committees, assessment or grade level articulation work)	13 out of 13	15 out of 15
Training in differentiation for gifted and other special needs students	12 out of 13	12 out of 15
Campus Canyon: curriculum development, training on college connection		15 out of 15
Arroyo West: Went to Columbia, NY for Reading/Writing Workshop Summer Institute, or will attend this summer	13 out of 13	
Specialized training in technology	13 out of 13	12 out of 15

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.

*(iv) Nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.*

Moorpark Unified School District is an equal opportunity employer, and complies with all applicable federal and state non-discrimination laws. The District does not discriminate against any employee or applicant for employment on account of race, religious creed, color, national origin, ancestry, physical or mental disability as defined by federal or state law, medical condition, marital status, pregnancy, sex, actual or perceived sexual orientation, age, political affiliation, domicile, or membership and/or participation in an employee organization defined by the Education Employment Relations Act. Board Policy 4001, adopted in 1996, is based on Federal requirements including the Civil Rights Act of 1964, Title IX, and Americans with Disabilities Act. 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.

Because of the economic downturn in California, the District is currently not filling open positions and has not been in a position to hire new employees. However, the 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 recruitment 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.

- Sponsoring future teachers clubs on our high school campuses and providing job-shadowing, internships, and service learning opportunities for students to “try-on” teaching.
- “Growing our own”: we award annual scholarships targeted at bilingual and minority high school seniors and current classified employees interested in pursuing a career in teaching.
- 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 successfully hired thirteen minority teachers, two counselors, and an assistant principal 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.

# Project Narrative

**Project Narrative-Selection Criteria-Quality of project design (25 points)-Refer to Federal Notice for content.**

Attachment 1:

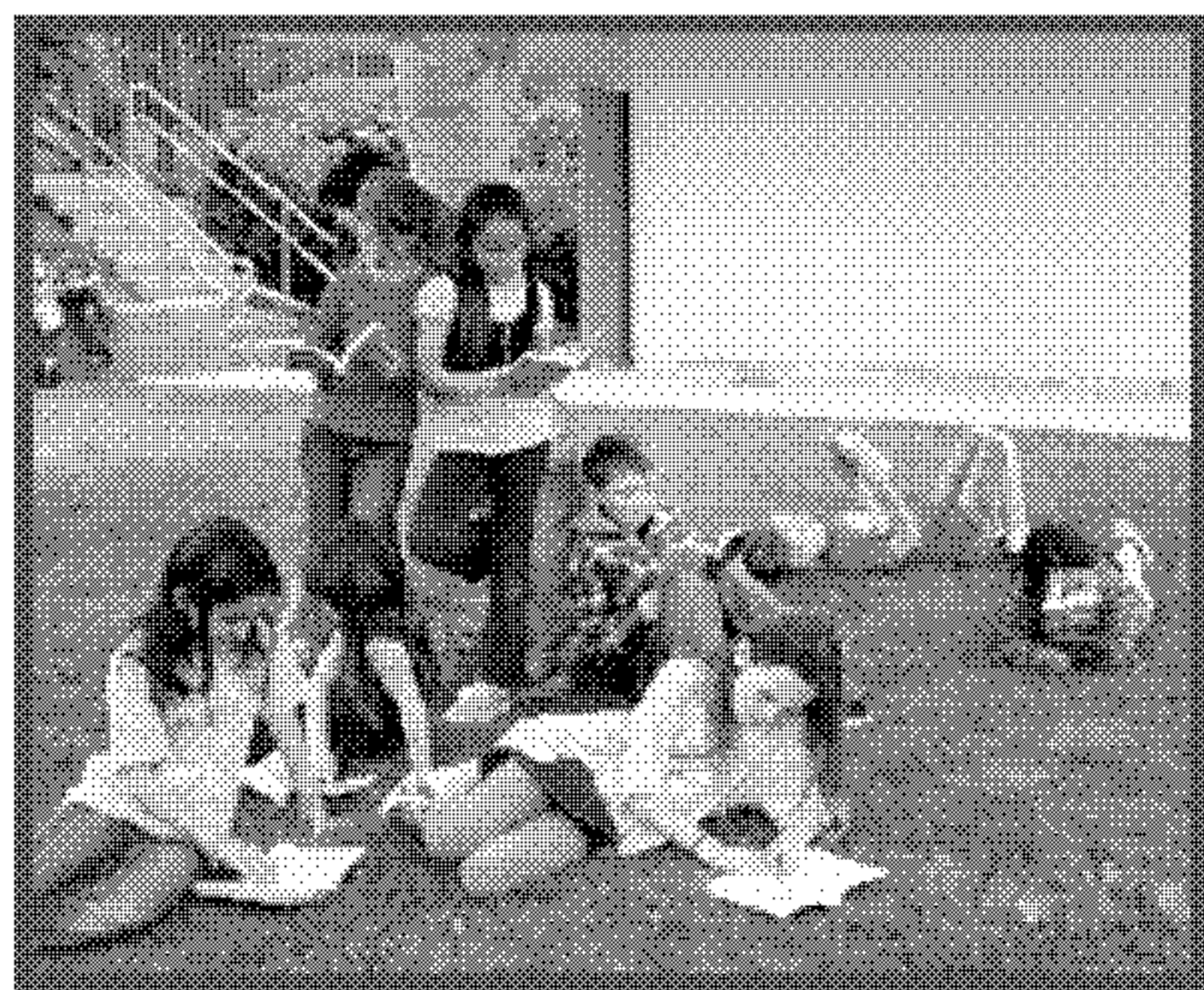
**Title: A. Quality of project design Pages: 16 Uploaded File: H:\2010 MSAP\C. Quality of Program Design.doc**



### ***C. QUALITY OF PROJECT DESIGN***

---

Both magnet themes were designed in response to parent interest and support and will be tailored to our community. Neither is based on a particular curriculum nor focused on a particular content area, but each will offer parents and students a unique approach to learning.



**Arroyo West Active Learning Academy:** This academy will employ a holistic approach to education that will nurture the mind and the heart, the rational and the creative, and the physical and the intellectual capacity of every child. It will provide a unique opportunity for families who want to be closely involved in their child’s education and are looking for public school education “outside the box”. It will provide a unique opportunity for students who thrive in an atmosphere with less structure, who are highly self-motivated, and who want to take responsibility for their own learning. While many schools pay lip service to “active learning”, this magnet is committed to using a constructivist approach to restructure instructional time, space, and delivery so that students have active learning experiences all day, all week, and all school year long. Every teacher, administrator, and support staff at Arroyo West embraces this approach and all are dedicated to its successful implementation. Students will benefit as they become engaged in authentic real-world learning, learn more, enjoy learning more, increase their social and communication skills, learn how to think and understand, and take pride in and ownership of their learning.

*Every effort must be made in childhood  
to teach the young to use their own  
minds. For one thing is sure: if they do  
not make up their own minds, someone  
will do it for them.*

– Eleanor Roosevelt

▪ **Theoretical Framework for Arroyo West’s Magnet Theme - Constructivist learning:** The constructivist approach proposed for Arroyo West has its roots in Piaget, Bruner, and Dewey and is based on the belief that children are naturally curious and motivated learners, capable of

integrating and categorizing experiences to add to their understanding of the world around them. The distinctive features of constructivist learning are: 1) Students are knowledge creators instead of knowledge receivers; 2) Teachers facilitate, model, and coach, rather than present; 3) Higher order thinking skills are emphasized over memorization; 4) Students work collaboratively with teachers and other students; 5) Learning crosses disciplines and has a real purpose and audience.

Teachers at the Active Learning Academy plan to use these tenets to create truly child-centered classrooms and promote unquestionably child-driven learning. The flow of curriculum will be guided by student questions, interest, and enthusiasm. Teachers will teach the skills and content students need to answer their questions, while helping students extend their learning, think critically, and dig more deeply into the content. Within the framework of constructivist learning, all students will gain a mastery of rigorous standards. Students will gain facility with basic skills as they recognize their usefulness as learning tools and practice those skills as part of their inquiries and research.

Because constructivist learning is active and engaging, it will inspire students at Arroyo West to understand and learn at a deeper level than they would in a more traditional setting. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. Students will develop communication skills, responsibility, organization, time-management, confidence, and self-direction while working independently, with a partner, or in a small group. In the process of completing research or investigation, students will have opportunities to take their learning into service out into the community. They will see how academic work can connect to real-life issues and may even be inspired to pursue a career or engage in activism that relates to information they have researched or a project they developed.

▪ **What will the Active Learning Academy look like?** A typical daily schedule follows. Times are not assigned to scheduled activities, so that teachers are free to respond to teachable moments and to allow children, who have become engrossed in an activity, the time they need to complete their project or inquiry.

## ACTIVE LEARNING ACADEMY SCHEDULE

- Unpack, jobs, sign in
- Morning Meeting, gathering as a whole group each morning to greet one another, share news, address class business and needs, and to warm up for the day ahead
- Reading Workshop, including mini-lesson (7-10 minutes), private reading, partner work, share out, book clubs, inquiry groups, conferencing, and small group strategy lessons
- Writing Workshop, including a mini-lesson, independent/partner/inquiry group writing, conferencing, small group strategy lessons
- Math Lab
- Lunch / recess
- Special activities / Inquiry Circles and special work groups (dance, science lab, computers, library, art, music, etc.)
- Physical education, daily physical activity to provide students the skills to adopt a physically active, healthy lifestyle
- Thematic studies / Inquiry Circles (social studies/science/health, etc.), could include a mini-lecture, interactive writing, read-alouds, always group work including researching, reading, writing, and discussion
- Read-aloud and book talk
- Dismissal
- Extended learning time and enrichment classes

Classroom space will be arranged with both larger spaces for class meetings, whole class instruction and discussion, and smaller places for individuals and small groups of students or partners to talk, read, work, and learn. Chairs, couches, pillows, and carpet squares will provide comfortable nooks for reading quietly and writing independently. Students will have access to plentiful resources for learning: papers, pens, crayons, markers, paints, paper, post-its, books, magazines, and newspapers. Active learning will effectively and efficiently integrate technology

into the learning process. Laptops and multimedia workstations, the Internet, interactive whiteboards, *iPads*, digital and video cameras will all serve as tools for student learning and inquiry. Students will be reading, writing, drawing, talking, listening, investigating, and reflecting throughout the day. Students will select hands-on experiences, and make choices about what they learn, how they learn, and how they demonstrate their learning. Some specific examples of what active learning looks like:

In every classroom, during Reading Workshop, students hunker down with a bag or box of books. Some children read at their desks but most children find a special spot to curl up with their favorite books, under a table or desk, on a beanbag or carpet square, on a beach chair, or on the couch. Some are off by themselves reading silently; others are reading quietly to a partner; best friends are reading side by side or back to back; a parent volunteer listens to a student read, and a university student intern helps a student pick some new books for her book box. Book bags and boxes are filled with “just right” books that students can read independently. As the group is swept away into their books, the teacher conferences with a student. She asks questions to find out what reading strategies he is using. During independent reading, she conferences with five other children and pulls a small group of students who need extra practice with a strategy that she taught during a mini-lesson earlier in the week.

**Kindergarten/first grade:** After the teacher reads a variety of books aloud, students choose a favorite author and join an inquiry group based on their favorite author. With the help of the teacher and parent volunteers, students brainstorm questions they want to pose to the author. Teachers and parents access authors’ blogs and websites and input the students’ questions. Later, inquiry groups will share their questions and the author’s responses with the class.

After students finish a unit of study in descriptive writing during their Writing Workshop, they each pick a piece of writing that they have carefully edited and revised, which describes a “small moment” they experienced that is full of descriptive language about the sights, sounds, tastes, and textures of their experiences. They work on publishing their piece to be displayed in



the hallway on a special bulletin board outside their classroom. The teacher and parent volunteers help students who ask for assistance with their publishing project.

**Second/third grade:** One student, an avid soccer fan, brings in a clipping from the newspaper showing the standings for the local soccer team and shares the standings with a friend. They remark that the team has won more games at home than when the team is away. The teacher hears their conversation and asks the children to brainstorm and list some reasons why a team might win more games at home than away (fans cheer for you, you feel comfortable on your own field, etc.). The next day the teacher shares their list during the morning meeting, and other students add ideas to the list. The teacher discusses the concept of “home court advantage” and the importance of the class being a team and supporting each other as they all learn together.

In December, a couple of students observe that it gets dark before their parents pick them up from the after school enrichment program. The student teacher provides a number of short, mini-lectures to the students about how the position of the sun in the sky changes during the course of the day and from season to season. The students decide to make models that depict the relationship between the sun and the earth for each of the four seasons. The students explain their models to the class and the models are put on display in the school library.

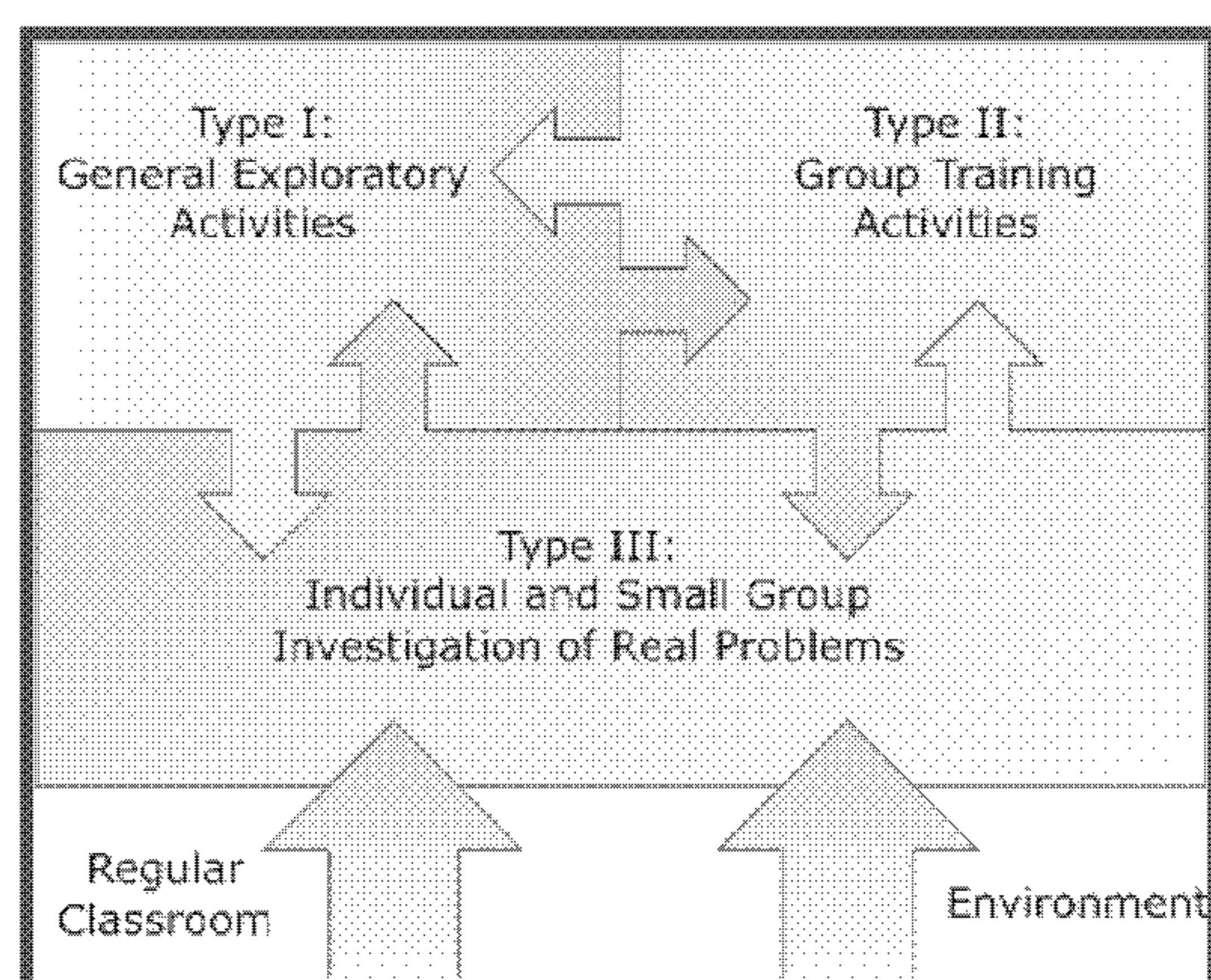
**Fourth/fifth grade:** As part of a life science unit of study, some students decide to plant a vegetable garden. They use their math skills to plot the area and perimeter of the garden and to make equal sized garden plots for each inquiry group that has chosen this project. When their vegetables are ripe, they harvest their crops, set up a farmers market, invite their parents to school, sell their vegetables, and donate their profits to the local food bank.

After reading and researching about the cooperation and conflict that existed between the Indian nations and the new settlers to the Americas, inquiry groups create tableaux, choreographed frozen scenes, depicting key ideas from their research. Students take pictures of the tableaux, tape oral captions explaining what the tableaux depict, and upload the pictures and voice-overs to the class website.

**Campus Canyon College Preparatory Academy:** Our theme will start with the expectation



that all Campus Canyon students will go to college and that all are expected to achieve a level of academic performance that will enable them to succeed at the nation’s best high schools and colleges. We plan to provide Campus Canyon students a program that rivals the nation’s most elite private and charter schools. We will transform our instructional delivery and school structures to ensure students will be ready for challenging post-secondary education. This Academy will provide college-ready and college-connected curriculum. Parents will proudly tell neighbors at the soccer field, "My child goes to college at Campus Canyon College Prep," or display a bumper sticker that says “Campus Canyon College Preparatory Academy, where college begins in Kindergarten”.



**Theoretical Framework for Campus Canyon’s Magnet Theme – Schoolwide Enrichment Model:** We will use Renzulli’s Schoolwide Enrichment Model as the basis for this restructuring effort. The model uses the pedagogy of gifted education to provide challenging and appropriate educational opportunities for all students. Equity is not necessarily made up of identical learning experiences but

can be achieved by providing a broad range of differentiated experiences that take into account each student’s unique gifts, strengths, and interests. This model provides a structure for developing talents in all children, and Campus Canyon will use this structure to provide a broad range of advanced-level enrichment experiences for all students, with follow-up opportunities based on student strengths, interests, and learning styles.

Renzulli proposes organizing enrichment into three levels: Type I activities offered to the whole class are general exploratory activities designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events. Type I activities will be grounded in grade level content standards and integrated throughout the school day. An enrichment team consisting of the Enrichment Specialist, parents, teachers, and students will collaborate to organize and plan Type I experiences by contacting and scheduling speakers,

demonstrations, performances, or field trips, or by locating and distributing DVDs, web, or print resources to supplement and extend grade level core curriculum.

Type II activities are designed to teach students critical thinking, problem-solving, and communication skills. These are 21<sup>st</sup> century skills and are increasingly important in the changing world where knowledge is expanding continuously and designed to prepare students to be able to access, process, evaluate, and communicate information. Teachers will guide students in learning to predict consequences, notice similarities and differences, make connections, develop criteria for evaluation, generate solutions, read and listen critically, compare perspectives, etc. In the same way that Type I activities are woven into content lessons, the directed instruction in Type II thinking skills will be a regular part of daily content instruction.

*All learners need tasks that call for high level thought and products that ask them to extend and use what they have learned in meaningful ways.*

– The Parallel Curriculum

Type III Enrichment activities will enable students to pursue individual interests and become real world investigators. Individual students or small groups of students select their own Type III activities based on their own interests related to the subject area. Students apply the knowledge and skills they have developed while working through Type I and Type II activities. They become investigators of real problems, working on specific areas of study towards presentation to a real audience. Activities include researching, debating, surveying, making a presentation, writing a journal article or producing a book or play. There will be a daily one hour scheduled Type III enrichment period for students to self-assess their interests and talents, work more in-depth on a topic of particular interest, join a group investigation project, or take an “elective” class on a topic of interest.

The Schoolwide Enrichment Model (SEM) also employs curriculum modification techniques that will allow us to adjust levels of learning to keep all students challenged, increase in-depth learning, and provide more time for enrichment. The main procedure used to carry out curriculum modification is curriculum compacting, where textbooks and other instructional

materials are analyzed to identify repetitious material that can be skipped by students who have mastered the concept and are ready to move on.

▪ **What will the College Preparatory Academy look like?** All grade levels will offer students Type I (exploratory) and Type II (thinking and communication skills) enrichment experiences woven throughout their daily core academic curriculum. These enrichment experiences will help students learn, make learning enjoyable, and prepare students for college by increasing their skills and motivation to learn. A typical daily schedule for the elementary day is included here. As we add grade levels, a comparable schedule for middle school students will be developed.

### **COLLEGE PREPARATORY ACADEMY SCHEDULE (Elementary)**

8:30	Greeting/Learning Objectives and Thinking Skills identified
8:40 – 11:00	Literacy Block (each block incorporates Type I and Type II enrichment instruction)
11:00 – 12:00	Mathematics Block
12:00 – 12:40	Lunch/recess
12:40 – 1:10	Intervention services to accelerate learning for students who have gaps, need more time, are learning English
1:10 – 1:40	Social studies/science block
1:40 – 2:30	Type III Enrichment Period - students have time to pursue individual interests, take an “elective”, complete talent/interest surveys, complete an independent project, etc.
2:30	Dismissal
2:30 – 5:30	Extended learning time and enrichment classes

Here are some examples of what this will look like at various grade levels and in different content areas.

▪ **Type I:** The enrichment team has contacted Moorpark College and invited a group of college professors to visit science classrooms at Campus Canyon. The geology professor meets with the

second grade team of teachers to learn which standards they are currently studying. To support and extend their earth science unit, she brings a box of fossils into the second grade classes for students to examine and make observations. She explains how geologists find fossils and what they tell us about the earth's history. Classroom teachers use the visit from the college professor as an opportunity to talk about the importance of understanding and applying scientific knowledge and skills and how those skills will prepare students for future science classes in college.

- **Type II:** In fifth grade, decision-making is the thinking skill teachers are focusing on for the week. Students are practicing weighing, selecting, and defending their decisions from among multiple alternatives. During social studies, the teacher assigns an oral report on U.S. presidents and asks students to find three print or digital resources they can use for their reports. Students brainstorm possible criteria they can use to evaluate the usefulness of those resources, such as accuracy, reading level, interest, etc.

- **Type III:** During the last hour of the day, when students have their Type III enrichment period, some fourth grade students have opted to take an “elective” course on robotics. They meet with a parent in the multipurpose room to learn engineering concepts while building and programming a robot. Others use the time to take a talent and interest inventory in the computer lab. A small group meets to research earthquake activity throughout the world on the USGS website and uses *Google Earth* to take a virtual tour of earthquake affected areas of Chile and Haiti. They plan to use the information to create a PowerPoint presentation on earthquake safety for their class and work with the PTA to update the school's emergency kits.

**College-ready:** Starting in Kindergarten, we will begin providing awareness of post-secondary learning opportunities: 2-year community or junior colleges, business schools and vocational technical schools, as well as 4-year colleges and universities. As students move up through the grade levels, we will reinforce why going to college is important, and how to apply and get accepted. We will help students make connections between what they are learning now and careers and college-readiness in the future. Parent workshops on post-secondary pathways, the



application process, and financing college through savings, scholarship, and financial aid will be an ongoing part of our parent outreach and education offerings. Students, parents, and teachers will engage in collaborative goal-setting using rigorous, “college-ready” standards. Rigorous instruction to match standards and frequent monitoring of progress towards goals will allow us to identify students who need extra help and provide intensive interventions to get them on track.

**College-connected:** College-connected, exploratory (Type I) enrichment opportunities integrated into the magnet program will be scheduled twice a year for each grade level. For example, fourth graders studying new technologies and careers that use lasers will be able to see this technology demonstrated in the College’s laser lab. Other grade levels will walk with their teachers to the college to run the college track and play on the sports fields, work side-by-side with a geology professor in the college's well-equipped geology lab, attend theater performances, participate in Multicultural Day, or visit the observatory at night to study the stars.

Another singular connection will be made with the College’s Exotic Animal Training and Management (EATM) program. Moorpark College houses one of only two teaching zoos in the United States. EATM’s extraordinary collection of over 200 animals includes Bengal tigers, African lioness, camels, hyenas, mountain lions, California sea lions, a variety of primates, birds and many other exotic and endangered animals. EATM will present Campus Canyon students with exciting opportunities to observe, collect data, measure, research, write, and discuss. Every grade level will develop EATM-related curriculum culminating in a one-day, exploratory-level, hands-on experience per year with the zoo. For example, after third graders learn the differences between reptiles, mammals, amphibians and birds, they will be able walk to the zoo, conduct observations, and apply their newly-learned classification skills. Students who want to pursue further study on topics such as animal behavior, preservation efforts, or the Jane Goodall Institute will have access to the EATM facility and students to assist with their Type III investigations.

The connection will be a reciprocal one, with K-8 students walking up to the college and the college students and professors coming to Campus Canyon to help establish and build the theme.



College students will receive service learning credit for tutoring, assisting, or presenting in classrooms. While helping our students, they will have the opportunity to apply and extend their own skills. We anticipate that on a yearly basis, 30 college students will provide 15 hours of volunteer service for a total of 450 hours of tutoring, enrichment, or extended learning for students. For example, the environmental science class will send students to Campus Canyon for Earth Day. The college students will offer Type III workshops on alternative energy sources or recycling and Campus Canyon students can select and attend the topic that most interests them.

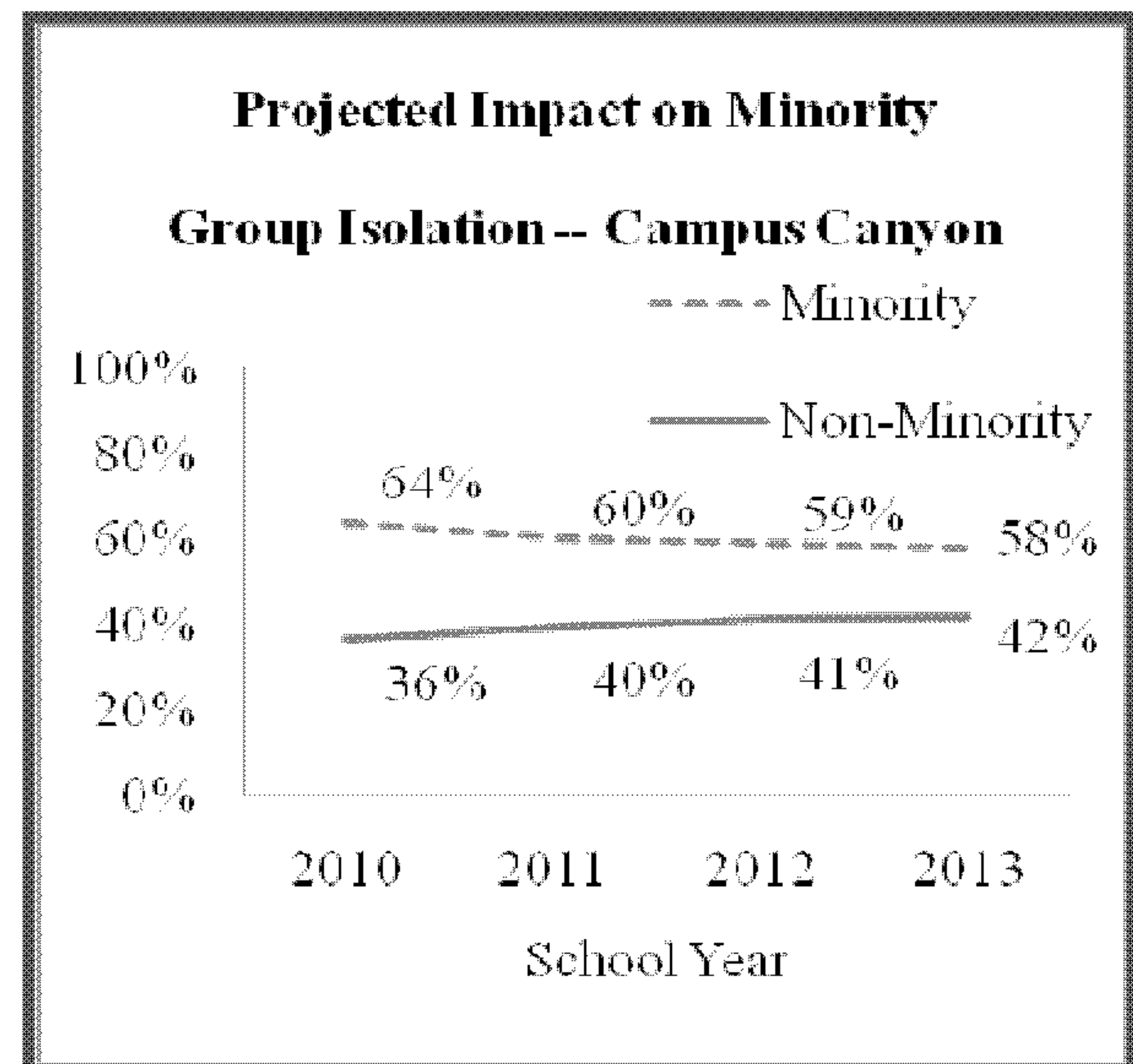
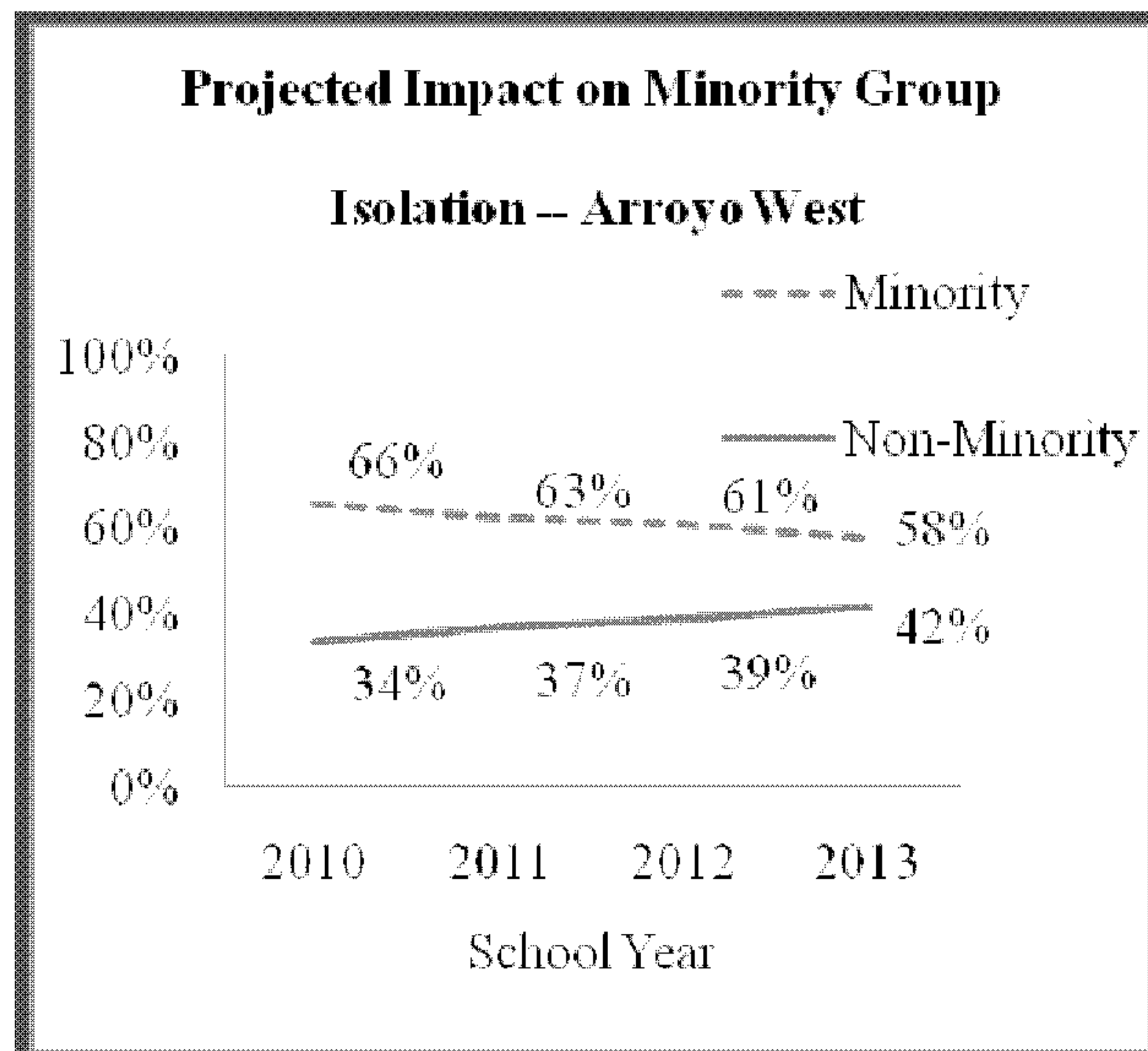
Ten college professors have been identified to collaborate with Campus Canyon teachers and connect with Campus Canyon classrooms for an average of five hours per classroom. This collaboration could include a biology professor co-teaching a one-week health unit for first graders on the roles of microorganisms in disease along with instruction on hand washing, how to cover a sneeze, and teeth-brushing. The yoga teacher will provide a two-hour workshop before state testing for all students and teachers on relaxation techniques. One of the math professors will demonstrate how the Mayans counted in their base-twenty system in third, fourth, and fifth grade rooms, giving students not only a glimpse into an ancient culture of the Americas, but also a deeper understanding of the base 10 system.

*(2) Extent to which magnet school will: (i) Promote desegregation, including increase interaction among students of different social, economic, ethnic and racial backgrounds.*

Desegregation will be promoted by reducing minority group isolation, training teachers and staff on strategies that promote equity and appreciation, providing meaningful interactions for students of different backgrounds, and creating positive and peaceful school campuses.

▪ **Reducing isolation:** The next two graphs show how conversion to magnet school status promises to decrease minority isolation and bring both schools into alignment with the projected 2013 percentage for grades K-5 of 42% minority and 58% non-minority. The two magnet themes were selected working with school staff and by surveying parents throughout the District. The two selected themes were identified as the most likely to attract applications from students

throughout the District and therefore provide the confidence that the applicant pool will allow us to enroll a diverse student body for both sites.



- Meaningful interactions between students:** Campus Canyon and Arroyo West’s enrollment will be comprised of children from different social, economic, ethnic, linguistic, and racial backgrounds. This student distribution will be maintained in all classroom activities, extracurricular activities, and in the after school enrichment program. Cooperative learning and other intentional instructional groupings will be used to ensure that students interact with one another, work together, and form cross-cultural friendships. Teachers will use a variety of grouping strategies to foster quality interactions between students: partners, pair/share, small groups working with teachers, whole class, student-selected groups, and cooperative learning groups. Teachers will carefully select appropriate tasks for cooperative groups and will provide structured instruction on skills for working together.

- Creating positive and peaceful school campuses:** 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. To support those efforts, MSAP funds will help us implement schoolwide positive behavior programs at both sites. The positive behavior support model has been proven effective at involving students in

setting boundaries, increasing student connection to school, and decreasing discipline issues. We want students to learn that there are positive means of resolving conflicts as they arise. 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. Each magnet school's parents and staff have selected a research-based training program (Arroyo West: *Responsive Classroom* and Campus Canyon: *Safe and Civil Classrooms*) to help them implement support for positive behavior schoolwide.

***(ii) Improve academic achievement, including the manner and extent to which each magnet school program will increase academic achievement. And (iii) Implement high-quality activities directly related to improving academic achievement based on the State's challenging academic content standards.***

In contrast to programs such as a Visual and Performing Arts or Environmental Science magnet, the two proposed magnets will not have a specific content-themed curriculum. All project activities and services described previously (See Services and Design sections) will be directly related to improving academic achievement. The magnets will strive to increase 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 and decreases in the achievement gap between Hispanic/Latino students and overall student achievement. Increases in cultural proficiency and classroom and schoolwide harmony will also result from proposed activities. See pages 20-23 for complete list of project goals and objectives which indicate the extent to which our magnets will increase academic achievement.

***(iv) Parental decision-making and involvement.***

The research regarding the effect of parental involvement on their child's education is well

known and unequivocal. Research conducted by 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 (National PTA, 2000). Because parent involvement helps motivate students and has a marked positive impact on achievement, parent education and involvement activities will be an essential

*The evidence is beyond dispute, parent involvement improves student achievement.*

*When parents are involved, children do better in school.*

- Ruth Yoon, 2003

Parent Involvement Annenberg Project

component of our project. Our plan is aligned to the components identified in the National Standards for Parent/Family Involvement developed by the National PTA: decision-making, communication, parenting, student learning, volunteering, and collaboration.

collaborate with parents to develop a Home-School Compact to spell out the partnership between parents, students, and the school. All teachers, parents, and students will sign this commitment delineating their shared responsibility for student success and what each of the partners will do to support students as they strive for excellence. Each site will invite parent participation in a School Site Council. These School Site Councils will serve as Advisory Councils to the magnet project and will have responsibility for monitoring, advising, and suggesting improvements in the magnet school project. Parents will help us review budget expenditures, help us problem-solve obstacles to project success, review individual and group achievement data, participate in the data analysis process, make recommendations for adjustments to the magnets as needed, and celebrate with us when timelines are met and goals are accomplished.

▪ **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

▪ **Decision-making:** The new magnets will



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 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, emails, classroom blogs, and other Web 2.0 tools for maintaining open and accessible communication with parents.

▪ **Parenting and student learning:** Parent education activities on how to work with the school and help children at home will be an ongoing focus and 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. Parent education topics that parents have requested the magnet schools offer:

- 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
- Ways non-literate parents can support learning and be involved in school

▪ **Volunteering and collaboration:** Parents will be welcomed as volunteers and partners in creating and supporting both magnet programs. Families who want to be part of the College Preparatory Academy will help outfit the school with college t-shirts and pennants, invite speakers from their own college or universities into the classroom, sit on the advisory committee planning for the addition of three new grade levels, and collaborate with teachers on curriculum compaction and acceleration opportunities. Families who want to be a part of the Active



Learning Academy will organize book exchanges each trimester and read to and with students in and out of school. They will lend their expertise to student projects and inquiry-based learning, act as resources for student research, collect recycled supplies for student projects, and provide students hands-on experiences in and outside of school.

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, familiarize students with their language or an aspect of history. On a schoolwide level, parents will help translate PTA newsletters and School Site Council minutes, 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. The combination of these communication, involvement, and education activities will increase parent presence on campus, forge a strong partnership between school and parents, and positively impact student learning.

# Project Narrative

**Project Narrative-Selection Criteria-Budget and resources-Refer to Federal Notice for content.**

Attachment 1:

Title: **D. Budget and resources** Pages: **5** Uploaded File: **H:\2010 MSAP\D. Budget and resources.doc**

## ***D. BUDGET AND RESOURCES***

---

### ***(1) Adequate facilities.***

Neither magnet theme will require unique or additional facilities. The facilities at Arroyo West and Campus Canyon 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 (6 rooms at each site) and can readily accommodate new students. Up to 200 additional students could be accepted at either magnet.
- **Adequate buildings and grounds:** Campus Canyon was built in 1989 and Arroyo West in 1991. Both sites have a full kindergarten playground and an elementary school playground complete with a baseball diamond and soccer fields. The school buildings include adequate and modern offices, classrooms, cafeteria and multipurpose room as well as relocatable classrooms. Students, parents, teachers, and community members at both sites have worked together to create outdoor school gardens, several atrium gardens, and garden boxes outside of classrooms, all of which provide hands-on learning opportunities for students.
- **Accessibility:** Both sites will be 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 five student multimedia workstations and all are wired for Internet access. Campus Canyon and Arroyo West each have a small (12 computers) computer laboratory in the library/ media center as well as a 30-station computer lab, which is large enough to house an entire class. These two labs house a variety of educational software that will be used to reinforce and extend skills in math and reading, provide Internet access for research, and help students meet grade level technology benchmarks.

**(2) Adequate equipment and supplies.**

While local and state resources are 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 which 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
<b>District funded:</b>  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 for all grades	Intervention materials
Computers in the library/media center, lab, 5 per classroom, 1 laptop per teacher, Laser printers, Interactive whiteboard, projection and student response systems for every classroom	Intervention and enrichment software in math, reading and English language development  Classroom maps and globes  Consumable supplies for academic subjects and magnet themes
File cabinets, storage units, bookshelves	Manipulatives to support cognitive development, math, and science

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

**Arroyo West**

**Books:** MSAP resources will be used to dramatically increase the number of books available to students. These print resources are necessary to increase access to books and information, increase the amount of time students read, allow them to find books at their reading level,

encourage reading and inquiry, and support all aspects of project-based learning. With the volume of books we expect all students read during the Reading Workshop (independent reading), we need a large variety of books in all genres, which appeal to both genders and students from differing backgrounds. Beginning readers must read books with predictable, repetitive text that have pictures that support an engaging story. Beginning readers read approximately 10 different books every two to three days. In order for us to support them, we need hundreds of books in our classrooms, and MSAP funding will allow us to fulfill this need. Multicultural books will be purchased by both magnet sites to reinforce inclusion and increase student knowledge and understanding of diversity.

---

**Technology:** Classroom sets of *iPads*, video cameras, and digital still cameras will provide students tools needed for investigation, research, and communication about their learning. The Active Learning Academy will seek to infuse technology seamlessly into instruction and ensure all students have access to cutting edge technology to support their learning.

---

### **Campus Canyon**

---

**Books:** Campus Canyon will also purchase books, some in support of the Schoolwide Enrichment Model, some to support the college-ready portion of the curriculum, and others to support the additional grade levels being added to the magnet.

---

**Software:** Renzulli Learning software licenses will support the implementation of SEM and in particular will be useful for assessing student talents and interests. Additional intervention software will be purchased to fill in gaps for students not yet at grade level and accelerate their learning so they can be college-ready.

---

**Equipment:** A small amount of PE equipment and science equipment will be purchased from MSAP funding as grades are added, in support of academic achievement goals and Type I and III enrichment activities.

---



***(3) Adequate and reasonable budget in relation to the objectives of the project.***

We are requesting \$848,302 for the first year and \$717,690 and \$716,704 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 approximately 800 students each year of the grant and will train a project team total of at least twenty-eight teachers (the number of teachers is anticipated to grow as the magnet schools attract more students). The per-pupil costs, an average of approximately \$812 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 isolation at all District elementary 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 two new 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.

This table shows how all grant expenditures support MSAP outcomes and objectives.

<b>Goals/Objectives</b>	<b>Equipment/Supplies</b>	<b>Personnel</b>	<b>Training</b>
1. Reduce minority group isolation		Project director, marketing specialist	

<b>Goals/Objectives</b>	<b>Equipment/Supplies</b>	<b>Personnel</b>	<b>Training</b>
2. Increase academic proficiency	Supplementary materials, enrichment and intervention software, digital learning resources ( <i>iPads</i> , cameras, software), classroom and library books	Project director, Enrichment specialist, Active Learning Coach	Training on magnet school theme-related strategies: constructivist learning and Schoolwide Enrichment Model
3. Increase diversity and access	Multicultural books, books on conflict resolution, pro-social behavior	Project director, outside trainers, classroom teachers	Training on teacher expectations, responsive classrooms, cultural competence, cooperative learning, positive behavior support
4. Develop themes and course of instruction	Classroom and library books, enrichment software	Project director, curriculum developer, teachers	Training on magnet school theme-related strategies: constructivist learning and Schoolwide Enrichment Model
5. Increase District capacity to sustain magnets	Teacher and parent training videos, handbooks, curriculum, evaluation reports	Project director, evaluator, university partners, Enrichment specialist, Active Learning Coach	All project teacher and parent training

# Project Narrative

**Project Narrative-Selection Criteria-Evaluation plan (10 points)-Refer to Federal Notice for content.**

Attachment 1:

**Title: E. Evaluation plan Pages: 9 Uploaded File: H:\2010 MSAP\E. Evaluation.doc**

## ***E. EVALUATION PLAN***

---

The district will hire an independent external evaluation team for this important effort. The following evaluation components or frameworks will guide the effort to create an effective evaluation plan:

- **Logic Models:** The evaluators and an MSAP Evaluation Team made up of the project director, enrichment specialist, active learning coach, site principals, and parents from the School Site Councils will collaborate to develop 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. In this way, all will understand the impact that varying levels of effort/resource allocation will have on the ultimate program outcomes.
- **Management Plan:** Program implementation – full and on time – is critical to the production of desired outcomes. The evaluator and advisory committee members will develop detailed management plans to guide implementation. Management plans will include tasks, milestones, responsibilities, timelines, and verification methods. The evaluator will use the verification methods to monitor implementation.
- **Concerns-Based Adoption Model:** The Concerns-Based Adoption Model will be used to assess *Stages of Concern* and *Levels of Use* and as a framework for developing profiles of instructional practices. Evaluators and school site teams will work together to develop profiles that can be used to assess the degree of implementation of innovative features in the classroom. Teachers and other key personnel will take the Stages of Concern Questionnaire to monitor concerns, attitudes, feelings, and thoughts about the programs. Lastly, evaluators will use Levels of Use structure to develop surveys and interview teachers regarding classroom implementation.
- **Objective-Based Evaluation Plan:** The evaluator will monitor progress toward the achievement of established objectives.

*(1) Includes methods that are appropriate to the project.*

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

It will involve key decision-makers and constituencies as co-constructors of the evaluation instruments and processes, data gatherers and input givers, and of users of evaluative data. This collaborative approach will ensure both program implementation and attainment of objectives.

**Methods appropriate to MSAP objectives:** *progress toward attainment of objectives*

The methods of evaluation are aligned to project outcomes and objectives as follows:

Project Goals	Method of Evaluation
<p><b>Goal 1:</b> Reduce minority group isolation</p>	<p>Official enrollment data from California Department of Education, California Longitudinal Pupil Achievement Data System – CALPADS compared to proposed changes in enrollment demographics on Tables 7, 9, and 11 of this application.</p>
<p><b>Goal 2:</b> Increase Academic Achievement</p>	<p>Academic testing            2a. California Standards Test of English Language Arts            2c. California Standards Test of Mathematics            2c. Subgroup performance on Adequate Yearly progress (NCLB compliant academic accountability system for assessing overall academic achievement and performance)</p>
<p><b>Goal 3:</b> Increase diversity and equity</p>	<p>3a. Cultural competence of students – project-developed cultural competence, anti-bias survey            3a. Cultural competence of teachers – project-developed cultural competence, anti-bias survey and instructional practices profile based on <i>A World of Difference</i> curriculum or similar classroom observation            3c. Classroom/playground harmony – official school records of discipline and behavioral referrals</p>



Project Goals	Method of Evaluation
<p><b>Goal 4:</b> Develop magnet theme and course of instruction</p>	<p>4a. Curriculum completion – document review of artifacts: digital handbooks, pacing guides, rubrics and assessments, model lesson videos</p> <p>4b. Curriculum quality – ratings on rigor, knowledge strengthened, and 21<sup>st</sup> century career/college skills on project-developed rubric based on Association for Supervision and Curriculum Development’s Quality Curriculum Evaluation Rubric</p>
<p><b>Goal 5:</b> Improve District capacity to sustain magnets</p>	<p>5a. Training participation lists, training effectiveness survey, self-assessment and observation using project-developed profiles of instructional practices tailored to each school theme.</p> <p>5b. California Standards Tests, see objectives 2a, 2b, 2c.</p> <p>5c. Parent involvement – project developed parent survey</p> <p>5d. Detailed review of a management plan to be developed during first project month. Methods will include document review (agenda, artifacts produced, expenditure reports, calendars, etc.), participant observation, and surveys as identified in management plan.</p> <p>5e. Project ranking of effective components</p> <p>5f. Proposed funding plan with sources identified</p> <p>5g. Calculation of per-student expenditure using enrollment in magnet schools (from CALPADS) to official records of expenditures provided by District business office</p>

**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 ‘dosage’ level proposed? Are milestones achieved by deadlines? A critical aspect of program implementation is the development of management plans both for the project overall and each magnet school. The

proposal is that both the School Site Councils work with the project director and other appropriate magnet staff to develop detailed management plans during the first two project months. Management plans will include for each component tasks, milestones, responsibilities, timelines, and verification methods. These plans will be the basis for monitoring program implementation.

**Methods appropriate to MSAP performance measures and reporting requirements:**

*Meeting funding source requirements.*

The evaluator for Moorpark's MSAP project will provide the following MSAP performance measure information to the funding source each year using:

- (a) The percentage of magnet schools whose student applicant pool reduces, eliminates, or prevents minority group isolation (source: CALPADS)
- (b) Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in reading/language arts (source: CALPADS)
- (c) Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed state annual progress standards in mathematics (Source: California Department of Education, AYP statistics)
- (d) The cost per student in a Magnet School (source: CALPADS and official records of expenditures provided by the District business office)
- (e) District-level and feeder school enrollment data (source: CALPADS)
- (f) Applicant pool data (source: official project records of applicants for each proposed magnet site including demographic information).

**Methods appropriate to decision makers and constituents:**

The MSAP Evaluation Team will review evaluation plans and instruments that detail evaluation methods. They will have responsibility for monitoring the implementation of the evaluation plan. The proposed committee will include District- and magnet school-level decision makers and representatives from constituency groups. The evaluator will be an attendee at committee meetings. The dialogue between committee members and evaluator will ensure

that methods are appropriate and 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*

Central to the evaluation plan are the MSAP and project outcomes of desegregation and increasing student achievement. Keys to **desegregation** are 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 not only address numerical data collection according to CALPADS, but will work with the School Site Councils and the MSAP Evaluation Team to establish milestones and quality indicators for recruitment and enrollment and will monitor implementation accordingly.

For **student achievement**, although the evaluation of student achievement in itself is relatively straightforward and those data will be made available to the district and schools annually as available, the inputs lead to changes in student achievement that the project can control. Thus, 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, where available, 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 is for this level of analysis:

- **Students:** Significant ethnic/racial sub-groups, English Learners, socio-economically disadvantaged students, and students with disabilities

- **Parents:** Parents based on student ethnic/racial demographic, English Learners, and students with disabilities. Socioeconomic status will not be used since this is private information.
- **Teachers:** Teachers, by years of participation and prior training

These breakdowns will give decision makers refined information regarding program impact on sub-groups.

***(3) Includes methods that are objective, will produce data that are quantifiable.***

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.

<b>Project Goals</b>	<b>Quantifiable Data</b>
<b>Goal 1:</b> Reduce minority group isolation	Number and percentage of students enrolled by numerically significant groups, school, grade, and magnet/feeder/district.
<b>Goal 2:</b> Increase Academic Achievement	AYP calculated by California Department of Education. Number and percentage of students at or above proficient on state tests by numerically-significant sub-groups.
<b>Goal 3:</b> Increase diversity and equity	Number and percentage of students and teachers per response type (Likert-type, yes/no, checklist, etc.). Number of discipline and behavioral referrals.
<b>Goal 4:</b> Develop magnet themes and courses of instruction	Ratings on project-developed Quality Curriculum Evaluation Rubric.
<b>Goal 5:</b> Improve District capacity to sustain magnets	Professional development: Number and percentages of teachers at various levels of implementation. Student impact: Number and percentage of students at or above proficient on state tests by numerically-significant sub-groups.

Project Goals	Quantifiable Data
	<p>Parent participation: Number and percentage of parents participating and supportive of program.</p> <p>Implementation: List and number of activities implemented on time with indication of level or intensity of implementation according to plan.</p> <p>Per-pupil expenditure: calculation of project per student costs.</p>

The District will disaggregate data by numerically significant ethnic/racial groups and school. Where possible, data will also be presented by grade and school.

This table provides the general timeline for evaluation activities:

Activity (in conjunction with named entity)	Timeframe
<b>Evaluation Plan:</b> Develop detailed Evaluation Plan. Review and revise based on School Site Council (SSC) and MSAP Evaluation Team input.	Within 2 months of award
<b>Logic Models:</b> Assist in development of logic models for each school and the project overall (School Site Councils and Evaluation Team).	Within 2 months of award
<b>Management Plans:</b> Assist in development of detailed management plans for each school and the project overall (School Site Councils and MSAP Evaluation Team)	Within 2 months of award
<p><b>CBAM—Instructional Practices Profiles:</b></p> <ul style="list-style-type: none"> <li>• Draft instructional practices profiles for each school (SSC)</li> <li>• Revise as project matures</li> <li>• Administer to teachers</li> </ul>	<p>Within 6 months</p> <p>Annually by June</p> <p>Annually, spring</p>
<b>CBAM—Stages of Concern:</b> Administer to school staff	Annually, spring
<b>Other Instruments:</b> Draft all required instruments (instruments TBD based on management plans, teacher and student surveys, parent survey, program implementation survey, curriculum evaluation rubric, etc.)	Year 1 within required timeframe, revisions as needed



<b>Activity (in conjunction with named entity)</b>	<b>Timeframe</b>
<b>Data Collection:</b> Collect data according to approved Evaluation Plan	Continuous
<b>Data Analysis:</b> Analyze data according to approved Evaluation Plan	As data are available
<b>MSAP Evaluation Team:</b> Participate in MSAP Evaluation Team meetings. Provide input regarding outcomes and implementation as available.	As scheduled
<b>Annual Performance Report:</b> Gather data, summarize, analyze, and report	April annually
<b>Surveys:</b> Administer surveys to teachers, parents, students	Annually, spring
<b>Complete Data Report:</b> Gather data, summarize, analyze, and report	October 2011, 2012
<b>Final Performance Report:</b> Gather data, summarize, analyze, and report	December 2013

The project will hire an independent outside evaluator to conduct the evaluation. The external evaluation team will have the following members.

- **Lynne C. Aoki (lead)**, External Evaluation Consultant: Over thirty years experience evaluating state and federally funded education programs. Recent relevant evaluation experience: two MSAP grants, four technology grants, six foreign language grants, and two visual and performing arts grants. Three of these 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 Accountability/Year 4 team providing support services to state-monitored schools.

- **Edward M. Schneider, Ph.D.**, Peacham Pedagogics: Independent consultant, psychometrician. Forty years of experience in rigorous educational evaluation. Formerly Chief,

Research, and Evaluation, Institute for Computers in Education, Brigham Young University. Extensive statistical work and survey development with federally funded, public school evaluations.

▪ **Kathleen Ann Apps Ed.D.**, Gifted and Talented Education Coordinator, Santa Ana Unified School District: Ten years of experience in research-based staff development on instructional strategies, socio-emotional development, and instructional differentiation. Twenty-six years of experience in staff development, program development, management, classroom observation, teaching, curriculum development, school reform, change issues, and others. Former university professor, English teacher, and AVID coordinator.

The School Site Councils and District MSAP Evaluation Team will receive formal written reports in April and October of each project year. Additionally, the evaluator(s) will have a regular agenda item on both group's agendas to report findings at other times. The committees will be integral partners in evaluation. 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.

The lead evaluator will serve as an informal member of the District MSAP Evaluation Team and will present data as it becomes available. They will assist committee members to process the data and will work together for program improvement purposes. Between meetings, e-mail forums will be used to communicate to members as needed.

# Project Narrative

**Project Narrative-Selection Criteria-Commitment and capacity (15 points)-Refer to Federal Notice for content.**

Attachment 1:

**Title: F. Commitment and capacity Pages: 9 Uploaded File: H:\2010 MSAP\F. Commitment and capacity.doc**

## ***F. COMMITMENT AND CAPACITY***

---

### ***(I) Magnet school activities continued after assistance is no longer available.***

The District's ability to continue project activities is amply demonstrated by the continued functioning and success of a previously funded MSAP project, a Math, Science, and Technology magnet school established in 2004. The District has a consistent track record of sustaining the reforms and improvements created through grant funding and supporting successful components of those projects through local funding after the grant ended. Other examples of the District's commitment to sustaining past grant activities include:

- Following a successful Title VII Special Populations preschool project that housed two classes of preschool children, the District expanded preschool offerings through non-federal resources to a total of eight classes that are continuing to serve low-income, language minority students.
- The curriculum, procedures, and structure developed as part of the high school's Title VII Program Development and Implementation grant are still in place after ten years, supporting all English Language Development classes.
- Two high school academies: Health Science Academy and Moorpark Business Academy, initiated through a Small Learning Communities grant, have continued to grow and serve high school students, now entirely funded and supported through local resources.

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.

<b>Activities to build capacity</b>	<b>Plan for project continuation</b>
<p>Training efforts will build each teacher's capacity to continue project activities. In addition, the "trainer of trainers" model will be implemented, with a lead teacher identified to receive additional training in each professional development component. This teacher will be responsible for ongoing and future training.</p>	<p>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. Videotaping, 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.</p>
<p>Project funds will be used to provide and purchase supplemental materials and technology; provide time for teachers to write integrated, theme-related curriculum, lessons, and assessments all of which will continue to be used.</p>	<p>Project-purchased and developed materials and technology will continue to be used by teachers and students at the magnet schools. Curriculum handbooks for every grade level will be developed for both sites and will serve to institutionalize and guide instruction for any teachers hired after the funded period. Maintenance, updates, and replacement costs will be assumed through local resources.</p>
<p>Outreach to parents and community, project visibility, and communication with the media will build advocacy for expanding and maintaining services.</p>	<p>Parents and community will advocate for magnet school services and activities. They will support and provide future funding for project activities through Parent Teacher Association (PTA) and Moorpark Education Foundation. Community support, through grants from local businesses (Amgen, Allstate, Kohl's, Baxter, Target, etc.), will be sought to support project services.</p>



Activities to build capacity	Plan for project continuation
Use of grant funds for one-time expenses and <i>local</i> 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) Extent of: (i) Commitment to magnet schools.***

Moorpark Unified has a consistent history of supporting desegregation and providing educational choices for students and families. Our previously awarded MSAP math, science, technology magnet has been maintained. All timelines and goals for that project 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.

The District is equally committed to sustaining the two 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 2009-10 school year. Staff members were released to survey parents, develop project themes, and work as a writing team to create this application.

- **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.

***(ii) Identification of resources to continue support for magnet school activities.***

The District has a plan to assume program costs and grant funded personnel. The table that

follows summarizes this plan and the resources which have been identified to support magnet school activities following the funded period.

<b>Activities to be supported</b>	<b>Post-grant funding plan</b>	<b>Post-grant funding sources</b>
Maintenance, repair, replacement of project-purchased equipment	The District has committed to maintaining and repairing all project-purchased equipment.	<ul style="list-style-type: none"> <li>•Local: Campus Canyon and Arroyo West PTA, District maintenance and operations budget, Moorpark Educational Foundation</li> <li>•Federal: EETT</li> </ul>
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.	<ul style="list-style-type: none"> <li>•Local: Use of staff meeting time, use of project-developed videos, manuals, and trainers</li> <li>•Federal: Title I professional development set-aside</li> </ul>
After school enrichment classes	Extended learning time will become self-funding, using a fee-based sliding scale to provide afterschool classes. If the State resumes after school intervention funding, we will use this to support this component. We will also apply for 21 <sup>st</sup> Century Learning grant funding as made available.	<ul style="list-style-type: none"> <li>•Local: Sliding scale payment from parents</li> <li>•State: After school intervention funding</li> <li>•Federal: 21<sup>st</sup> Century Learning</li> </ul>

<b>Activities to be supported</b>	<b>Post-grant funding plan</b>	<b>Post-grant funding sources</b>
Marketing, recruitment, transportation for parent choice	We will continue to use project-created materials for marketing and recruitment (brochures, DVDs, etc.) past the funding period. The site principals will take over the responsibilities of the marketing specialist, and continue recruitment efforts using materials and planning completed during the funded period.	<ul style="list-style-type: none"> <li>*Local: School supply budget, use of project developed video and brochures</li> <li>*State: Home/School transportation funding</li> <li>*Federal: Title I transportation set-aside funding</li> </ul>
Assumption of grant-funded personnel	The project director will continue as a site coordinator split between the two sites, funded out of state funds and parent fees for after school enrichment. The Active Learning coach and Enrichment Specialist will have completed training of teachers and will be assumed into either classroom or administrative positions, as available. The curriculum developer will be responsible for completing the course of study within the three years of project funding, so this position will no longer be needed.	<ul style="list-style-type: none"> <li>*State: General fund</li> </ul>

# Project Narrative

**Project Narrative-Desegregation Plan Information Form-Download form from the program's website and upload form here.**

Attachment 1:

**Title: Voluntary Desegregation Plan Pages: 0 Uploaded File: H:\2010 MSAP\DESEGREGATION PLAN INFORMATION FORMS.doc**

## I. DESEGREGATION PLAN INFORMATION FORMS

<b>Type of Desegregation Plan</b> <i>(Check One &amp; Attach the Appropriate Documents)</i>	
<p><input type="checkbox"/> <b>A Required Plan:</b> 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.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <u>Note:</u> 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.</li> </ul> <p>Any desegregation plan modification should be mailed to:</p> <p>Anna Hinton            US Department of Education            Office of Innovation &amp; Improvement            400 Maryland Avenue SW, Rm 4W229            Washington, DC 20202-5970</p>	<p><input checked="" type="checkbox"/> <b>A Voluntary Plan:</b> 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.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> <li>• A copy of the plan</li> <li>• 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.</li> </ul>



# VOLUNTARY DESEGREGATION PLAN

Moorpark Unified School District

---

**Meeting the purpose specified in section 5301(b) of the Act:** The purpose of this voluntary desegregation plan, adopted initially by the Moorpark Unified School District Board of Education in June of 2003 and revised in April 2007, is to provide all students served in Moorpark Unified 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 Moorpark 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 minority enrollment is eight or more percent higher than the district average for schools at the same grade configuration.

**Plans to prevent, eliminate, or reduce minority group isolation:** The three principal strategies used by Moorpark Unified to prevent, eliminate, or reduce the isolation of minority students will be a District-wide policy of school choice, the adjustment of school boundaries to achieve diversity, and the establishment of magnet schools. Magnet school programs may be established at sites which would exceed the District averages for minority students by more than eight percent if they were exclusively neighborhood schools. Magnet schools are defined as schools that:

- Prevent, eliminate, or reduce minority group isolation
- Develop a theme with specialized, rigorous curriculum
- Provide instruction and experiences that foster understanding and students of different 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:**

**General school choice:** The District will advise parents of all current statutory attendance options and local attendance options available in the District. This notification will include a description of all options, a description of the procedure for application for alternative attendance areas.

**School boundary adjustment:** On a periodic basis, as new housing developments open or other changes occur that effect school demographics, the Board of Education will review and adjust the boundaries for neighborhood schools.

**Magnet school choice:** Applications for enrollment at the magnet sites will be made available to all Moorpark 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.

Moorpark Unified School District does not use race, color, national origin, sex, religion, or disability as a factor when assigning students to a magnet or non-magnet school

### **Student Selection Plan: Process and Procedures**

Applications for enrollment at magnet schools are made available to all Moorpark 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, PTSA and school newsletters, and a posting on the District website.
2. Following the deadline (end of January) the magnet schools principals, Assistant Superintendent of Instruction, and Director of Elementary Education will convene to select and assign students from the applicants.
3. Students currently enrolled at the site are given priority to remain at the magnet site. They are notified that they are assigned to the magnet site and are eligible to remain through grade five.
4. All siblings of students currently attending the school are given the next priority and are assigned to any remaining seats at the magnet site.
5. Students from any identified program improvement schools are 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.
6. Next, 25% of the available seats that remain are allotted to students who live within .5 miles of the school. All applications from students who meet this criterion are placed in a lottery and are randomly selected for participation from the established pool of students who meet the geographic proximity criteria.
7. After students meeting the geographic priority have been selected, the next priorities for assignment are students who participate in NSLP or who are English Learners. Students are assigned to fill remaining seats by establishing the a pool of NSLP and a pool of English Learner participants from available applicants and randomly selecting from those two pools until the percentage of students in those groups at the magnet site matches the District-wide

percentage of students in those two groups.

8. All remaining seats are filled using a random lottery from all remaining applicants.
9. When the school enrollment is complete, a Waiting Pool of applicants is established.
10. If openings occur, names are drawn from the pool of applicants who met application deadlines.
11. If new enrollees are not obtained from this group, names are drawn from those who completed applications after the initial deadline for submission of applications.

The table that follows enumerates the race neutral selection factors that will be considered during the lottery to fill magnet school seats.

<b>RACE NEUTRAL SELECTION FACTORS</b>		
• 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.
• 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.
• 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.
• English proficiency	Student is an English Learner.	Priority for English Learners will be given up to the percentage of English Learners in the target grade levels in the District.
• NSLP	Student participates in the Free and Reduced lunch program.	Priority for students who participate in Free/Reduced lunch program (NSLP) will be given, up to the percentage of NSLP students in the target grades levels in the District.
• All other seats	All other students	All other students will be selected for remaining seats, via random lottery.

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

- The percentage of minority/non-minority students at each school
- The percentage of socio-economically disadvantaged students at each school

- The effectiveness of the District's choice programs
- The effectiveness of the District's magnet schools

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 Moorpark Unified School District Board of Education adopted a Voluntary Desegregation Plan in 2003, and will approve the revisions indicated in this document and implement the plan upon the award of assistance.

## **Project Narrative**

**Project Narrative-Table 1 and 2 Information-LEA-Level Enrollment Data-Download tables from the application package available on the program's website and upload table information here.**



## **Project Narrative**

**Project Narrative-Table 3 Information-Magnet Schools Enrollment Data-Download table from the application package available on the program's website and upload table information here.**

## **Project Narrative**

**Project Narrative-Table 5 Information-Feeder School Enrollment Data-Download table from the application package available on the program's website and upload table information here.**

## **Project Narrative**

**Project Narrative-Table 7 and 8 Information-LEA-Level (Converted) Enrollment Data-Download tables from the application package available on the program's website and upload table information here.**

Attachment 1:

Title: **Table 7 and 8** Pages: **5** Uploaded File: **H:\2010 MSAP\Table 7 and 8.pdf**

**Table 7: Enrollment Data-LEA Level (LEAs that HAVE converted to new race and ethnic categories) OMB-1855-0011- Expiration 05/31/2010**  
 \* Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.

<b>Actual Enrollment</b>															
(Current School Year—October 1, 2009)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	198	40.5%	1	0.2%	489
1	2	0.4%	39	7.4%	9	1.7%	212	40.4%	18	3.4%	244	46.5%	1	0.2%	525
2	2	0.4%	29	5.8%	9	1.8%	212	42.5%	16	3.2%	229	45.9%	2	0.4%	499
3	2	0.4%	36	7.4%	12	2.5%	205	42.0%	18	3.7%	214	43.9%	1	0.2%	488
4	3	0.6%	35	6.7%	13	2.5%	205	39.5%	3	0.6%	259	49.9%	1	0.2%	519
5	2	0.4%	41	7.9%	10	1.9%	206	39.6%	0	0.0%	258	49.6%	3	0.6%	520
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>11</b>	<b>0.4%</b>	<b>217</b>	<b>7.1%</b>	<b>55</b>	<b>1.8%</b>	<b>1260</b>	<b>41.4%</b>	<b>86</b>	<b>2.8%</b>	<b>1402</b>	<b>46.1%</b>	<b>9</b>	<b>0.3%</b>	<b>3040</b>



Projected Enrollment															
(Year 1 of Project—Oct 1, 2010)															
Grade level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	200	40.9%	2	0.4%	492
1	0	0.0%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	198	40.5%	1	0.2%	489
2	2	0.4%	39	7.4%	9	1.7%	212	40.4%	18	3.4%	244	46.5%	1	0.2%	525
3	2	0.4%	29	5.8%	9	1.8%	212	42.5%	16	3.2%	229	45.9%	2	0.4%	499
4	2	0.4%	36	7.4%	12	2.5%	205	42.0%	18	3.7%	214	43.9%	1	0.2%	488
5	3	0.6%	35	6.7%	13	2.5%	205	39.5%	3	0.6%	259	49.9%	1	0.2%	519
6															
7															
8															
9															
10															
11															
12															
Total	9	0.3%	213	7.1%	47	1.6%	1274	42.3%	117	3.9%	1344	44.6%	8	0.3%	3012



**Projected Enrollment**  
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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	0.2%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	203	41.5%	4	0.8%	498
1	0	0.0%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	198	40.5%	1	0.2%	489
2	0	0.0%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	198	40.5%	1	0.2%	489
3	2	0.4%	39	7.4%	9	1.7%	212	40.4%	18	3.4%	244	46.5%	1	0.2%	525
4	2	0.4%	29	5.8%	9	1.8%	212	42.5%	16	3.2%	229	45.9%	2	0.4%	499
5	2	0.4%	36	7.4%	12	2.5%	205	42.0%	18	3.7%	214	43.9%	1	0.2%	488
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>7</b>	<b>0.2%</b>	<b>215</b>	<b>7.2%</b>	<b>36</b>	<b>1.2%</b>	<b>1289</b>	<b>43.1%</b>	<b>145</b>	<b>4.9%</b>	<b>1286</b>	<b>43.0%</b>	<b>10</b>	<b>0.3%</b>	<b>2988</b>

Projected Enrollment (Year 3 of Project--Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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	0.2%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	203	41.5%	4	0.8%	498
1	1	0.2%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	203	41.5%	4	0.8%	498
2	0	0.0%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	198	40.5%	1	0.2%	489
3	0	0.0%	37	7.6%	2	0.4%	220	45.0%	31	6.3%	198	40.5%	1	0.2%	489
4	2	0.4%	39	7.4%	9	1.7%	212	40.4%	18	3.4%	244	46.5%	1	0.2%	525
5	2	0.4%	29	5.8%	9	1.8%	212	42.5%	16	3.2%	229	45.9%	2	0.4%	499
6															
7															
8															
9															
10															
11															
12															
Total	6	0.2%	216	7.2%	26	0.9%	1304	43.5%	158	5.3%	1275	42.5%	13	0.4%	2998

Table 7.xlsx Page 4

**Table 8: Year of Implementation for Existing Magnet Schools Included in the Project**

School Name	First School Year as a Magnet School
Arroyo West Active Learning Academy	2010-2011
Campus Canyon College Preparatory Academy	2010-2011

# Project Narrative

**Project Narrative-Table 9 Information-Magnet Schools (Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.**

Attachment 1:

Title: **Table 9** Pages: **8** Uploaded File: **H:\2010 MSAP\Table 9.pdf**



**Table 9: Enrollment Data-Magnet Schools (LEAs that HAVE converted to new race and ethnic categories) OMB-1855-0011- Expiration 05/31/2010**

**Actual Enrollment: ARROYO WEST**

(Current School Year—October 1, 2009)

Grade Level	American Indian / (Number)	American Indian / (%)	Asian (Number)	Asian (%)	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%	4	6.8%	0	0.0%	33	55.9%	0	0.0%	18	30.5%	4	6.8%	59
1	0	0.0%	1	1.6%	0	0.0%	34	54.0%	0	0.0%	27	42.9%	1	1.6%	63
2	1	1.9%	2	3.8%	1	1.9%	32	60.4%	0	0.0%	16	30.2%	1	1.9%	53
3	0	0.0%	2	3.6%	2	3.6%	24	42.9%	0	0.0%	27	48.2%	1	1.8%	56
4	1	1.7%	3	5.1%	3	5.1%	32	54.2%	0	0.0%	20	33.9%	0	0.0%	59
5	0	0.0%	4	5.3%	1	1.3%	37	49.3%	0	0.0%	33	44.0%	0	0.0%	75
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>2</b>	<b>0.5%</b>	<b>16</b>	<b>4.4%</b>	<b>7</b>	<b>1.9%</b>	<b>192</b>	<b>52.6%</b>	<b>0</b>	<b>0.0%</b>	<b>141</b>	<b>38.6%</b>	<b>7</b>	<b>1.9%</b>	<b>365</b>



Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	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%	3	5.4%	1	1.8%	33	58.9%	0	0.0%	18	32.1%	1	1.8%	56
1	0	0.0%	4	6.8%	0	0.0%	33	55.9%	0	0.0%	18	30.5%	4	6.8%	59
2	0	0.0%	1	1.6%	0	0.0%	34	54.0%	0	0.0%	27	42.9%	1	1.6%	63
3	1	1.9%	2	3.8%	1	1.9%	32	60.4%	0	0.0%	16	30.2%	1	1.9%	53
4	0	0.0%	2	3.6%	2	3.6%	24	42.9%	0	0.0%	27	48.2%	1	1.8%	56
5	1	1.7%	3	5.1%	3	5.1%	32	54.2%	0	0.0%	20	33.9%	0	0.0%	59
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>2</b>	<b>0.6%</b>	<b>15</b>	<b>4.3%</b>	<b>7</b>	<b>2.0%</b>	<b>188</b>	<b>54.3%</b>	<b>0</b>	<b>0.0%</b>	<b>126</b>	<b>36.4%</b>	<b>8</b>	<b>2.3%</b>	<b>346</b>

Table 9 AW.xlsx Arroyo West Page 2

**Projected Enrollment  
(Year 2 of Project—Oct 1, 2011)**

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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	0.0%	3	0.0%	0	0.0%	33	44.6%	0	0.0%	35	47.3%	2	2.7%	74
1	0	0.0%	3	5.4%	1	1.8%	33	58.9%	0	0.0%	18	32.1%	1	1.8%	56
2	0	0.0%	4	6.8%	0	0.0%	33	55.9%	0	0.0%	18	30.5%	4	6.8%	59
3	0	0.0%	1	1.6%	0	0.0%	34	54.0%	0	0.0%	27	42.9%	1	1.6%	63
4	1	1.8%	2	3.6%	1	1.8%	32	57.1%	0	0.0%	19	33.9%	1	1.8%	56
5	0	0.0%	2	3.6%	2	3.6%	24	42.9%	0	0.0%	27	48.2%	1	1.8%	56
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>2</b>	<b>0.5%</b>	<b>15</b>	<b>4.1%</b>	<b>4</b>	<b>1.1%</b>	<b>189</b>	<b>51.9%</b>	<b>0</b>	<b>0.0%</b>	<b>144</b>	<b>39.6%</b>	<b>10</b>	<b>2.7%</b>	<b>364</b>



**Projected Enrollment  
(Year 3 of Project—Oct 1, 2012)**

Grade Level	Alaskan Indian / Alaskan Native (Number)	Alaskan Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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%	3	0.0%	0	0.0%	32	41.6%	0	0.0%	40	51.9%	2	2.6%	77
1	1	0.0%	3	0.0%	0	0.0%	33	44.6%	0	0.0%	35	47.3%	2	2.7%	74
2	0	0.0%	3	5.4%	1	1.8%	33	58.9%	0	0.0%	18	32.1%	1	1.8%	56
3	0	0.0%	4	6.6%	0	0.0%	33	54.1%	0	0.0%	20	32.8%	4	6.6%	61
4	0	0.0%	1	1.6%	0	0.0%	34	54.0%	0	0.0%	27	42.9%	1	1.6%	63
5	1	1.8%	2	3.6%	1	1.8%	32	57.1%	0	0.0%	19	33.9%	1	1.8%	56
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>2</b>	<b>0.5%</b>	<b>16</b>	<b>4.1%</b>	<b>2</b>	<b>0.5%</b>	<b>197</b>	<b>50.9%</b>	<b>0</b>	<b>0.0%</b>	<b>159</b>	<b>41.1%</b>	<b>11</b>	<b>2.8%</b>	<b>387</b>

Table 9: Enrollment Data-Magnet Schools (LEAs that HAVE converted to new race and ethnic categories) OMB-1855-0011- Expiration 05/31/2010

Actual Enrollment: CAMPUS CANYON

(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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	9.7%	0	0.0%	36	58.1%	0	0.0%	18	29.0%	2	3.2%	62
1	1	1.5%	5	7.5%	1	1.5%	35	52.2%	0	0.0%	22	32.8%	3	4.5%	67
2	0	0.0%	4	6.9%	3	5.2%	28	48.3%	0	0.0%	22	37.9%	1	1.7%	58
3	0	0.0%	6	7.9%	1	1.3%	39	51.3%	0	0.0%	26	34.2%	4	5.3%	76
4	0	0.0%	3	4.3%	0	0.0%	38	55.1%	0	0.0%	28	40.6%	0	0.0%	69
5	0	0.0%	2	3.8%	1	1.9%	33	62.3%	1	1.9%	16	30.2%	0	0.0%	53
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>1</b>	<b>0.3%</b>	<b>26</b>	<b>6.8%</b>	<b>6</b>	<b>1.6%</b>	<b>209</b>	<b>54.3%</b>	<b>1</b>	<b>0.3%</b>	<b>132</b>	<b>34.3%</b>	<b>10</b>	<b>2.6%</b>	<b>385</b>



Table 9: Enrollment Data-Magnet Schools (LEAs that HAVE converted to new race and ethnic categories) OMB-1855-0011- Expiration 05/31/2010

Projected Enrollment  
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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	9.7%	1	1.6%	36	58.1%	0	0.0%	18	29.0%	1	1.6%	62
1	0	0.0%	6	9.7%	0	0.0%	36	58.1%	0	0.0%	18	29.0%	2	3.2%	62
2	1	1.5%	5	7.5%	1	1.5%	35	52.2%	0	0.0%	22	32.8%	3	4.5%	67
3	0	0.0%	4	6.9%	3	5.2%	28	48.3%	0	0.0%	22	37.9%	1	1.7%	58
4	0	0.0%	6	7.9%	1	1.3%	39	51.3%	0	0.0%	26	34.2%	4	5.3%	76
5	0	0.0%	3	4.3%	0	0.0%	38	55.1%	0	0.0%	28	40.6%	0	0.0%	69
6															
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>1</b>	<b>0.3%</b>	<b>30</b>	<b>7.6%</b>	<b>6</b>	<b>1.5%</b>	<b>212</b>	<b>53.8%</b>	<b>0</b>	<b>0.0%</b>	<b>134</b>	<b>34.0%</b>	<b>11</b>	<b>2.8%</b>	<b>394</b>



Projected Enrollment (Year 2 of Project—Oct 1, 2011)															
Grade Level	Alaskan Indian / Alaskan Native (Number)	Alaskan Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	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%	4	0.0%	0	0.0%	34	49.3%	0	0.0%	30	43.5%	1	1.4%	69
1	0	0.0%	6	8.7%	1	1.4%	36	52.2%	0	0.0%	25	36.2%	1	1.4%	69
2	0	0.0%	6	9.7%	0	0.0%	36	58.1%	0	0.0%	18	29.0%	2	3.2%	62
3	1	1.5%	5	7.5%	1	1.5%	35	52.2%	0	0.0%	22	32.8%	3	4.5%	67
4	0	0.0%	4	6.1%	3	4.5%	28	42.4%	0	0.0%	30	45.5%	1	1.5%	66
5	0	0.0%	6	7.9%	1	1.3%	39	51.3%	0	0.0%	26	34.2%	4	5.3%	76
6	0	0.0%	3	4.3%	0	0.0%	38	55.1%	0	0.0%	28	40.6%	0	0.0%	69
7															
8															
9															
10															
11															
12															
<b>Total</b>	<b>1</b>	<b>0.2%</b>	<b>34</b>	<b>7.1%</b>	<b>6</b>	<b>1.3%</b>	<b>246</b>	<b>51.5%</b>	<b>0</b>	<b>0.0%</b>	<b>179</b>	<b>37.4%</b>	<b>12</b>	<b>2.5%</b>	<b>478</b>

Table 9 CC.xlsx Campus Canyon Page 3

Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	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	0.0%	4	0.0%	0	0.0%	34	44.2%	1	1.3%	35	45.5%	2	2.6%	77
1	0	0.0%	4	0.0%	0	0.0%	34	47.9%	0	0.0%	32	45.1%	1	1.4%	71
2	0	0.0%	6	8.7%	1	1.4%	36	52.2%	0	0.0%	25	36.2%	1	1.4%	69
3	0	0.0%	6	9.4%	0	0.0%	36	56.3%	0	0.0%	20	31.3%	2	3.1%	64
4	1	1.5%	5	7.5%	1	1.5%	35	52.2%	0	0.0%	22	32.8%	3	4.5%	67
5	0	0.0%	4	6.1%	3	4.5%	28	42.4%	0	0.0%	30	45.5%	1	1.5%	66
6	0	0.0%	6	7.9%	1	1.3%	39	51.3%	0	0.0%	26	34.2%	4	5.3%	76
7	0	0.0%	3	4.3%	0	0.0%	38	55.1%	0	0.0%	28	40.6%	0	0.0%	69
8															
9															
10															
11															
12															
<b>Total</b>	<b>2</b>	<b>0.4%</b>	<b>38</b>	<b>6.8%</b>	<b>6</b>	<b>1.1%</b>	<b>280</b>	<b>50.1%</b>	<b>1</b>	<b>0.2%</b>	<b>218</b>	<b>39.0%</b>	<b>14</b>	<b>2.5%</b>	<b>559</b>

Table 9 CC.xlsx Campus Canyon Page 4

# Project Narrative

**Project Narrative-Table 11 Information-Feeder-(Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.**

Attachment 1:

Title: **Table 11** Pages: **2** Uploaded File: **H:\2010 MSAP\Table 11.pdf**



**Table 11: Feeder School (Converted)-Enrollment Data (LEAs that HAVE converted to new race and ethnic categories)**

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

Schools	Actual Enrollment as of October 1, 2009 (Current School Year)														Projected Enrollment as of October 1, 2010 (Year 1 of Project)																		
	American Indian/Alaskan (Number)	American Indian/Alaskan (%)	Native (Number)	Native (%)	Asian (Number)	Asian (%)	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 (Number)	American Indian/Alaskan (%)	Native (Number)	Native (%)	Asian (Number)	Asian (%)	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 (%)
Mountain Meadows	1	0.2%	15	2.7%	13	2.4%	213	39.0%	0	0.0%	280	51.3%	24	4.4%	546	1	0.2%	14	2.6%	13	2.4%	217	40.7%	0	0.0%	254	47.7%	34	6.4%	533			
Peach Hill	3	0.5%	29	4.4%	6	0.9%	219	33.1%	2	0.3%	386	58.4%	16	2.4%	661	2	0.3%	25	3.8%	6	0.9%	221	33.5%	2	0.3%	379	57.4%	25	3.8%	660			

Schools	Projected Enrollment as of October 1, 2011 (Year 2 of Project)														Projected Enrollment as of October 1, 2012 (Year 3 of Project)																	
	American Indian/Alaskan (Number)	American Indian/Alaskan (%)	Asian (Number)	Asian (%)	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 (Number)	American Indian/Alaskan (%)	Asian (Number)	Asian (%)	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		
FEEDER SCHOOLS	Mountain Meadows	1	0.2%	12	2.3%	10	1.9%	227	43.0%	0	0.0%	234	44.3%	44	8.3%	528	1	0.2%	25	4.2%	3	0.5%	232	38.9%	1	0.2%	295	49.4%	40	6.7%	597	
	Peach Hill	1	0.2%	27	4.3%	4	0.6%	226	36.3%	1	0.2%	331	53.1%	33	5.3%	623	1	0.2%	25	4.2%	3	0.5%	232	38.9%	1	0.2%	295	49.4%	40	6.7%	597	
	Both Magnets																															
	MAGNET(S)																															



# Project Narrative

**Project Narrative-Table 13 Information-Selection of Students-Download table from the application package available on the program's website and upload table information here.**

Attachment 1:

Title: **Table 13** Pages: **2** Uploaded File: **H:\2010 MSAP\Table 13.doc**

**Table 13: 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.

**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.

**See attached, student selection will be the same for both proposed magnet schools, and for our two ongoing magnet schools, not included in this project.**

**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.

## **Student Selection Plan: Process and Procedures**

Applications for enrollment at magnet schools are made available to all Moorpark 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, PTSA and school newsletters, and a posting on the District website.
2. Following the deadline (end of January) the magnet schools principals, Assistant Superintendent of Instruction, and Director of Elementary Education will convene to select and assign students from the applicants.
3. Students currently enrolled at the site are given priority to remain at the magnet site. They are notified that they are assigned to the magnet site and are eligible to remain through grade five.
4. All siblings of students currently attending the school are given the next priority and are assigned to any remaining seats at the magnet site.
5. Students from any identified program improvement schools are 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.
6. Next, 25% of the available seats that remain are allotted to students who live within .5 miles of the school. All applications from students who meet this criterion are placed in a lottery and are randomly selected for participation from the established pool of students who meet the geographic proximity criteria.
7. After students meeting the geographic priority have been selected, the next priorities for assignment are students who participate in NSLP or who are English Learners. Students are assigned to fill remaining seats by establishing the a pool of NSLP and a pool of English Learner participants from available applicants and randomly selecting from those two pools until the percentage of students in those groups at the magnet site matches the District-wide percentage of students in those two groups.
8. All remaining seats are filled using a random lottery from all remaining applicants.
9. When the school enrollment is complete, a Waiting Pool of applicants is established.
10. If openings occur, names are drawn from the pool of applicants who met application deadlines.
11. If new enrollees are not obtained from this group, names are drawn from those who completed applications after the initial deadline for submission of applications.

# Project Narrative

**Project Narrative-Table 14 Information-Revised Magnet Schools-Download table from the application package available on the program's website and upload table information here.**

Attachment 1:

Title: **Table 14** Pages: **1** Uploaded File: **H:\2010 MSAP\Table 14.doc**



**Table 14: New or Revised Magnet School Projects-Competitive Preference 2**

Instructions:

For each magnet school identified in Tables 1 – 11:

- 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. Both target sites will be new magnet schools.**

Explanation of How or Why the Revision is Significant:

# Project Narrative

**Project Narrative-Magnet Schools Assistance Program Assurances-Download form from the application package available on the program's website and upload form here.**

Attachment 1:

**Title: MSAP Assurances Pages: 1 Uploaded File: H:\2010 MSAP\MSAP assurances.pdf**

---

## VI. ASSURANCES AND CERTIFICATIONS

---

### 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.

*Anne L. Yennison*      4/27/10

---

Signature of Authorized Representative                      Date

# Project Narrative

## Project Narrative-Resumes-Refer to: Instructions for Other Documents and Attachments

### Attachment 1:

Title: **Resumes Key Personnel** Pages: **9** Uploaded File: **H:\2010 MSAP\Resumes key personnel.doc**

<b>Position</b>	<b>PROJECT DIRECTOR</b>
<b>Role in project</b>	Coordinate all project planning, implementation, and sustainability efforts; collect, organize, and provide data for project evaluation team; act as liaison between MSAP sites, the District, and the U.S. Department of Education; manage the budget, monitor expenditures according to the approved budget to ensure that expenditures are on track; make adjustments to project as needed to ensure that the project is well implemented, milestones continue to be met, objectives are accomplished and outcomes are achieved; communicate about the project to site, District, and community, plan, schedule, and implement all project-related staff development; keep track of project accomplishments and outcomes, problem-solve obstacles, and celebrate successes.
<b>Person filling position</b>	<b>Linda Hussey</b>
<b>Experience</b>	Twenty-one years as middle school and elementary school coordinator, responsible for an annual budget of over \$500,000 per year Eleven years experience as a teacher in grades K-8
<b>State certification and credentials</b>	Clear Administration Services Credential California Multiple Subjects K-12 Teaching Credential with a Supplementary Authorization in Mathematics State Certification to work with English Learners, known in California as CLAD credential (English Learner Authorization)
<b>Training</b>	Bachelor of Science, Elementary Education Central State College (University of Central Oklahoma)
<b>Time commitment</b>	1.0 FTE, 100% time commitment to project development, implementation, and sustainability.
<b>Experience coordinating state and federal projects</b>	<p>Twenty-one of experience directing state and federal programs.</p> <ul style="list-style-type: none"> <li>▪ Budget: Provided coordination for seven different state and federal programs at three different school sites. Developed, monitored, and reported on an annual budget of over \$500,000 in state and federal categorical programs. Completed all reporting requirements related to the state, federal, and local budgets for her school site.</li> <li>▪ Legal compliance: Responsible for time accounting, state and federal regulations and reporting for six different categorical programs. These programs included Title I, Title III LEP, Title V (federal programs) English Language Acquisition Program, School and Library Improvement Block Grant, and Economic Impact Aid (state programs). As the person in charge of compliance, she led the annual review and self-study process. To complete the self study, she led teachers and support staff in a review and analysis of all aspects of state and federal programs at her site (identification of students, notification of parents, curriculum and instruction, services for students, parent involvement, and student assessment and program evaluation). She also planned and directed the state Coordinated Compliance Review validation visit for her site.</li> <li>▪ Leadership: Led and facilitated committees including Leadership Team, Student Study Team, School Site Council, and English Language Advisory Committee. Presented and communicated goals, objectives, and progress towards those goals. Encouraged involvement and collaboration between parents, teachers, and administrators. Coordinated parent and student volunteer programs, and evaluated both certificated and classified staff.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Improvement plans planned, wrote, and implemented action plans (school-level Parent Involvement, Library, and Safety Plans) based on student achievement data related to federal/state programs. Planned and implemented staff development, hired and evaluated categorically-funded employees.</li> <li>▪ Evaluation: Responsible for reviewing and presenting student achievement data to the school leadership team and School Site Council, using data to collaboratively set school goals; collected, organized, and analyzed project data and was responsible for leading both internal and external, formative and summative evaluation processes for each of the plans; submitted all required state and federal reports.</li> <li>▪ Assessment: Coordinated all state and federal mandated testing (State Standards testing, Physical Fitness testing, and English proficiency testing)</li> </ul>
<p><b>Training and experience specific to magnet school purposes</b></p>	<p>Helped open a visual and performing arts magnet school and worked with teachers to create the vision, mission statement, school goals, enrichment curriculum, school safety plan, and develop thematic curriculum.</p> <p>Two years experience as assistant principal/coordinator at math, science, and technology magnet school.</p> <p>Two years experience planning, scheduling, and implementing afterschool enrichment classes, as successful component of a magnet school.</p> <p>Thirty-one years experience working with diverse students, families, particularly English Learners.</p> <p>Twenty one years experience working with the parents of recent immigrants and English Learners, while facilitating the English Language Advisory Committees for several school sites in MUSD</p> <p>Twenty one years experience arranging for translators at advisory committees, parent conferences and IEP meetings, as well as providing other supports to encourage minority parent involvement (childcare at meetings, transportation, flyers and phone calls in Spanish and English)</p> <p>Participated in intensive training for administrators on</p> <ul style="list-style-type: none"> <li>▪ Reaching, motivating and accelerating instruction for English learners, at-risk, and low income students</li> <li>▪ Developing academic language for English Learners</li> </ul> <p>Participated in and led discussions of book study:</p> <ul style="list-style-type: none"> <li>▪ Mike Schmoker's <u>Results: The Key to Continuous School Improvement</u></li> <li>▪ Ruby Payne's <u>A Framework for Understanding Poverty</u></li> </ul>
<p><b>Professional Development</b></p>	<p>Twenty-one of experience planning, scheduling, and presenting professional development for teachers and support staff. Topics covered include:</p> <ul style="list-style-type: none"> <li>▪ State reform efforts</li> <li>▪ Professional Learning Communities and the use of data-driven decision making</li> <li>▪ State testing procedures</li> <li>▪ <i>SuccessMaker</i>, a technology-based student intervention program</li> <li>▪ Integration and alignment of English Language Development standards for English Learners with the California Language Arts standards</li> <li>▪ Differentiation strategies for GATE, English Learners, and students with disabilities.</li> <li>▪ Strategies for increasing student engagement and checking for understanding (John Hollingsworth's TAPPLE strategies)</li> <li>▪ Lego <i>Mindstorms</i> Robotics program for science and elective teachers</li> </ul>

	<p>Also monitored teachers, provided coaching to ensure effective implementation of new strategies, provided supplementary support for with small groups and one-on-one with teachers needing additional support and training.</p> <p>Worked with struggling teachers to develop effective lesson plans and classroom management strategies.</p> <p>Paired new teachers with grade level mentors, provided new teachers follow up support.</p>
<p><b>Curriculum Development</b></p>	<p>Three years experience on District Strategic Planning Committee.</p> <p>Over seven years, led teachers in the selection of new standards-based history, science, and math textbook materials.</p> <p>Fifteen years work with curriculum council representatives in identifying essential standards, creating pacing maps, and creating common formative and summative assessments.</p>

*Position*

**PUBLIC RELATIONS AND MARKETING SPECIALIST**

<b>Role in project</b>	<p>Design and implement a comprehensive media and marketing campaign; work with the staff to develop a clear and consistent message; work with students artists to design a brochure and poster; plan student recruitment efforts; write press releases; build awareness of the magnet program and support recruitment through the use of ads, posters, free publicity, direct mail, local cable television, and face-to-face presentations such as school tours and Choice Night.</p> <p>Work with both sites to create a sustainable marketing and recruitment plan following the funded period.</p>
<b>Person filling position</b>	Jean Kelso Sandlin
<b>Experience</b>	<p>Creative strategist and writer</p> <p>Director of Public Relations for Hinmon Agency – directed strategic campaigns for medical center, government agencies, tourism industry, nonprofit organizations and business development agencies</p> <p>Campaign Director for United Way</p> <p>Area Coordinator for AmeriCorps, Volunteer in Service to America</p> <p>Director of Public Information, California Lutheran University</p> <p>Events Coordinator, Pepperdine University</p>
<b>State certification and credentials</b>	Teaching Certificate, Language Arts, Oregon
<b>Training</b>	<p>Bachelor of Arts, Communications Arts, California Lutheran University</p> <p>Masters in Public Administration, California Lutheran University</p>
<b>Magnet school experience or training</b>	<p>Worked with parent, student, and staff focus groups to select, develop, and articulate the two magnet themes</p> <p>Provided guidance on outreach to the community</p>
<b>Other relevant training and experience</b>	<p>20 years experience in designing comprehensive public relations campaigns (involving press, television, radio, and other media outlets)</p> <p>Demonstrated ability to create and obtain input from focus groups, develop and implement a successful ad campaign, create free and paid media spots, write press releases and other project communication</p> <p>Background in graphic design and development of brochures, posters, and websites</p> <p>Combines public relations expertise with education background – extensive marketing work with an educational focus, holds teaching credential, has worked with K-12 education and universities</p>
<b>Time commitment</b>	.5 FTE, half time in project



**Position****ACTIVE LEARNING COACH****Arlys Escobar****Professional Highlights**

1986 – Present Teacher, Moorpark Unified  
 1998-99 Reading Mentor  
 1997, 1999 Teacher, Young Writer’s Camp, South Coast Writing Project, University of California at Santa Barbara  
 2000 Teacher Intern Supervisor, California State University Northridge  
 2008/09 Peer Assistance and Review Consulting Teacher, Moorpark Unified  
 Technology Mentor  
 Cooperating teacher with Pepperdine, California Lutheran University, California State University Channel Islands  
 Teacher at Professional Development Schools (Flory with California Lutheran University, UPS with California State University Channel Islands)

**Skills**

- Literacy coaching experience, active learning expertise
- Peer coaching experience
- Experience teaching all grades, K-8
- Magnet School experience

**Professional Fellowships**

1996 South Coast Writing Project  
 1998/99 Tri-County Math Project  
 2004, 2008 Teachers College Writing Institute  
 2008, 2009 Teachers College Reading Institute  
 2010 Teachers College Content Literacy Institute  
 Member NCTE  
 Member NSTA  
 Member CUE  
 2008/2009 TEAWET (UCSB)  
 2009 South Coast Science Project

**Education**

Master of Arts in Elementary Education Pacific Union College, Angwin, CA 1977  
 Bachelor of Arts (Major: Life Science, Minor: Spanish) 1976

**Credentials**

Clear Multiple Subject (Supplementary Authorizations: Spanish, Biological Sciences)  
 Bilingual Cross Cultural Crosscultural Language and Academic Development

## *Position*

## **ENRICHMENT SPECIALIST**

### **Anida Elizabeth Brock**

#### **Education & Certification**

Multiple Subject Credential- CLAD, Professional Clear with a Supplement in Life Science (2002)  
Single Subject Biology Credential (2005)  
Masters of Education (2003) National University  
Thesis: "The value of science education for limited English proficiency students"  
GATE Certified (2005), BTSA Certified (2004)  
Bachelor of Science (2001) Child and Family Development with a minor in Human Biology.  
San Diego State University

#### **Teaching Experience**

**Fifth Grade GATE Cluster Teacher August 2006-2009, First Grade Teacher August 2005-2006**

**GATE School Site Facilitator May 2006-2009**

**After School Intervention Teacher 2005-2008**

**Peach Hill Academy: Moorpark, CA**

Developed and implemented curriculum for Fifth grade students. Created units of inquiry based on differentiation of the adopted state standards. Participated in the SSC, social committee jobs, science pilot program, and was grade level leader.

**Third Grade GATE Cluster Teacher August 2003- 2005, San Diego, CA**

Implemented and maintained a balanced literacy program for Sheltered English Instruction (SEI) Third grade students by identifying and integrating key concepts and relationships across subject matter. Collaborated and constructed units of inquiry for differentiated instruction composed of instructional strategies appropriate to the complexity of the lesson content and student learning needs. Administered ongoing formal and informal assessments providing for modifications of instructional planning to adjust to student needs. Communicated with parents in Spanish and English through parent conferences, phone calls, notes home, and Family Friday's. Member of the SPMT (Site Planning and Management Team) and Restructuring Work Group to address NCLB standards and requirements.

**TLC (Teaching Learning Collaborative) Peer Coach 2004-2005, San Diego, CA**

K-12 Alliance Science staff developer. Attended 72 hours of training designed to support science education in Elementary schools. Planned and implemented grade level and whole group staff developments with Balboa and other district schools. Individually compiled a school wide curriculum map including specialized standards based binders with resources such as Shared readings, Guided reading texts, and inquiry based lesson plans.

**Science Lab Teacher August 2001- July 2003, After School Science Club Teacher, After School Reading Teacher 2001-2005, San Diego, California**

Develop and implement lessons for a title one school with a majority of at risk students in the Hispanic culture. I teach a literacy supported hands-on science lab activities that address the state standards for science grades K-6 including regular education classrooms, biliteracy classrooms, special education, and seminar/GATE classrooms. Created and implemented a program that incorporated hands on science and reading strategies in an inquiry based environment for 5<sup>th</sup> grade students. Goals were to increase the number of students who achieved proficient or advanced on the 5<sup>th</sup> grade CST exam from 1% to 20%. Instruct reading strategies to sheltered English (SEI) students new to the United States. Including grades 2-5 with English DRA levels 3-44.

#### **Additional Work Experience**

**Member of the San Diego State University Talent Search Program August 1999- May 2000.** This program is intended for "at risk" Middle/High school students. The program involved mentoring, tutoring, peer counseling, community service and teambuilding. This is an equal opportunity program funded by the U.S. Dept. of Education. As a Mentor, I was in charge of 12 students at Southwest High School in San Diego.

**Participant of the SDSU Developmental Disabilities Fall 2000.** This involved gaining knowledge of the disabled community in San Diego through research of the facilities, studying various individual differences, and working one-on-one with a disabled student at home and at school.



## ***Position***

### **Marilyn Jones**

#### **PROFESSIONAL EXPERIENCE**

##### **MOORPARK UNIFIED SCHOOL DISTRICT**

*Special Projects Coordinator*

*1986 - Present*

##### **PEPPERDINE UNIVERSITY, CALIFORNIA**

##### **LUTHERAN UNIVERSITY**

*Adjunct Professor, Education Methods*

*Department*

*1981-1986*

*1992-1994*

##### **EDUCATIONAL CONSULTANT IN THE AREAS OF TEACHER TRAINING, PROGRAM EVALUATION, CURRICULUM WRITING**

*Santa Monica, Las Virgenes, Culver City, El*

*Segundo, Santa Paula, John Rossi Youth*

*Foundation*

*1979-1982*

*Castaic Elementary, Rio, LAUSD, Ventura Unified,  
Lancaster Unified*

*1995-present*

##### **TEACHER, BILINGUAL, ELEMENTARY**

*Los Angeles Unified School District 1978-79*

*Galeton & Frederick, Colorado 1976-1978*

*Bogotá, Colombia 1974-1975*

*San Jose, California 1973-1974*

#### **SUMMARY OF PROFESSIONAL**

#### **EXPERIENCE:**

*-facilitated writing of curriculum projects,  
including Arts in Education integration,  
enrichment units*

*-taught college level classes in Educational  
Methodology*

#### **ENRICHMENT CURRICULUM WRITER**

*-conducted workshops and staff development for  
teachers, aides, parents on: state and federal  
law, ESL, language development, Spanish,  
methodology, culture*

*- planned and supervised District inservice,  
parent conferences, curriculum writing and  
language training*

#### **OTHER WORK EXPERIENCE:**

*-Textbook editor, ESL and mathematics*

*Editorial Voluntad*

*Bogota, Columbia - 1975*

*-Research Assistant*

*Latin American Children's Literature*

*3rd World Teaching Resource Center*

*University of California, Santa Cruz*

#### **EDUCATION**

**CALIFORNIA STATE UNIVERSITY, LOS  
ANGELES 1980**

*MA Urban Education*

*Administration/Bilingual Education*

**UNIVERSITY OF CALIFORNIA, SANTA  
CRUZ 1974**

*California Teaching Credential*

*Spanish Major, History Minor*

#### **ESCUELA NORMAL URBANA**

*Student Teaching, Tepic, Nayarit, México 1973*

#### **HONORS & AWARDS:**

*-Title VII Graduate Fellowship Recipient*

*-Honors at Graduation, UCSC*

*-Honors at Entrance, UCSC*

*-National Merit Scholar*

#### **Credentials:**

*Community College - 1982*

*Administrative Services - 1980*

*Bilingual Certificate of Competence - 1978*

*Standard Elementary K-9 - 1974*

## SUMMARY OF EVALUATION TEAM MEMBERS RESUMES

**Lynne C. Aoki.** Currently Partner, Robinson & Aoki, Evaluation and Organizational Change Consultants. Relevant Background and Experience. Thirty years of experience as an independent evaluator of state- and federally-funded education programs. Five years experience as evaluator of multiple Magnet School Assistance Program grants. Designed multi-year evaluations, constructed surveys and scoring rubrics, interviewed, conducted site visits to validate practices, made use of participant observation and case study techniques. Member, California Statewide Validation Panel whose goal was to seek out and verify language minority programs as exemplary in terms of student results, program implementation, and replicability (one of two evaluation specialists, held position for 6 years). Previously, General Manager of a high technology multi-million dollar start-up company developing launch vehicles to take payloads into Space; and Assistant Vice President and Director of Evaluation Services of a 40-person educational services and instructional development consulting firm. Managed several large-scale evaluations for the military (11 evaluation staff members) and educational clients (8 evaluation staff members over four years). Staff development specialist: concerns-based tools for school improvement, evaluation, assessment, data use in schools, program planning. Certified trainer: Facilitation of change, multicultural education.

**Edward W. Schneider, Ph. D.,** Experimental Psychology, Rutgers University. Currently Proprietor, Peacham Pedagogics, Florham Park, New Jersey. Relevant Background and Experience. Over thirty years of experience in designing research projects, developing various types of evaluation instruments, and carrying out statistical analyses for business, government, and school districts. Representative experiences: • Psychometrician for nationally-administered certification exam, testing technical knowledge of two-way radio technicians. Responsible for item analysis, removing and adding items to the exams, and training subject-matter experts to write new items. • Outside consultant to major university. Evaluated its language laboratory programs and equipment. • Developed the adaptive instructional decision model for HumRRO's computer-assisted instruction (CAI) research project, Project Impact. The tests in this experimental course used Shuford and Massingill's Valid Confidence Testing methodology to shorten the number of test items required, and to control for guessing (2 years). • As Chief of Research and Evaluation for the TICCIT CAI project at BYU, developed a sequential testing model. The number of items in TICCIT's on-line tests varied according to the performance of the students and the criticality of the objective being tested. • Designed and analyzed a number of surveys to assess interests and previous knowledge of visitors to a Visitor's Center. • Developed computer program to analyze

classroom test results graphically. • Taught graduate level courses in design, development, and evaluation of instructional systems (10 years).

**Kathleen Ann Apps Ed.D.**, Gifted and Talented Education Coordinator, Santa Ana Unified School District: 10 years of experience in research-based staff development on instructional strategies, socio-emotional development, and instructional differentiation. 26 years of experience in staff development, program development, management, classroom observation, teaching, curriculum development, school reform, change issues, and others. Former university professor, English teacher, and AVID coordinator.

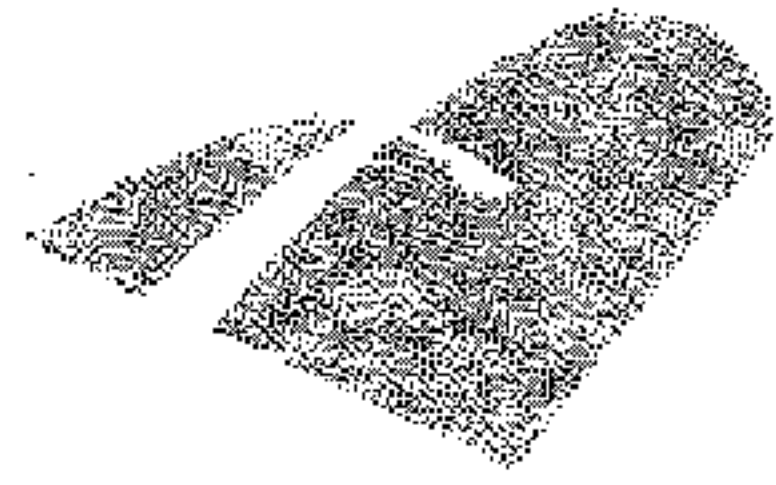
# Project Narrative

## Project Narrative-Letters of Support (Optional)

Attachment 1:

Title: **Letters of Support** Pages: **3** Uploaded File: **H:\2010 MSAP\Letters of Support MSAP.pdf**





M O O R P A R K C O L L E G E

OFFICE OF THE PRESIDENT

Moorpark College

7075 Campus Road

Moorpark, CA 93021

[www.moorparkcollege.edu](http://www.moorparkcollege.edu)

phone 805 378 1407

fax 805 378 1581

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

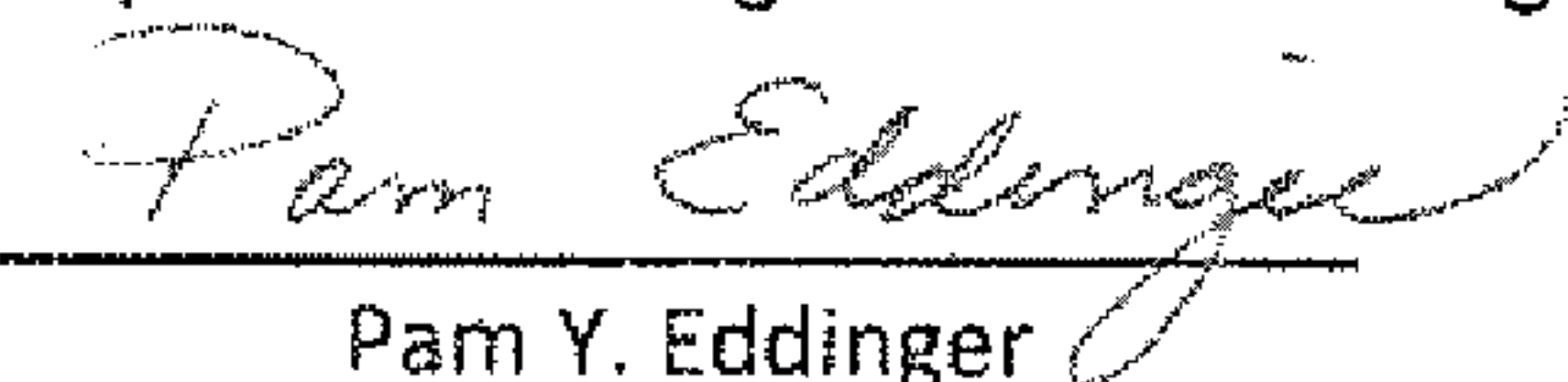
Letter of Support: Campus Canyon College Preparatory Academy  
Application for Magnet School Assistance Project

Moorpark College expresses its strong support for the Campus Canyon College Preparatory Academy application for funding under the Magnet School Assistance Program (MSPA), submitted on behalf of Moorpark Unified School District.

The goal of the College in supporting this application is to continue a mutually beneficial alliance with one of the two proposed magnet schools, Campus Canyon Active Learning Academy. In the past decade, the College and Campus Canyon have jointly conducted activities with Campus Canyon that benefited the students at both institutions. We are committed to continue and to strengthen these initiatives under the Magnet School Assistant Project. Activities accomplished and targeted for continuation include:

- Collaborative efforts to establish a college-going culture through the development of college-connections and college-ready themes
- Collaboration on writing curriculum that emphasizes the importance of post-secondary education and explains what is needed to be successful in college, starting in Kindergarten.
- Provided students at Campus Canyon field trip experiences through use of College physical education facilities, science and technology labs, observatory, theatre, and teaching zoo
- Hosting of college tours to encourage familiarity with, and expectations of college attendance.
- Provided speakers from the College (Exotic Animal Training and Management faculty experts, college professors, and college students) for assemblies at Campus Canyon
- Invited Campus Canyon students to attend the College's Multicultural Day (an alternative instruction day); planned and conducted grade-level appropriate presentations for students
- Provided service learning opportunities for college students to tutor and teach enrichment classes at Campus Canyon
- Provided college professors as guest lecturers for project classrooms to extend and enrich student learning
- Hosted students and their families to sporting events, evening presentations at the college observatory, to plays, and public lectures at the College campus
- Participation of College student athletes at sporting events at Campus Canyon

These and other similar activities enrich the experiences of students at both institutions. Moorpark College affirms its commitment to conduct these and other activities to strengthen our educational alliance. It is the hope of the College that the funding from the Magnet School Project will further enhance the work of the alliance.

  
Pam Y. Eddinger

President  
Title

April 29, 2010  
Date

April 22, 2010

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

Dear Superintendent Smith:

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 California State University Channel Islands and Moorpark Unified School District to be established through the MSAP project.

Colleges and universities throughout the nation are working closely with K-12 school districts to accomplish goals of mutual interest. This collaboration has been shown to improve pre-service teacher preparation, increase new teacher retention, and provide unique professional growth opportunities for veteran teachers. Our goal in supporting this application is establish such a mutually beneficial partnership with one of the two proposed magnet schools, Arroyo West Active Learning Academy.

California State University Channel Islands is prepared to support the proposed project through the following activities:

- Place up to six student teachers per school year with master teachers at Arroyo West.
- Place up to ten student observers with teachers at Arroyo West.
- Provide a faculty member/University Supervisor to supervise student teachers and observers, act as liaison with school site and project staff, and mentor both pre-service and current teachers in current education research, data, and pedagogy.
- Provide Arroyo West staff with professional development in coaching, providing feedback, and mentoring techniques to improve their skills at working with student teachers and providing colleague-to-colleague coaching.
- Help the MSAP project by conducting classroom observations to ensure that project-identified strategies are being implemented with fidelity; assist project staff with problem solving when implementation obstacles are encountered.
- Assist Arroyo West with facilitating "co-teaching" model of student teacher work by identifying consultants who train on the model, and having student teachers and university supervisor attend training with Arroyo West teachers.

In support of this partnership, Moorpark Unified School District is committed to provide California State University Channel Islands the following resources:

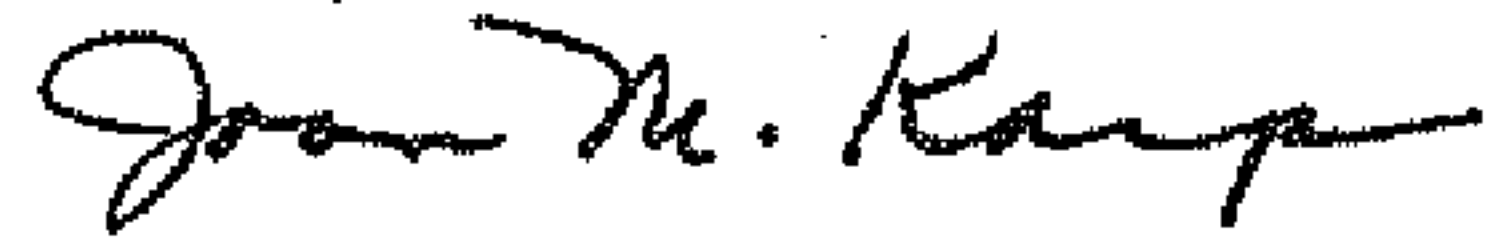
- Placements with master teachers and teachers to host student observers
- A workstation for the University Supervisor
- A classroom to be used for training purposes: for classes or conferencing with student teachers, to hold coaching and feedback sessions, etc.
- Payment of five days per school year for the University Supervisor to provide training and support to Arroyo West staff.

We are excited to partner with Moorpark Unified. It our hope that this relationship will make a significant and positive impact on the project, as it benefits our future teachers. While you help us provide our

One University Drive, Camarillo, California 93012-8599 • Tel: (805) 437-8441 • Fax: (805) 437-2717 • [www.csuci.edu](http://www.csuci.edu)

students necessary practice and learning, we will contribute our enthusiastic support and practical assistance with the implementation and achievement of the goals of your magnet school project.

Sincerely,

A handwritten signature in cursive script that reads "Joan M. Karp".

Joan M. Karp  
Senior Associate Dean and Director  
School of Education

# **Project Narrative**

**Project Narrative-Joint Application Information (if necessary)-Refer to: Instructions for Other Documents and Attachments**



# Budget Narrative

## Project Narrative-Budget Narrative

Attachment 1:

Title: **MSAP Budget Narrative** Pages: **14** Uploaded File: **H:\2010 MSAP\MSAP Budget Narrative.doc**

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**MSAP BUDGET NARRATIVE**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Totals</b>
<b>PERSONNEL</b>	\$ 417,285	\$ 414,126	\$ 422,577	\$ 1,253,988
<b>EMPLOYEE BENEFITS</b>	\$ 120,843	\$ 120,401	\$ 121,585	\$ 362,829
<b>CONFERENCE AND TRAVEL</b>	\$ 16,000	\$ 16,000	\$ 16,000	\$ 48,000
<b>SUPPLIES</b>	\$ 179,400	\$ 50,360	\$ 44,300	\$ 274,060
<b>CONTRACTUAL</b>	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000
<b>OTHER</b>	\$ 33,000	\$ 43,000	\$ 38,500	\$ 114,500
<b>SUB-TOTAL</b>	\$ 796,528	\$ 673,887	\$ 672,962	\$ 2,143,377
<b>INDIRECT COSTS (@ 6.5%)</b>	\$ 51,774	\$ 43,803	\$ 43,742	\$ 139,319
<b>TOTAL COSTS</b>	\$ 848,303	\$ 717,690	\$ 716,704	\$ 2,282,696

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR ONE: 2010-11**

**PROJECT LEVEL EXPENSES**

**PERSONNEL**

Project Director -- 1.0 FTE, 195 days @ \$453/day	88,297
Public Relations and Marketing Specialist -- .5 FTE, 195 days @ \$209	40,788

**PERSONNEL SUB-TOTAL** **129,085**

**EMPLOYEE BENEFITS**

STRS	0.0825	10,650
Medicare	0.0145	1,872
SUI	.0005	65
Workman's compensation	.0426	5,499
Health and Welfare	\$15,300/1.0 FTE	22,950

**BENEFITS SUB-TOTAL** **41,035**

**CONFERENCE AND TRAVEL**

Attendance at MSAP and Magnet Schools of America Conferences, 2 conferences x 4 staff members @ \$2000/each for flight, hotel, misc.	16,000
--	--------

**CONFERENCE AND TRAVEL SUB-TOTAL** **16,000**

**CONTRACTUAL**

Evaluation costs

A critical goal of the proposed project is accurate documentation of student outcomes and project implementation. To achieve this goal, it will be necessary to collect, process, and analyze data on all students and to observe at both magnet school sites and interview project staff. This evaluation will be carried out by an external evaluation team to ensure objectivity and technical accuracy. The evaluation team will be responsible for setting up data collection, monitoring program implementation, collecting evaluation data, summarizing and analyzing data, developing written evaluation reports. In addition, the evaluation team will assist the project with the development and implementation of strategies for program improvement. The chief evaluator will meet with the project director to monitor implementation, design efficient data collection systems, problem-solve challenges in the implementation process, and suggest program improvements.

4 days evaluation team meetings	\$4,000
2 days finalizing evaluation design	\$2,000
8 days to develop project assessment instruments (surveys, observation checklists and protocol, etc.)	\$8,000
2 days development/refining data collection system	\$2,000
4 days classroom observations and focus group interviews	\$4,000
5 days data analysis	\$5,000
4 days writing preliminary report, with baseline data	\$4,000
1 day presenting/sharing findings	\$1,000

Evaluation costs total 30,000

**CONTRACTUAL SUB-TOTAL** **30,000**

**OTHER**

Moorpark Unified School District

**Moorpark Unified Magnet School Assistance Project**

**BUDGET NARRATIVE**

**YEAR ONE: 2010-11**

Summer 2010: Magnet School Purpose-related training - <i>Safe and Civil Schools</i> Training on positive behavior support and classroom management: Both schools will attend this training. \$4000 for 1 day training	4,000
<b>OTHER SUB-TOTAL</b>	<b>4,000</b>

**SITE LEVEL EXPENSES - ARROYO WEST**

**PERSONNEL**

Active learning coach. This is a professional development position and will train teachers over the course of the project, providing demonstration lessons, guidance for curriculum development, coaching and feedback -- 1.0 FTE, 180 days @ \$303/day	54,540
Summer 2010: Magnet Purpose-related training - <i>Safe and Civil Schools</i> , training on positive behavior support and building cohesive school climate, 1 day x 13 teachers and 3 support staff members @ \$110	1,760
Fall 2010: Magnet Purpose-related training - Release time for <i>Responsive Classroom Level I</i> training, 1 day x 13 teachers (entire staff) @ \$110	1,430
Fall 2010: Theme-related training - Hourly, after school time, 2 hours over 5 days, for Co-Teaching with California State University Channel Islands, 6 master teachers x 10 hours @ \$25/hour	1,500
Throughout the school year 2010-11: Theme-related training - Hourly time for teachers to participate in Online Workshop: <i>Constructivism as a Paradigm for Teaching and Learning</i> , 13 teachers x 10 hours @ \$25/hour	3,250
Summer 2011: Theme-related training - Summer Institute on theme building, <i>Inquiry Circles and Project-Based Learning</i> , entire staff, 13 teachers x 5 days @ \$110	7,150
Throughout the school year 2010-11: Release time for teachers for coaching, feedback, collaboration, reflection -- 13 teachers x 5 days @ \$110/day	7,150
Throughout the school year 2010-11: Hourly time for teachers to meet afterschool for collaboration, curriculum writing, data team meetings, 13 teachers x 40 hours @ \$25/hour	13,000
After school Enrichment and extended learning time: 6 educational technicians x 30 weeks (150 days) x 3 hours/day @ \$15/hour	40,500
<b>PERSONNEL SUB-TOTAL</b>	<b>130,280</b>

**EMPLOYEE BENEFITS**

STRS	0.0825	7,407
PERS	.09709	3,932
Medicare	0.0145	1,889
SUI	.0005	65
Workman's compensation	.0426	5,550
Health and Welfare	\$15,300/1.0 FTE	15,300
<b>BENEFITS SUB-TOTAL</b>		<b>34,143</b>

**SUPPLIES**



Moorpark Unified School District

**Moorpark Unified Magnet School Assistance Project**

**BUDGET NARRATIVE**

**YEAR ONE: 2010-11**

Leveled reading books - 11 classes x 100 books @ average of \$5/book	5,500
Sets of specialized books with predictable, repetitive text for K-1 classes (sets to include teacher's Big books) 4 classes x 10 sets @ \$250/set	10,000

Library resources in appropriate genres (multicultural books, realistic fiction, fantasy, historical fiction, science fiction, traditional literature including myths, folktales, and legends, biographies, autobiographies, memoirs, poetry, nonfiction and informational texts) 200 books @ \$25/book average	5,000
Custom Bookroom library (bagged leveled readers to be checked out by teachers for use of students who are reading out-of-level)	40,000
Classroom sets of iPads, 10 classes x 6 iPads @ \$500/each	30,000
Flip cameras 12 @ \$75/each (two for one Digital Wish Program pricing)	900
Digital cameras, 6 @ \$150	900
<b>SUPPLIES SUB-TOTAL</b>	<b>92,300</b>

**OTHER**

Partnership with California State University Channel Islands: 1 University Supervisor 5 days/year @ \$250/day	1,250
Theme-related training - Co-teaching training: teacher and student teacher plan collaboratively and co-teach with small groups all day, 5 days x 2 hours for master teachers, 5 days training for student teachers training @ \$750/day	3,750
Magnet-theme related training - <i>Responsive Classroom</i> , 1 day @ \$4000/day	4,000
Magnet-theme related training - <i>Inquiry Circles/Project-based Learning</i> training with Stephanie Harvey and Harvey Daniels, 5 days @ \$2000/day	10,000
Magnet-theme related training - Online workshop on Constructivism - Free	-
<b>OTHER SUB-TOTAL</b>	<b>14,000</b>

**SITE LEVEL EXPENSES - CAMPUS CANYON**

**PERSONNEL**

One part time (.5 FTE) curriculum developer, to assist teachers in developing Type 1-3 enrichment projects accelerated content, extension, and in-depth instruction -- 180 days @ \$156/day	28,080
Enrichment specialist to train teachers in enrichment, universal assessments, and progress monitoring, plan and provide both enrichment and intervention to ensure all students reach grade level -- 1.0 FTE, 180 days @ \$303/day	54,540
Summer 2010: Magnet Purpose-related training - <i>Safe and Civil Schools</i> , training on positive behavior support and building cohesive school climate, 1 day x 15 teachers @ \$110	1,650
Fall 2010: Magnet Purpose-related training - Release time for <i>TESA</i> , 1 day x 15 teachers (entire staff) @ \$110	1,650
Summer 2011: Theme-related training - Summer Institute, <i>Schoolwide Enrichment Model</i>	8,250

Moorpark Unified School District

**Moorpark Unified Magnet School Assistance Project**

**BUDGET NARRATIVE**

**YEAR ONE: 2010-11**

(Renzulli) entire staff, 15 teachers x 5 days @ \$110

Throughout the school year 2010-11: Release time for teachers for coaching, feedback, collaboration, reflection -- 15 teachers x 5 days @ \$110/day 8,250

Throughout the school year 2010-11: Hourly time for teachers to meet afterschool for collaboration, curriculum writing, data team meetings, 15 teachers x 40 hours @ \$25/hour 15,000

After school Enrichment and extended learning time: 6 educational technicians x 30 weeks (150 days) x 3 hours/day @ \$15/hour 40,500

**PERSONNEL SUB-TOTAL 157,920**

**EMPLOYEE BENEFITS**

STRS 0.0825 9,687

PERS .09709 3,932

Medicare 0.0145 2,290

SUI .0005 79

Workman's compensation .0426 6,727

Health and Welfare \$15,300/1.0 FTE 22,950

**BENEFITS SUB-TOTAL 45,665**

**SUPPLIES**

Renzulli Learning System: software program designed to help students achieve by focusing on their strengths, their interests, and the ways they like to learn and express themselves, 400 students @ \$40/year 16,000

Flip cameras 14 @ \$75/each (two for one Digital Wish Program pricing) 1,050

Digital cameras, 7 @ \$150 1,050

Library books for extended learning and enrichment opportunities, 200 books @ \$25/average 5,000

Reading and mathematics intervention software (Pearson) to accelerate learning for students needing gaps filled or extra dose of reading, site licenses to use in computer lab, 32 @ \$2000 64,000

**SUPPLIES SUB-TOTAL 87,100**

**OTHER**

Fall 2010: Magnet Purpose-related training - *Teacher Expectation for Student Achievement (TESA)* for all teachers and administrative staff, 1 day @ \$4000/day 4,000

Summer 2011: Magnet theme-related training: *Schoolwide Enrichment Model* 5 days @ \$2,000/day 10,000

Moorpark College partnership - time for college professors and administration to collaborate and build the "college connection". 5,000

**OTHER SUB-TOTAL 19,000**

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR ONE: 2010-11**

<b>PERSONNEL</b>	<b>417,285</b>
<b>EMPLOYEE BENEFITS</b>	<b>120,843</b>
<b>CONFERENCE AND TRAVEL</b>	<b>16,000</b>
<b>SUPPLIES</b>	<b>179,400</b>
<b>CONTRACTUAL</b>	<b>30,000</b>
<b>OTHER</b>	<b>33,000</b>
<b>SUB-TOTAL</b>	<b>796,528</b>
<b>INDIRECT COSTS (@ 6.5%)</b>	<b>51,774</b>
<b>TOTAL COSTS</b>	<b>848,303</b>

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR TWO: 2011-12**

**PROJECT LEVEL EXPENSES**

**PERSONNEL**

Project Director -- 1.0 FTE	\$ 89,180
Public Relations and Marketing Specialist -- .5 FTE	\$ 41,196
<b>PERSONNEL SUB-TOTAL</b>	<b>\$ 130,376</b>

**EMPLOYEE BENEFITS**

STRS	0.0825	\$ 10,756
Medicare	0.0145	\$ 1,890
SUI	.0005	\$ 65
Workman's compensation	.0426	\$ 5,554
Health and Welfare	\$15,300/1.0 FTE	\$ 22,950

<b>BENEFITS SUB-TOTAL</b>	<b>\$ 41,216</b>
---------------------------	------------------

**CONFERENCE AND TRAVEL**

Attendance at MSAP and Magnet Schools of America Conferences, 2 conferences x 4 staff members @ \$2000/each for flight, hotel, misc.	\$ 16,000
--	-----------

<b>CONFERENCE AND TRAVEL SUB-TOTAL</b>	<b>\$ 16,000</b>
--	------------------

**CONTRACTUAL**

Evaluation costs	\$ 30,000
------------------	-----------

<b>CONTRACTUAL SUB-TOTAL</b>	<b>\$ 30,000</b>
------------------------------	------------------

**SITE LEVEL EXPENSES - ARROYO WEST**

**PERSONNEL**

Active learning coach. This is a professional development position and will train teachers over the course of the project, providing demonstration lessons, guidance for curriculum development, coaching and feedback -- 1.0 FTE, 180 days @ \$303/day	\$ 54,540
Fall 2011: Magnet Purpose-related training - Release time for Responsive Classroom Level 2 training, 1 day x 14 teachers (entire staff) @ \$110	\$ 1,540
Fall 2011: Theme-related training - Hourly, after school time, 2 hours over 5 days, for Co-Teaching with California State University Channel Islands, 6 master teachers x 10 hours @ \$25/hour	\$ 1,500
Summer 2012: Theme-related training - Summer Institute on theme building, Teachers College Reading and Writing Workshop with Columbia University, entire staff, 14 teachers x 5 days @ \$110	\$ 7,700
Throughout the school year 2011-12: Release time for teachers for coaching, feedback, collaboration, reflection -- 14 teachers x 5 days @ \$110/day	\$ 7,700
Throughout the school year 2011-12: Hourly time for teachers to meet afterschool for collaboration, curriculum writing, data team meetings, 14 teachers x 40 hours @ \$25/hour	\$ 14,000

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR TWO: 2011-12**

After school Enrichment and extended learning time: 6 educational technicians x 30 weeks (150 days) x 3 hours/day @ \$15/hour	\$ 40,500
<b>PERSONNEL SUB-TOTAL</b>	<b>\$ 127,480</b>

<b>EMPLOYEE BENEFITS</b>			
	STRS	0.0825	\$ 7,176
	PERS	.09709	\$ 3,932
	Medicare	0.0145	\$ 1,848
	SUI	.0005	\$ 64
	Workman's compensation	.0426	\$ 5,431
	Health and Welfare	\$15,300/1.0 FTE	\$ 15,300
<b>BENEFITS SUB-TOTAL</b>			<b>\$ 33,751</b>

<b>SUPPLIES</b>	
Leveled reading books - 11 classes x 100 books @ average of \$5/book	\$ 5,500
Additional books for K-1, 4 classes x 100 books @ average of \$5/book	\$ 2,000
Library resources in appropriate genres (realistic fiction, fantasy, historical fiction, science fiction, traditional literature including myths, folktales, and legends, biographies, autobiographies, memoirs, poetry, nonfiction and informational texts) 200 books @ \$25/book average	\$ 5,000
Professional development library: books for teachers on Inquiry Circles, Project-Based Learning, Reading and Writing Workshop, 14 teachers x 4 titles @ \$30/book	\$ 1,680
<b>SUPPLIES SUB-TOTAL</b>	<b>\$ 14,180</b>

<b>OTHER</b>	
Partnership with California State University Channel Islands: 1 University Supervisor 5 days/year @ \$250/day	\$ 1,250
Theme-related training - Co-teaching training: teacher and student teacher plan collaboratively and co-teach with small groups all day, 5 days x 2 hours for master teachers, 5 days training for student teachers training @ \$750/day	\$ 3,750
Magnet-theme related training - <i>Responsive Classroom Level 2</i> , 1 day @ \$4000/day	\$ 4,000
Magnet-theme related training - <i>Teachers College Reading and Writing Project with Columbia University</i> , 5 days @ \$3500/day	\$ 17,500
<b>OTHER SUB-TOTAL</b>	<b>\$ 21,500</b>

**SITE LEVEL EXPENSES - CAMPUS CANYON**

<b>PERSONNEL</b>	
One part time (.5 FTE) Curriculum developer, to assist teachers in developing Type 1-3 enrichment projects accelerated content, extension, and in-depth instruction -- 180 days @ \$156/day	\$ 28,080
Enrichment specialist to train teachers in enrichment, universal assessments, and progress monitoring, plan and provide both enrichment and intervention to ensure all students reach grade level -- 1.0 FTE, 180 days @ \$303/day	\$ 54,540



Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR TWO: 2011-12**

Fall 2011: Magnet Purpose-related training - Release time for Cooperative Learning with Spencer Kagan 1 day x 15 teachers (entire staff) @ \$110	\$ 1,650
Summer 2011: Theme-related training - Summer Institute, Schoolwide Enrichment Model (Renzulli) entire staff, 15 teachers x 5 days @ \$110	\$ 8,250
Throughout the school year 2011-12: Release time for teachers for coaching, feedback, collaboration, reflection -- 15 teachers x 5 days @ \$110/day	\$ 8,250
Throughout the school year 2011-12: Hourly time for teachers to meet afterschool for collaboration, curriculum writing, data team meetings, 15 teachers x 40 hours @ \$25/hour	\$ 15,000
After school Enrichment and extended learning time: 6 educational technicians x 30 weeks (150 days) x 3 hours/day @ \$15/hour	\$ 40,500
<b>PERSONNEL SUB-TOTAL</b>	<b>\$ 156,270</b>
<b>EMPLOYEE BENEFITS</b>	
STRS	0.0825 \$ 9,551
PERS	.09709 \$ 3,932
Medicare	0.0145 \$ 2,266
SUI	.0005 \$ 78
Workman's compensation	.0426 \$ 6,657
Health and Welfare	\$15,300/1.0 FTE \$ 22,950
<b>BENEFITS SUB-TOTAL</b>	<b>\$ 45,434</b>
<b>SUPPLIES</b>	
Renzulli Learning System: software program designed to help students achieve by focusing on their strengths, their interests, and the ways they like to learn and express themselves, 400 students @ \$40/year	\$ 16,000
Library books for sixth grade students being added to the magnet, 200 books @ \$25/average	\$ 5,000
Physical education materials for middle school students, \$3500	\$ 3,500
Science equipment for middle school students, \$5000	\$ 5,000
Professional development library: books for teachers on Schoolwide Enrichment Model, Curriculum compacting, acceleration, 14 teachers x 4 titles @ \$30/book	\$ 1,680
Software maintenance agreement	\$ 5,000
<b>SUPPLIES SUB-TOTAL</b>	<b>\$ 36,180</b>
<b>OTHER</b>	
Fall 2011: Magnet Purpose-related training - Cooperative Learning with Spencer Kagan for all teachers and administrative staff, 1 day @ \$6500/day	\$ 6,500
Summer 2011: Magnet theme-related training: <i>Schoolwide Enrichment Model</i> , 5 days @ \$2,000/day	\$ 10,000
Moorpark College partnership - time for college professors and administration to collaborate and build the "college connection".	\$ 5,000
<b>OTHER SUB-TOTAL</b>	<b>\$ 21,500</b>

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR TWO: 2011-12**

<b>PERSONNEL</b>	<b>\$ 414,126</b>
<b>EMPLOYEE BENEFITS</b>	<b>\$ 120,401</b>
<b>CONFERENCE AND TRAVEL</b>	<b>\$ 16,000</b>
<b>SUPPLIES</b>	<b>\$ 50,360</b>
<b>CONTRACTUAL</b>	<b>\$ 30,000</b>
<b>OTHER</b>	<b>\$ 43,000</b>
<b>SUB-TOTAL</b>	<b>\$ 673,887</b>
<b>INDIRECT COSTS (@ 6.5%)</b>	<b>\$ 43,803</b>
<b>TOTAL COSTS</b>	<b>\$ 717,689</b>

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR THREE: 2012-13**

**PROJECT LEVEL EXPENSES**

**PERSONNEL**

Project Director -- 1.0 FTE	\$ 90,063
Public Relations and Marketing Specialist -- .5 FTE	\$ 41,604
<b>PERSONNEL SUB-TOTAL</b>	<b>\$ 131,667</b>

**EMPLOYEE BENEFITS**

STRS	0.0825	\$ 10,863
Medicare	0.0145	\$ 1,909
SUI	.0005	\$ 66
Workman's compensation	.0426	\$ 5,609
Health and Welfare	\$15,300/1.0 FTE	\$ 22,950

<b>BENEFITS SUB-TOTAL</b>	<b>\$ 41,397</b>
---------------------------	------------------

**CONFERENCE AND TRAVEL**

Attendance at MSAP and Magnet Schools of America Conferences, 2 conferences x 4 staff members @ \$2000/each for flight, hotel, misc.	\$ 16,000
<b>CONFERENCE AND TRAVEL SUB-TOTAL</b>	<b>\$ 16,000</b>

**CONTRACTUAL**

Evaluation costs	\$ 30,000
<b>CONTRACTUAL SUB-TOTAL</b>	<b>\$ 30,000</b>

**SITE LEVEL EXPENSES - ARROYO WEST**

**PERSONNEL**

Active learning coach. This is a professional development position and will train teachers over the course of the project, providing demonstration lessons, guidance for curriculum development, coaching and feedback -- 1.0 FTE, 180 days @ \$303/day	\$ 54,540
Fall 2012: Magnet Purpose-related training - Release time for Responsive Classroom Level 3 training, 1 day x 15 teachers (entire staff) @ \$110	\$ 1,650
Fall 2012: Theme-related training - Hourly, after school time, 2 hours over 5 days , for Co-Teaching with California State University Channel Islands, 6 master teachers x 10 hours @ \$25/hour	\$ 1,500
Summer 2013: Theme-related training - Summer Institute on theme building, Teachers College Reading and Writing Workshop with Columbia University, entire staff, 15 teachers x 5 days @ \$110	\$ 8,250
Throughout the school year 2012-13: Release time for teachers for coaching, feedback, collaboration, reflection -- 15 teachers x 8 days @ \$110/day	\$ 13,200
Throughout the school year 2012-13: Hourly time for teachers to meet afterschool for collaboration, curriculum writing, data team meetings, 15 teachers x 40 hours @ \$25/hour	\$ 15,000

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR THREE: 2012-13**

After school Enrichment and extended learning time: 6 educational technicians x 30 weeks (150 days) x 3 hours/day @ \$15/hour	\$ 40,500
<b>PERSONNEL SUB-TOTAL</b>	<b>\$ 134,640</b>

<b>EMPLOYEE BENEFITS</b>			
	STRS	0.0825	\$ 7,767
	PERS	.09709	\$ 3,932
	Medicare	0.0145	\$ 1,952
	SUI	.0005	\$ 67
	Workman's compensation	.0426	\$ 5,736
	Health and Welfare	\$15,300/1.0 FTE	\$ 15,300
<b>BENEFITS SUB-TOTAL</b>			<b>\$ 34,754</b>

<b>SUPPLIES</b>	
Leveled reading books - 11 classes x 100 books @ average of \$5/book	\$ 5,500
Additional books for K-1, 4 classes x 100 books @ average of \$5/book	\$ 2,000
Library resources in appropriate genres (realistic fiction, fantasy, historical fiction, science fiction, traditional literature including myths, folktales, and legends, biographies, autobiographies, memoirs, poetry, nonfiction and informational texts) 200 books @ \$25/book average	\$ 5,000
Professional development library: books for teachers on Inquiry Circles, Project-Based Learning, Reading and Writing Workshop, 15 teachers x 4 titles @ \$30/book	\$ 1,800
<b>SUPPLIES SUB-TOTAL</b>	<b>\$ 14,300</b>

<b>OTHER</b>	
Partnership with California State University Channel Islands: 1 University Supervisor 5 days/year @ \$250/day	\$ 1,250
Theme-related training - Co-teaching training: teacher and student teacher plan collaboratively and co-teach with small groups all day, 5 days x 2 hours for master teachers, 5 days training for student teachers training @ \$750/day	\$ 3,750
Magnet-theme related training - <i>Responsive Classroom Level 3</i> , 1 day @ \$4000/day	\$ 4,000
Magnet-theme related training - <i>Teachers College Reading and Writing Project with Columbia University</i> , 5 days @ \$3500/day	\$ 17,500
<b>OTHER SUB-TOTAL</b>	<b>\$ 21,500</b>

**SITE LEVEL EXPENSES - CAMPUS CANYON**

<b>PERSONNEL</b>	
One part time (.5 FTE) Curriculum developer, to assist teachers in developing Type 1-3 enrichment projects accelerated content, extension, and in-depth instruction -- 180 days @ \$156/day	\$ 28,080
Enrichment specialist to train teachers in enrichment, universal assessments, and progress monitoring, plan and provide both enrichment and intervention to ensure all students reach grade level -- 1.0 FTE, 180 days @ \$303/day	\$ 54,540

Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR THREE: 2012-13**

Fall 2012: Magnet Purpose-related training - Release time for Cultural Competence training, 1 day x 15 teachers (entire staff) @ \$110	\$ 1,650
Summer 2013: Theme-related training - Summer Institute, Schoolwide Enrichment Model (Renzulli) entire staff, 15 teachers x 5 days @ \$110	\$ 8,250
Throughout the school year 2012-13: Release time for teachers for coaching, feedback, collaboration, reflection -- 15 teachers x 8 days @ \$110/day	\$ 8,250
Throughout the school year 2012-13: Hourly time for teachers to meet afterschool for collaboration, curriculum writing, data team meetings, 15 teachers x 40 hours @ \$25/hour	\$ 15,000
After school Enrichment and extended learning time: 6 educational technicians x 30 weeks (150 days) x 3 hours/day @ \$15/hour	\$ 40,500
<b>PERSONNEL SUB-TOTAL</b>	<b>\$ 156,270</b>
<b>EMPLOYEE BENEFITS</b>	
STRS	0.0825 \$ 9,551
PERS	.09709 \$ 3,932
Medicare	0.0145 \$ 2,266
SUI	.0005 \$ 78
Workman's compensation	.0426 \$ 6,657
Health and Welfare	\$15,300/1.0 FTE \$ 22,950
<b>BENEFITS SUB-TOTAL</b>	<b>\$ 45,434</b>
<b>SUPPLIES</b>	
Renzulli Learning System: software program designed to help students achieve by focusing on their strengths, their interests, and the ways they like to learn and express themselves, 400 students @ \$40/year	\$ 16,000
Library books for 7th and 8th grades added to magnet, 300 books @ \$25/average	\$ 7,500
Additional enrichment materials for middle schools students, all core subject areas, \$750/class x 2 classes	\$ 1,500
Software maintenance agreement	\$ 5,000
<b>SUPPLIES SUB-TOTAL</b>	<b>\$ 30,000</b>
<b>OTHER</b>	
Fall 2012: Magnet Purpose-related training – Cultural competence training for all teachers and administrative staff, 1 day @ \$2000/day	\$ 2,000
Summer 2013: Magnet theme-related training: Schoolwide Enrichment Model, 5 days @ \$2,000/day	\$ 10,000
Moorpark College partnership - time for college professors and administration to collaborate and build the "college connection".	\$ 5,000
<b>OTHER SUB-TOTAL</b>	<b>\$ 17,000</b>



Moorpark Unified School District  
**Moorpark Unified Magnet School Assistance Project**  
**BUDGET NARRATIVE**  
**YEAR THREE: 2012-13**

<b>PERSONNEL</b>	<b>\$ 422,577</b>
<b>EMPLOYEE BENEFITS</b>	<b>\$ 121,585</b>
<b>CONFERENCE AND TRAVEL</b>	<b>\$ 16,000</b>
<b>SUPPLIES</b>	<b>\$ 44,300</b>
<b>CONTRACTUAL</b>	<b>\$ 30,000</b>
<b>OTHER</b>	<b>\$ 38,500</b>
<b>SUB-TOTAL</b>	<b>\$ 672,961</b>
<b>INDIRECT COSTS (@ 6.5%)</b>	<b>\$ 43,742</b>
<b>TOTAL COSTS</b>	<b>\$ 716,704</b>